Originally Processed With FOIA(s):
S

FOIA Number:
S

FOIA MARKER

This is not a textual record. This is used as an administrative marker by the George Bush Presidential Library Staff.

Record Group/Collection: George H.W. Bush Presidential Records
Collection/Office of Origin: Speechwriting, White House Office of
Series: Speech File Backup Files
Subseries: Chron File, 1989-1993

OA/ID Number: 13800
Folder ID Number: 13800-012

Folder Title:
National Association of Evangelicals 3/3/92 [OA 7569] [2]

Stack:	Row:	Section:	Shelf:	Position:
G	26	22	3	4

FACT-CHECK COPY

(Ferguson\Aarhus)
February 27, 1992
Draft One
NAE

PRESIDENTIAL REMARKS: NATIONAL ASSOCIATION OF EVANGELICALS
TUESDAY, MARCH 3, 1992
CHICAGO, ILLINOIS
12:15 PM

[Acknowledgments]

I'd like to open, if I may, on a personal note, to thank you for the help you have given me over the years. And I'm not really referring to the fine work your team in Washington has been doing -- although they have been of great help to our administration in advancing the values we share.

My thanks are more personal than that. Barbara and I particularly want to thank you for your prayers. Prayer has always been important in our lives, and without its aid, I'm convinced, no man who has the privilege of serving in the presidency could carry out his duties. I've often quoted Lincoln's famous remark: "~~I have~~ I've been driven many times to my knees by the overwhelming conviction that I ~~have~~ had nowhere else to go." And I would add that we are sustained not only by our own prayers but by the intercessionary prayers so many Americans make on our behalf. Your prayers inspire us and give us courage, and I thank you for that. ((And if I may, I'll add one more thing: Please -- Keep 'em comin'.))

I am delighted to have the opportunity to speak with you today, on the occasion of your 50th anniversary. Your theme -- "Forward in Faith" -- says much about your movement, much about

what evangelicals have brought to America over its lifetime. Evangelicals point their country toward the future, with the diligence and hard work and confidence only a firm faith can provide.

In one sense, of course, evangelicals stand apart, as they must, bearing witness to a transcendent truth, in a culture that desperately needs to hear it. But at the same time, in so many crucial ways, your concerns are the concerns of your countrymen. You want, as all Americans do, safe streets for your children. You want schools -- schools of your choosing -- where your children can receive the finest possible education to prepare them for a life of industry and good citizenship and faith in God.

You want a government that understands the limited role it must play in a nation of free men and women; a government that spends your tax money for the common good, and for the common good alone; a government that promotes economic growth and opportunity.

And you want for yourselves and your country that most precious of gifts -- peace on earth. And you understand that peace comes not from vacillation and weakness but from strength and clarity of purpose. The last time a president came before you -- I note that it is almost ~~eight~~ nine → six years to the day -- our country was nearing the climax of a titanic struggle, the Cold War.

Reagan Pres Doc 3/8/84

Bob Dugan

March 3, 1984 Columbus, OH

President Reagan spoke to you then of what America must do to win this hard and bitter peace. Like you, President Reagan and I understood that the Cold War wasn't some mundane competition between rival world powers. It was a struggle for the mind of man. On one side was an system -- yes, an evil system -- dedicated to denying the life of the spirit and celebrating the omnipotence of the state. On the other was a system founded on a profound truth -- that our Creator has endowed his children with inalienable rights that no state can deny.

And by the grace of God, we won the Cold War. Tonight our children and grandchildren will go to their beds untroubled by the fears of nuclear holocaust that haunted two generations of Americans. In this shining outcome, in this great triumph of good over evil, is there anyone among us so blind as not to see the providential hand of God? ~~((I notice from the NAE newsletter than recently even Time magazine called the old Soviet Union an "evil empire." Now they tell us.))~~

It was not our military strength alone that won the Cold War. It was our steadfast faith -- in ourselves, in our country, and above all, in God. Our victory came from the kind of work performed by people here in this room. Many of you bravely ~~smuggled Bibles~~ beyond the Iron Curtain, ~~bringing the Word of God~~ brought the word of God to people who thirsted for it. Through the NAE's World Relief Corporation and other enterprises, you have helped ~~resettle~~ many ~~thousands~~ who fled oppression. Many of you risked your lives to

Bob Dugan

bring theological training where such training was forbidden. And now in the free countries of the former Communist bloc your work continues, to ensure that the vacuum left by Communism's demise is filled by faith. Our country -- indeed, the world -- will be forever grateful for your work.

