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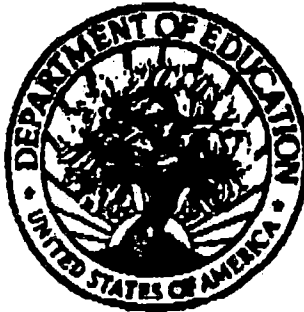
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FAX COVER SHEET

MESSAGE

TO: JANE LEONARD

FAX NUMBER: 456-1467

FROM: LISA BARNES

JANE:

I'm sending out latest minute by minute schedule, the conference agenda, & background on each of the sessions. If you need further information, please give me a call.

Lisa Barnes

401-0039

DRAFT

**U.S. CHAMBER OF COMMERCE
U.S. DEPARTMENT OF EDUCATION
LEADERSHIP CONFERENCE
January 13-14, 1992**

MINUTE BY MINUTE SCHEDULE

Monday January 13

- 8:30 a.m. Conference Materials delivered to Chamber "I" Street Door (Ricky Norment)
- 10:00 a.m. to 11:00 a.m. Set-up Resource Center (Christina Erland) Front Herman Lay Room
- 11:00 a.m. to 1:00 p.m. Set-up Registration Area (Michelle Griffin) Entrance to Briefing Room
- 11:30 a.m. to 1:00 p.m. Luncheon Briefing for Secretary's Regional Representatives (Christina Erland) Room 452
- 12:30 p.m. to 6:30 p.m. Registration table staffed - Lobby (Joanne Healey -Bruce Wardle)
- 1:00 p.m. to 6:30 p.m. Resource Center Open (Christina Erland SRR's) - Herman Lay Room
- 1:30 p.m. to 2:15 p.m. Briefing for pre-conference session moderators and panelists (Jill Scheldrup Gail Neidernhofer) Amway Room
- 2:30 p.m. to 4:00 p.m. Pre-conference Concurrent Sessions
- I. Communicating the AMERICA 2000 Message Amway/Emerson Electric Rms. Jeff Joseph, U.S. Chamber of Commerce
Leslye Arsht, U.S. Dept. of Education
Connie Spellman, Omaha 2000
Rita Moniz, Fall River 2000
John Jordan, Lehigh Valley 2000
- II. Programs that Work: Chambers of Commerce are Breaking the Mold 3M/RJR Nabisco Rms Robert Martin, Dir. Center for Workforce Preparation and Quality Education
Clyde Cole, Tulsa Chamber of Commerce
Connie Dietz, Wichita Chamber of Commerce
Patti Clapp, Dallas Chamber of Commerce
Bill Milliken, President, Cities in Schools

III. Choice: A Key Component of Education Reform
Herman Lay Room
 Charles E.M.Kolb Deputy Assistant to the Pres. for Domestic Policy
 John Chubb, Brookings Institution
 Larry Patrick Jr., Detroit 2000
 Bill Styring, Indiana State Chamber

- 4:30 p.m. to 5:15 p.m. Briefing for moderators/panelists for Plenary Sessions (Gail Niedernhofer/Jill Scheldrup) Amway Room
- 5:30 p.m. to 6:30 p.m. AMERICA 2000 Kick-off Cocktail Reception (Joanne Healy) Briefing Room
- 5:30 p.m. to 6:30 p.m. V.I.P. Reception - Webster Room
- 6:30 p.m. to 8:30 p.m. Opening Dinner - Hall of Flags (:120)
 --Welcome/opening remarks--C.J."Pete" Silas (:05)
 --Meal: Salad on table, Entree and Dessert (:40)
 --Introduction of Secretary Alexander-- Silas (:03)
 --Secretary Alexander to welcome and introduce Gov. Miller (:05)
 --Governor Miller to Speak (:25)
 --Secretary Alexander to introduce SRR's and Community video (:05)
 --Community Video (:25)
 --Closing remarks/instructions for the next day (:05) Silas
- 8:30 p.m. to 9:30 p.m. Resource Center Open with Secretary's Regional Representatives - Herman Lay

Tuesday January 14th

- 5:30 a.m. to 6:30 a.m. White House Sweep
- 7:30 a.m. to 5:00 p.m. Resource Center Open
- 7:30 a.m. to 9:30 a.m. Late Registration - Lobby
- 7:30 a.m. to 8:00 a.m. Continental Breakfast Opens- Hall of Flags
- 8:15 a.m. to 9:05 a.m. Opening Session - Hall of Flags (:45)
 --Welcome, Announcements, and Introduction of President Bush (:02)
 Silas
 --President Bush to speak (:15)

- Silas Introduces Secretary Alexander (:03)
- Secretary Alexander gives remarks (:20)
- Closing remarks/instructions (:08)

- 9:05 a.m. to 9:15 a.m. --Break (Move to Briefing Room)

- 9:15 a.m. to 9:30 a.m. --Press Availability following Opening Session (Rick Del Veccio/Jay Diskey) Alexander/Silas/Lesher RJR Nabisco (:15)

- 9:15 a.m. to 10:25 a.m. **Plenary Session I - Briefing Room (1:10)**
(staff: Barbara Rivers)
TAKING THE FIRST STEPS: MAKING THE NATIONAL GOALS YOUR COMMUNITY'S GOALS
--Ed Donley, Chairman, Air Products & Chemical, Inc. Moderator (:07)
--Diane Ravitch, U.S. Department of Education (:10)
--Joseph Krier, San Antonio 2000 (:07)
--Larry Patrick, Detroit 2000 (:07)
--Jeanne Baliles, Richmond 2000 (:07)
--Q & A (:30)
--Closing comments (:02)

- 10:25 a.m. to 10:45 a.m. Coffee Break - Hall of Flags (:20)

- 10:45 a.m. to 11:45 a.m. **Plenary Session II - Briefing Room (:60)**
(Staff: Hazel Fiers)
GETTING TO WORK: DEVELOPING YOUR OWN COMMUNITY WIDE STRATEGY AND REPORT CARD
--John Kauffman, Chairman and CEO Pennsylvania Power & Light Company Moderator (:07)
--Bruno Manno, U.S. Department of Education (:14)
--Cathie Zarlingo, Grand Junction 2000 (:07)
--C.R. (Bob) Bell, Omaha 2000 (:07)
--Q & A (:20)
--Discussion Instructions (:05)

- 11:45 a.m. to 12:00 noon Move to Lunch - Hall of Flags

- 12:00 p.m. to 12:30 p.m. Continue Plenary II Discussions over lunch (:30) Hall of Flags

- 12:30 a.m. to 1:20 p.m. **Luncheon Session - Hall of Flags (:50)**
--Opening remarks (:05)--Dr. Dick Lesher
Introduction of Eve Bither (:02) by Dr. Lesher

- Commissioner Eve Bither, Maine
Department of Education to speak (:15)
--Introduction of Deputy Secretary David
Kearns (:02) by Dr. Leshner
--Deputy Secretary Kearns to speak (:15)
--Q & A (:10) - Kearns
--Closing comments- Leshner (:02)
- 1:20 p.m. to 1:45 p.m. Break (:25)
- 1:45 p.m. to 2:40 p.m. Plenary Session III - Briefing Room (:55)
(staff:Gail Niedernhofer)
NEW AMERICAN SCHOOLS: WHAT ARE THEY ALL
ABOUT AND HOW THEY RELATE TO THE NEW
AMERICAN SCHOOLS DEVELOPMENT CORPORATION
--H. William Lurton, Chairman and CEO,
Josten's Inc. Moderator (:09)
--Checker Finn, Vanderbilt University
(:09)
--Saul Cooperman (:09)
--Reid Rundell, New American Schools
Development Corp. (:09)
--Discussion Q & A (:15)
--Closing comments (:04)
- 2:40 p.m. to 2:45 p.m. Stretch Break (There is no movement out
of the room at this time.) (:05)
- 2:45 p.m. to 3:25 p.m. Wrap-up - Briefing Room (:40)
(staff:Gail and Hazel)
GETTING THE WAGON ROLLING AND WHAT TO DO
WHEN IT RUNS INTO THE DITCH
--Bob Martin, Director, Center for
Workforce Preparation and Quality
Education Moderator (:05)
--Bill Gibbons, Memphis 2000 (:10)
--Connie Spellman, Omaha 2000 (:10)
--John Murphy, Superintendant,
Charlotte-Mecklenburg County, NC (:15)
- 3:25 p.m. to 3:30 p.m. Charge and Conclusion of Conference
--Robert Martin, Director, The Center
for Workforce Preparation and Quality
Education
- 4:00 p.m. to 5:00 p.m. Chamber Focus Group
- 5:00 p.m. to 6:00 p.m. De-Briefing and Thank you (Working
Staff)

AMERICA 2000 COMMUNITY LEADERSHIP CONFERENCE SCHEDULE

U.S. Chamber of Commerce and U.S. Department of Education

U.S. Chamber of Commerce
1615 H Street, N.W.
Washington, D.C.

January 13 - 14, 1992

JANUARY 13

1:00 p.m. to 6:30 p.m. **REGISTRATION OPEN - Lobby**

1:00 p.m. to 6:30 p.m. **RESOURCE CENTER OPEN - Herman Lay Room**
The Center for Workforce Preparation and Quality Education and U.S. Department of Education staff will be available to answer questions and provide assistance throughout the conference in the AMERICA 2000 Resource Center.

2:30 p.m. to 4:00 p.m. **PRE-CONFERENCE CONCURRENT SESSIONS**

Concurrent Session I -- Communicating the AMERICA 2000 Message - Amway and Emerson Electric Rooms.

- Jeff Joseph, Vice President for Domestic Policy, U.S. Chamber of Commerce (moderator)
- Leslye Araht, Counsellor to the Secretary and Director of Communications, U.S. Department of Education
- Connie Spellman, Vice President for Education, Greater Omaha Chamber of Commerce, Omaha 2000
- Rita Meriz, Professor of Political Science and Women's Studies, University of Massachusetts, Fall River 2000
- Jack Jordan, Senior Vice President, Bethlehem Steel and Co-Chairman of Steering Committee, Lehigh Valley 2000

Concurrent Session II -- Choice: A Key Component of Education Reform-Herman Lay Room.

- Charles E.M. Kolb, Deputy Assistant to the President for Domestic Policy, White House (moderator)
- John Chubb, Senior Fellow, Government Studies, Brookings Institution
- Lawrence C. Patrick, Jr., President of the Detroit Board of Education, Detroit 2000
- Bill Styring, Vice President, Public Finance/Education, Indiana Chamber of Commerce

Concurrent Session III - Programs That Work: Chambers of Commerce Are "Breaking the Mold" - 3M and RJR Navisco Rooms.

- Robert Martin, Vice President/Executive Director, Center for Workforce Preparation and Quality Education (moderator)
- Clyde Cole, President, Metropolitan Tulsa Chamber of Commerce
- Connie Dietz, Executive Director - Business Education Success Team, Wichita Chamber of Commerce
- Patti Clapp, Vice President of Education, Greater Dallas Chamber of Commerce
- Bill Milliken, President, Cities in Schools

5:30 p.m. to 6:30 p.m.

AMERICA 2000 KICK-OFF RECEPTION - Anheuser-Busch Briefing Center

6:30 p.m. to 8:30 p.m.

OPENING DINNER - Hall of Flags

- C.J. "Pete" Silas, Chairman of the Board, U.S. Chamber of Commerce
- Lamar Alexander, Secretary of Education, U.S. Department of Education
- Zell Miller, Governor, State of Georgia
- AMERICA 2000 Community Video

8:30 p.m. to 9:30 p.m.

RESOURCE CENTER OPEN - Herman Lay Room

JANUARY 14

7:30 a.m. to 9:30 a.m.

LATE REGISTRATION - Lobby

7:30 a.m. to 8:00 a.m.

CONTINENTAL BREAKFAST - Hall of Flags

8:15 a.m. to 9:00 a.m.

OPENING SESSION - Hall of Flags

- C.J. "Pete" Silas, Chairman of the Board, U.S. Chamber of Commerce
- Lamar Alexander, Secretary of Education, U.S. Department of Education

President George Bush

9:15 a.m. to 10:25 a.m.

PLENARY SESSION I - TAKING THE FIRST STEP: ARE THE NATIONAL EDUCATION GOALS YOUR GOALS? - Anheuser-Busch Briefing Center

What are the National Education Goals and how can your community adopt them? Experts and community representatives will discuss the goals and how communities have organized and launched AMERICA 2000 efforts.

- Edward Donley, Chairman, Center for Workforce Preparation and Quality Education and Chairman, Executive Committee, Air Products and Chemicals, Inc. (moderator)
- Diane Ravitch, Assistant Secretary for Education Research and Improvement and Counselor to the Secretary, U.S. Department of Education
- Joseph Krier, President, Greater San Antonio Chamber of Commerce, San Antonio 2000
- Lawrence C. Patrick, Jr., President of the Detroit Board of Education, Detroit 2000
- Jeannie Bailles, Chairperson for Virginia Literacy Foundation, Metro Richmond 2000

10:25 a.m. to 10:45 a.m.

COFFEE BREAK - Hall of Flags

10:45 a.m. to 11:45 a.m.

PLENARY SESSION II - GETTING TO WORK: DEVELOPING YOUR OWN COMMUNITYWIDE STRATEGY AND REPORT CARD - Anheuser-Busch Briefing Center

Developing a strategy and report card are the second and third steps in a community's effort to becoming an AMERICA 2000 Community. Panelists in this session will discuss communitywide reform and their experience in developing a strategy and report card.

- John T. Kauffman, Chairman and CEO, Pennsylvania Power & Light Company (moderator)
- Bruno Manno, Acting Assistant Secretary for Policy and Planning, U.S. Department of Education
- Cathie Zarlingo, Parent and Small Business Owner and Operator, Grand Junction, Grand Junction 2000
- C.R. (Bob) Bell, President, Greater Omaha Chamber of Commerce, Omaha 2000

12:00 p.m. to 1:25 p.m.

LUNCHEON SESSION - Hall of Flags

- Dr. Richard Lesher, President, U.S. Chamber of Commerce
- Eve Bither, Commissioner, Maine Department of Education
- David Kearns, Deputy Secretary, U.S. Department of Education

1:45 p.m. to 2:40 p.m.

**PLENARY SESSION III -- NEW AMERICAN SCHOOLS:
WHAT ARE THEY ALL ABOUT? - Anheuser-Busch Briefing
Center**

The New American Schools proposal is one of the most innovative ideas in AMERICA 2000. This session will explore how your community can plan and support "break-the-mold" schools that are right for your area. Panelists will discuss the need for New American Schools and provide an update on the New American Schools Development Corporation (NASDC).

- H. William Lurton, Chairman & CEO, Josten's Inc., 1992 Chairman of the U.S. Chamber of Commerce (moderator)
- Dr. Saul Cooperman, Chairman of Education Advisory Panel, New American Schools Development Corporation
- Reid Rundell, Vice President of Operations, New American Schools Development Corporation
- Dr. Chester Finn, Director of Education Excellence Network and Professor of Education and Public Policy, Vanderbilt University

2:45 p.m. to 3:30 p.m.

**WRAP-UP: GETTING THE WAGON ROLLING AND WHAT
TO DO WHEN IT RUNS INTO THE DITCH - Anheuser-Busch
Briefing Center**

The final general session will discuss how to get your community started with AMERICA 2000 and how to maintain momentum for education reform.

- Robert Martin, Vice President/Executive Director, Center for Workforce Preparation and Quality Education (moderator)
- Bill Gibbons, Attorney at Law and Co-Chair of Memphis 2000
- Connie Spellman, Vice President of the Education Council, Greater Omaha Chamber of Commerce, Omaha 2000
- Dr. John Murphy, Superintendent, Charlotte-Mecklenburg County, North Carolina

3:30 p.m.

CLOSE OF CONFERENCE

3:30 p.m. to 5:00 p.m.

RESOURCE CENTER OPEN - Herman Lay Room

PRE-CONFERENCE WORKSHOPS**DRAFT**

The following three workshops will run concurrently during registration time on the afternoon of January 13, 1992. The workshops are available to all registrants, and are intended to share the experience and wisdom of experts on particular aspects of AMERICA 2000. They are planned to be small, informal discussion sessions, to work through particular parts of the education strategy.

CONCURRENT SESSION I -- COMMUNICATING THE AMERICA 2000 MESSAGE - Amway and Emerson Electric Rooms - 2:30 p.m. to 4:00 p.m.

Purpose: To discuss how to involve the media to communicate the AMERICA 2000 strategy locally, so as to gain broader community support.

Desired Outcomes:

To answer the following questions:

1. What is the importance of media support for getting out the news about local AMERICA 2000 community-building efforts?
2. How to gain media support in your community?

Participants**Moderator:**

Jeff Joseph, Vice President for Domestic Policy, U.S. Chamber of Commerce

Panelists:

Leslye Arsht, Counsellor to the Secretary and Director of Communications, U.S. Department of Education

Connie Spellman, Vice President for Education, Greater Omaha Chamber of Commerce, Omaha 2000

Rita Moniz, Professor of Political Science and Women's Studies, University of Massachusetts, Fall River 2000

Jack Jordan, Senior Vice President, Bethlehem Steel and Co-Chairman of Steering Committee, Lehigh Valley 2000

Page Two - Concurrent Session I**Order of Speakers/Suggested Timeframes:****Moderator:****Jeff Joseph**

Introduces panelists and purpose of session. Encourages interaction among the panelists and audience during the discussion period. Explains generally the importance of media support.

7 min**Panelists:****Leslye Arsht**

Shares her experiences with media to launch AMERICA 2000, and provides tips on generating media support.

10 min**Connie Spellman**

Explains how media involvement and support have been helpful for OMAHA 2000.

10 min**Rita Moniz**

Provides tips on using the media to generate community support. Describes the Fall River experience.

10 min**Jack Jordan**

Explains how media and total community support have been critical to Lehigh Valley 2000.

10 min**All**

Questions and answer period. Moderator calls on audience participants.

30 min**Jeff Joseph**

Closing comments and suggested next steps.

5 min

CONCURRENT SESSION II -- CHOICE: A KEY COMPONENT OF EDUCATION REFORM - Herman Lay Room - 2:30 p.m. to 4:00 p.m.

Purpose: To explain choice as a transforming idea of education reform and AMERICA 2000, and how communities have initiated parental choice

Desired Outcomes:

To answer the following questions:

1. What is parental choice in education?
2. Why is choice a transforming idea in education reform?
3. How can communities design and implement choice programs?
4. What choice programs are underway?

Potential Participants

Moderator:

Charles E.M. Kolb, Deputy Assistant to the President for Domestic Policy, White House

Participants:

John Chubb, Senior Fellow, Government Studies, Brookings Institution

Lawrence C. Patrick, Jr., President of the Detroit Board of Education, Detroit 2000

Bill Styring, Vice President, Public Finance/Education, Indiana Chamber of Commerce

Order of Speakers/Suggested Timeframes:

Moderator:

Charles Kolb

Describes purpose of session and introduces panelists. Discusses choice in general and describes common supporting and opposing arguments.

10 min

Panelists:

John Chubb

Describes choice in greater detail in terms of the various options, why choice works, and how it fits in the broad framework of education reform

15 min

Page Two - Concurrent Session II

Lawrence Patrick	Explains how the education community views choice and describes the Detroit experience. Provides tips on generating local support for choice and how other metropolitan areas can initiate a choice effort.	10 min
Bill Styring	Describes choice from a business perspective. Provides examples of business involvement in choice and what local chamber executives can do to get these efforts underway.	10 min
All	Questions and Answer	30 min
John Chubb	Closing comments	5 min

CONCURRENT SESSION III -- PROGRAMS THAT WORK: CHAMBERS OF COMMERCE THAT ARE "BREAKING THE MOLD" - 3M and RJR Nabisco Rooms - 2:30 p.m. to 4:00 p.m.

Purpose: In order to meet the six National Education Goals, AMERICA 2000 calls upon local jurisdictions to initiate programs to improve existing schools and meet the needs of adult learners. This session will enable audience participants to meet representatives from chambers that have designed and implemented reform programs addressing issues ranging from early childhood development to adult education and training.

Desired Outcomes:

To answer the following questions:

1. How can your Chamber act as an agent of change in educational reform?
2. How can your Chamber of Commerce design and implement successful reform programs?
3. What are some reform programs that are working?

Participants

Moderator:

Robert Martin, Vice President/Executive Director, Center for Workforce Preparation and Quality Education

Panelists:

Clyde Cole, President, Metropolitan Tulsa Chamber of Commerce
 Connie Dietz, Executive Director - Business Education Success Team, Wichita Chamber of Commerce
 Patti Clapp, Vice President of Education, Greater Dallas Chamber of Commerce
 Bill Milliken, President, Cities in Schools

Order of Speakers/Suggested Timeframes:

Moderator:

Robert Martin

Describes the purpose of the session and introduces the panelists.
 Discusses the critical role that chambers play in education reform.

10 min

Page Two - Concurrent Session III**Panelists:**

Clyde Cole	Describes the Tulsa chamber education program, highlighting its comprehensive nature and how the chamber secured passage of major reform legislation in Oklahoma.	8 min
Connie Dietz	Describes Wichita's apprenticeship program and how this effort got underway (school to work may be included).	8 min
Patti Clapp	Describes the Dallas program and the importance of business serving on local school boards (at-risk youth may be a part of this).	8 min
Bill Milliken	Discusses the needs of at-risk youth and role that community "fellows" can play. Describes the Cities-in-Schools program.	12 min
All	Questions & Answers focuses on steps chambers have taken in getting these programs off the ground and how barriers were overcome. Panelists and audience.	30 min
Robert Martin	Closing comments	5 min



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FAX COVER SHEET

MESSAGE

TO: JANE LEONARD

FAX NUMBER: 456-1467

FROM: LISA BARNES

JANE:

I'm sending our latest minute by minute schedule, the conference agenda, & background on each of the sessions. If you need further information, please give me a call.