Every survey on the subject shows that Americans are the most religious people on earth, and they have always instinctively sensed that God's purpose was bound up with the cause of liberty. The Founders understood this, and spoke of it in definitive terms. What Jefferson wrote in those early days is true today: "Can the liberties of a nation be thought secure when we have removed their only firm basis, a conviction in the minds of the people that these liberties are the gift of God?"

That conviction is enshrined in our Declaration of Independence, and in our Constitution. It is no accident that in drafting our Bill of Rights, the Founders dedicated the first portion of our First Amendment to religious liberty. We rightly emphasize the first clause of that Amendment, which forbids government from establishing religion. In fact, I believe the establishment clause has been a great boon to our country's spirituality. One reason religion flourishes in America is that worship can never be subsumed by the state.

But in recent times we have too often ignored the clause that follows, which forbids government from prohibiting the free exercise of religion. This myopia has in some places resulted in an aggressive campaign against Judeo-Christian religious belief

itself -- as if the freedom of religion required government to keep our lives free from religion.

The Founders would have thought this idea absurd. And it is. Government must never promote a religion; but it is duty-bound to promote religious liberty. It must never put the believer at a disadvantage because of his belief.

That is the challenge my administration has undertaken. Something's wrong in this country when a child can obtain a condom at school but is forbidden to lead his classmates in voluntary prayer. I have long believed -- and continue to believe -- that government has no business denying our children their right to pray in schools.

We must hold the line on state intervention in other areas as well. ~~Two years ago~~ In 1990 -- with the ~~invaluable~~ help of the NAE and other pro-family organizations -- we were able to enact child-care legislation that kept choice of child care out of the hands of ~~government bureaucrats~~ the and placed it where it belongs, in the hands of ~~parents~~ the. We wanted to help families get the kind of child care they want, whether at home or at church or synagogue. It was a tough fight, but we won it.

And we continue to fight for the parents' right to choose their children's schools. School choice is at the heart of America 2000, our strategy to revolutionize American education. All parents -- rich or poor -- must have the right to choose the kind of education their children will receive -- and yes, that

includes religious-based schools, too. This fight is not over. And let me assure you: It won't be over until we win it.

For many years the power of government was steadily expanded by judges legislating from the bench. I am happy to report those days are coming to a close. Over the past three years I have appointed judges who understand the limits of government and the rights of parents -- who punish criminals, not cops trying to do their jobs. And in particular I am very proud that over the past three years two fine men have taken their place on the Supreme Court -- Justice David Souter and Justice Clarence Thomas.

We must do everything in our power to preserve the institution that nurtures faith, the family. I am firmly convinced that our greatest problems today -- from drugs and welfare dependency to crime and violence -- spring from the deterioration of this most fundamental, God-given institution.

And too often overweening government has aided in this tragedy. Recently I've asked Governor John Ashcroft, who was NAE Layman of the Year last year, to head a Commission on America's Urban Families, to isolate the causes of the alarming decline. I make to you this pledge: As long as I am your president, families will come first in America.

Every law that is passed must guard against the weakening of the family. At the same time, there are positive steps we can take to strengthen it. As part of my economic growth package, I have asked Congress to increase the child tax exemption by $500 -- and I want them to do it this year.

Most recently, some in Congress wanted to deprive low-income families of the so-called "Wee Tots" exemption, which increases the take-home pay of families just getting by. The exemption promotes self-reliance and hard work; it helps keep families in tact. Fortunately, we were able to halt Congress's effort to eliminate this lifeline. Sooner or later they will understand: I will not allow legislation that works against the family.

We can also wage war against the forces that would tear the family apart. The Justice Department's Child Exploitation and Obscenity Section has been vigorously prosecuting the smut-merchants who deal in child pornography. Since 1987 they have obtained 85 convictions involving more than $20 million in fines and forfeitures of assets. There is no place in America for this horrifying exploitation of human beings.

And may I add: pornography is pornography -- blasphemy is blasphemy -- and government has no business funding it -- even if some misguided people want to call it art.

Faith and family -- these are the values that sustain the greatest nation on earth. And to these values let us add: the infinitely precious value of life itself. Our Declaration doesn't tell us that all men are "born" equal. It says "created," a word that echoes the mystery of faith, affirming the right to liberty, the right to pursue happiness -- and yes, the right to life.