Lisa Barnes

401-0039

PLENARY SESSION I - TAKING THE FIRST STEP: MAKING THE NATIONAL EDUCATION GOALS YOUR COMMUNITY'S GOALS -
Anheuser-Busch Briefing Center - 9:15 a.m. to 10:25 a.m.

Purpose: To discuss the Six National Education Goals and learn how communities have organized and launched AMERICA 2000 efforts

Desired Outcomes:

To answer the following questions:

1. Why it is important for your community to dramatically improve education and your schools?
2. Who should be involved in AMERICA 2000 communities/steering committees?
3. How communities should adopt the six National Education Goals?
4. What/Why a kick-off?

Participants

Moderator:

Ed Donley, Chairman, Center for Workforce Preparation and Quality Education and Chairman, Executive Committee, Air Products & Chemical, Inc.

Panelists:

Diane Ravitch, Assistant Secretary for Education Research and Improvement and Counselor to the Secretary, U.S. Department of Education
 Joseph Krier, President, Greater San Antonio Chamber of Commerce, San Antonio 2000
 Lawrence C. Patrick, Jr., President of the Detroit Board of Education, Detroit 2000
 Jeannie Baliles, Chairperson for Virginia Literacy Foundation, Metro Richmond 2000

Order of Speakers/Suggested Timeframes

Moderator:

Ed Donley	Introduction and explanation of session purpose and outcomes	7 min
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Panelists:

Diane Ravitch	<u>What</u> is the problem? <u>Why</u> are the six National Education Goals and AMERICA 2000 needed?	10 min
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Page Two - Plenary Session I

Joseph Krier	<u>Who</u> should be involved in your steering committee, using San Antonio 2000 as an example	7 min
Larry Patrick	<u>How</u> a community <u>adopts the goals</u>, using Detroit 2000 as a example	7 min
Jeannie Baliles	<u>What is a kick-off</u> using Richmond 2000 as example	7 min
All	Questions and Answers. Questions will be taken from the audience in "Donohue style." There will be two staff members from the Chamber or Education, with hand-held mikes. Individuals from the audience will ask brief questions of the panelists.	30 min
Ed Donley	Closing comments	2 min

Page Three - Plenary Session I**Suggested Points to Cover:**

Edward Donley - Introduces the panel and encourages interaction between panelists and audience during the question and answer period.

Diane Ravitch - About complacency. Why we need a revolution, why the goals, why standards, why we need AMERICA 2000 - A framework for goals, and why AMERICA 2000 is different and what this is not about.

Joseph Krier - Describe who needs to be involved - educators, local politicians, business, community organizations, parents, and media. Describe who is involved in San Antonio 2000 - How they started out with the mayor and who they got involved. Emphasize how the chamber can have a unique role.

Larry Patrick - Describes how a community adopts the goals and how they did this in Detroit.

Jeannie Baliles - Describes what is a kick-off and how did they did it in Richmond. Emphasize why there needs to be a public event.

Ed Donley - Moderates question and answer period, ensuring that all four desired outcomes have been discussed. Involves panelists and audience in Q's & A's. Closes with common threads of discussion: Importance of the effort and every community can tailor the strategy to suit itself.

PLENARY SESSION II - GETTING TO WORK: DEVELOPING YOUR OWN COMMUNITY-WIDE STRATEGY AND REPORT CARD BASED ON THE GOALS - Anheuser-Busch Briefing Center - 10:45 a.m. to 11:45 a.m.

Purpose: To discuss how to develop a community-wide strategy and report card

Desired Outcomes:

To answer the following questions:

1. What is a community-wide strategy to meet the goals?
2. What is a report card of yearly objectives and assignments?
3. What are the steps the community needs to take to develop a strategy and report card, based on the goals?

Participants:

Moderator:

John T. Kauffman, Chairman and CEO, Pennsylvania Power & Light Company.

Panelists:

Bruno Manno, Acting Assistant Secretary for Policy and Planning, U.S. Department of Education

Cathie Zarlingo, Parent and Small Business Owner and Operator, Grand Junction, Grand Junction 2000.

C.R. (Bob) Bell, President, Greater Omaha Chamber of Commerce, Omaha 2000

Order of Speakers/Suggested Timeframes:

Moderator:

John Kauffman	Introduction and explanation of session purpose and outcomes	7 min
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Panelists:

Bruno Manno	<u>What</u> is a community-wide strategy	7 min
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Cathie Zarlingo	<u>How</u> Grand Junction is developing their strategy (assessing needs first)	7 min
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Bruno Manno	<u>What</u> is a report card	7 min
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Page Two - Plenary Session II

C. R. (Bob) Bell **How Omaha might measure results** **7 min**

All **Questions & Answers** **20 min**

John Kauffman **Group Discussion. Moderator asks audience to take 10 min. break and move to lunch for a Group Discussion on what steps they need to take locally to develop a strategy and a report card.**

] question will change
5 min

Page Three - Plenary Session II

Suggested Points to Cover:

John Kauffman - Introduces the panel and encourages interaction among panelists especially during question and answer period.

Bruno Manno - Why a community-wide strategy - beyond the school wall, sweeping scope, "break the mold" thinking? What is a strategy - a) It starts with an assessment of what currently exists b) explains what the community is going to commit to. Bruno will share examples. Emphasize that the strategy needs to be built around the goals. Many communities think they already have a strategy yet they have not coordinated it around all the goals and they are not communitywide strategies.

Cathie Zarlingo - How Grand Junction is assessing what is currently going on in the community. After this work is complete, they will begin exploring what needs to be done and how the community will do it.

Bruno Manno - What is a report card and who and what does it measure - a) the community agreeing on certain outcomes, there are different ways to measure progress, perhaps use the example of dropout rates. b) it is a community report on what you promised the community you would do.

C.R. (Bob) Bell - How Omaha might measure results? Where Omaha started in their measurements?

John Kauffman - Moderates question and answer period, ensuring that all three desired outcomes have been discussed. Involves panelists and audience in Q's & A's period. Explains process for group discussion at lunch. There will be a 3 by 5 card at each table with the following discussion question: What steps does your community need to take to develop a strategy and a report card? At each table there will be a facilitator to direct the discussion and encourage interaction. Closes with common threads of discussion: Importance of a community-wide strategy and a report card.

PLENARY SESSION III - NEW AMERICAN SCHOOLS: WHAT ARE THEY ALL ABOUT AND HOW THEY RELATE TO THE NEW AMERICAN SCHOOLS DEVELOPMENT CORPORATION (NASDC)? - Anheuser-Busch Briefing Center - 1:45 p.m. to 2:40 p.m.

Purpose: To discuss how communities can plan and support "break the mold" schools that are right for their area

Desired Outcomes:

To answer the following questions:

1. What are New American Schools? Why do we need them?
2. What is NASDC?
3. How might a community plan for and support a New American School?

Participants:

Moderator:

H. William Lurton, Chairman & CEO, Josten's Inc., 1992 Chairman U.S. Chamber of Commerce.

Panelists:

Dr. Saul Cooperman, Chairman of Education Advisory Panel, New American Schools Development Corporation

Reid Rundell, Vice President for Operations, New American Schools Development Corporation

Dr. Chester Finn, Director of Education Excellence Network and Professor of Education and Public Policy, Vanderbilt University

Order of Speakers/Suggested Timeframes:

Moderator:

H. William Lurton	Introduction and explanation of session	7 min
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Panelists:

Saul Cooperman	<u>Why</u> every American community needs a "break the mold" school	7 min
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Reid Rundell	<u>What</u> is NASDC and its role in AMERICA 2000 Communities	7 min
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Chester Finn	<u>How</u> might a community "plan for and support" a New American School	7 min
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Page Two - Plenary Session III

All	Questions and Answers	25 min
H. William Lurton	Closing comments	2 min

Page Three - Plenary Session III**Suggested Points to Cover:**

H. William Lurton - Introduces the panel and encourages interaction among panelists and audience during question and answer period.

Saul Cooperman - Why do we need New American Schools? What does "break the mold" mean? What is a "Break the Mold" school - what it isn't it?

Reid Rundell - What is the mission of NASDC, structures of the NASDC, the Request For Proposal, and the three phases of design team work? Give a status report of NASDC, stressing the building momentum. Explain how everything about NASDC is **NEW and **Innovative**, a new paradigm like Reid's Saturn experience. What is the relationship of New American Schools and NASDC?**

Chester Finn - How the community might "plan for and support" a New American school?

H. William Lurton - Moderates question and answer period, ensuring that all three desired outcomes have been discussed. Involves panelists and audience in Q's & A's. Closes with common threads of discussion: Break-the-mold research and schools.

**WRAP-UP: GETTING THE WAGON ROLLING AND WHAT TO DO
WHEN IT RUNS INTO THE DITCH - Anheuser-Busch Briefing Center -
2:45 to 3:25 p.m.**

Purpose: To discuss how to start an AMERICA 2000 community and how to maintain the momentum for education reform

Desired Outcomes:

1. To motivate participants to start a COMMUNITY 2000.
2. To motivate those with a COMMUNITY 2000 steering committee to move forward with their strategy so they become one of the first designated AMERICA 2000 Communities.

Participants:

Moderator:

Robert Martin, Vice President/Executive Director, Center for Workforce Preparation and Quality Education

Panelists:

Bill Gibbons, Attorney at Law and Co-Chair of Memphis 2000
 Connie Spellman, Vice President of the Education Council, Greater Omaha Chamber of Commerce, Omaha 2000
 Dr. John Murphy, Superintendent, Charlotte - Mecklenburg County, North Carolina

Order of Speakers/Suggested Timeframes:

Moderator:

Robert Martin	Introductions	5 min
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Panelists:

Bill Gibbons	How they are keeping Memphis 2000 on track	10 min
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Connie Spellman	How they are keeping Omaha 2000 on track	10 min
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John Murphy	You can do it in your community!	15 min
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Robert Martin	Concluding remarks and Conference closure	5 min
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Page Two - Wrap-Up

Question and Answer Period - none

Suggested Points to Cover:

Bill Gibbons - How hard it is to stay on track and how to keep your eye on the goals.

Connie Spellman - The unique role of the Chamber in each city. The propelling dynamics of the group - first the tension and then the "break through."

John Murphy - Motivates participants to go home and make a difference for education - a dynamic Community 2000 effort!

Robert Martin - Thank you for your participation. Discusses evaluation of conference. You now have information and contacts so that you can go and make a difference in your community! Keep us posted on your progress!

THE WHITE HOUSE

WASHINGTON

December 20, 1991

MEMORANDUM FOR DAVID DEMAREST
FROM: Katherine L. Super *K. Super*
Office of Appointments and Scheduling
SUBJECT: Attached Correspondence

X
The attached request has been denied *per our discussion in the scheduling meeting this week.*
The attached request has been put on Hold.)
Please resubmit in _____ for consideration.

We are forwarding a copy to you for your information and any further follow-up you deem appropriate.

Speeches: - Blue Ribbon Schools Sept 25
- John Seymour Fun Sept 19 - a few Hs
- Alice Deal October 1

Jay Diski DOE
401-0570

✓
2

THE WHITE HOUSE
WASHINGTON

01 DEC 5 11:50
DECEMBER 4, 1991

SCHEDULE PROPOSAL

TO: KATHY SUPER
DEPUTY ASSISTANT TO THE PRESIDENT FOR
APPOINTMENTS AND SCHEDULING

THROUGH: DAVID DEMAREST
ASSISTANT TO THE PRESIDENT
FOR COMMUNICATIONS

*- anecdotal but leader
- meal
- perhaps educate fund
event?*

FROM: LEIGH ANN METZGER *lam*
SPECIAL ASSISTANT TO THE PRESIDENT
FOR PUBLIC LIAISON

JANE BARNETT *JB* LEONARD
ASSOCIATE DIRECTOR
OFFICE OF PUBLIC LIAISON

REQUEST: To address members of the U.S. Chamber of
Commerce's America 2000 community organization
meeting.

BACKGROUND: In response to widespread interest in the America
2000 education strategy, the U.S. Chamber of
Commerce has invited members of their affiliate
organizations to an America 2000 training
conference in Washington D.C. To date, 650
representatives have agreed to attend.

The purpose of the conference is to encourage
local Chambers to help organize community efforts
to adopt the America 2000 strategy. The Chamber
reports that its members are interested in a "how-
to" conference, so that they can play leadership
roles in their own communities. Secretary
Alexander has already agreed to address the
conference. By the date of the conference, over
twenty-six states will have formally adopted the
President's education strategy.

The U.S. Chamber of Commerce also has the capacity
to broadcast the President's remarks to Chamber
meetings through its American Business Network,
"BizNet," at thousands of locations across the country.
BizNet produces and hosts live, interactive
teleconferences linking government and business
leaders around the world.

PREVIOUS
PARTICIPATION: None.

DATE AND TIME: January 14, 1991
Breakfast, 8:30 a.m. or Luncheon, Time (TBD)

LOCATION: The U.S. Chamber of Commerce, Washington, D.C.

PARTICIPANTS: The President, Secretary Alexander, and approximately 650 representatives from local Chambers of Commerce.

- OUTLINE OF EVENTS:**
- The President arrives at the U.S. Chamber of Commerce's Auditorium.
 - The President delivers remarks.
 - The President departs.

REMARKS: To be provided by speechwriters.

MEDIA COVERAGE: Open press.

THE ADMINISTRATION OPPOSES S.2 BECAUSE:

- (a copy of would be)*
- o Because S.2 contains none of the President's AMERICA 2000 initiatives, fails to do enough to promote true, lasting school based education reform, Secretary of Education Lamar Alexander will recommend to the President that he disapprove the bill.
 - o S.2 fails to allow private schools to participate in any choice program. This means that parents -- especially low-income parents -- will continue to be denied the opportunity to participate in true choice programs.
 - o Since the President's AMERICA 2000 bill was sent to the Congress on May 22 of this year, the Administration, along with Senate Republicans have made a number of attempts to work out a bipartisan bill. After extensive meetings and negotiations, S.2 includes none of the President's proposals and promises little in the way of real, lasting education reform.
 - o While the Congress has yet to act on the President's legislative initiative, the country is moving forward to carry-out AMERICA 2000 activities. Already, 31 States and hundreds of communities have announced, or will soon announce, their participation in AMERICA 2000. Numerous Governors, educators, businessmen and women, and other concerned citizens, Republicans and Democrats, are working to carry-out this far-reaching reform strategy.
 - o S.2 creates another National Education Goals panel that would compete with the existing panel created by the nation's governors and President Bush. This would be confusing and unnecessary, and would delay current state and local efforts to advance the national education goals.
 - o S.2 fails to assign a central role to Governors, the chief elected official of each state.
 - o S.2 leaves the United States Secretary of Education powerless to disapprove any education plan that does not affect substantial reform.
 - o The Senate bill sets funding goals for a number of existing education programs that are unrealistic and would unfairly raise the expectations of the American education community.
 - o As drafted, S.2 authorizes activities so broadly defined as to constitute general aid, covering virtually any activity, including bureaucratic "restructuring" that may never be of any real educational benefit. Instead, the bill should be limited to a more focused and specific list of allowable reform activities like those in AMERICA 2000.
- B*
- AZ*
B (10/07)

AMENDMENTS TO S.2, "THE NEIGHBORHOOD SCHOOLS IMPROVEMENT ACT"

- o As currently written, the Administration cannot support S.2 without reform oriented strategies that challenge, upset, and transform, our schools and our attitudes about education. An acceptable bill would include an authorization for "break the mold" New American Schools. It also would include a public and private school choice demonstration program that would give low and middle income parents the same opportunities as parents with money.

PUBLIC AND PRIVATE SCHOOL CHOICE DEMONSTRATION PROGRAM

- o Polls show that 62 percent of the American public, and 72 percent of minority Americans, favor providing Choice in education. As President Bush has said, "Wealthy families already enjoy choice. Poor families do not. Now, if we want to extend opportunity and improve education, we should give parents the power to choose any school for their children -- public and private -- and watch our schools compete to be the very best."
- o Providing for public and private school Choice is a requirement for any bill that strives to revolutionize education in America.
- o The Administration supports a three-year demonstration program involving \$30 million per year in the form of education certificates to low-income parents to enable such parents to pay tuition, fees, and allowable costs of transportation for their children to attend the private or public school of their choice.
- o The demonstration program would be authorized to provide a grant of \$5 million to each of 6 low-income communities nationally.

NEW AMERICAN SCHOOLS

- o As President Bush has said many times, "we must transform America's schools... the days of the status quo are over."
- o In the President's AMERICA 2000 legislation, he has asked the Congress to provide seed money for the creation of the first wave of a new generation of "break the mold schools." These schools would reflect the best of what is known about teaching, learning, and educational technologies and would enable all students to meet world class standards of achievement.

- o The President's plan envisions the creation of at least one school per Congressional District by 1994 that would receive up to \$1 million to implement a plan that would bring together a community to start from scratch and reinvent the American school. No question would be off limits, no answers automatically assumed, and no plan would be the same as any other.
- o New American schools should be authorized at a level of \$50 million for FY 92, \$200 million for FY 93, and \$300 million for FY 94 to assist schools and communities to implement their reform plans.
- o To provide important assistance to any school or community that is interested in creating new, break the mold schools, the President has created the New American Schools Development Corporation (NASDC), an independent, non-profit organization. NASDC is made up of leaders in the American business community and its mission is to help underwrite the design of new high-performance educational environments to jump-start learning in America. Already, NASDC has held 4 conferences to begin discussing designs for new generations of schools, as well as a bidders conference for design proposals. Together, these conferences have been attended by over 3000 people and have been televised by over 80 PBS television stations.
- o Since it was announced by the President in April of this year, 31 states, hundreds of communities, and over 650 Chambers of Commerce have announced or will soon announce their communities' participation in AMERICA 2000, which includes competing for a New American School.



UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

November 12, 1991

Honorable Edward M. Kennedy
Chairman
Committee on Labor and Human Resources
United States Senate
Washington, DC 20510

Dear Mr. Chairman:

I am writing to express my views on the Neighborhood Schools Improvement Act, the pending substitute for S. 2, dated November 6, 1991. This bill is seriously flawed and is a major disappointment. The President has called for fundamental reforms in our educational system, which our Nation urgently needs. Unfortunately, S. 2 promises only more of the same old approach. If it were presented to the President in its current form, I would recommend that he disapprove it.

In April of this year, the President announced AMERICA 2000, a bold, complex, and long-range plan to move every community in America toward the National Education Goals adopted almost two years ago by the President and the Nation's Governors. Already, 31 States and hundreds of communities have announced or will soon announce their participation in AMERICA 2000. Numerous Governors, educators, businessmen, and other concerned citizens, both Republicans and Democrats, are working to carry out this far-reaching reform strategy.

As part of that strategy, the President submitted to the Congress his AMERICA 2000 Excellence in Education Act, introduced in the Senate as S. 1141. The bill called for a new generation of American schools, new world class standards in core subjects, more choices for parents of the schools their children attend, and creation of a national examination system. The President and I are pleased that the Congress has already enacted, or is seriously considering, some important components of that plan: the National Education Commission on Time and Learning, new literacy initiatives, alternative certification of teachers and principals, and teacher and school leader academies. Much, however, remains to be done, including authorization of a program of New American Schools that will break the mold of American education and help our students and communities to reach our ambitious goals.

In light of the progress we have made so far, I was optimistic that S. 2 would be a bipartisan vehicle for the remainder of our agenda, particularly after the many meetings and extensive

negotiations in which the Administration participated over the past several months. I am disappointed, therefore, that the new version of the bill includes none of the President's proposals and promises so little in the way of real educational reform.

National Academic Report Card and National Education Goals

Part B of Title I of the bill would authorize the establishment of an independent National Council on Educational Goals, composed of members appointed by the President, the Chairperson of the National Governors' Association, and the congressional leadership, to analyze educational achievement of the Nation's students and to issue an annual National Report Card on our progress toward achieving the National Education Goals adopted by the President and the Governors last year. I strongly oppose this portion of the bill because a similar group, the National Education Goals Panel, already exists and has been carrying out these very activities for nearly two years. Just last month, for example, that bipartisan panel, established by the President and the Governors, issued its first comprehensive report on where we are in meeting our goals and what we need to know as we continue to assess our progress. That report was candid and objective in describing the tremendous problems and challenges that confront us, and I expect the Panel's future reports to be equally enlightening. Creation of another education advisory panel at this point would serve no useful purpose and could only undermine the current Panel's outstanding work.

Moreover, while I am pleased that Part A of Title I of the bill would adopt each of the six National Education Goals, the accompanying policy statements of what the Federal Government will do to help achieve each goal represent a pledge of excessive and unrealistic expansions of Federal funding for a wide array of programs.

Neighborhood Schools Improvement

Under Title II of the pending substitute, the Department of Education would provide substantial financial assistance over a period of five years to help States and local school districts restructure their systems of elementary and secondary education and to improve education for all students. This "restructuring," however, is unlikely to lead to significant and lasting reform because it does not promote the kind of innovative steps, such as the creation of New American Schools, that are essential to real reform. Substantial revisions are needed.

First, the provisions on educational choice in S. 2 do not ensure that choice programs will actually be implemented anywhere, and do not provide at all for choice programs involving private schools. If we want the benefits of educational reform and innovation to reach all of our children, we must give parents far

greater choice than they now enjoy in deciding where their children will go to school, and the bill should be amended to promote that result with more certainty. I strongly urge that the committee adopt those measures advanced by the President, such as an incentive fund, a demonstration authority, or "follow-the-child" amendments to Chapter 1. At the very least, the bill should include a carefully-tailored demonstration program, involving choice among both public and private schools, so that we can increase our knowledge about the effects and benefits of educational choice.