Last ~~summer~~ fall we won a significant victory in this battle. I made it clear to Congress that while I am president, the federal government ~~would~~ will not fund abortions -- or abortion counseling, even ~~when~~ if it's disguised as "family planning." A majority disagreed with us; but I had to do what was right. I vetoed their legislation. And let them understand: If they send me anything similar again, I will veto it again.

11/19/91 PresDocs

In a moment of great trial for our country, Lincoln said, "My concern is not whether God is on our side, but whether we are on God's side." As president I have often spoken of service -- not simply public service, but personal service, one human being to another. And I am always reminded of a phrase from my Book of Common Prayer: "Oh, God ... whose service is perfect freedom." We must be sustained by the confidence that in serving others -- in promoting unashamedly the values of faith and family and life -- we serve Him as well. It is this confidence that will enable us to move our country, one nation under God, forward in faith.

# # # #

Contents

Addresses to the Nation

State of the Union—90

Addresses and Remarks

Drug control strategy, briefing—101
Egypt, meeting with Foreign Minister Meguid—89
Four Freedoms, 50th anniversary of Franklin D. Roosevelt's speech—96
Greece, meeting with Foreign Minister Samaras—96
National Prayer Breakfast—100
National Religious Broadcasters, convention—87
Netherlands, meeting with Foreign Minister Van den Broek—89

Announcements

Points of Light daily recognition program—105

Appointments and Nominations

Competitiveness Policy Council, member—100
State Department
Ambassadors
Djibouti—105
Senegal—99
Under Secretary (Economic and Agricultural Affairs)—100

Communications to Congress

Aeronautics and space report, message—103
Canada-U.S. free-trade agreement, message—97
Cyprus situation, letter—98
Drug control strategy, message—103
International Space Year report, message—104

Interviews With the News Media

White House press corps—89, 96

Supplementary Materials

Acts approved by the President—108
Checklist of White House press releases—108
Digest of other White House announcements—105
Nominations submitted to the Senate—107

Editor's Note: The President traveled to Cherry Point Marine Corps Air Station and Seymour Johnson Air Force Base, NC, and Ft. Stewart, GA, on February 1, the closing date of this issue. Releases and announcements issued by the Office of the Press Secretary after the President's departure from the White House will be printed next week.

WEEKLY COMPILATION OF

PRESIDENTIAL DOCUMENTS

Published every Monday by the Office of the Federal Register, National Archives and Records Administration, Washington, DC 20408, the *Weekly Compilation of Presidential Documents* contains statements, messages, and other Presidential materials released by the White House during the preceding week.

The *Weekly Compilation of Presidential Documents* is published pursuant to the authority contained in the Federal Register Act (49 Stat. 500, as amended; 44 U.S.C. Ch. 15), under regulations prescribed by the Administrative Committee of the Federal Register, approved by the President (37 FR 23607; 1 CFR Part 10).

Distribution is made only by the Superintendent of Documents, Government Printing Office, Washington, DC 20402. The *Weekly Compilation of Presidential Documents* will be furnished by mail to domestic subscribers for $55.00 per year ($96.00 for mailing first class) and to foreign subscribers for $68.75 per year, payable to the Superintendent of Documents, Government Printing Office, Washington, DC 20402. The charge for a single copy is $2.00 ($2.50 for foreign mailing).

There are no restrictions on the republication of material appearing in the *Weekly Compilation of Presidential Documents*.

Remarks at the Annual Convention of the National Religious Broadcasters

January 28, 1991

Thank you, President Rose, thank you, sir, and Executive Director Gustavson—all. First, let me salute your leadership of the NRB: Billy Graham and Jerry Falwell, Pat Robertson, James Dobson, Chuck Colson; the FCC Commissioners: Sikes and Duggan and James Quello.

This marks the fifth time that I've addressed the annual convention of the National Religious Broadcasters. And once again, let me say it is, for both Barbara and me, an honor to be back here.

Let me begin by congratulating you on your theme of declaring His glory to all nations. It's a theme eclipsing denominations and which reflects many of the eternal teachings in the Scripture. I speak, of course, of the teachings which uphold moral values like tolerance, compassion, faith, and courage. They remind us that while God can live without man, man cannot live without God. His love and His justice inspire in us a yearning for faith and a compassion for the weak and oppressed, as well as the courage and conviction to oppose tyranny and injustice.

And I'm very grateful for that resolution that has just been read prior to my speaking here.

Matthew also reminds us in these times that the meek shall inherit the Earth. At home, these values imbue the policies which you and I support. Like me, you endorse adoption, not abortion. And last year you helped ensure that the options of religious-based child care will not be restricted or eliminated by the Federal Government.

And I commend your concern, your heartfelt concern, on behalf of Americans with disabilities, and your belief that students who go to school to nourish their minds should also be allowed to nourish their souls. And I have not lessened my commitment to restoring voluntary prayer in our schools.

These actions can make America a kinder and gentler place because they reaffirm the values that I spoke of earlier, values that must be central to the lives of every individual and the life of every nation. The clergyman Richard Cecil once said, "There are two classes of the wise: the men who serve God because they have found Him, and the men who seek Him because they have not found Him yet." Abroad, as in America, our task is to serve and seek wisely through the policies we pursue.

Nowhere is this more true than in the Persian Gulf where—despite protestations of Saddam Hussein—it is not Iraq against the United States, it's the regime of Saddam Hussein against the rest of the world. Saddam tried to cast this conflict as a religious war, but it has nothing to do with religion per se. It has, on the other hand, everything to do with what religion embodies: good versus evil, right versus wrong, human dignity and freedom versus tyranny and oppression. The war in the Gulf is not a Christian war, a Jewish war, or a Moslem war; it is a just war. And it is a war with which good will prevail. We're told that the principles of a just war originated with classical Greek and Roman philosophers like Plato and Cicero. And later they were expounded by such Christian theologians as Ambrose, Augustine, Thomas Aquinas.

The first principle of a just war is that it support a just cause. Our cause could not be more noble. We seek Iraq's withdrawal from Kuwait—completely, immediately, and without condition; the restoration of Kuwait's legitimate government; and the security and stability of the Gulf. We will see that Kuwait once again is free, that the nightmare of Iraq's occupation has ended, and that naked aggression will not be rewarded.

We seek nothing for ourselves. As I have said, U.S. forces will leave as soon as their mission is over, as soon as they are no

longer needed or desired. And let me add, we do not seek the destruction of Iraq. We have respect for the people of Iraq, for the importance of Iraq in the region. We do not want a country so destabilized that Iraq itself could be a target for aggression.

But a just war must also be declared by legitimate authority. Operation Desert Storm is supported by unprecedented United Nations solidarity, the principle of collective self-defense, 12 Security Council resolutions, and in the Gulf, 28 nations from 6 continents united, resolute that we will not waver and that Saddam's aggression will not stand.

I salute the aid—economic and military—from countries who have joined in this unprecedented effort, whose courage and sacrifice have inspired the world. We're not going it alone, but believe me, we are going to see it through.

Every war—every war—is fought for a reason. But a just war is fought for the right reasons, for moral, not selfish reasons. Let me take a moment to tell you a story, a tragic story, about a family whose two sons, 18 and 19, reportedly refused to lower the Kuwaiti flag in front of their home. For this crime, they were executed by the Iraqis. Then, unbelievably, their parents were asked to pay the price of the bullets used to kill them.

Some ask whether it's moral to use force to stop the rape, the pillage, the plunder of Kuwait. And my answer: Extraordinary diplomatic efforts having been exhausted to resolve the matter peacefully, then the use of force is moral.

A just war must be a last resort. As I have often said, we did not want war. But you all know the verse from Ecclesiastes—there is "a time for peace, a time for war." From August 2, 1990—last summer, August 2d—to January 15, 1991—166 days—we tried to resolve this conflict. Secretary of State Jim Baker made an extraordinary effort to achieve peace: more than 200 meetings with foreign dignitaries; 10 diplomatic missions; 6 congressional appearances; over 103,000 miles traveled to talk with, among others, members of the United Nations, the Arab League, and the European Community. And sadly, Saddam Hussein rejected out of hand every overture made by the United States and by other countries as well. He made this just war an inevitable war.

We all know that war never comes e[illegible] or cheap. War is never without the loss [illegible] innocent life. And that is war's greatest tragedy. But when a war must be fought for the greater good, it is our gravest obligation to conduct a war in proportion to the threat. And that is why we must act reasonably, humanely, and make every effort possible to keep casualties to a minimum. And we've done so. I'm very proud of our military in achieving this end.

From the very first day of the war, the allies have waged war against Saddam's military. We are doing everything possible, believe me, to avoid hurting the innocent. Saddam's response: wanton, barbaric bombing of civilian areas. America and her allies value life. We pray that Saddam Hussein will see reason. To date, his indiscriminate use of those Scud missiles—nothing more than weapons of terror, they can offer no military advantage—weapons of terror—it outraged the world what he has done.