I also believe that the bill ought to assign a central role to each State's Governor, particularly in selecting the State panel; in developing, approving, and submitting the State's application for funding; and in determining how the State will use its funds. The Governor, advised by an educational reform body separate from (but including) the State educational agency, should apply to the Secretary of Education for the State's money on the basis of a proposed plan to implement one or more of a defined list of allowable activities.

The allowable activities should be limited to the specific kinds of activities that are the focus of the President's AMERICA 2000 Education Strategy: public and private school choice, New American Schools, Merit Schools, Teacher and School Leader Academies, and alternative certification of teachers and principals, each substantially as defined in S. 1141. (If Teacher Academies, School Leader Academies, and alternative certification are included as program authorities under Title V of the Higher Education Act of 1965 as part of the pending HEA reauthorization, there would, of course, be no need to include them under this statute.) Governors could also apply to use the funds for other purposes, if they could demonstrate to the Secretary's satisfaction that they have a new reform proposal that would significantly contribute to educational achievement and that is not on the list. A more focused and specific list of permissible activities is needed because, as drafted, Title II does not ensure that real reform will ever occur. The activities authorized by the bill, at both the State and local levels, are so broadly defined as to constitute general aid, covering virtually any education-related activity, including bureaucratic "restructuring" that may never be of real educational benefit to anyone.

I strongly object to the requirement, in section 205 of the bill, to establish an "independent, third party panel" at the Federal level to review each State's plan. The responsibility to review and approve a State's plan should rest directly with the Secretary, as it does under other programs administered by the Department. Moreover, the Secretary should have discretion to ensure that State plans effect substantial reform and to disapprove those that do not.

Page 4 - Honorable Edward M. Kennedy

Finally, funds that "flow through" to the local level should be available to a wide range of local agencies and organizations, not just to local educational agencies and public schools. Innovation and reform in education result most beneficially from partnerships that include a variety of groups, not just the traditional State-LEA system. This approach would be consistent with a number of reform efforts under way today that encourage a wide variety of agencies, institutions, and organizations to become involved in educational reform.

Our educational system is in urgent need of fundamental reform. Meeting the National Education Goals is a great challenge for us all. The President's AMERICA 2000 Education Strategy aims to transform American education and to get the Nation to move itself in the direction of achieving those Goals. I assure you of my commitment to work with you and the Congress to develop legislation acceptable to the Administration that will help the Nation meet these vital objectives. If the pending version of S. 2 were presented to the President, however, I would recommend that he disapprove it.

The Office of Management and Budget advises that enactment of the pending substitute for S. 2 would not be in accord with the President's program.

Sincerely,



Lamar Alexander

Withdrawal/Redaction Sheet

(George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
01. Report	"30-Day Strategy: Education." (3 pp.)	n.d.	P-5	

Collection:

Record Group: Bush Presidential Records
Office: Speechwriting, White House Office of
Series: Speech File, Backup
Subseries:
WHORM Cat.:
File Location: America 2000 Chamber Event 1/14/92 [3]

**Open on Expiration of PRA
(Document Follows)**

By SN (NLGB) on 4/8/2005

Date Closed: 11/16/2004	OA/ID Number: 07566
FOIA/SYS Case #:	
Re-review Case #: 2004-2265-S	
P-2/P-5 Review Case #:	
MR Case #:	Appeal Case #:
MR Disposition:	Appeal Disposition:
Disposition Date:	Disposition Date:

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P-1 National Security Classified Information [(a)(1) of the PRA]
- P-2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P-3 Release would violate a Federal statute [(a)(3) of the PRA]
- P-4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P-5 Release would disclose confidential advise between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P-6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

Freedom of Information Act - [5 U.S.C. 552(b)]

- (b)(1) National security classified information [(b)(1) of the FOIA]
- (b)(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- (b)(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- (b)(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- (b)(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- (b)(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- (b)(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- (b)(9) Release would disclose geological or geophysical information

30-DAY STRATEGY: EDUCATION

**Covers period from President's first Monday back (January 13) until end of Congressional recess (February 17)

Long-term objectives:

1. Establish AMERICA 2000 as one of long-term solutions to "jobs, jobs, jobs: Better Schools mean better--and more--jobs."
2. Establish AMERICA 2000 as example of President's leadership at home: "We know exactly where America should be going and how to get there."
3. Use AMERICA 2000 as example of President keeping his word: "I will be an education President".

Immediate objective:

Frame the issue: "I'm for a populist revolt to challenge, upset and transform our schools and our attitudes about educating our children. Congress could help, but the Senate bill is business as usual.

. . .Half billion for break-the-mold, new American schools. Senate says no.

. . .Half billion to give middle and low income families more of the same choices of all schools that people with money have. Senate says no.

. . .Give communities and teachers flexibility to spend \$9 billion in federal money. Senate says no.

. . .American Achievements Tests by 1993-94. Senate says, goes slow.

Everyone knows that AMERICA 2000 happens community-by-community. Washington can't do it. But Washington could help.

And business as usual won't help us reach those six national education goals by the year 2000.

Sequence of Events and Activities to Consider:

Critical Opportunities

1. January 14--Chamber of Commerce, D.C.--best opportunity to establish long-term objectives, define differences with Congress, mention education as budget priority.

2. January 14--Meet with Congressional leadership to define differences with Congress, ask them to participate
3. January 21--Senate Vote on S.2; begins Democrat education week.
4. January 13-21 - follow-up with Members of Congress
5. January 28--State of Union; not the time to announce most education initiatives; use education as story at end to show an example of Presidential leadership at home, maybe even use Derry, N.H. example. Report to Congress on what Senate does.
6. January 29 (maybe as late as February 4)--Budget - Education Availability.
7. February 1-4--Governors in D.C.;

Other Opportunities

1. January 13--Farm Bureau, Kansas City--Should at least refer to education as long-term solution.
2. January 15--In New Hampshire, talking about jobs, repeat National goals, mention Derry and New Hampshire 2000, Better schools mean more--and better--jobs.
3. January 16--Telephone call to Illinois 2000 kickoff. Possible announcement of initiative.
4. January 20--West Coast; initiative announcement (Martin Luther King Holiday).
5. January 23--White House Conference on Indian Education; Choctaw 2000, Navajo Nation 2000.
6. January 24--National Goals Panel meets in D.C.; Presidential recognition of steps toward American Achievement Tests.
7. January 27--Initiative announcement; one day before State of Union.
8. February 5--Summit of Independent Colleges and Universities.
9. February 7--New American Schools Development Corporation Board Meeting; new President of Corporation.
10. February 10--New Hampshire, perhaps visit Derry.
11. February 7-18--Congressional recess.

New Initiatives which could be emphasized:

1. Headstart (before January 21).
2. Big increase in Pell grant funding (before January 21).
3. Education as a budget priority (before January 21).
4. \$2 billion for Math and Science Strategy.
5. Lifetime Education and Training Accounts: Jobs 2000.
6. Grants to Support State GI Bill of Rights for Kids.
7. Testing, State curriculum frameworks, Research.
8. Flexibility.

-Welcome
-Chamber in general
-Am. 2000
-on 11/12/91
-deal
-choice
-demonstration
-demo
-Sec.

-Brentson

W
Ch
A2
A2/Ch
B (Bill)
P (Parkinson)

(Hinchliffe/Nix)

January 9, 1992 2 p.m.
CHAMBER Draft One

**PRESIDENTIAL REMARKS: CHAMBER OF COMMERCE MEETING
Tuesday, January 14, 1992
Chamber of Commerce Auditorium**

[ACK -- anecdote re: chamber -- joke]
National chamber achievements -- later tie in local activities

You're all businesspeople. There's nothing I can tell you about goals. "Climb high/Climb far/Your goal the sky/Your aim the star" -- engraved at Williams College

A2 2000 is year that make our classrooms places where miracles happen.

MEETING:

--300

B { --Pres. 200, reiterate; Cong. now considering package falls well short of any of these goals, business as usual
--prohibits full range of ; limit choice; denigrate it (be tough on Congress bill)
--doesn't break mold
--not innovative
--grass roots way ahead of us -- crusade with

BOB:

--audience will allow to be hard
--legislation is business as usual; WE'RE FOR TRANSFORMATION, THEY'RE FOR BUSINESS AS USUAL

B [--1. Am. 2000 plan and our legislative proposals in spring - put together after meeting with Governors, nonpartisan, disappointed -- Am. 2000 is strategy coming out of meetings with Governors

--2. you all -- communities should engage, be successful, don't need Washington, but are things Cong. needs to address, and that's what debate

--1. choice -- (Ohio speech) -- give moderate and poor Am. families same choice as rich,

--2. hit home for Chamber, to be 2000 community, four criteria: break the mold, have Am. schools, very important that Congress at least put seed money so communities can begin (535, every Cong. has own)

--3. link with demo idea -- out of 10,000, asking for 535 to begin with, not just retool old, but start new -- best and brightest ideas, Congress preventing local communities from doing what they need to do to be America 2000 communities -- you all can only go so far on your own -- part of process is to develop New American schools

--Congress behind the curve, once again

--1. Choice: in original bigger, but at minimum demo not included (they won't even include ...)

--2. not willing to experiment

--3. give Sec. more discretion against burdensome regulations -- significant waiver authority, really want, will save money

--we're trying to knock down bureaucracy, let innovation bubble up from teachers, parents, etc. (example of alternative certification -- soldiers)
--prairie fire spreading

--ask Cof C support -- you represent America -- unfortunate is recess or I'd ask you to go up to the Hill right now and plead with them -- but cards, letters, phone calls would be nice --
--determined to keep out of arena of politics -- take pains to keep bipartisan -- Governors, etc. -- Dem. reps., mayors, Governors -- hope can get bipartisan legislations

--corporations (R&D -- more if need it)

--tap best and brightest ideas

--Governors want regulatory flexibility

--America 2000 Chambers fit with points of light concept --

TRANSFORMATION, not reform

--give states freedom to open up debate IN THE STATES

revol. will take place community by community

--Blue-Ribbon schools, \$800,000, knocked out of Appropriations -

- hope just an oversight, not politicking, (get number), think schools should be recognized

CHAMBER:

--you've come here to drive bottom-up education reform and clearly define role business leaders can take in mobilizing their communities -- to help organize community efforts to adopt Am 2000 strategy.

--intensive campaign to re-invigorate school systems -- now is the time for Am. businesses to join with eufation, ecommunity, and government to propoel our education system forward

--successful and lasting solutions to education reform can only be found at the local level

--local chambers are the key -- mobilizing

--your leaders -- sense of community, deep involvement and commitment

--along with 26 tates, already 600 chambers have endorsed -- over 70% have formed education committees, and many engaged in business-education partnerships -

--PPPPPPPPete Silas, Chairman, on Asia trip with Pres

----most reps here have made chamber pledge to support Am 2000 in own communities -- this conference is next step, bringing them together to help them implmelnt Am. woo 200 "back and ot home"

PREVIOUS POTUS LANGUAGE:

--six goals

--Am. 2000 movement is spreading like prairie fire. In less than 5 monhts, hundreds of communities have accepted our challenge to adopt the national sgoals and a strategy to reach them, to measure their progress, and to plan on creating at least one new American school.

--it's communities that --not legislatures, not bureaucracies, not interest groups, burt communities

~~8~~ --Am. 2000 offers answers, not excuses -- offers new lyrics, not the same old refrain

~~A2~~ --we're beginning something exciting -- a revolution, really, a movement that will literally re-invent the American schools.

~~A2~~ --we'll reach our goals by challenging the best minds and being thinkers out there to help us create a new generation of American schools

~~A2~~ --six ambitious goals -- solid consequences that what matters is results -- charting a new course --

~~A2~~ --have the key to America's future right there in your community of Camden, Maine, or Durango, Colorado, or Hutchinson, Kansas, or Gresham, Oregon.

~~A2~~ --Am. 2000 -- we know exactly where America should be going and how to get there.

~~A2~~ --FRAME THE ISSUE

*Rumell
George*

Commission on National and Community Service

Background The National and Community Service Act of 1990 (Public Law 101-610, as amended) created the Commission on National and Community Service to provide program funds, training, and technical assistance to States and communities to develop and expand service opportunities. The Act is intended to:

- Renew the ethic of civic responsibility in the United States
- Encourage citizens, regardless of age, income, or ability, to engage in full- or part-time service
- Involve youth in programs that benefit the Nation and improve their own lives
- Enable young adults to make a sustained commitment to service by removing barriers created by high education costs, loan indebtedness, and the cost of housing
- Build on the network of existing Federal, State, and local programs and agencies
- Involve participants in activities that would not otherwise be performed by paid workers
- Generate additional volunteer service hours to help meet human, educational, environmental, and public safety needs, particularly those related to poverty
- Encourage institutions to volunteer their resources and energies and to encourage service among their members, employees, and their affiliates
- Identify successful and promising community service initiatives and disseminate information about them
- Discover and encourage new leaders

The Commission is governed by a 21-member Board of Directors appointed by the President and confirmed by the Senate. The Commission's Chairperson is Paul N. McCloskey, Jr., and its Executive Director is Catherine Milton. The Commission can be reached at:

The Commission on National and Community Service
The National Press Building, Suite 428
529 14th Street, NW
Washington, D.C. 20045

Tel: (202) 724-0600
Fax: (202) 724-0608

Technical Assistance Information regarding assistance in preparing grant applications can be found on Page 3 of this Fact Sheet.

Commission on National and Community Service

Program

A total of \$73 million is available in fiscal year 1992 for grants to States and local organizations. Commission funds will be available in four major categories:

Serve-America

This year, \$16.9 million is available for programs sponsored by schools or community-based agencies to involve school-aged youth in service to the community. It also supports programs that involve adult volunteers in the schools. Funding is allocated to the States according to a formula.

Higher Education Innovative Projects for Community Service

Higher education institutions or public agencies working in partnership with those institutions can be awarded a total of \$5.6 million. Funds will support student community service projects or teacher training in service-learning principles and skills.

American Conservation Corps and Youth Service Corps Programs

Full-time, year-round or summer conservation corps and youth service corps programs can receive \$22.5 million. These programs involve teenagers and young adults, who may receive education, job training, living allowances, and scholarships.

Full-Time and Part-Time National and Community Service Programs

As many as 10 States may share \$22.5 million in 1992 to test national service programs that will engage individuals ages 17 and older in full-time or part-time service. Participants will receive education or housing benefits upon completion of their term of service.

In addition, the Commission will provide training and technical assistance and may fund five other programs: demonstration projects for rural youth, employer-based retiree volunteer programs, governors' innovative service programs, a Peace Corps/VISTA training program, and a program that places Foster Grandparent programs in Head Start centers.

The types of service activities are broadly defined; participants may perform any educational, human, environmental, or public safety service project that will benefit the community.

In general, programs must include the following elements:

- Appropriate training and supervision of participants
- Recruitment of economically and educationally disadvantaged individuals and those with disabilities
- Involvement of participants in meaningful service experiences
- Learning components that are appropriate to the age of the participants
- Community partnerships in program planning and delivery
- Significant impact in achieving the goals of the Act

Commission on National and Community Service

Funds and Applications

The majority of the funds available through the National and Community Service Act of 1990 will be distributed by States. Indian tribes are considered States under the Act and may submit applications directly to the Commission. Institutions of higher education also apply directly to the Commission.

States are strongly encouraged to establish a State Advisory Committee to assist in developing a Comprehensive State Service Plan and in completing the State application. The Advisory Committee should include representatives of State agencies and a variety of local and community-based organizations, labor, business, educators, parents, youth, senior citizens, and volunteer organizations. The application process is outlined below.

States

States may apply to the Commission for funds under:

- Subtitle B, Part I: Serve-America
- Subtitle B, Part II: Higher Education Innovative Projects for Community Service
- Subtitle C: American Conservation and Youth Corps
- Subtitle D: National and Community Service

States that receive funds from the Commission will then award grants to local organizations on a competitive basis according to criteria set forth in the Act. Subtitle B, Part I funds will be granted to States according to a formula based on Chapter 1 and school-age population. States may apply for funds under Subtitle B, Part II only in partnership with institutions of higher education or their consortia. Funds for Subtitle C and D will be awarded to States on a competitive basis.

Local Organizations

Local organizations may apply for funds under:

- Subtitle B, Part I: Serve-America
- Subtitle B, Part II: Higher Education Innovative Projects for Community Service
- Subtitle C: American Conservation and Youth Corps

A local group that wishes to apply for funds under these Subtitles will apply to their State lead agency, designated by their Governor's office, unless that State declines to apply for funds. If the State declines to apply for funds, local groups may apply directly to the Commission.

Institutions of Higher Education

Institutions of higher education, or consortia thereof, may apply for funds under:

- Subtitle B, Part II: Higher Education Innovative Projects for Community Service

These funds will be granted on a competitive basis.

Notification and Application Deadlines

States must notify the Commission on National and Community Service by January 20, 1992, if they intend to apply for funding. To find out whether your State intends to apply, call the Commission after January 20, 1992, at (202) 724-0600. All applications, State and local, will be due to the Commission on March 16, 1992, and grants will be made in May or June. Application forms will be available from the Commission office by late January. Requests for applications should be sent to the Commission at the address on the front of this Fact Sheet.

Technical Assistance

Meetings will be held to assist states and local leaders in the development of proposals:

- Washington, D.C.: January 27, 1992
- Dallas, TX: January 29, 1992
- San Francisco, CA: January 30, 1992

There may be a cross-country teleconference on January 31, 1992.

Commission on National and Community Service

Joyce M. Black currently serves as the Executive Director of the Governor's Office for Voluntary Service in New York and as President of the National Assembly of Health and Social Welfare Organizations and of the Council of Families and Child Care Agencies in New York State. She is currently President of the Day Care Council of New York and founder and chairperson of the Mayor's Voluntary Action Center of New York City.

William J. Byron, S.J., is the President of The Catholic University of America in Washington, D.C., Founding Director of Bread for the World, and member of the Board of the Joint Commission for the Accreditation of Healthcare Organizations.

Thomas Ehrlich is the President of Indiana University and Vice President of Campus Compact.

Daniel J. Evans is the President of Daniel J. Evans Associates in Seattle and former Governor and Senator from Washington State.

Marla Hernandez Ferrler is the Executive Director for Special Programs in the Southwest Independent School District in San Antonio.

Frances Hesselbein is President and CEO of the Peter F. Drucker Foundation for Nonprofit Management in New York City and Chairperson of the Board of Governors of the Josephson Institute for the Advancement of Ethics. She serves on the Board of Directors of the Mutual of America Life Insurance Company and was Chief Executive Officer of the Girls Scouts of America.

Alan Khazel is Co-Founder and Co-Director of City Year in Boston. He serves on the Board of Directors of Share Our Strength (S.O.S.), a national hunger relief organization, and on the Board of Directors of the Massachusetts Youth Service Alliance.

Reatha Clark King is the President and Executive Director of the General Mills Foundation in Minneapolis. She served eleven years as President of Metropolitan State University of Minnesota.

Leslie Lenkowsky is President and CEO of the Hudson Institute in Indianapolis.

Jack A. MacAllister is Chairman of the Board and former CEO of U.S. West, Inc. He serves on the Board of Trustees of the University of Northern Colorado and on the Boards of Directors of the National Park Foundation and the St. Paul Companies.

Paul N. McCloskey, Jr., practices law in Menlo Park, California. Mr. McCloskey is a former member of Congress from the 12th Congressional District in California. During his time in Congress he was a strong supporter of national service legislation and currently serves as the chairperson of the Commission.

Wayne Meisel is Executive Director of the Corella and Bertram F. Bonner Foundation in Princeton.

Richard Frederick (Digger) Phelps was head basketball coach at the University of Notre Dame. He currently serves on the Citizen's Stamp Advisory Committee of the United States Postal Service.

George Wilcken Romney is the founding chairman of VOLUNTEER - the National Center and former Governor of Michigan. He currently serves on the Board of Directors of the Points of Light Foundation. He has been Chairman, President, and CEO of American Motors, Secretary of Housing and Urban Development, and Managing Director of the Automobile Manufacturing Association and Automotive Council for War Production.

Patricia Traugott Rouse is the co-founder of The Enterprise Foundation and serves as Secretary/Treasurer and member of the Board of Trustees. She is also a member of the Board of Directors of Jubilee Enterprise of Greater Washington, Inc. and of the National Low Income Housing Coalition.

Shirley Sachi Sagawa is Senior Counsel and Director of Family and Youth Policy for the National Women's Law Center and former Chief Counsel for Youth Policy to the Senate Labor and Human Resources Committee. She also serves as Public Policy chairperson of the Organization of Pan Asian American Women.

Johnnie Smith is Pastor and Founder of the Evangelistic Temple Church. He was elected Chairman of the South Carolina Appalachian Council of Governments Board of Directors and currently is Vice Chairman of the State Human Affairs Commission.

Glen W. White, Ph.D., is the Director of Training at the Research and Training Center on Independent Living and Research Associate at the Institute for Life Span Studies at the University of Kansas.

Gayle Edlund Wilson is the First Lady of the State of California. She is a current sustaining member and former President of the Junior League of San Diego.

Robert L. Woodson is President of the National Center for Neighborhood Enterprise in Washington, D.C.

Karen Susan Young is the Communications Director of the Campus Outreach Opportunity League in St. Paul.

Catherine Milton is the Executive Director of the Commission. She is founder and director of the Haas Center for Public Service at Stanford University. She was a key organizer of Campus Compact, a founding board member of Youth Service California, and the founder of K-12 service programs in Palo Alto, California. A former staff member of the U.S. Senate Special Committee on Aging, Ms. Milton has authored several books, including *Women in Policing*.

COMMISSION ON NATIONAL AND COMMUNITY SERVICE

SUMMARY

The Commission on National and Community Service was created to provide leadership in strengthening the spirit of community involvement for all citizens, especially the young. The Commission's grant program will stimulate a wide array of service initiatives and will encourage community partnerships to address the educational, human service, environmental and public safety needs of the nation.