The price of war is always high. And so, it must never, ever, be undertaken with[out] total commitment to a successful outco[me]. It is only justified when victory can [be] achieved. I have pledged that this will not be another Vietnam. And let me reassure you here today, it won't be another Vietnam.

We are fortunate, we are very fortunate, to have in this crisis the finest armed forces ever assembled, an all-volunteer force, joined by courageous allies. And we will prevail because we have the finest soldiers, sailors, airmen, marines, and coastguardsmen that any nation has ever had.

But above all, we will prevail because of the support of the American people, armed with a trust in God and in the principles that make men free—people like each of you in this room. I salute Voice of Hope's live radio programming for U.S. and allied troops in the Gulf, and your Operation Desert Prayer, and worship services for our troops held by, among others, the man who over a week ago led a wonderful prayer service at Fort Myer over here across [the] river in Virginia, the Reverend [Billy] Graham.

America has always been a religious nation, perhaps never more than now. Just look at the last several weeks—churches, synagogues, mosques reporting record attendance at services; chapels packed during working hours as Americans stop in for a moment or two. Why? To pray for peace. And I know—of course, I know—that some disagree with the course that I've taken, and I have no bitterness in my heart about that at all, no anger. I am convinced that we are doing the right thing. And tolerance is a virtue, not a vice.

But with the support and prayers of so many, there can be no question in the minds of our soldiers or in the minds of our enemy about what Americans think. We know that this is a just war. And we know that, God willing, this is a war we will win. But most of all, we know that ours would not be the land of the free if it were not also the home of the brave. No one wanted war less than I did. No one is more determined to seize from battle the real peace that can offer hope, that can create a new world order.

When this war is over, the United States, its credibility and its reliability restored, will have a key leadership role in helping to bring peace to the rest of the Middle East. And I have been honored to serve as President of this great nation for 2 years now and believe more than ever that one cannot be America's President without trust in God. I cannot imagine a world, a life, without the presence of the One through whom all things are possible.

During the darkest days of the Civil War, a man we revere not merely for what he did but what he was, was asked whether he thought the Lord was on his side. And said Abraham Lincoln: "My concern is not whether God is on our side, but whether we are on God's side." My fellow Americans, I firmly believe in my heart of hearts that times will soon be on the side of peace because the world is overwhelmingly on the side of God.

Thank you for this occasion. And may God bless our great country. And please remember all of our coalition's armed forces in your prayers. Thank you, and God bless you.

Note: President Bush spoke at 9:03 a.m. in the ballroom of the Sheraton Washington Hotel. In his remarks, he referred to Jerry Rose and Brandt Gustavson, president and executive director of the National Religious Broadcasters, and President Saddam Hussein of Iraq.

Remarks Prior to Discussions With Foreign Minister Ahmed Esmat Abdel Meguid of Egypt

January 29, 1991

May I just say welcome to the Egyptian journalists, and we're glad you're here.

I might violate a rule here. I normally don't have much to say in the Oval Office, but I would like to take this opportunity to express my appreciation to the Egyptian Government, specifically to President Mubarak and to Foreign Minister Meguid, for standing shoulder-to-shoulder with the coalition, leading it in many ways, and for the steadfast position that Egypt has taken in trying to counteract this aggression by Saddam Hussein. It's been a miraculous—a strong, wonderful leadership coming out of Egypt, and we are very grateful. And I'm very happy that I can say that here from the bottom of my heart.

Thank you all very much.

Note: President Bush spoke at 1:40 p.m. in the Oval Office at the White House. In his remarks, he referred to President Saddam Hussein of Iraq.

Remarks and an Exchange With Reporters Prior to Discussions With Foreign Minister Hans Van den Broek of The Netherlands

January 29, 1991

Q. Mr. President, could the third time be the charm here, sir? Could we ask you——

The President. What he doesn't understand is that I don't take questions at these photo opportunities. Of course, our guests——

Carol –

Hope this is helpful –

Please let us know if you need specifics on states – numbers – plans etc.

– Gina Willis
x 7777

DRAFT

The Bush Administration Record on

CHOICE IN EDUCATION

"If our own history and the recent events in the communist world teach us anything, they teach us that competition breeds excellence. The same holds true for education. That's why I and a majority of the American people favor choice in education."

-- President George Bush
September 3, 1991

The Bush Administration has championed choice in education as the catalyst for change that drives forward all other reforms. Choice empowers families and puts competition to work, improving schools for every student. It is the cornerstone of any lasting strategy to restructure and revitalize American education.

Choice in Education: Guiding Principles

The Bush Administration strongly believes that choice and competition are essential to extending the opportunity for a quality education to every child and achieving a renaissance in American education. Today, wealthy families already enjoy the ability to choose public or private schools for their children, but low-income families do not. Choice in education empowers all parents to get involved in their children's education and motivates schools to compete to be the very best.

Administration Accomplishments

The President and Vice President have voiced strong support for expanding choice for parents and students to the greatest extent possible among public, private, and religious schools. They have applauded state and local victories making choice a reality in schools across America.

In January 1989, President Bush participated in a White House conference on choice in education. In 1989, 1990 and 1991, the President proposed educational excellence legislation that includes major incentives to expand state and local choice initiatives. He has met with leaders in the parental choice movement such as Wisconsin Governor Tommy Thompson and State Representative Polly Williams who are making school choice a reality for low-income families in Milwaukee. The President also launched a new Education Savings Bonds Program to encourage families to make wise choices about their children's future through investing in education.

DRAFT

Vice President Quayle has traveled across the country promoting choice in education. The Vice President has visited Milwaukee's choice program, met with organizers of the school choice referenda in Oregon and California, and addressed a number of education, business, and civic organizations on the merits of educational choice.

In December 1990, the Education Department established a Center for Choice in Education and a toll-free number to promote and support efforts to expand choice across the nation.

Momentum in the States

The Bush Administration's solid leadership on choice in education has accelerated the momentum for school choice across the nation. Since 1989, at least ten states have enacted major school choice legislation. At least thirty-seven states have choice legislation pending in one form or another, and at least twelve states have citizen groups working on choice initiatives. The majority of legislative proposals seek to offer parents some form of direct financial assistance for choosing schools through vouchers, scholarships, or tax concessions.

Numerous public opinion polls have indicated strong and growing support for educational choice programs by a majority of Americans. Support for school choice is consistnetly highest among minorities and lower-income Americans.

Private Sector Activities

In addition to supporting Federal and state legislative initiatives, private corporations and organizations are expanding choice in their local communities through their own investments. For example, the Golden Rule Insurance Company has given children in inner-city Indianapolis the chance to attend private schools with educational scholarships.

Through the strong leadership of the Bush Administration, the momentum for educational choice is evident in states, communities, and schools across the nation, spurring healthy competition to improve our schools and expanding opportunities for quality education to more American families.

PRESIDENT BUSH ON CHOICE IN EDUCATION

Remarks at White House Workshop on Choice in Education
January 10, 1989

There is an urgently felt need in American public education: greater choice for our families about which schools their children will attend.

It is time for a second great wave of education reform-- not helter-skelter, not here and there, but everywhere -- in every state, in every district, for every school and every student in America. Those good and tested reform ideas of recent years must become universal -- universally understood and applied, and thus universally enjoyed by our children. Certainly among the most promising of these ideas -- perhaps the single most promising of these ideas -- is choice. It responds to a simple but quite serious problem. In most places around the country, as you know, students are arbitrarily assigned by their school system to a single public school. If that school is a bad one, its students are trapped. Their parents have no chance to shift them to another public school -- maybe just a few city blocks away -- that has better teaching or better discipline or just plain higher quality overall.

Choice plans that are intelligently conceived, implemented, and monitored -- plans like magnet schools, open enrollment programs, and other innovative mechanisms -- restore that opportunity to our families. They give parents back their voices and their proper determining roles -- in the makeup of children's education. They give schools a chance to distinguish themselves from one another, and a chance to compete for and earn the loyalty of the students and families they serve. And choice plans work.

This is more than idle theory, as I hardly need remind this audience. The evidence is striking and abundant. Almost without exception, wherever choice has been attempted -- - in Minnesota, in East Harlem, in San Francisco and Los Angeles, and in a hundred other places in between -- choice has worked.

Daily student attendance rates go up. High school dropout rates go down. School disciplinary problems decrease. Teacher morale improves. And children learn -- their test scores are higher, and their interest in learning is engaged. Bad schools get better, and good ones get better still. Entire school systems have been restored to public confidence by the implementation of choice plans -- and disaffected families have been brought from private schools back into public education.