The National and Community Service Act of 1990 (Public Law 101-610, as amended) provides program funds, training and technical assistance to States and communities to develop and expand service opportunities. The Act is intended to:

- * Renew the ethic of civic responsibility in the United States
- * Encourage citizens, regardless of age, income or ability, to engage in full-time or part-time service
- * Involve youth in programs that benefit the nation and improve their own lives
- * Enable young adults to make a sustained commitment to service by removing barriers created by high education costs, loan indebtedness and the cost of housing
- * Build on the network of existing federal, state, and local programs and agencies
- * Involve participants in activities that would not otherwise be performed by paid workers
- * Generate additional volunteer service hours to help meet human, educational, environmental and public safety needs, particularly those related to poverty
- * Encourage institutions to volunteer their resources and energies and to encourage service among their members, employees and affiliates
- * Identify successful and promising community service initiatives and disseminate information about them
- * Discover and encourage new leaders

PROGRAM

Commission funds will be available in four major categories:

Serve-America. This year, \$18.9 million is available for programs sponsored by schools or community-based agencies to involve school-aged youth in service to the community. It also supports programs that involve adult volunteers in the schools. Funding is allocated according to a state-level formula.

Higher Education Innovative Projects For Community Service. Higher education institutions or public agencies working in partnership with those institutions can be awarded \$5.6 million. Funds will support student community service projects or teacher training in service-learning principles and skills.

American Conservation Corps and Youth Service Corps Program. Full-time, year-round conservation corps and youth service corps programs that take place in the summer months can receive \$22.5 million. These programs must involve teenagers and young adults, who may receive job and skill training, living allowances and scholarships.

Full-time and Part-time National and Community Service Programs. As many as ten states may share \$22.5 million in 1992 to engage individuals ages 17 and older in full-time or part-time service. Participants will receive education or housing benefits upon completion of their term of service.

In addition, the Commission may fund several other types of programs; demonstration projects for rural youth, employer-based retirees volunteer programs, Governor's innovative service programs, Peace Corps/VISTA training program, and efforts to match Foster Grandparent programs with Head Start.

The types of service activities are broadly defined; participants may perform any educational, human, environmental, or public safety service project that will benefit the community.

In general, programs must include the following elements:

- * Appropriate training and supervision of participants
- * Recruitment of economically and educationally disadvantaged individuals and those with disabilities
- * Involvement of participants in meaningful service experiences
- * Learning components that are appropriate to the age of the participants
- * Community partnerships in program planning and delivery
- * Significant impact in achieving the goals of the Act

FUNDS AND APPLICATIONS

A total of \$73m is available to the Commission in fiscal year 1992. In addition to program grants, the Commission will provide training and technical assistance and may fund four regional clearinghouses to give information and assistance to service programs.

States may apply to receive funds under any or all of the four major program categories. They are strongly encouraged to establish a state advisory committee to assist in the development of a comprehensive state service plan and in the completion of the state applications. This committee should include representatives of state agencies and a variety of local and community-based organizations, labor, business, educators, parents, youth and volunteer organizations.

Indian Tribes are considered as States under this Act and can submit applications as a State.

Under some of the four major categories, if a state declines to submit an application, a local applicant such as a school, college, local government or community-based agency may apply directly to the Commission. These local applicants should contact their governor's office directly for information about the state planning and application process.

Some sections of the Act require that applicants provide matching funds. Individual program applications must contain a program description and budget; and assurances that the applicant will comply with the Act (including nondiscrimination provisions and the requirement that participants not be used to displace paid employees), will use federal funds to supplement rather than supplant non-federal funds, and will consult with local labor organizations before placing participants in service positions.

COMMISSION ON NATIONAL AND COMMUNITY SERVICE

TIMELINE

The Commission on National and Community Service was created to provide leadership in strengthening the spirit of community involvement for all citizens, especially the young. The Commission's grant program will stimulate a wide array of service initiatives and will encourage community partnerships to address the educational, human service, environmental and public safety needs of the nation.

The National and Community Service Act of 1990 (Public Law 101-610, as amended) provides program funds, training and technical assistance to States and communities to develop and expand service opportunities.

The Commission is governed by a Board of Directors appointed by the President and chaired by Paul N. McCloskey, Jr. Catherine Milton serves as the Executive Director of the Commission. The Commission can be reached at:

The National Press Building
529 14th Street N.W. 4th Floor
Washington, D.C. 20004
(202) 724-0600

A total of \$73 million is available to the Commission during fiscal year 1992.

Complete details about funds, applications and program requirements can be found in the proposed regulations for the Act, which appear in Part III of the November 8, 1991 issue of the Federal Register. A thirty-day notice and comment period will allow individuals and organizations to give their input before the final regulations are published in January. Comments must be submitted in writing to the Commission address.

The final regulations and applications will be published in the Federal Register in mid-January.

In general, funds will go to the States. However, under certain sections, if a State declines to submit an application, a local applicant such as a school, college, local government or community-based agency may apply directly to the Commission. In order to facilitate these local applications, States must notify the Commission by January 20, 1992 that they intend to submit a state application and, if so, for which of the four major program categories they intend to apply. Since Indian Tribes will be considered as states under this Act, they too must submit a notice to the Commission of intention to apply.

In late January, the Federal Register will publish a list of states that have given notice of the intention to apply for funds.

All applications, both State and local, will be due to the Commission on March 16, 1992, and grants will be made in May or June.

THE WHITE HOUSE

WASHINGTON

OFFICE OF NATIONAL SERVICE

BACKGROUND INFORMATION ON MEMBERS
OF THE BOARD OF DIRECTORS OF
THE COMMISSION ON NATIONAL AND COMMUNITY SERVICE

The mandate of the Commission on National and Community Service is to design and administer new programs under the National and Community Service Act of 1990, to evaluate and assess the programs within its jurisdiction, and to advise the President and Congress about developments in community service.

JOYCE M. BLACK, of New York, New York. Ms. Black is the Executive Director of the Governor's Office for Voluntary Service in New York. The first woman President of Big Brothers/Big Sisters of America, Ms. Black has served on the boards of numerous voluntary health and welfare organizations. Ms. Black is the President of the National Assembly of Health and Welfare Organizations and of the Council of Children and Families in New York State. Past President of the Hospital Trustees of New York State, she holds a B.S. Degree from Skidmore College.

WILLIAM J. BYRON, of Washington, D.C. Father Byron is the President of The Catholic University of America. He has held numerous directorships, trusteeships, professorships and is widely published in many fields. He is Director of The Sister Thea Bowman Black Catholic Education Foundation, Director of the National Association of Independent Colleges and Universities, and former Chairman of the Division III Subcommittee of the National Collegiate Athletic Association President's Commission. Father Byron was President of the University of Scranton from 1975-1982, and serves on the boards of many education, health and civil organizations. He received a Ph.D. in Economics from the University of Maryland.

THOMAS EHRLICH, of Bloomington, Indiana. Mr. Ehrlich is the President of Indiana University. He currently is Vice President of and serves on the Executive Committee of Campus Compact - The Project for Public and Community Service. He has served as President of the Legal Services Corporation, a non-profit organization supporting legal assistance for poor people. Former Dean of Stanford Law School, Mr. Ehrlich graduated *magna cum laude* from both Harvard University and Harvard Law School.

DANIEL J. EVANS, of Seattle, Washington. Governor Evans is the President of Daniel J. Evans Associates in Seattle. A former Governor and Senator from Washington State, he has gained national recognition as a statesman. After a distinguished military career and 13 years as a professional engineer, Governor Evans was elected in 1956 to the Washington State House of Representatives. As Governor, he served three consecutive terms, passing up a potential fourth term for the Presidency of The Evergreen State College. He was elected to the Senate by special election in 1983, and served until 1988. Governor Evans received both his B.A. and Master of Science degrees in Civil Engineering from the University of Washington.

MARIA HERNANDEZ FERRIER, of San Antonio, Texas. Ms. Ferrier is the Executive Director for Community Services in the Southwest Independent School District. She is responsible for initiating several programs including the first S.A.D.D. Chapter for elementary students in the U.S.; "Safety Kids", a school abduction prevention program; the award winning and model Nimitz Community Education program for at-risk students, and is co-founder of the SWISD/Kelly AFB maundering partnership which was recognized as one of the President's "1000 Points of Light." Among other awards, she has received the National Community Education's Minority Leadership Award and the United Way's Volunteer of the Year Award in Education. She holds a B.A. in speech and a M.Ed. in Guidance and Counseling from Our Lady of the Lake University in San Antonio, as is presently completing her doctorate at Texas A & M University.

FRANCES HESSELBEIN, of Easton, Pennsylvania. Mrs. Hesselbein is President and CEO of the Peter F. Drucker Foundation for Nonprofit Management and Chairman of the Board of Governors of the Josephson Institute for The Advancement of Ethics. She serves on the Board of the Mutual of America Life Insurance Company. She was Chief Executive Officer of the Girl Scouts of the U.S.A. from July 1976 to February 1990. Mrs. Hesselbein also served on the Presidential Advisory Committee on the Points of Light Initiative Foundation, and has received five Honorary Degrees. She attended the University of Pittsburgh.

ALAN KHAZEI, of Boston, Massachusetts. Mr. Khazei is Co-Founder and Co-Director of City Year, a model national service program that unites young adults from diverse backgrounds for a year of full-time community service. Since its launch, City Year has provided more than 100 community agencies with over 160,000 hours of community service. He serves on the Board of Directors of Share Our Strength (S.O.S.), a national hunger relief organization, and on the board of the Massachusetts Youth Service Alliance. Mr. Khazei graduated *magna cum laude* from Harvard College in 1983 with a B.A. in Government, and received a J.D., *cum laude*, in 1987 from Harvard Law School.

REATHA CLARK KING, of St. Paul, Minnesota. Dr. King is the President and Executive Director of the General Mills Foundation. She was involved in the early formation of Campus Compact, a national organization which promotes service-learning by college students. A former St. Paul United Way President and current Minneapolis United Way leader, Dr. King also served 11 years as President of Metropolitan State University. She holds a B.S. degree in Chemistry and Mathematics from Clark College, a Masters and Doctorate in Chemistry from the University of Chicago, and an MBA from Columbia University.

LESLIE LENKOWSKY, of Indianapolis, Indiana. Dr. Lenkowsky is President and CEO of the Hudson Institute in Indianapolis. He previously served as President of the Institute for Educational Affairs in Washington, D.C., Director of Research at the Smith Richardson Foundation, and has authored numerous publications. In 1985 Dr. Lenkowsky was a resident fellow of the American Enterprise Institute, and a consultant to Senator Daniel Patrick Moynihan. He graduated from Franklin and Marshall College and holds a Ph.D. from Harvard University.

JACK MacALLISTER, of Englewood, Colorado. Mr. MacAllister is the Chairman of the Board and former CEO of U.S. WEST, Inc. He is the former President of Northwestern Bell. In the early 1980s, he was named National Minority Advocate of the Year by the Small Business Association. Mr. MacAllister is a member of the board of trustees at the University of Northern Colorado, as well as the boards of the National Park Foundation and The St. Paul Companies. He graduated from the University of Iowa in 1950.

PAUL N. McCLOSKEY, JR., of Menlo Park, California. Congressman McCloskey is a Partner in the Law Offices of Paul N. McCloskey, Jr. A former Congressman from the 12th Congressional District in California, he served as Deputy District Attorney, Alameda County, California, before practicing law in Palo Alto from 1955 through 1967. Congressman McCloskey's community involvement includes service as President of the Palo Alto Fair Play Council and on the Board of Family Services Association. He also founded the Stanford Area Youth Plan, a college/high school counseling program which has spread across the nation. Congressman McCloskey has a distinguished record of military service in the United States Marine Corps, and graduated from Stanford University in 1950 and Stanford Law School in 1953.

WAYNE W. MEISEL, of Minneapolis, Minnesota. Mr. Meisel is Executive Director of the Corella and Bertram F. Bonner Foundation. Prior to his work at the Bonner Foundation, Mr. Meisel founded Campus Outreach Opportunity League (COOL), a non-profit organization designed to build and champion a national youth movement based on community service. Mr. Meisel designed and directed HAND (House and Neighborhood Development), which facilitated and institutionalized student and campus activities in the Cambridge community. He attended the Lawrenceville School, and is a graduate *cum laude* of Harvard University.

RICHARD FREDERICK PHELPS, of South Bend, Indiana. Mr. Phelps was the Head Basketball Coach at the University of Notre Dame from 1971 to 1990. Named Coach of the Year in 1971, 1974, and 1987, Mr. Phelps has the most wins of any basketball coach in Notre Dame history. An active volunteer with the Special Olympics program, he helped pick the 1984 Olympic team and has worked on the legislative committee of the National Association of College Basketball Coaches. Mr. Phelps currently serves on the Citizen's Stamp Advisory Committee of the United States Postal Service. He received his B.S. in Commerce and his M.A. in Business Education at Rider College.

GEORGE WILCKEN ROMNEY, of Bloomfield Hills, Michigan. Governor Romney is the founding chairman of The National VOLUNTEER Center. His business career includes serving as Chairman and CEO of American Motors. Elected to three terms as Governor of Michigan, George Romney was a Presidential candidate in 1968 and the Secretary of Housing and Urban Development under President Nixon. Throughout his life, Governor Romney has been an active civic leader and volunteer, from helping to organize the first federated fund-raising campaign in the nation in 1948 to membership on the President's Advisory Board on Private Sector Initiatives in 1986. He is a current and founding member of the Board of Directors of the Points of Light Foundation.

PATRICIA TRAUOGOTT ROUSE, of Columbia, Maryland. Mrs. Rouse is the co-founder of The Enterprise Foundation and serves as Secretary/Treasurer and member of the Board of Trustees. The Enterprise Foundation was created to provide decent, affordable housing for the poor. She is a member of the Board of Directors of the Health and Welfare Council, Inc. of Maryland, as well as of the Boards of the Jubilee Enterprise of Greater Washington, Inc. and the National Low Income Housing Coalition. Ms. Rouse graduated *magna cum laude* from Sweet Briar College, and pursued graduate work in Urban Studies at Old Dominion University.

SHIRLEY SACHI SAGAWA, of Alexandria, Virginia. Ms. Sagawa is Senior Counsel and Director of Family and Youth Policy for the National Women's Law Center. As Chief Counsel for Youth Policy to the Senate Labor and Resources Committee from 1987 to 1991, Ms. Sagawa was responsible for national and volunteer service, education, Head Start and children's issues. A volunteer at the Carpenter's Shelter for the Homeless, Ms. Sagawa is Public Policy Chairman of the Organization of Pan Asian American Women. She received an A.B., *magna cum laude*, from Smith College, an M.Sc. from the London School of Economics, and a J.D., *cum laude*, from Harvard Law School.

JOHNNIE SMITH, of Greenville, South Carolina. Mr. Smith is the Pastor and Founder of the Evangelistic Temple Church. He produces and hosts the Johnnie Smith Ministries television program. He has served four terms as County Councilman and has held key leadership positions in numerous national, state, and local organizations focusing on community and humanitarian services such as the United Way Board of Directors, Commissioner of the Greenville Technical College, and as Chairman of the National Association of Counties Committee on the Arts. He was elected Chairman of the South Carolina Appalachian Council of Governments Board of Directors.

GLEN WHITE, of Lawrence, Kansas. Mr. White is the Director of Training at the Research and Training Center on Independent Living at the University of Kansas. He has done extensive research in the area of rehabilitative and therapeutic medicine, as evidenced by his many publications and presentations. His community service efforts include serving as President of the Rochester Center for Independent Living, Inc., and as founding member and board member of Rochester Area Disabled Athletics and Recreation, Inc. Mr. White holds a B.A. in Psychology and Sociology from Winona State University, and an M.A. in Developmental and Child Psychology from the University of Kansas.

GAYLE EDLUND WILSON, of Sacramento, California. Mrs. Wilson is the First Lady of the State of California, wife of Governor Pete Wilson. She is a current sustaining member and former President of the Junior League of San Diego. Mrs. Wilson has also served as a Board Member at the Center for Excellence in Education and on the Executive Committee at the Shakespeare Theatre in Washington, D.C., in addition to being active in amateur musical theater in San Diego. Mrs. Wilson launched the San Diego Chapter of Achievement Rewards for College Scientists (ARCS). She was a Phi Beta Kappa graduate from Stanford University.

ROBERT L. WOODSON, of Washington, D.C. Mr. Woodson is President of the National Center for Neighborhood Enterprise and Chairman of the Council for a Black Economic Agenda. A former Resident Fellow and Director of the American Enterprise Institute's Neighborhood Revitalization Project, Mr. Woodson has also directed national and local community service programs that include work among a broad cross-section of Americans. He received a B.S. from Cheyney State College, an M.S.W. from the University of Pennsylvania and attended the University of Massachusetts doctoral program.

KAREN SUSAN YOUNG, of Fremont, California. Ms. Young is the Communications Director of The Campus Outreach Opportunity League (COOL). She has an extensive background in community service, including recruiting non-profit organizations to participate in workshops encouraging youth service and serving as head counselor at a camp for children with disabilities. Ms. Young was founder and Project Director of Global Education, Youth Education Services (YES), and a Project Director of Nutrition for Kids, where she developed a series of 16 nutrition education presentations for low-income children. She received a B.A. in Home Economics from Humboldt State University.

Some Education Messages:

When defining differences with Congress:

"There is a movement emerging in this country among those who want to challenge, upset and constructively transform our schools and our attitudes toward education. It is a grass-roots, populist uprising by those who are dissatisfied with the way things are, those who want to take power in their own hands to change things. This education movement will be for the 1990's what the civil rights movement was for America in the 1960's. In fact, until the education movement has run its course--has helped give all Americans of whatever background and economic status more opportunity to move to the front of the line--the civil rights movement will not have run its course.

Blend
"Those out front in the education movement are being slowed down by the business-as-usual crowd, those who believe that more-of-the-same will get us where we must go. Put me down on the side of those who want to reinvent American education, who want to create a revolution in attitudes toward the education of our children. Let me march in the ranks of those in the education movement. Put me down on the side of AMERICA 2000.

"The American people are already a part of this movement: 30 states--with both Democrat and Republican Governors--have launched their AMERICA 2000 efforts. More than 1000 communities are working to reach the six National Education Goals for all their children. Thousands of the most creative teachers, corporate officials, university professionals and others are working with the New American Schools Development Corporation to design the best schools in the world. Ten more states this year gave middle- and low-income families more of the same choices of schools that people with money already have. There is a new consensus about the importance of forming World-Class Standards in math, science, English, history and geography. It is clear that we will soon have a voluntary national examination system--the American Achievement

Tests--so that families and communities can tell how their children are doing. Education is the subject of civic forums in every community, dinner-table talk at home for families everywhere. And overwhelmingly, according to all the surveys, Americans agree with the six National Education Goals. They support the radical changes in the AMERICA 2000 strategy that will help us reach those goals.

B (initials)
"The United States Congress could help. We want them to help, to be a full partner in this movement. But the Kennedy bill coming up in the Senate next week is business-as-usual. I want, and the American people want, transformation, a revolution in education. I will not approve a business-as-usual bill.

"Congress can help transform American education by amending the Kennedy bill in the following three ways:

B
...authorize one half billion dollars to help create the first 535 of a generation of break-the-mold, New American Schools, to give our children the best schools in the world, radically different schools that meet their needs. The Kennedy bill says no.

... authorize funds to help middle- and low-income families have more of the same choices of all schools that people with money already have. The Kennedy bill says no.

...give communities and teachers more flexibility in how they spend \$9 billion in federal education money; let them use their money and their imagination to improve the educational performance of children. The Kennedy bill says no.

"Everyone knows that we need revolutionary change.

"Everyone knows that money alone won't do it.

"Everyone knows that AMERICA 2000 must happen community-by-community.

"But everyone also knows that Washington and Washington money can help.

"And everyone knows that investments in business as usual won't help our children reach those six National Education Goals by the year 2000.

"The American people are on board the AMERICA 2000 agenda. Congress needs to get on board, too.

"Here is what I mean when I say I want to be an education president: Working with the Governors and mayors and educators and parents and citizens everywhere, I want to help thousands of cities and towns become AMERICA 2000 communities, working to help all our children reach those six National Education Goals. In those AMERICA 2000 communities, I want to help to launch a new generation of thousands of break-the-mold, New American Schools. I want to help middle- and low-income families have more of the same choices of all schools that people with money already have. I want to help establish a voluntary national examination system--The American Achievement Tests--so communities and families can tell whether their kids really are learning to World-Class Standards in at least math, science, English, history and geography. I want to give communities schools that are unquestionably the best in the world. I want to encourage and support in every way possible this grass-roots, populist movement in our land that will challenge, upset and constructively transform our schools and our attitudes about the education of our children.

"Education is not a quick fix, not a front-page problem--but it is one long-term solution to many of our front-page problems. As a nation, we know exactly where we want to go in education. Most of us agree on how to

get there. One reason I want to have the privilege of serving again as President of the United States is that I am determined that we will get there. Instead of a Nation at Risk, America by the year 2000 will become a Nation of Students."