Too often today it is our disadvantaged children who are most likely to be burdened by inadequate public education. And so it is working poor and low-income families who suffer most from the absence of choice in the public schools. For this reason alone-- for the benefit of empowerment it promises to our disadvantaged citizens -- further expansion of public school choice is a national imperative. It's a widely popular idea, as you know, and it enjoys unusual bipartisan support. But it will take work -- educational improvements always do. Working educators' concerns about the consequences of choice must be heard, acknowledged, and met. And other reforms will be necessary to make choice meaningful -- greater autonomy and authority for teachers and principals, for

example, along with better publicized and more reliable measurements of school performance.

I'm not one of those who believes that all American wisdom and initiative reside within the beltway. It doesn't. Our past few years' experience with education reform is proof of that. It's been a national movement of local and state movements -- as it must continue to be. It draws its ultimate energy from those who have the strongest, sharpest, and truest concern for our children: their parents. That's one reason why public school choice -- parental choice -- is such an exciting and inspiring idea. We in Washington should do nothing to loosen the necessary connection between families and schools. But at the same time, we should do everything in our considerable power to strengthen it. That speaks for a broader Federal role in education than might immediately be apparent.

I intend to provide every feasible assistance -- financial and otherwise-- to states and districts interested in further experiments with choice plans or other valuable reforms.

Remarks to Students at Washington University
St. Louis, Missouri
February 17, 1989

I asked Congress to begin a $500 million program to reward America's best schools, merit schools, and to establish a special Presidential award for the best teachers in every State. I urged expanded use of what are known as magnet schools, giving families and students a choice in education.

Remarks to the Small Business Legislative Council
March 1, 1989

We've got some good ideas on proposals that can well be made. We'd like to put solutions and dollars in the hands of parents. We intend to promote choice. And this one is very important with me.

Remarks at Junior Achievement Hall of Fame Dinner
Colorado Springs, Colorado
March 16, 1989

I support the use of magnet schools to introduce an element of choice into education. And I've requested $100 million to help with the start up costs of new magnet schools. We all know the value- you all know it better than I -- the value of competitiveness in the business world. Challenging schools to strive to match the best among them can push them all to new heights. Competition might just provide the quality schools that we are all looking for. And where it's been tried - parental choice - it has helped not only volunteer effort.

Remarks to High School Students
March 29, 1989

I really believe that choice is important. Choice – parental choice, student choice– can lead to excellence not just in the school that's chosen, but in those that maybe aren't chosen. So we've got to find ways to encourage choice.

Remarks to the Business Roundtable
June 5, 1989

And right now, I want to highlight an idea that's proved its value in the business world –– an idea that can play a central role in education as well. And I'm talking about competition. The business world know that competition brings out the best in individuals and institutions. And the same is true for our schools. Proof already exists. America's postsecondary education system is widely recognized as the strongest and most successful system in the world. And it's also extremely competitive. Schools compete to attract the best students and first–rate faculties. And the plain fact is that this competition is good. Superior school inspire others to reach for excellence. And our elementary and secondary schools are the weak links in our system. Competition and choice can help us make them stronger.

Remarks to the National Governors' Association
Chicago, Illinois
July 31, 1989

To have reform, we need flexibility and choice – choice for parents, choice for schools in their selection of teachers and principals.

Remarks at the National Teacher of the Year Award Ceremony
April 4, 1990

In Milwaukee, Wisconsin because of a grassroots movement made up largely of poor, inner city parents, a new experiment in choice is applying the leverage of competition and stimulating change. Thanks to Polly Williams, once a welfare mother of four and now a state legislator, low–income parents can choose to send their kids to private non–sectarian schools with money from the public school system's budget paying $2500. in tuition for each student. Choice empowers people. And it puts competition to work, improving schools for every student.

Remarks at White House Briefing of Conservative Leaders
April 26, 1990

As a second principle of our new paradigm -- the freedom to choose....

A choice also means that parents should decide which public school is best for their kids. So we have proposed what -- many of you have been helpful to us on this-- the Education Excellence Act of 1990 to provide incentives for these magnet school programs. Many states are trying out policies based on choice, and finding out they work.

In this one, I want to give credit. it isn't just my party, the Republicans; it's some of the Democratic Governors out front, way out front on this particular theory -- choice. Some only think Big Brother can revive education, but I believe that excellence comes from higher standards, a greater accountability, and more freedom to move within a school system. And if you agree -- I don't want this many influential people to go untapped or arms untwisted -- if you agree with me, I would strongly solicit your help in convincing Congress that the time for this is now.