When talking about federal spending for education during the Bush years:

**** "Education has the highest spending increase of any Department in my new budget--it is the top spending priority in the budget;**

**** "The budget includes a record increase in the amount of money available to help Americans go to college. Now 1 of 2 Americans going to college has a federal grant or loan.**

**** "We've been able to increase funding for education during my four years by 42 percent while state funding has gone up 27 percent. During these tight times we're doing our best to carry our part of the financial burden."**

When talking about fully funding Head Start for four-year-olds:

**** "When I campaigned for President I said I would fully fund Head Start for four-year-olds and, with new budget recommendations will include the funds to do that.**

**** "In my four budgets, Head Start funding is up 110 percent, from \$1.2 billion to \$2.6 billion.**

**** "26 other programs to help with the education, health, and nutrition of pre-school children is up 74 percent.**

**** "And (repeat) education spending generally--not including Head Start--is the top spending priority in my new budget."**

Proclamation 6344—White Cane Safety Day

October 1, 1991

By the President of the United States of America

A Proclamation

Utilized by individuals who are blind to enhance their mobility and independence, the white cane is a widely recognized symbol of determination and achievement. By employing this simple device, thousands of Americans with visual impairments are able to navigate safely and freely through their environment, thereby leading fuller, more productive lives.

During our annual observance of White Cane Safety Day, we not only celebrate the accomplishments of those who use the white cane but also renew our commitment to removing the physical and attitudinal barriers that have, in the past, impeded the advancement of Americans with disabilities. This commitment underlies our efforts to implement the provisions of the Americans with Disabilities Act of 1990, which prohibits discrimination against persons with disabilities in many areas of daily life, including employment, public accommodations, telecommunications, and transportation.

Of course, one of the most important keys to opportunity in our society is a high-quality education. Accordingly, AMERICA 2000, our strategy for achieving our National Education Goals, is designed to ensure that every American has access to a world-class education.

For persons who are blind, equality in education begins before preschool and extends beyond the traditional classroom. That is, parents, teachers, public officials, and other concerned Americans must work together to promote school readiness for the blind, as well as access to on-the-job training and other educational opportunities.

On this occasion, as we reflect on the white cane and all that it symbolizes, let us reaffirm, once again, our determination to ensure equal opportunity for all Americans—including persons who are visually impaired.

The Congress, by Joint Resolution approved October 6, 1964, authorized the

President to designate October 15 of each year as "White Cane Safety Day."

Now, Therefore, I, George Bush, President of the United States of America, do hereby proclaim October 15, 1991, as White Cane Safety Day. I encourage all Americans to observe this day with appropriate programs and activities, in recognition of the achievements of those individuals who use the white cane.

In Witness Whereof, I have hereunto set my hand this first day of October, in the year of our Lord nineteen hundred and ninety-one, and of the Independence of the United States of America the two hundred and sixteenth.

George Bush

[Filed with the Office of the Federal Register, 9:16 a.m., October 2, 1991]

Note: This proclamation was published in the Federal Register on October 3.

Statement on the Presidential Mission to the Soviet Union on Food and Agricultural Requirements

October 1, 1991

I am very pleased that Secretary of Agriculture Ed Madigan will depart this afternoon for Moscow as head of a Presidential Mission to assess the food situation in the Soviet Union. Secretary Madigan will lead a delegation of senior private sector officials and Government experts to Moscow, St. Petersburg, and Kiev over the next 9 days. I have just met with this distinguished group and have every confidence they will be a credit to the United States on this important mission. Their expertise in U.S. agriculture, the world's most productive and efficient, covers the spectrum from on-farm production to consumer retailing.

Their mandate is twofold. First, Secretary Madigan and his team will work intensively with Union and Republic leaders to develop ways by which the U.S. and its allies can help institute needed improvements in the country's systems of transportation, distribution, storage, and marketing of agricultural goods. This follows the excellent preparato-

ry work done by Under Secretary Richard Crowder's expert mission last month. The ultimate answer, of course, is for the Union and Republics to effect a rapid transition to a free market economy. Second, they will work closely with Union and Republic leaders to identify likely food shortage areas in that vast country this winter and will discuss with them ways U.S. farmers can help reduce their needs.

In the meantime, I have decided to take another step to insure that the U.S. does everything possible to help with the food situation. The administration will therefore make available today \$585 million in credit guarantees for private sales of U.S. agricultural commodities to the U.S.S.R. This makes immediately available all remaining credit guarantees originally scheduled to be offered through February 1992. This action will put more American grain and other food into the pipeline now so that it will arrive at its destination in time to be of assistance during the hard winter facing the Soviet people. So far this calendar year, U.S. agricultural export credit guarantees will total \$2.5 billion for the Soviet Union. The millions of tons of grain and other agricultural products shipped under these credit guarantees have kept American farm exports moving while making possible badly needed food imports into the Soviet Union.

These are exciting days, and we are at an historic juncture in U.S.-Soviet relations. I am proud that America's agricultural abundance and expertise can play a crucial role in supporting the leaders, President Gorbachev, President Yeltsin, President Nazarbayev and Chairman Kravchuk, and others who are transforming their country and its relations with the rest of the world. We are with them, and working with them we strive to remake U.S.-Soviet relations for a brighter and more peaceful future.

Remarks to Students and Faculty at Alice Deal Junior High School

October 1, 1991

Thank you, Ms. Mostoller, and thanks for allowing me to visit your classroom to talk

to you and all these students, and millions more in classrooms all across the country.

You know, long before I became President I was a parent. I remember the times that my kids came up with a really tough question or a difficult decision. I tried my best never to shut them down with a quick "no." I would simply say those three magic words that made that problem disappear: "Ask your Mother." [Laughter]

Let me tell you why I've made the trip up from the White House to Alice Deal Junior High. I'm not here to teach a lesson. You already have a very good teacher. I'm not here to tell you what to do or what to think. Maybe you're accustomed to adults talking about you and at you; well, today, I'm here to talk to you and challenge you. Education matters, and what you do today, and what you don't do can change your future.

Every day, we hear more bad news about our schools. Maybe you saw today's headline, I don't know if you had a chance to look at it, about the release of the new National Goals Report. Get the camera to come in and take a look at this for a moment. In math, for instance, this national report card shows that, nationwide, five of six eighth graders don't know the math they need to move up to the ninth grade.

In spite of troubling statistics like this one, I don't see this report, however, as just bad news, and I'll tell you why. This report tells us a lot about what you know and what you don't know. It gives us something to build on. It shows us our strengths and the weaknesses that we've got to correct. It sets forth a challenge to all of us: **Work harder, learn more, revolutionize American education.**

I know you've heard about stanines and percentiles, surveys and statistics, but here's what all that fancy talk really means: Education means the difference between a good future and a lousy one. Reports don't give us the right to make excuses. Our scores will tell us where we are and where we need to go.

I mentioned earlier the bad news we hear about schools today. But what we don't hear enough about are the success stories. You know, all over America, thousands of schools do succeed, even against

tough odds, even against all odds. Kids from all over the District of Columbia petition to get into Alice Deal School here because parents know this school works. It works because of teachers like the one standing over here, Ms. Mostoller, who decided at the age of 25—maybe you all know this, but a lot of people around the country don't—she decided at the age of 25 that she wanted to teach. She was standing in a supermarket checkout line when she saw a magazine ad about college. She went back to school, worked her way through in 7 years, waiting tables to pay tuition. She made it, and so can you.

This school here works because of students like the ones with me today, students like Rachel Rusch—where's Rachel? Right there, okay—a member of Alice Deal's award-winning "Math Counts" team. Rachel, you tell me if I'm wrong, but you and six other students in this class alone have taken part in the Johns Hopkins Talent Search. They took the college entrance exams on an experimental basis last year as seventh graders. Even in junior high, some of them scored well enough to get into college right now. So, let's just put it on the line. You've got the brains. Now, put them to work—certainly, not for me, but for you.

Progress starts when we ask more of ourselves, our schools and, yes, you, our students. We made a start nationally now by setting six National Education Goals to meet the challenges of the 21st century. By the year 2000, at least 9 in every 10 students should graduate from high school. We should be first in the world in math and science. We need to regularly test student's abilities. Every American child should start school ready to learn; every American adult should be literate; and every American school should be safe and drug-free. Reaching those goals is the aim of a strategy that we call America 2000, a crusade for excellence in American education, school by school, community by community.

But what does all this mean, you might say, what is he doing, what does this all mean for the students right here in this room? Fast-forward—5 years from now. Unless things change, between now and 1996 as many as one in four of today's eighth graders will not graduate with their class. In

some cities, the dropout rate is twice that high or higher. Imagine: Out of a total of nearly 3 million of your fellow classmates nationwide, an army of more than half a million dropouts.

I ask every student watching today: Look around you. Count four students. Start with yourself. No one dreams of becoming a dropout, but far too many do. Which one of you won't make it through school?

The fact is, every one of you can. Let's make a pact then right here. Let's work to see that 5 years from now, you and your friends will be more than sad statistics. Give yourself a decent shot at your dreams. Stay in school. Get that diploma.

Let's go back to the future. In the fall of 1996, 5 years from now, nearly half of today's eighth graders who get their diplomas will enter the working world. More than half the graduates will stay in school and become the college class of the year 2000.

The question each student watching today should ask is: Where will I be, where will I be 5 years from now? Will I be holding down a good job and maybe working toward a better one, or will I be out of school and out of work? Will I be on a college campus, or out running the streets?

Think about that tonight when you're at a kitchen table doing some homework; while your parents are meeting your teachers like so many millions do this year at back-to-school nights all across our great country.

I'm asking you to put two and two together: Make the connection between the homework you do tonight, the test you take tomorrow, and where you'll be 5, 15, even 50 years from now. You see, the real world doesn't begin somewhere else, some time way down there in the distant future. The real world starts right here. What you do here will have consequences for your whole lives.

Let me tell you something, many of you may find very hard to believe this. You're in control. You're thinking: How can the President say that about kids like us when we don't even have our driver's license? But think about it, and you'll see what I mean.

Think about drugs. You see films. You hear police experts and tough speakers from the outside. You get stern lectures

from everyone: movie stars, athletes, teachers, parents, friends. But you know and I know that all the drug prevention programs, all the pledges, all the preaching in the world won't pull you through that critical moment when someone offers drugs. At that moment, everything comes down to you. Yes or no, you've got to choose, and the answer will change your life. Your parents won't make the decision. Your teachers won't make the decision. Your friends won't make the decision. It's up to you. It takes guts to take control.

A sound body and a sound mind, they go together, as my friend, and he is a friend, Arnold Schwarzenegger says. He's crossing the Nation talking with students about the importance of fitness. And real fitness means no drugs.

Studies show a decline in drug use, and that's good, that's encouraging, I think. And every student who draws the line against drugs really deserves credit for that. But drugs and violence continue to threaten every school, every small town and suburb in America. And as students, you have a right to be physically safe at school. You should never have to worry that a quarrel in the hallway will lead to gunfire in the playground. Fear should never follow you into the classroom.

If you have to take the long way home after school so you don't cross paths with the gang hanging on the corner, if outsiders roam the halls of your school hassling kids, hassling students, you must take control. Go to your teacher, or go to your principal, or go to your parents, as difficult as it may be, go to the school board if you have to. Demand discipline. If good people chicken out, bad people take control. Together, we can—I really believe this—we can drive the drugs and guns and senseless violence out of our schools.

When it comes to your own education, what I'm saying is take control. Don't say school is boring and blame it on your teachers. Make your teachers work hard. Tell them you want a first-class education. Tell them that you're here to learn.

Block out the kids who think it's not cool to be smart. I can't understand for the life of me what's so great about being stupid. If someone goofs off today, are they cool? Are they still cool years from now when they're

stuck in a dead-end job? Don't let peer pressure stand between you and your dreams.

Take control—challenge yourself. Only you know how hard you work. Maybe you can fake, maybe, just maybe you can fake your way into a job, but you won't keep it for long if you don't have the know-how to get the job done. Maybe you can cram the week before that marking period ends, and turn that C into a B. But you can't con your way past the SAT and into college. If you don't work hard, who gets hurt? If you cheat, who pays the price? If you cut corners, if you hunt for the easy A, who comes up short? Easy answer to that one: You do.

You're in control, but you are not alone. People want you to succeed. They want to help you succeed. Here at Deal, teachers like your outstanding teacher standing here with us today, Ms. Mostoller, from your principal, Mr. Moss, to your custodian, Mr. Francis. Right now in classrooms across this country, in the communities you call home, when things get tough, when answers are hard to come by, there's a teacher, a parent, a friend or family member ready to help you. They want to see you make it.

If you take school seriously, you won't have to settle for a job, just any job. You'll have a career. If you make it your business to learn, one day you'll be a better parent. You may not think about it now, but one day your children will want to look up at you and say, "I've got the smartest Mom and Dad in the world." Don't disappoint them.

Let me leave you with a simple message: Every time you walk through that classroom door, make it your mission to get a good education. Don't do it just because your parents, or even the President, tells you. Do it for yourselves. Do it for your future. And while you're at it, help a little brother or sister to learn, or maybe even Mom or Dad. Let me know how you're doing. Write me a letter—and I'm serious about this one—write me a letter about ways you can help us achieve our goals. I think you know the address.

Now we're going to walk over to the school auditorium to say hello to the rest of the student body. To all the students across the country who watched us here in this

great classroom today, may I simply say thank you and good luck to you this school year.

And now, Ms. Mostoller, if you'll kindly lead the way. Thank you all very much. Nice to be with you.

Note: The President spoke at 12:15 p.m. in a classroom at the school. His remarks were broadcast live by the Cable News Network, the Public Broadcasting System, the Mutual Broadcasting System, and the NBC radio network. In his remarks, he referred to Cynthia Mostoller, an eighth grade humanities teacher; Rachel Rusch, a student; Arnold Schwarzenegger, Chairman of the President's Council on Physical Fitness; principal Reginald R. Moss; and custodian George Francis. A tape was not available for verification of the content of these remarks.

Remarks on Greeting the 1991 National Basketball Association Champion Chicago Bulls

October 1, 1991

Thank you all for coming. I would like to welcome all of you. Sam Skinner, our Secretary of Transportation, came here to gloat. He bored us all to death about these guys for—ever since last winter. And it's nice to see him here. Ed Derwinski, our Secretary of Veterans Affairs, come to cheer his home team.

I'd also like to express my condolences here today to Jim Edgar, the Governor of the State, whose mother died last week. Our thoughts go out to him. I know he'd be here if it weren't for that.

I also want to welcome so many Members of the Illinois Congressional delegation. Commissioner Stern is with us; Bulls' owner, and old friend of mine, Jerry Reinsdorf, it's great to have them all here.

We were out now just watching some awesome shooting on our basketball court down here that I wish we could have shared with everybody. But it was spectacular; really good.

We're also pleased to have with us—and I want to get them to stand up, if we can—representatives of the Anacostia Youth Basketball League, and then 24 players from a

dozen Washington, DC high school teams with us. Will you guys all stand up so we can at least see where you are? Welcome.

Finally, we're delighted to have with us David Mercer, the national executive director of the YMCA; Barbara Roper, the chairperson of the YMCA national board. In the 100th anniversary of basketball, I think we all do owe a special vote of thanks to...the Y and what they've meant to so many kids around this country.

I know I'm no Ray Clay, but I'll try to give the Bulls a hearty welcome as well. We're here because the Chicago Bulls answered all their critics last year, compiling the best regular-season record in their history and then crushing all the opposition on the way to their first-ever National Basketball Association Championship.

If some Hollywood scriptwriter had come up with a plan, tried to submit a script on this last year, movie producers would have tossed it away—too improbable, too many pieces of history and fortune. Last year the franchise celebrated its 25th anniversary. The Bulls sold out every home game and ran their streak of sellouts at the stadium to 190 games.

Now we have our first Rose Garden sell-out. [Laughter] Suddenly, everyone in the entire administration claims to have come from Chicago. [Laughter]

The team won its 1,000th game last season, played its 1,000th home game and welcomed its 10 millionth fan. The team enjoyed its first 60-plus win season, ran off the longest home winning streak in its history; set records for the best defensive quarter ever and the best offensive quarter. And on June 12th—my birthday, I might add—the Bulls won the world championship. Not bad for a team that the experts said would lose to the Pistons and then to the Lakers. Not bad at all.

Former Soviet Olympic coach Alexander Gomelsky, he once said, "It's an axiom that good players without a good coach make a mediocre team." Well, no one who has seen Phil Jackson prowl the sidelines, who has seen that going on, nobody can argue against his skills as a coach. And what's even more amazing is the fact that sports-writers actually call him a nice guy. I didn't think they liked anybody, at least before they retired. But that's the way it is.

At any rate, Phil, who, I must mention, as New York Knick once roomed with Bill Bradley, Senator Bill Bradley. I want to congratulate him, his excellent staff, and everybody connected with his winning ball club.

One key: You made great use of the Bulls' talent. Just look down the roster, and everyone contributed to the success of the team. Let me just click them off: B.J. Armstrong, Bill Cartwright, Horace Grant, Craig Hodges, Dennis Hopson, Michael Jordan, Stacey King, Cliff Levingston, John Paxson, Will Perdue, Scottie Pippen and Scott Williams. And you'll find each name in the box scores and we'll see a lot of them in the Hall of Fame.

Now, everyone here certainly, and many around the country, know exactly what you all did on the court last year. But I want to just say that the Bulls also perform spectacular feats after the 24-second clock has expired and the crew has turned off the lights at the stadium.

John Paxson, whose long-range bombs destroyed the Lakers during the playoffs, couldn't be here today because he's committed himself to hosting a drug-free assembly as part of Hugs Not Drugs program that he's so interested in.

Horace Grant works with Youth for Christ, stressing the importance of positive lifestyle, as well as getting good position on the offensive boards.

And Cliff Levingston hosts an annual Charity Basketball Classic for Multiple Sclerosis.

Bill Cartwright did that great ad for the National Committee for the Prevention of Child Abuse and helps out the Little City Foundation, a home for the retarded.

And B.J. Armstrong stresses recycling, not littering. And, of course, he likes to pick up stray basketballs, usually from Isiah Thomas and Magic. [Laughter]

Michael Jordan performs a host of good works, with a series of charities and through his foundation.

The CharitaBulls also do a great job of serving youth in Chicago's embattled neighborhoods. And in sum, the people on this team serve their communities.

And I spoke to students across the Nation today from an 8th-grade class out here. And it's worth pointing out that the Bulls also

contribute to this Nation's educational efforts. Everyone on the team participates in Stay-In-School assemblies. And you stress the importance of getting an education. And you also illustrate the joys of physical fitness, something that this Administration has encouraged under the kinder, gentler leadership of Arnold Schwarzenegger—[laughter]—who, incidentally, is doing a good job as head of our Fitness Council—been to 27 States now, I think, and going to all of them.

You guys thought I'd talk just about basketball, but it is tough to limit yourself to sports when an entire team sets this kind of selfless example for the rest of our society.

I'm pleased to have you all here. We've waited months for this event, and I can tell you, as far as I'm concerned, all of you were worth the wait.

So, David Stern and Jerry Reinsdorf, and players and officials for the Bulls, thank you all for joining us. Thank all of you. And may I encourage every one of the kids from Anacostia and elsewhere with us out in this audience to get going in that school, do your best. And some day I expect, confidently, many of you will be standing right here.

Thanks for joining us and thanks to making fans out of the White House staff, who is always looking for a good excuse to get out of work—[laughter]—but nevertheless this one is one in which I'm very happy and proud to join them. And thanks for what you've done to stimulate the best in sports in the United States of America. God bless you all. Thank you.

Note: The President spoke at 2:33 p.m. in the Rose Garden at the White House. In his remarks, he referred to Secretary of Transportation Samuel Skinner; Secretary of Veterans Affairs Edward Derwinski; Governor Jim Edgar of Illinois; David Stern, commissioner of the National Basketball Association; Jerry Reinsdorf, owner of the Chicago Bulls; David Mercer, national executive director of the YMCA; Barbara Roper, chairperson of the YMCA national board; Ray Clay, game announcer for the Chicago Bulls; Alexander Gomelsky, former coach of the Soviet Olympic basketball team; Phil

Gae Veit said, "I can do it." In a business in which women form a significant minority, the construction industry, you see, she set out to create her own construction firm back in 1982. And roadblocks surrounded Gae. The doubters accosted her, but she knew what she wanted, fought for it, and got it. And she shaped her vision by naming her company "Shingobee" which means "beautiful evergreen tree" in her Sioux language. And Gae's beautiful evergreen tree has grown from a small sapling into a thing to behold, a company that expects to do more than \$10 million worth of business this year. These winners and many more like them show that all you need to make a difference in America is a fair shot at it, a fair chance. And your lives and accomplishments speak loudly and say, "Take aim at an idea, and make it work."

I'm impressed to hear you're hosting a Youth Awareness Day tomorrow to give young people the chance to meet successful business men and women. You can become their role models, their inspiration. And maybe one day, and here's the highest compliment of all, maybe one day they'll become your competition.

Each leader here today and others across this land bear witness by their presence to the truth of a statement that William Jennings Bryan made nearly 100 years ago: "Destiny is not a matter of chance; it is a matter of choice. It's not a thing to be waited for; it's a thing to be achieved." And you've proven all of that.

So, thank you, congratulations to the winners. Congratulations to all of you, and may God bless the United States. Thank you very much.

Note: The President spoke at 11:31 a.m. in the East Room at the White House. In his remarks, he referred to Secretary of Commerce Robert A. Mosbacher; Administrator Patricia F. Saiki of the Small Business Administration; former Secretary of Commerce Maurice H. Stans; Representatives John J. LaFalce and Andy Ireland; and award recipients Richard Cheng, Hugh Brown, Raymond Haysbert, and Gae Veit.

Remarks to the Department of Education's 1990-1991 Blue Ribbon Schools

September 25, 1991

Thank you all very, very much. Thank you ever so much, Lamar Alexander. What a job our Secretary is doing. First class. I kind of like the music beyond the wall over there—[laughter]—but I don't think they could hold a candle to the Marine Band. I want to thank them very much for being here.

And I know that all of you were perhaps as disappointed as Barbara and I were by the weather today. You see, we'd planned on hosting all 800 of you on the White House lawn, and here I am, the one who ended up making the field trip, along with Bar. [Laughter]

But let me recognize, first off, the many corporate contributors to the Blue Ribbon Program who are here today. And of course, I'm very pleased, again, to introduce or to acknowledge or to thank our first-rate Secretary of Education, Lamar Alexander, who got us over here. And believe me, he is a real taskmaster. He is seeing it that both Barbara and I mind our P's and Q's and stay actively involved in this education program we believe so strongly about.

Barbara and I are delighted to recognize the schools that represent this Nation's Blue Ribbon best. And we've bestowed blue ribbons now for 9 years. Some of your schools are no strangers to the winner's circle. And today, we host a record 32 two-time winners. We meet at a moment when this Nation has embarked on what really is a crusade for real reform, revolutionary reform in our schools. A crusade we call America 2000, a revolution that will ready us to enter the new world now on our horizon.

As you know, right now the news for American education is anything but good. Part of the necessary business of reform is to shine a light into the dark corners of the system, focus on the schools that aren't making the grade, shake people out of their complacency, and show them we need change.

But there's another part, another part of the business of building better schools

9/25
across America: shining the spotlight on the schools that work and the people that make them work, the success stories like each one of the 222 schools here today.

Last December, with the world's attention riveted on Desert Shield, I laid out five principles to guide our efforts to restructure and revitalize our schools. With the state of our schools back in the national spotlight, those principles bear repeating today.

First, we've got to raise expectations, hold our schools and students to a higher level of achievement. Second, we must decentralize the authority, clear some room for our teachers and principals to do what they do best, make learning come alive. And third, we need responsible schools, customer-driven, and that means school choice.

If we want to create a climate for change, let parents decide which school, public or private, is best for the kids. And fourth, we must make certain our schools are market-oriented. By that I mean competition. Competition works in the business world; it can spur excellence in our schools. And fifth and finally, we must make sure that our schools are performance-based. We need to measure our schools by real results, by the students they produce rather than the resources that we pour in. Quite simply, then, measure by what works.

Two years ago, I met with the Governors of your State at the Education Summit in Charlottesville, Virginia. There in the shadow of Mr. Jefferson's university we set in motion the process that identified six ambitious national education goals to prepare our children for the challenges of a new century, the challenges that that century is destined to bring.

We came away from Charlottesville with a solid consensus that what matters most is results. Now, a few days from now the Governors and members of our administration, who together constitute the National Education Goals Panel, will tell us just how far America needs to go to reach our goals for the year 2000. We already know there is bad news. And this new national report card isn't going to be one that we want to post on our refrigerators. The point is, it's a race to start, though. Finding out where we stand is the first step towards moving forward.

For a long time, too long really, we spent our time and energy talking about reform rather than taking action. And that is changing now. And again, I salute our Secretary of Education. We're charting a new course for this Nation's schools, and in that effort, your schools are the pioneers, the ones blazing a trail the rest will follow someday. The levels of achievement we're looking for in the year 2000 are the goals you're shooting for today.

And we here in Washington want to do what we can. Clearly, we can lend a hand. But the real revolution takes place in the communities that you call home. And when you come from as far away as Kalaheo High in Hawaii, Alaska's—here are a couple of people who have come from as far away as Kalaheo High in Hawaii back there—Alaska's East Anchorage High School or Hahn American High School on Hahn Air Force Base in Germany or as near to this place as DC's own Benjamin Banneker and Hine Junior High, you see at a glance that each school travels its own path to excellence.

One sad note for any of the kids here who made this short trip from Banneker and Hine, the problem is that right after lunch you'll have to be back in class. [Laughter]

Some schools here today mirror the communities they come from. Their successes reflect years of love and interest and just plain hard work from communities that care. Some of the schools represented here today triumphed against all odds in spite of tough, cruel surroundings. For their students, these schools are islands of calm in the midst of chaos. And that drives home today's lesson: There's no blueprint for the one school that works for everyone. But there is a blue ribbon for every school that works best.

Take Genesis, an alternative school for kids with special needs out in Kansas City, Missouri. Genesis began as a Vista program back in the mid-seventies. And today the vast majority of its funds come from the private sector, from national organizations like the United Way, down to local businesses.

Genesis serves the kids who have fallen through the cracks, the dropouts, the teen mothers, children coping with broken

homes and shattered hopes. And it turns around two-thirds of the troubled kids that come through its doors, prepares them to go back to their old schools or go on to get a GED. For these students, Genesis is literally a new beginning, a second chance that gives them their best shot at a promising future.

The schools we honor today come in all shapes and sizes, serve students of all races and creeds and colors. From America's major cities to our tiniest town, each one of you represents the tip of the iceberg, the collective accomplishment of teachers and students, principals, parents, and the communities you come from.

Consider one of the smallest schools here today, Craftsbury Academy, a 180-student public school out in the Vermont farm country, in a town called Craftsbury Common. Times are tough out there. But economic difficulties haven't stopped that community from giving its children every possible opportunity to learn.

I think it says something about Craftsbury that when the teachers voted to send someone to today's ceremony, they sent a parent, Gary Houston, a past graduate of Craftsbury whose four kids go there now. So please accept our thanks for all the mothers and fathers who understand what powerful teachers parents can be.

So today, your shining example must spark a revolution in American education, spur reform that will literally re-invent the American schools. Each of your schools is well on the way to where all of us must be. We'll reach our goals by challenging the best minds and big thinkers out there to help us create a new generation of American schools and have these schools up and running in every congressional district across America by the year 1996. By challenging every city and town to join the crusade—become an America 2000 community. And I'm proud to tell you that so far, nine States and one territory are already part of the great and growing America 2000 community. And I assure you there is room for every State, city, and town across this country.

We really have to start now, improve those schools that lag behind, and make our best schools better still. We won't write anyone off. We won't waste time wringing

hands about the fact that the year 2000 is just a little more than 8 years away. Look at it from a kid's point of view, a child's point of view: Eight years is a lifetime of learning. So, let's spend the time between now and the year 2000 opening a new world of possibility for our children.

And that's the spirit that will get us to our goals for the year 2000. One community at a time, one school at a time, one student at a time, for the sake of our future we will win this American revolution.

And let me just say that if I ever let up, and if I ever don't show the proper leadership or the proper support for America 2000, I get it both ways. I get it coming on me from the Secretary of Education who says, "You are committed, now stay that way." And you can bet your neck I get it from the person sitting on my right who's dedicated a lot of her life to helping illiteracy.

So, congratulations to all of you. And when you get home with your blue ribbons, please share my thanks with everybody, it's not just you all, but with everybody who makes your schools so successful.

Thank you and may God bless the United States of America. Thank you very, very much.

Note: The President spoke at 12:07 p.m. at the Sheraton Washington Hotel. In his remarks he referred to Secretary of Education Lamar Alexander and Gary Houston, a graduate of Craftsbury Academy in Vermont.

Statement by Press Secretary Fitzwater on the President's Meeting With Chairman Leonid M. Kravchuk of the Supreme Rada of the Republic of the Ukraine

September 25, 1991

The President met with Ukrainian Supreme Rada Chairman Leonid Kravchuk today in the Oval Office and Cabinet Room for 45 minutes. The two leaders discussed developments in Ukraine since the President's visit to Kiev on August 1 and the current situation in the Soviet Union.

The President reaffirmed to Chairman Kravchuk the administration's firm support for the efforts underway in the Soviet Union to build democracy, market economic reform, and the rule of law. The President also outlined U.S. steps to promote economic reform in Ukraine, including consideration of a Peace Corps program and the provision of technical assistance. The President said the United States would continue its medical assistance to Ukraine begun last spring and would attempt to increase U.S. trade by sending an OPIC/EXIM and Commodity Credit Corporation team to discuss this issue. "Ukraine has a special place in the hearts of Americans," the President said. "There is a vibrant Ukrainian community in this country."

The President also told Chairman Kravchuk that the United States would accept his invitation to send a Presidential delegation of distinguished Americans to the Babi Yar commemoration next week.

The President invited Chairman Kravchuk to return to the White House at 5 p.m. to continue his discussions with administration officials headed by Ed Hewett, Special Assistant to the President for Soviet Affairs.

Note: The statement referred to Edward A. Hewett, Special Assistant to the President and Senior Director for Soviet Affairs.

Appointment of Thomas E. McNamara as Special Assistant to the President for National Security Affairs and Senior Director for International Programs and African Affairs

September 25, 1991

The President today announced the appointment of Thomas E. McNamara as Special Assistant to the President for National Security Affairs and Senior Director for International Programs and African Affairs on the staff of the National Security Council. He would succeed David C. Miller, Jr.

Ambassador McNamara has just returned from 3 years as the U.S. Ambassador to the Republic of Colombia. He joined the Department of State in 1965 and has served

overseas in Paris, Lubumbashi, Bukavu, Moscow, and as Deputy Chief of Mission in Kinshasa, Zaire, 1980-1983. In Washington he has worked in the State Department's Bureaus of European Affairs and Politico-Military Affairs and in the U.S. Arms Control and Disarmament Agency. From 1983 to 1986 he was Deputy Assistant Secretary of State for Politico-Military Affairs. Before his assignment to Colombia, he was Director of Counterterrorism and Narcotics on the staff of the National Security Council.

Ambassador McNamara was born in New Haven, CT. He received his Bachelor of Arts degree from Manhattan College and a Master of Arts degree from the University of Notre Dame. He is married to the former Emma Julia Fonseca and has two children.

Remarks at the Welcoming Ceremony for King Hassan II of Morocco

September 26, 1991

The President. Well, it is an honor to welcome His Majesty King Hassan to the United States of America. The relationship between our two countries is rich, tracing back more than 200 years to the Moroccan-American Treaty of Peace and Friendship. And that agreement remains the longest unbroken treaty in our history.

Your Majesty, under your leadership, relations between our nations continue to grow and prosper in a variety of fields, in trade and investment, in cultural contacts, and in resolving regional disputes.

This past year has seen a world of remarkable change, transformations that have reverberated across every continent. Morocco is stepping forward to meet this new world. You have lowered barriers to increased investment and trade and begun the privatization of many of Morocco's wholly owned state enterprises. Already, your nation's economic opening has meant new opportunity for American investment, some of them generated by 1989's highly successful OPIC mission to Morocco.

Morocco is also responding to the call to all governments to recognize the rights and freedoms of their people. In this regard, the

this air power. And so, I'm glad you asked that because there's a lot of interest in the country, and a lot think that we're talking about a massive mobilization. I saw one of the networks interviewing some families down at Shaw Air Force Base, "Oh, please, we don't want to go through this again." That's not what we're talking about here. And I don't see it escalating that we would be talking about it.

But I will say this: I am determined that he comply with these resolutions. And when a President makes a statement like that, he ought not to do it without being willing to back that up. And I think the reason we ended up having the war in the first place was twofold. One, Saddam Hussein never believed we'd use power. He just didn't believe it. He listened to the debate in this country. He read the editorials. He'd misread a sign, and he didn't believe it. And the second miscalculation was, he believed that if we did use power, he didn't think we would, but he believed that if we did, that he would prevail either by a standoff emerging as the new Nasser or in some way beating us. He had no idea what was going to happen to him.

That's now history. He knows what we can do. And so, it is my gut feeling that he will do that which he should have done long ago, and that is comply with the letter of the United Nations resolutions.

And I would just like to take this opportunity to say to him through your outlets: He should comply. He should not miscalculate again. And we don't need to threaten. That's all we have to say: You ought to comply. And I've never been more determined. And he can interpret it any way he wants to.

Q. Are you imposing a deadline for him?

The President. No, no deadlines. Just a simple statement of determination in which I'm sure I would be joined by countries all around the world. I mean, this isn't just the United States. Just as the strength of Operation Desert Storm came from the fact that it had an international sanction, his compliance and demand for compliance comes not just from the United States but from the Security Council of the U.N.

So, there's no deadline, no lines in the sand. Just to say: Hey, go ahead and do

what you ought to have done some time ago.

Note: The exchange began at 1:55 p.m. in the Benedict Room at the Four Seasons Hotel. President Bush referred to President Saddam Hussein of Iraq. A tape was not available for verification of the content of this exchange.

Remarks at a Fundraising Dinner for Senator John Seymour in Los Angeles, California

September 19, 1991

Thank you all very, very much. And thank you, Senator Seymour. Thank you, John, for those kind words. And thanks all of you for this very warm welcome back, my 10th trip to California as President. And let me thank Andy Williams, for starters, for blessing us with that beautiful anthem of ours and the way in which he did it. I salute his wife, Debbie. My respects to Reverend Robert Schuller for tonight's invocation. And Reverend, I know I speak for everyone when I wish your father the speediest of recoveries.

And let me salute the stars of the GOP galaxy with me here tonight. With me is our Secretary of Transportation Sam Skinner; Governor Pete Wilson, of course, and Gayle, making the tough decisions up there in Sacramento; the honorable George Deukmejian, a long-time friend of all of ours; Jim Dignan, our State GOP chairman; and his vice-chairman Tirso Del Junco. And I'm just pleased to be with all of them.

And it's a pleasure to be here, back here at the Century on the Avenue of Stars with so many of LA's brightest lights. Let me just start with tonight's emcee, the honorary mayor of Hollywood. He's a national figure these days, Johnny Grant. Always a pleasure to be with him. I want to thank A.C. Lyles, who worked to pull together this star-studded cast. And I, of course, would genuflect before and salute Bob Hope and Delores. It's a great pleasure to see them up this late. [Laughter] And to Gene Autry and his wife, Jackie; and to John and Connie Gavin; and to Sly Stallone and Chuck Norris and Loretta Young and Delta Burke and Gerald McRaney.

And, of course, Kevin Costner is here. He was my partner in golf. I'm surprised he showed up after my poor showing there in Washington, DC. But he and his wife, Cindy, are here. Kevin's working on the sequel to "Robin Hood: The Prince of Thieves." It's called "Robin Hood: Chairman of the Election and Reapportionment Committee." [Laughter] He'll steal your seat right out from under you. [Laughter]

And last but not least, the reason we're here tonight: the rising star of the Senate, a man whom I respect and in whom I believe totally, and that is John Seymour. I think we all know John's story, his transition from successful businessman, active in his community, to mayor of Anaheim, and later, member of the California State senate. Then, Governor Pete Wilson came back to California, tapped John to take his seat in Washington. And tonight, we're here, unified in our desire, in our dedication to make sure that John Seymour stays in the Senate.

He mentioned, really, that he wasted no time in making a mark for himself on Capitol Hill. It was 48 hours after his arrival that he took part in that solemn debate that he referred to. And that debate was conducted in the highest traditions of the Senate. And he did cast a momentous vote to authorize the use of force to free Kuwait. And it wasn't an easy vote. You've got to think back now. Given the superb performance of the force, it looks like it might have been easy, but it wasn't at the time. And to John and to all of you who stood with me with our fighting men and women during the days of Desert Storm, my heartfelt thanks for your prayers and your support.

It was a fine moment for our country. It turned things around. And let me just say I am confident that what happened then will be the guarantor that we don't have to do all that again. I believe, no matter how bad he is, Saddam Hussein is not going to miscalculate once more. He's not going to do that. And we are going to stay firm as we can be the way I spelled out the policy yesterday. It isn't going to change one single bit. And he is going to comply with every single resolution of the United Nations.

We live at a time of just extraordinary change, at a moment in history when old gives way to the new. In August 1990, the

world's attention was riveted on Iraq. And this August, the epicenter of change shifted over to Moscow and to the rest of the Soviet Union. And what began as the Old Guard's attempt to turn back the clock ended up as the last gasp of a dying ideology. And the coup failed, and communism stood exposed and empty at its core. I was very pleased when both Yeltsin and Gorbachev gave the United States credit for standing firmly with them, thus helping to guarantee the coup's failure.

And it is true that the collapse of communism stands as a triumph for freedom-loving men everywhere, a victory for the principles all of us here hold dear, principles we've pledged to defend: freedom, democracy, and the dignity of man.

The aftershocks of that ideological earthquake have made themselves felt around the world, even right here in California. Just last night the citizens of Santa Monica stormed city hall and knocked down their statue of Tom Hayden. [Laughter]

Speaking of democratic change, your Governor, Pete Wilson, tells me that this very day, this very afternoon, every Republican member of the State Assembly voted against the Democrats' gerrymander. And I applaud them and the Governor. And I fully expect them to support their Governor, their party, and their President by also voting no on the Democrats' effort to override Governor Wilson's veto. The Governor is right to insist on fairness. The people of California are entitled to fairplay on redistricting. So, enough of outrageous gerrymanders.

But even in times of tremendous change, some things still stay the same. And next time you're in Washington, visit Capitol Hill and note the differences between the political parties. The party in charge of Congress may not see that Americans want action, but I really believe our party does. Yes, we're outnumbered. Yes, we cannot take the offensive because of the numbers on both Houses of Congress. But we want action. And we're waging a battle to take back the Senate in 1992 and get Capitol Hill moving on our domestic agenda. We can start right here. Help California keep its edge by electing this fine man, sending him back to the Senate.

In his 9 short months of office, John has adapted well to the strange new world of the Senate. John won passage of five amendments, I think Pete referred to this, to the crime bill, five key tough-on-crime provisions, more amendments than any Senator not on the Judiciary Committee.

And thanks to John Seymour, California's and this country's streets may just get to be a little bit safer.

And I might also say that John has been a key supporter of America 2000, our revolutionary national education strategy. You take any number of problems we cope with today from crime and drugs to economic competitiveness, education really is part of their solution.

And right now, our schools can't pass the test. Take a look at this State's graduation rate. Just 65 percent of California's students graduate with their classes. One in every three kids falls through the cracks, and that's a crime.

America 2000 offers answers, not excuses. America 2000 demands revolutionary change. And the very idea of change strikes fear in the hearts of the education establishment in this country. Our critics in the establishment and their friends up on Capitol Hill, sing the same old refrain, "We aren't spending enough on our schools." Well, it's time for them to check their math.

In the last 10 years in current dollars, total education spending went from about \$200 billion to over \$400 billion, and we're still 12th in the world in math and 9th in science achievement.

The American people are not stingy, but they know that a fistful of dollars will not fix the problems plaguing our schools. And real reform begins with raising expectations, setting our sights on our national education goals, and freeing our schools to meet them. And it means making today's schools better and building "break the mold" schools to serve the students of tomorrow. It is important that these communities decide what is best for them, start from scratch, redesign the schools, the school curriculum, the length of the term, whatever it is. But each community should start from scratch and try. Real reform recognizes that teachers and schools can't do the job alone. And we've got to call on

parents and communities and private sector companies.

In California and all across this country, we want to see every city and town become what we call America 2000 communities. Earlier this month, I generated some controversy with my remarks about television and its effect on kids. But the fact is, TV shouldn't be an electronic babysitter. Even the best educational TV, and there's some tremendous programs, cannot substitute for parents who care. Kids who sit in front of the tube all day, may be great for the ratings, but they won't help our SAT scores. And they certainly won't be able to compete in the 21st century, when brains, not brawn, will determine the destiny of nations.

So, real reform means taking responsibility, challenging our communities to get involved, giving parents the power to choose which school is best for their kids. And that is what we call America 2000: common sense. But then again as Tom Paine understood, sometimes, in the right circumstances, common sense can be revolutionary.

In California, across this country, really, a Republican revolution has begun. We've known for a long time our party is the party of American ideals, that our faith in freedom reflects the special magic of America. And just as important, right here at home, the Republican Party stands as the party of ideas. From reinventing our schools to turning tenants into homeowners, from enlisting the marketplace to clean our air to promoting ways of finding new energy sources, to waging a drug war that is making dramatic headway, on one issue after another: When Americans ask for solutions, Republicans deliver.

And that's the secret behind our success in this great State. The secret that makes John Seymour effective in the Senate.

And tonight we reaffirm those powerful ideals that give this party its sense of direction and its strength of purpose. I am very sorry that Barbara Bush isn't out here with me tonight. I know she would have loved the glitter and the wonder of it all. And she just plain likes coming out to California. But she and I talk about the problems that our country face. And we often come back to

9/19
the fundamental values that we all learned when we were kids: the importance of family, the importance of faith, the importance of community values. And so, it starts from square one, but I like to feel that our party now is in the forefront of all of this.

So, my plea tonight is let us wage a Republican revolution here in California and across this country, and let's start by guaranteeing that John Seymour remains in the United States Senate.

Once again, thanks to you for this warm welcome. And may God bless the United States of America. Thank you very much.

Note: The President spoke at 8:02 p.m. at the Century Plaza Hotel. In his remarks, he referred to Senator John Seymour; singer Andy Williams and his wife, Debbie; Reverend Robert A. Schuller, pastor, Rancho Capistrano Community Church; Secretary of Transportation Samuel K. Skinner; Governor Pete Wilson of California and his wife, Gayle; George Deukmejian, former Governor of California; Jim Dignan, chairman, and Tirso Del Junco, vice-chairman, of the California Republican Party; Tom Bradley, mayor of Los Angeles; entertainers Bob Hope and his wife, Delores, Gene Autry and his wife, Jackie, John Gavin and his wife, Connie, Sylvester Stallone, Chuck Norris, Loretta Young, Delta Burke, Gerald McRaney, and Kevin Costner and his wife, Cindy; President Boris Yeltsin of the Republic of Russia; President Mikhail Gorbachev of the Soviet Union; and President Saddam Hussein of Iraq. A tape was not available for verification of these remarks.

Nomination of Mary Jane Maddox To Be Deputy Director of ACTION

September 19, 1991

The President today announced his intention to nominate Mary Jane Maddox, of Texas, to be Deputy Director of the ACTION agency, the Federal domestic volunteer agency. She would succeed Jane A. Kenny.

From 1982 to 1991 Ms. Maddox served as administrative assistant to Representative Steve Bartlett of the Third District of Texas. In addition, her civic activities in Texas have included serving as president of the

PTA, Wake Village Elementary School, Texarkana; cochairman, Employ Youth Program, Marshall Chamber of Commerce; and board member of Camp Fire Girls, Port Arthur. She currently serves on the bazaar committee for St. Alban's Episcopal Church in Washington, DC.

Ms. Maddox attended the University of Texas at Austin, 1957-1960. She was born August 7, 1939, in Corpus Christi, TX. Ms. Maddox is married, has two daughters, and resides in Washington, DC.

Statement by Press Secretary Fitzwater on Peru's Drug Interdiction Efforts September 20, 1991

After talking with President Fujimori of Peru, President Bush told him that the Government of Peru's agreement with the coca farmers opposing drug trafficking and in favor of alternative development represents an imaginative approach which we would like to support. He also said that President Fujimori's interest in attacking the drug traffickers in an "implacable interdiction effort" offers hope for the future and that the United States wishes to assist in the most helpful way possible.

Note: The statement referred to President Alberto Fujimori of Peru.

Points of Light Recognition Program

The President named the following individuals and institutions as exemplars of his commitment to making community service central to the life and work of every American.

September 14

Ruth Beard, of Roanoke, VA

September 16

Spelman College students, of Atlanta, GA

Again, I enjoyed meeting my friend, President Bush. I leave Washington with a deep appreciation for the assistance the U.S. has provided to Djibouti and optimism over closer U.S.-Djibouti ties that have been established during this visit.

Thank you. I was a bit more lengthy.

President Bush. *Tres bien. Tres bien.* Thank you, and welcome again.

Situation in Iraq

Q. Mr. President, should there be a deadline for all Iraqis to withdraw from—

President Bush. We're working on the problem. I'll have a little more to say about it later. There are serious problems, but I think we're getting it under control.

Administration Travel Policy

Q. Mr. President, what about Governor Sununu? Have you asked him to review his travel policy?

Q. Do you think he's getting a bum rap?
President Bush. I know that he's complied with these—the policy. He's gone for full disclosure. So, I'm not saying what the rap is, but as one who's vowed to stay above even the appearance of impropriety, perhaps it is appropriate to review the policy. But I think he has complied with it. He has not—there was total disclosure. And I don't know more what one could ask of a person. And he has my full confidence.

But in terms of reviewing the policy, I'll take a look at that. We'll get our best people to review it in the light of practice and see whether it should be altered in any way. But the point is here, he complied with the existing directives, and I think he should be given credit for that. He made what I think is full disclosure. And if people say it's not full, we'll ask for whatever else it is. But I don't know what the rap is. He's complied.

Q. Do you think there was an abuse, Mr. President?

President Bush. Well, I think he complied with the existing policy, and that's—so how can it be abuse? But I think it is appropriate to take another look at the policy because I want our administration to be above even the perception of impropriety. If that policy leads to a perception problem, then I'll take a look at it. And that's exactly what I'm going to do. We'll get Boyden

Gray and others to take a look. But I don't like this jumping all over Governor Sununu when he has complied with the policy and has made full disclosure. What more can you ask of a man?

Q. But was it excessive use, sir? Was there excessive use?

President Bush. You make that judgment.

Q. —there is no 48-hour deadline?

Q. Well, do you have an opinion, sir?

President Bush. I've got an opinion on a lot of things, John [John Cochran, NBC News].

Q. Did he go to the woodshed, Mr. President?

Q. Do you think you could share it with us?

President Bush. —got an opinion on a lot of things.

Note: President Bush spoke at 1:10 p.m. at the South Portico of the White House. In his remarks, he referred to President Saddam Hussein of Iraq. President Gouled spoke in French, and his remarks were translated by an interpreter. Prior to their remarks, the two Presidents met privately in the Oval Office and with U.S. and Djibouti officials in the Cabinet Room, and then attended a luncheon in the Old Family Dining Room.

Statement by Press Secretary Fitzwater on President Bush's Meeting With President Hassan Gouled Aptidon of Djibouti

April 24, 1991

The President held a meeting and working lunch today for President Hassan Gouled Aptidon of Djibouti. The two Presidents discussed bilateral and regional issues including the situation in the Horn of Africa.

The United States and Djibouti have maintained excellent relations since Djibouti's independence in 1977, and we are pleased to have the opportunity to develop them further.

The President thanked President Gouled for Djibouti's support of the coalition and in opposing Iraq's aggression. The two Presidents reaffirmed their support for stability

in the Middle East and peace in the Horn of Africa.

Remarks at the National Summit on Mathematics Assessment

April 24, 1991

Thank you, Lamar. Thank you all. And let me just say how pleased I am to be here. I'd like to thank Dr. Frank Press for inviting me once again to this wonderful place. I know we're all grateful for the chance to have this meeting held here.

I salute Dr. Bromley, who is at my right hand in terms of science. He's doing an outstanding job coordinating the science work for the White House and taking a leadership role in many of the most important issues of our day. And, of course, Lamar Alexander. The only problem I've got with Lamar is he has the propensity for working people to death. [Laughter] And we've announced this Education 2000 just last week. He's been grinding away ever since he got in this job. And I have this ugly feeling that he's going to kill me. [Laughter]

But we were yesterday down in Annapolis together and a couple of days ago up where we saluted the Teacher of the Year, incidentally, up in West Virginia. But it's going to be like that because this is a team effort. And we don't want any of you to escape without at least letting you know we want your support, your ideas in terms of fulfilling our objectives for the Education 2000 program.

When I first heard that I was invited to a math summit, I kind of had images of Gorb and I going head on head, you know, in long division, something like that. [Laughter] That's not to be, so let me just make some comments on the—[laughter]—maybe never, I don't know, but—[laughter]—

I like what Lamar said about Tom Romberg's challenge assumptions. That's a lot of what our program is about. "Think anew," as Abraham Lincoln called it. Your purpose here transcends public figures, talking about Bush and Gorbachev. It concerns our nation's future. Of the six national educa-

tion goals that we established with the Nation's Governors down in Charlottesville, you're helping to realize one of the most ambitious: that American students be first in the world in math and science achievement by the year 2000.

This challenging goal, worthy of a great nation and its future ambitions, plays an important role in our America 2000 Strategy to reinvent the American school. We can't expect kids to meet the test of worldwide competition unless we first establish world-class standards, standards that define the knowledge and skills we expect students to learn and master.

Once we've set standards we must assess our progress in meeting them. I salute the Mathematical Sciences Education Board for hosting this conference, the National Education Goals Panel for this forum, this afternoon's forum. And above all I thank the educators and policymakers assembled here. You've labored for years to reach consensus on standards for mathematical skills and performance, and I commend you for your commitment and for your achievement. We can't blaze a trail to the future until we know where we stand, where we're at, if you will. If you'll excuse my ending a sentence with a preposition. [Laughter]

The voluntary American Achievement Tests, a cornerstone of the America 2000 Strategy, will measure achievement in five core subjects, including, obviously, mathematics. I've challenged the Nation to have a test ready for the 4th graders of 1993 and to produce tests for 8th and 12th graders soon after.

I ask each of you to help the public understand the purposes of standards and assessments and to make sure that our achievement tests motivate and inspire students. Let's also see that these tests motivate and inspire the schools, that they make schools more accountable to the people they serve, that they restore the kind of competition and pride that's essential for educational excellence, that they tell us where we stand, so we may start the journey to wherever we want to go.

We in the Federal Government are partners, we're partners with you in advancing the cause of educational excellence. Secre-

tary of Energy Admiral Jim Watkins—James Watkins—has chaired a committee that's produced the first inventory of Federal activities that directly influence science, math, engineering, and technical education.

As you know, we must improve training for precollege math and science teachers. We need to attract more women and minorities into science and technology. The budget that we sent to Congress this year calls for a 13-percent increase for math and science education, for a total of nearly \$2 billion. But you understand that the Federal Government—and it's right that the Federal Government can only play a limited role in making America's students the first in math and science. Dollars alone won't get the job done. Real excellence demands a commitment from us all. Everyone's got to declare, everyone must declare, we will reinvent the American school. We will achieve our ambitious national education goals.

And it can be done in many, many ways. Yesterday Lamar and I were down, as I mentioned, down in Annapolis. And it's inspiring to go there anyway. It was a beautiful spring day and all the midshipmen were lined up. And we had Colin Powell with us, and they gave him a wonderful, warm reception. But the thing that struck me the most was a program going on right there in Annapolis where some of these midshipmen go take their Saturdays and they go and get some kids out of the minority community down there—most of the students in this program are black—and they bring them to the laboratories on the campus and they teach them elementary physics. They begin to give them some hope and some inspiration, if you will. And it was wonderful.

In the first place, I didn't understand anything the kids said because I don't know anything about physics. But it was really inspiring to see these young midshipmen who have a rigorous program, as we all know, giving of their time to help others. And that's some of what we're talking about here. It's not invented in Washington. These kids were doing it on their own down there in what we call a Points of Light program, the ability—propensity of one American to help another. And so, it was very inspiring.

Another thing I want to report on our program—part of it is that you're never too old to stop learning. And so Lamar had my arm twisted up behind my elbow—my shoulder blade once again—and I announced that I would learn to use a computer. I am computer illiterate. Everybody in this room, obviously, knows how to run a computer. But I would like to report to you that I intend to undertake and fulfill that commitment, and today I learned to turn one on—[laughter]—push the button down here and one up here with a green thing on it—[laughter]—and out came a command to somebody that I had written out on the—I pushed a button; I was worried what might happen up there. [Laughter] But it was fun. And I will keep it up, and I plan to.

Enough frivolity. But, look, as you consider your principles, goals, and actions for math assessment, let me just ask you to keep a few questions in mind. Consider what it means to be the best in the world and the kind of balance our students will need between theoretical math and practical applied skills for life. How can we create tests to ensure not just that our best students are as good as any in the world but that our average students achieve world-class status? How can we emphasize testing that encourages better teaching, that doesn't weed kids out but develops better math skills for all?

Every student, everyone needs goals and challenges. Every school needs goals and challenges. I hope your work will help every single American student and every American teacher reach our national education goals.

Many of you, Lamar tells me, have already led the way. Consider one member of today's audience. Larry Williams, a math teacher of Utah High School in rural Alabama, and a member of the Mathematical Sciences Education Board, has lit a fire under his students, many of whom come from poor or disadvantaged homes. His math teams can compete with any other teams in Alabama and throughout the southeast. When people ask how America can become first in the world in math and science by the year 2000 I point to teachers like Larry Williams, dedicated professionals

who help all our children reach their potential.

All of you help set off an American educational renaissance, and I thank you for what you've done and for what you will achieve. And I came over to tell you and, once again, to pledge to our Secretary of Education that we at the White House will do our level-best to back you up every inch of the way.

Thank you all, and may God bless you.

Note: The President spoke at 1:47 p.m. in the auditorium of the National Academy of Sciences. In his remarks, he referred to Secretary of Education Lamar Alexander; Frank Press, president of the National Academy of Sciences; D. Allan Bromley, Assistant to the President for Science and Technology; Thomas A. Romberg, member of the assessment steering committee of the Mathematical Sciences Education Board, and Gen. Colin L. Powell, Chairman of the Joint Chiefs of Staff.

Remarks at a Medal of Honor Presentation Ceremony

April 24, 1991

Welcome to the White House. I salute the Vice President and Mrs. Quayle, and Secretary Cheney, other members of our Cabinet, General Vuono, distinguished Members of Congress who are with us today, and former Congressman Joe DioGuardi. I'm especially glad Joe's with us here today. To the former Medal of Honor recipients, I salute each and every one of you. To Georgiana Palmer and Mary Bowens, the sisters of today's honoree—are with us. And don't they look lovely. We are just delighted.

And the honoree's—a note of more than trivial passing—the honoree's great-grand-nephew, Staff Sergeant Douglas Warren, of the 101st Airborne—he returned—he looks a little jet-lagged to me—but he returned just last night from Saudi Arabia. And I want to welcome you home.

And we also—equal time to the Air Force—why, we salute you, Mr. Stowers, also back here. He's at Langley.

So, it's a lovely day here, and we welcome each and every one of you to the White House. We want to honor a true hero, a man who makes us proud of our heritage as Americans, a man who, in life and death, helped keep America free. I speak of Corporal Freddie Stowers, to whom posthumously we present our highest military award for valor: the Medal of Honor. It's an award for bravery and conscience, the compendium we call character.

Today, Corporal Freddie Stowers becomes the first black soldier honored with the Medal of Honor from World War I. He sought and helped achieve the triumph of right over wrong. He showed, as this year has proved again, that an inspired human heart can surmount bayonets and barbed wire.

Seventy-three years ago, the Corporal first was recommended for a Medal of Honor, but his award was not acted upon. In 1987, then Congressman Joe DioGuardi, and my friend, the late Mickey Leland, known to many here, from Houston, discovered the Stowers case while conducting other research. And the Army took up the case. And last November, the Secretaries of the Army and Defense recommended that Corporal Stowers receive the Medal of Honor. I heard his story, accepted their recommendation enthusiastically.

It's been said that the ultimate measure of a man is not where he stands in moments of comfort and convenience but where he stands at times of challenge. On September 28th, 1918, Corporal Freddie Stowers stood poised on the edge of such a challenge and summoned his mettle and his courage.

He and the men of Company C, 371st Infantry Regiment, began their attack on Hill 188 in the Champagne Marne Sector of France. Only a few minutes after the fighting began, the enemy stopped firing and enemy troops climbed out of their trenches onto the parapets of the trench, held up their arms and seemed to surrender. The relieved American forces held their fire, stepped out into the open. As our troops moved forward, the enemy jumped back into their trenches and sprayed our men with a vicious stream of machine gun and mortar fire. The assault annihilated well over 50 percent of Company C.

pete in the global economy; and, finally, making all of our schools safe, disciplined, and drug free. Achieving these goals will require the sustained cooperation of parents, educators, public officials, and the community at large.

While the Federal Government can and will serve as a catalyst for excellence, pointing the way forward and helping schools to meet higher standards, success will require the concerted efforts of parents, educators, and local government leaders. Because competition breeds quality, we can begin by expanding choice and accountability in education. Parents have primary responsibility for the education of their children, and they should have a genuine say in what, where, and how their children learn. Teachers should be able to enjoy greater flexibility in the classroom, and local school systems should act to utilize the talent and experience of persons who want to teach but are prohibited by cumbersome regulations. However, since the best measure of our schools is not how many resources we put into them but what outcomes are achieved, we must hold ourselves accountable for results, verifying what works and what does not.

We must also work together to ensure that our children dwell in an environment that is conducive to learning. Such an environment includes schools that are safe, disciplined, and drug free. However, because what goes on in school is only part of a child's educational experience, we must also maintain in our homes and neighborhoods an atmosphere that encourages learning and rewards diligent effort. Parents are their children's first and most influential teachers, and they can help to make ours a more literate Nation by reading to and with their little ones; by taking an active interest in their youngsters' homework and academic progress; and by demonstrating through example the joys of lifelong learning.

Local libraries and museums, business and civic groups, and members of the media can assist parents by offering high-quality educational programs and activities designed to ignite the natural curiosity of children. Indeed, by sparking the imaginations of our students, by ensuring that our schools tend the light of learning with

utmost care and expertise, we can build a brighter future for all Americans.

The Congress, by House Joint Resolution 197, has designated the week of April 15 through April 21, 1991, as "National Education First Week" and has authorized and requested the President to issue a proclamation in observance of this week.

Now, Therefore, I, George Bush, President of the United States of America, do hereby proclaim the week of April 15 through April 21, 1991, as National Education First Week. I call upon all Americans to observe this week with appropriate programs, ceremonies, and activities.

In Witness Whereof, I have hereunto set my hand this eighteenth day of April, in the year of our Lord nineteen hundred and ninety-one, and of the Independence of the United States of America the two hundred and fifteenth.

George Bush

[Filed with the Office of the Federal Register, 10:27 a.m., April 19, 1991]

Address to the Nation on National Education Strategy

April 18, 1991

Thank you all for joining us here in the White House today. Let me thank the Speaker for being with us, and the Majority Leader; other distinguished Members, committee heads and ranking members, and very important education committees here with us today. I want to salute the Governors, the educators, the business and the labor leaders, and especially want to single out the National Teachers of the Year. I believe we have 10 of the previous 11 Teachers of the Year with us here today, and that's most appropriate and most fitting.

But together, all of us, we will underscore the importance of a challenge destined to define the America that we'll know in the next century.

For those of you close to my age, the 21st century has always been a kind of short-hand for the distant future—the place we

put our most far-off hopes and dreams. And today, that 21st century is racing towards us—and anyone who wonders what the century will look like can find the answer in America's classrooms.

Nothing better defines what we are and what we will become than the education of our children. To quote the landmark case *Brown versus Board of Education*, "It is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education."

Education has always meant opportunity. Today, education determines not just which students will succeed but also which nations will thrive in a world united in pursuit of freedom in enterprise. Think about the changes transforming our world: the collapse of communism and the cold war, the advent and acceleration of the Information Age. Down through history, we've defined resources as soil and stones, land and the riches buried beneath. No more. Our greatest national resource lies within ourselves—our intelligence, ingenuity—the capacity of the human mind.

Nations that nurture ideas will move forward in years to come. Nations that stick to stale old notions and ideologies will falter and fail. So I'm here today to say America will move forward. The time for all the reports and rankings, for all the studies and the surveys about what's wrong in our schools is past. If we want to keep America competitive in the coming century, we must stop convening panels to report on ourselves. We must stop convening panels that report the obvious. And we must accept responsibility for educating everyone among us, regardless of background or disability.

If we want America to remain a leader, a force for good in the world, we must lead the way in educational innovation. And if we want to combat crime and drug abuse, if we want to create hope and opportunity in the bleak corners of this country where there is now nothing but defeat and despair, we must dispel the darkness with the enlightenment that a sound and well-rounded education provides.

Think about every problem, every challenge we face. The solution to each starts with education. For the sake of the future of our children, and of the Nation's, we

must transform America's schools. The days of the status quo are over.

Across this country, people have started to transform the American school. They know that the time for talk is over. Their slogan is: Don't dither, just do it. Let's push the reform effort forward. Use each experiment, each advance to build for the next American century—new schools for a new world.

As a first step in this strategy, we must challenge not only the methods and the means that we've used in the past but also the yardsticks that we've used to measure our progress. Let's stop trying to measure progress in terms of money spent. We spend 33 percent more per pupil in 1991 than we did in 1981—33 percent more in real, constant dollars—and I don't think there's a person anywhere who would say—anywhere in the country—who would say that we've seen a 33-percent improvement in our schools' performance.

Dollar bills don't educate students. Education depends on committed communities, determined to be places where learning will flourish; committed teachers, free from the noneducational burdens; committed parents, determined to support excellence; committed students, excited about school and learning. To those who want to see real improvement in American education, I say: There will be no renaissance without revolution.

We who would be revolutionaries must accept responsibilities for our schools. For too long, we've adopted a no-fault approach to education. Someone else is always to blame. And while we point fingers out there, trying to assign blame, the students suffer. There's no place for a no-fault attitude in our schools. It's time we held our schools—and ourselves—accountable for results.

Until now, we've treated education like a manufacturing process, assuming that if the gauges seemed right—if we had good pay scales, the right pupil-teacher ratios—good students would just pop out of our schools. It's time to turn things around—to focus on students, to set standards for our schools—and let teachers and principals figure out how best to meet them.

We've made a good beginning by setting the Nation's sights on six ambitious national education goals—and setting for our target the year 2000. Our goals have been forged in partnership with the Nation's Governors, several of whom are with us here today in the East Room. And those who have taken a leadership are well-known to everyone in this room. And for those who need a refresher course—there may be a quiz later on—let me list those goals right now.

By 2000, we've got to, first, ensure that every child starts school ready to learn; second one, raise the high school graduation rate to 90 percent; the third one, ensure that each American student leaving the 4th, 8th, and 12th grades can demonstrate competence in core subjects; four, make our students first in the world in math and science achievements; fifth, ensure that every American adult is literate and has the skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship; and sixth, liberate every American school from drugs and violence so that schools encourage learning.

Our strategy to meet these noble national goals is founded in common sense and common values. It's ambitious—and yet, with hard work, it's within our reach. And I can outline our strategy in one paragraph, and here it is: For today's students, we must make existing schools better and more accountable. For tomorrow's students, the next generation, we must create a new generation of American schools. For all of us, for the adults who think our school days are over, we've got to become a nation of students—recognize learning is a lifelong process. Finally, outside our schools we must cultivate communities where learning can happen. That's our strategy.

People who want Washington to solve our educational problems are missing the point. We can lend appropriate help through such programs as Head Start. But what happens here in Washington won't matter half as much as what happens in each school, each local community, and yes, in each home. Still, the Federal Government will serve as a catalyst for change in several important ways.

Working closely with the Governors, we will define new world-class standards for schools, teachers, and students in the five

core subjects: math and science, English, history and geography. We will develop voluntary—let me repeat it—we will develop voluntary national tests for 4th, 8th, and 12th graders in the five core subjects. These American Achievement Tests will tell parents and educators, politicians, and employers just how well our schools are doing. I'm determined to have the first of these tests for fourth graders in place by the time that school starts in September of 1993. And for high school seniors, let's add another incentive—a distinction sure to attract attention of colleges and companies in every community across the country—a Presidential Citation to students who excel on the 12th-grade test.

We can encourage educational excellence by encouraging parental choice. The concept of choice draws its fundamental strength from the principle at the very heart of the democratic idea. Every adult American has the right to vote, the right to decide where to work, where to live. It's time parents were free to choose the schools that their children attend. This approach will create the competitive climate that stimulates excellence in our private and parochial schools as well.

But the centerpiece of our national education strategy is not a program, it's not a test. It's a new challenge: To reinvent American education—to design new American schools for the year 2000 and beyond. The idea is simple but powerful: Put America's special genius for invention to work for America's schools. I will challenge communities to become what we will call America 2000 communities. Governors will honor communities with this designation if the communities embrace the national education goals, create local strategies for reaching these goals, devise report cards for measuring progress, and agree to encourage and support one of the new generation of America's schools.

We must also foster educational innovation. I'm delighted to announce today that America's business leaders, under the chairmanship of Paul O'Neill, will create the New American Schools Development Corporation—a private sector research and development fund of at least \$150 million to generate innovation in education.

This fund offers an open-end challenge to the dreamers and the doers eager to reinvent, eager to reinvigorate our schools. With the results of this R&D in hand, I will urge Congress to provide \$1 million in startup funds for each of the 535 New American Schools—at least one in every congressional district—and have them up and running by 1996.

The New American Schools must be more than rooms full of children seated at computers. If we mean to prepare our children for life, classrooms also must cultivate values and good character—give real meaning to right and wrong.

We ask only two things of these architects of our New American Schools: that their students meet the new national standards for the five core subjects, and that outside of the costs of the initial research and development, the schools operate on a budget comparable to conventional schools. The architects of the New American Schools should break the mold. Build for the next century. Reinvent—literally start from scratch and reinvent the American school. No question should be off limits, no answers automatically assumed. We're not after one single solution for every school. We're interested in finding every way to make schools better.

There's a special place in inventing the New American School for the corporate community, for business and labor. And I invite you to work with us not simply to transform our schools but to transform every American adult into a student.

Fortunately, we have a secret weapon in America's system of colleges and universities—the finest in the entire world. The corporate community can take the lead by creating a voluntary private system of world-class standards for the workplace. Employers should set up skill centers where workers can seek advice and learn new skills. But most importantly, every company and every labor union must bring the worker into the classroom and bring the classroom into the workplace.

We'll encourage every Federal agency to do the same. And to prove no one's ever too old to learn, Lamar, with his indefatigable determination and leadership, has convinced me to become a student again myself. Starting next week, I'll begin study-

ing. And I want to know how to operate a computer. [Laughter] Very candidly—I don't expect this new tutorial to teach me how to set the clock on the VCR or anything complicated. [Laughter] But I want to be computer literate, and I'm not. There's a lot of kids, thank God, that are. And I want to learn, and I will.

The workplace isn't the only place we must improve opportunities for education. Across this nation, we must cultivate communities where children can learn—communities where the school is more than a refuge, more than a solitary island of calm amid chaos. Where the school is the living center of a community where people care—people care for each other and their futures—not just in the school but in the neighborhood, not just in the classroom but in the home.

Our challenge amounts to nothing less than a revolution in American education—a battle for our future. And now, I ask all Americans to be Points of Light in the crusade that counts the most: the crusade to prepare our children and ourselves for the exciting future that looms ahead.

What I've spoken about this afternoon are the broad strokes of this national education strategy: accountable schools for today, a new generation of schools for tomorrow, a nation of students committed to a lifetime of learning, and communities where all our children can learn.

There are four people here today who symbolize each element of this strategy and point the way forward for our reforms. Esteban Pagan—Steve—an award-winning eighth-grade student in science and history at East Harlem Tech, a choice school. Steve? Right here, I think. Stand up, now.

Mike Hopkins, lead teacher in the Saturn School in St. Paul, Minnesota, where teachers have already helped reinvent the American school. Mike, where are you? Right here, sir. Thank you.

David Kelley, a high-tech troubleshooter at the Michelin Tire plant in Greenville, South Carolina. David has spent the equivalent of 1 full year of his 4 years at Michelin back at his college expanding his skills. David? There he is.

Finally, Michelle Moore, of Missouri, a single mother active in Missouri's Parents as

Teachers program. She wants her year-old son, Alston, to arrive for his first day of school ready to learn. Michelle?

So, to sum it up, for these four people and for all the others like them, the revolution in American education has already begun. Now I ask all Americans to be Points of Light in the crusade that counts the most: the crusade to prepare our children and ourselves for the exciting future that looms ahead. At any moment in every mind, the miracle of learning beckons us all. Between now and the year 2000, there is not one moment or one miracle to waste.

Thank you all. Thank you for your interest, for your dedication. And may God bless the United States of America. Thank you very much.

Note: The President spoke at 2 p.m. in the East Room at the White House.

White House Fact Sheet on the President's Education Strategy

April 18, 1991

The President today outlined his strategy to move the Nation toward achieving the national education goals and educational excellence for all Americans. The President believes we must restructure and revitalize America's education system by the year 2000. Emphasizing that this effort is a national challenge, the President asked all Americans to take part in "the crusade that counts most—the crusade to prepare our children and ourselves for the exciting future that looms ahead."

America 2000 builds on four related themes:

- Creating better and more accountable schools for today's students,
- Creating a new generation of American schools for tomorrow's students,
- Transforming America into a nation of students, and
- Making our communities places where learning will happen.

I. Creating Better and More Accountable Schools for Today's Students

The President called on all Americans to help create better and more accountable

schools based on world class standards and the principle of accountability. He encouraged all elements of our communities—families, businesses, unions, places of worship, neighborhood organizations, and other voluntary associations—to work together with our schools to help the Nation achieve educational excellence.

A. World Class Standards in Five Core Subjects

The President believes the time has come to establish world class standards for what our children should know and be able to do in five core subjects: English, mathematics, science, history, and geography.

- Through the National Education Goals Panel, and working with interested parties throughout the Nation, the President and the Governors will develop a timetable for establishing national standards in these five subjects, and in September 1991, and each year thereafter, the panel will report to the Nation on progress toward the national education goals.
- The standards are intended to lift the entire education system and improve the learning achievement of all students. The President and the Governors oppose a national curriculum or federalizing our education system.

B. A System of Voluntary National Examinations

Through the efforts of the National Education Goals Panel, a system of voluntary examinations will be developed and made available for all fourth, eighth, and twelfth grade students in the five core subjects.

- These American Achievement Tests will challenge all students to strive to meet the world class standards and ensure that, when they leave school, students are prepared for further study and the workforce. The tests will measure higher order skills (i.e., they will not be strictly multiple choice tests).
- The President, working with the Nation's Governors, will seek congressional authorization for State-level national assessment of educational progress assessments and for optional use of these

assessments at district and school levels.

- Students who distinguish themselves on the American Achievement Tests will receive a Presidential Citation for Educational Excellence in recognition of their outstanding achievement.
- The President will seek authorization for Presidential Achievement Scholarships to reward academic excellence among low income students pursuing postsecondary education opportunities. These financial awards will be based on superior high school and college performance.

C. Schools as the Site of Reform

The administration will help strengthen the capacity of elementary and secondary schools to improve results and to innovate by increasing flexibility in decisionmaking at the State, district, and school levels and encouraging report cards on performance.

- In addition to an annual National Report Card, the President will encourage schools, school districts, and States to issue regular report cards on their education performance. These report cards will measure results and progress toward achieving the national education goals.
- As part of his America 2000 Excellence in Education Act of 1991, the President will again seek legislation that will allow greater flexibility in the use of Federal resources for education in exchange for enhanced accountability for results.
- To stimulate reform in mathematics and science education, the America 2000 Excellence in Education Act of 1991 will include \$40 million for new grants to school districts that show significant gains in student achievement. Awards will be used for continued improvements in these vital subjects.
- The America 2000 Excellence in Education Act of 1991 also will seek funds for a Merit Schools Program for States to award individual schools that demonstrate significant progress toward the national education goals. States may "bank" funds over several years to

create even more incentives for successful schools.

D. Providing and Promoting School Choice

The President believes that educational choice for parents and students is critical to improving our schools.

- The President will promote State and local choice programs as part of his America 2000 Excellence in Education Act of 1991.
- A \$200 million Education Certificate Program Support Fund will provide incentive grants to local school districts with qualified education certificate programs that enhance parental choice.
- National school choice demonstration projects will be supported through a \$30 million initiative.
- The administration also will seek ways to ensure that Federal education programs are more supportive of choice.

E. Teachers and Principals

America's teachers and principals are on the front lines of transforming our schools. As part of his America 2000 Excellence in Education Act of 1991, the President will propose several initiatives to promote outstanding leadership in our schools.

- Presidential Awards for Excellence in Education will recognize and reward outstanding teachers across America.
- The President will encourage States and communities to provide alternative routes of certification through one-time grants to States to support implementation of alternative certification.
- In order to improve the training of school principals and other school leaders, the President will propose establishing Governors' academies in every State with Federal seed money to enhance principal training through instructional and mentoring programs.
- The President will seek to establish Governors' academies for America's teachers with Federal seed money to offer advanced instruction focusing on the five core academic disciplines.

The President also encouraged States to consider differential pay and financial and other awards for those who excel in teach-

ing, teach core subjects, teach in challenging settings, and serve as mentors for new teachers.

II. Creating a New Generation of American Schools for Tomorrow's Students

The President today challenged the best minds in America to design—and help communities create—the best schools in the world.

A. Research and Development

A series of research and development teams, funded by contributions from the business community, will help design a new generation of American schools.

- America's business leaders will establish and mobilize private resources for the New American Schools Development Corporation, a new non-profit organization that will award contracts in 1992 to between three and seven research and development teams. These teams may consist of corporations, universities, think tanks, school innovators, and others. The teams' products will be available to the American people.
- The mission of these teams is to help communities create schools that will reach the national education goals, including world class standards in the five core subjects for all students, as monitored by the American Achievement Tests and similar measures.
- The President will ask his Education Policy Advisory Committee, as well as the Department of Education, to examine the work of these research and development teams and to report on their progress.

B. New American Schools

The President will ask Congress to provide \$550 million in one-time start-up funds to create at least 535 New American Schools that "break the mold" of existing school designs.

- These funds will provide up to \$1 million for each New American School to underwrite special staff training, instructional materials, or other support the school needs. The goal is to have at least one New American School operat-

ing in each congressional district by September 1996.

- Once the schools are launched, the operating costs of the New American Schools will be no more than those of conventional schools.
- The President also will ask Congress for start-up funds to help design state-of-the-art technology appropriate for New American Schools.
- A New American School does not necessarily mean new bricks-and-mortar. Nor does a New American School have to rely on technology; the quality of learning is what matters.

C. America 2000 Communities

The President called on every community in the country to do four things:

- Adopt the six national education goals,
- Establish a community-wide strategy for achieving the goals,
- Develop a report card for measuring its progress, and
- Demonstrate its readiness to create and support a New American School.

Communities that accept this challenge will be designated, by the Governors of their States, as "America 2000 Communities."

- Governors, in conjunction with the Secretary of Education, will review community-developed plans with the assistance of a distinguished advisory panel and will determine which America 2000 communities in each State will receive Federal financial support in starting New American Schools.
- The Governors and the Secretary will ensure that many such schools serve communities with high concentrations of children at risk.

D. Leadership at All Levels

Transforming American education and creating a new generation of American schools will require the commitment of America's leaders at all levels.

- The President welcomes the commitment by American business to contribute \$150-\$200 million to support the research and development effort.

- The President asked the Nation's Governors to lead the New American Schools effort in their States.
- The President challenged State legislatures to: support the creation and operation of New American Schools; embrace the world class standards and adopt the American Achievement Tests; and work toward school, district, and State-level report cards.
- The President encouraged civic leaders to help organize community plans all across the country to seek designation as an America 2000 community, and to help plan and operate New American Schools. Business can encourage local schools to use the world class standards and American Achievement Tests, and encourage schools to issue report cards on their performance.
- The President called on educators to accept new roles and to take risks. Teachers, principals, and other educators are asked to work to develop a consensus on the world class standards and to determine what it would take to create a New American School in each community.

E. Families and Children Devoted to Learning

The President called on parents to urge use of world class standards, American Achievement Tests, and report cards by local schools. Parents must play a key role in creating New American Schools in their own communities and must work with children in the home to improve children's performance in school.

III. Transforming America into "A Nation of Students"

The President believes that learning is a life-long challenge. Approximately 85 percent of America's workers for the year 2000 are already in the workforce. Improving schools for today's and tomorrow's students is not sufficient to ensure a competitive America in the year 2000. The President called on Americans to move from "A Nation at Risk" to "A Nation of Students"

by continuing to enhance the knowledge and skills of all Americans.

A. Strengthening the Nation's Education Effort for Yesterday's Students, Today's Workers

To advance the goal of improving literacy for all Americans:

- The President will push for greater accountability and choice in the Adult Education Act and will advance these twin principles in new adult literacy activities proposed under the new American 2000 Excellence in Education Act of 1991.
- The Department of Education will provide regular timely, and reliable information by expanding the national adult literacy survey and collecting information about literacy efforts on a regular basis.

B. Establishing Standards for Job Skills and Knowledge

The President urged business and labor cooperatively to develop—and then to use—world class standards and core proficiencies for each industry. Federal resources will be sought to provide start-up assistance for this effort.

C. Creating Business and Community Skill Clinics

Today's workers will be assisted through skill clinics—one-stop service centers located in businesses and communities across America where adults can get job skill diagnosis and referral services.

- The administration will urge businesses to make skill clinics available to their employees and encourage America 2000 communities to establish community skill clinics.
- Federal departments and agencies will be encouraged to establish such skill clinics and, working with the Office of Personnel Management, will be encouraged to undertake activities to upgrade their employees' skills.

D. Enhancing Job Training Opportunities

The Domestic Policy Council Job Training 2000 Working Group will review current Federal job training efforts and identi-

fy successful ways of motivating and enabling individuals to receive the comprehensive services, education, and skills necessary to achieve economic independence.

E. Mobilizing A "Nation of Students"

The President will work to transform "A Nation at Risk" into "A Nation of Students."

- The President called on the Secretary of Education and the Secretary of Labor to convene business and labor leaders, education and training experts, and Federal, State, and local government officials at a national conference on the education of adult Americans to launch a national effort to transform adult America into a "Nation of Students."

IV. Making our Communities Places Where Learning Will Happen

The President called on communities to adopt the six national education goals as their own, set a community strategy to meet them, produce a report card to measure results, and agree to create and support a New American School.

The President believes that it is essential to reaffirm such enduring values as personal responsibility, individual action, and other core principles that must underpin life in a democratic society. The aim of the America 2000 community campaign is to make our communities places where learning will happen.

A. Greater Parental Involvement

The President urged parents to become more involved in their children's education and in the work of the New American Schools.

- Parents and teachers should encourage children to study more, learn more, and strive to meet higher academic standards.
- The President encouraged parents to read aloud daily to their children, especially their younger children.

B. Enhanced Program Effectiveness for Children and Communities

The President is committed to making government work better to improve programs for America's children and communities.

- Working through the Domestic Policy Council Economic Empowerment Task Force and with the Nation's Governors and other officials, the administration will undertake better coordination of existing Federal programs with corresponding State and local activities.
- As part of this effort, existing program eligibility requirements will be reviewed in order to streamline them and reduce Federal red tape. Wherever possible, States will be afforded maximum flexibility to design and implement integrated State, local, and Federal programming.

Message to the Congress Reporting on Environmental Quality

April 18, 1991

To the Congress of the United States:

Of all the great social and technological changes of the 20th century, none may be more crucial to our well-being and that of future generations than the change that has occurred in the way we view our environment. Ours was the first generation to see the many colors of Earth from the vastness of space, and to recognize that our decisions will determine whether the next generation lives in a polluted world of lowered expectations or in a world that sustains humanity and a wondrous diversity of life.

Given these high stakes, I am pleased to report that 1990 was a landmark year in the Nation's efforts to enhance environmental quality.

- We enacted the Clean Air Act Amendments of 1990, providing the United States with the world's most advanced, comprehensive, and market-oriented laws to address air pollution, including acid precipitation, urban air quality, toxic air pollutants, and global ozone layer depletion.
- We adopted an international agreement and enacted laws to phase out chlorofluorocarbons (CFCs) and other substances that deplete the Earth's ozone layer, which protects us from the harmful effects of solar radiation.

- We enacted the Oil Pollution Act of 1990 and adopted a major international agreement to strengthen laws related to oil pollution prevention, liability, and response.
- We enacted the most environmentally progressive farm bill ever. It will help farmers protect water quality and wildlife habitat and it launches a part of our America the Beautiful initiative to begin a long-term national tree planting and improvement campaign aimed at both rural and urban areas.
- In partnership with the Nation's Governors, we developed ambitious national educational goals, while the Congress and the executive branch strengthened environmental education programs. These actions are an essential part of our efforts to revitalize American education and to improve the environment.
- We made other commitments to environmental stewardship, including the expansion of national parks, wildlife refuges, marine sanctuaries, and recreation areas; accelerated cleanup of Federal facilities; enhanced protection of marine mammals, the African elephant, the Florida panther, and other threatened species; and the suspension for up to 10 years of oil and gas leasing in many areas off our coastlines pending further environmental and resource analysis.

The complete record is told in this report. I am proud that our Administration played a catalytic and constructive role in securing these achievements. Progress has come from working cooperatively with the Congress, State and local governments, environmental and conservation groups, corporations, educators, and scores of individuals, as well as other nations and international institutions.

Our achievements in 1990 add to a growing national record of environmental action that has improved the quality of American life. Compared to the conditions facing Americans earlier in my lifetime, our skies are clearer, our lakes and streams are cleaner, and our major technologies are less wasteful.

Our work, however, is incomplete. Americans are sobered by the scope of the stewardship challenge and recognize that it requires ongoing vigilance and action. We know, for example, that increased trade and economic development is needed to reduce poverty and improve the quality of life for all of the world's people. However, if we fail to make wise economic and environmental choices, those needed increases in economic activity are likely to result in new burdens on the Earth's ability to sustain life. Our challenge is both to provide greater opportunities for an expanding population and to protect the environment upon which we depend.

Several forces work in our favor. Our economy is fundamentally sound, which allows us to make environmental investments and serve as a model for others. Our technology is first-rate, as is our research establishment. Our citizens are eager to make a personal contribution.

In the days ahead, therefore, we must summon the full measure of our powers to achieve environmental results. In that effort we should be guided by what science tells us about the most serious threats to our health and environment, and also by our knowledge of what works and what does not.

In particular, we must learn to harness wherever possible the power of the marketplace in service to the environment. The goal of a healthy environment may not be provided by markets acting alone. However, government regulations are blunt tools that impose unforeseen human costs. Therefore, we need to consider all costs and benefits of government programs as they are developed and expand the use of market incentives that deliver results at the lowest possible cost to society. As a corollary, we need to strengthen the base of scientific and economic understanding that supports such decisions.

Our environmental efforts should also be guided by a holistic view. The environment is composed of a seamless web of relationships between living organisms and the air, water, and land that surround them. Accordingly, rather than continue to address environmental issues in isolation from each other or from other social goals, we must

THE WHITE HOUSE
WASHINGTON

keep no audience

JANUARY 10, 1992

MEMORANDUM TO BETH HINCHLIFFE

FROM TONY SNOW *TS*

SUBJECT CHAMBER OF COMMERCE EDUCATION SPEECH

Beth: I like your draft, but it doesn't really meet the objectives we've defined for this speech. I'd like you to take another crack at it, keeping in mind that we want to lay out our objectives for a good education bill, and to solicit lots of public antipathy toward Sen. Kennedy's Education bill, S.2.

First, I think we have a bit of an organizational problem. Tout America 2000 up front, in all its glorious details, as a natural outgrowth of the Cold War's end and the emergence of the Age of Competition. Follow up by noting the incredible enthusiasm nationwide. Move from that immediately into an analysis of what Congress has done -- nothing last year, and now S. 2.

Then throw down the gauntlet: Demand at a minimum Choice (and make choice the first item in the litany), flexibility in spending (choice for school officials), New American Schools (do NOT call them "demo schools": Lamar Alexander will go into spasms); America 2000 Communities; American Achievement Tests (with the dates we've specified in previous speeches). Note that Americans don't have the luxury of living in the past: We've got to prepare ourselves for the future -- and our schools should lead the way, not follow. Ask the audience's help in getting the message to the people down the street. And then give a rousing send-off couched in family terms: Doing what's best for our children, and ourselves.

Now, here's a fairly detailed critique of your first draft:

I have a couple of stylistic quibbles about pages one and two. The first is that the "You're here because..." formulation seems either patronizing or preachy. They know why they're there. Simply lay out what we all believe, and take advantage of the president's foreign policy triumphs and strengths: At the end of the Cold War, and at the dawning of the Age of Competition, we need to create the best schools on earth. We've decided to mount

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a genuine revolution in education, which we call America 2000, and we've set our sights on reinventing the American school. Our schools haven't changed much since horse-and-buggy days, and old-fashioned schools won't cut it in the 21st Century.

Paragraph 3 is fine; in the fourth graph just note that America 2000 arises out of the understanding that good schools are everybody's business, and we want everyone to share in creating the schools of the future -- today.

I'd suggest slashing page two dramatically, keeping in the bipartisan part. Then, note that while Americans have responded enthusiastically to the initiative, Congress hasn't kept up. Go into what we want -- as you do on page three: Choice, flexibility, New American Schools, American Achievement tests, etc. Take a look at Dan's education speeches to get a feel for the standard Lamar litany.

The Congress-bashing section that begins at the bottom of page 2 sounds whiny, and it sounds like it could be delivered to any audience. Be more straightforward: Here's what we want; here's what S. 2 tries to settle for -- instead of a revolution, more of the same old stuff -- and here's what we demand.

We assert at the end of page 3 and the beginning of page 4 that everyone has to wait for Congressional approval before the revolution can begin. Not true: the feds fork over only a tiny share of the overall educational budget. Congress isn't preventing people from doing anything. **It's just standing there, getting in the way of people who want to conduct a revolution. We may want to point out that anyone who pretends to understand the middle class understands that people want the best schools -- now.**

But talk to the audience. Talk about Congress, but also talk about what we want -- "we" being a term that includes the audience.

Then send them off happy, proud and ready to kick some revanchist ass.

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