That leads me to the third principle in the new paradigm -that means the means to choose. We must empower disadvantaged Americans.... And we support a child-care tax credit for low-income working parents that enable them to care for their kids in the manner they choose.

Remarks at Fundraiser for Governor Tommy Thompson
Milwaukee, Wisconsin
June 7, 1990

It's no surprise to me that Wisconsin is the scene of one of the most interesting experiments in education reform or that Tommy Thompson's the catalyst for change. Tommy's told me about the Milwaukee Choice Program. Starting next school year, nearly 1,000 underprivileged kids from Milwaukee's inner-city schools are going to have a chance to attend the private, non-sectarian school of their choice, with the State supplying their share of tax dollars for tuition. And I think we all see that when schools compete to attract students that can't help but raise the overall level of education.

Tommy found an ally in his fight for Milwaukee Choice in a former welfare mother and Democrat named Polly Williams, a woman who had heard a lifetime's worth of worn-out excuses on what's wrong with our schools. And now some might say that's an unlikely alliance. Not if they know Tommy Thompson. Over a year ago, I sent Congress an education bill, a seven - point plan for school reform, built on the bedrock concepts of parental choice, flexibility, innovation - initiatives aimed at encouraging excellence by rewarding our teachers, our students, our schools for what works.

Forbes Magazine -- "American Perestroika"
May 14, 1990

One way I'm trying to improve [education] is to give parents more choice. The more choice you have, the more competitive education becomes. I've seen choice be successful. And incidentally, choice isn't the code byword of just Republicans. If you look at Minnesota, you'll see a Democratic governor who I suppose would be considered a liberal, and he is one of the principal proponents of choice because he feels that it's going to be effective. I don't endorse privatizing our public education system. But I do endorse having as much competition and as much choice and accountability in it as possible. That's the answer.

Remarks at Ceremony for Winners of the Elementary School Recognition Program
September 17, 1990

You know, in this past year since our Summit, as we've turned our attention to the formidable task of ensuring that these goals are attained, we've seen an extraordinary response, as reform took off across our nation. And one of the most important reforms sweeping our great country is educational choice; empowering parents to get involved in their children's education. Today, with us -- and I spot her right down here -- is Polly Williams, a courageous leader who brought choice to Milwaukee, Wisconsin's school.

Remarks at the Jobs For America's Graduates Awards Ceremony
National Press Club
December 12, 1990

And central to empowerment is this concept of choice -- empowering parents to decide which school is best for their children. Choice, you see, is the catalyst for change, the fundamental reform that drives forward all the others....

Everywhere choice has been tried, choice has worked -- in large part because it has brought parents into the process, into that whole process of shaping their kids education.

Remarks at the Swearing-in Ceremony for Lamar Alexander
March 22, 1991

We also can create incentives for change, and we can start with freedom of choice. I know this idea has generated its share of controversy. But it isn't radical -- it's common sense. It rests on a principle central to democratic society: the idea that individuals are capable of making wise decisions for themselves. In education the concept of choice recognizes that parents are the real experts on what's best for their kids.

Often parents with means -- families in the mid-to-upper income brackets -- already have choice. They can send their children to private schools -- or move to districts with the strongest public schools. Poor parents don't have these choices. So let's be clear about who can benefit the most from greater freedom of choice. It's poor families who will benefit most from healthy competition in our schools.

Remarks at the Presentation of the National Education Strategy
April 18, 1991

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.

Remarks to Lewiston High School Students and Faculty
Lewiston, Maine
September 3, 1991

If our own history and the recent events in the communist world teach us anything, they reach us that competition breeds excellence. The same holds true for education. That's why I and a majority of the American people favor choice in education. If we want better schools, we should set off a competition for the best schools. Get everyone involved in the struggle -- and every school will improve. For far too long, we've sheltered our schools from healthy competition, and our children have paid the price. There's another benefit of choice, of course: 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 their children's schools -- public or private -- and watch our schools compete to be the very best.

Remarks to Blue Ribbon Schools Award Recipients
September 25, 1991

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.

Remarks to the Ohio Education Community to Kick off OHIO 2000
Columbus, Ohio
November 25, 1991

Whether a school is organized by privately-financed educators or town councils or religious orders or denominations, any school that serves the public and is held accountable by the public authority provides public education.

A key tenet of America 2000 is real reform for parents to choose their children's schools. We won't have full confidence, full choice in education until the dollar follows the scholar. And that's how it works in federal aid programs for college students; you know that. We don't exclude students who choose private schools, including religious schools.

By unleashing market forces, we can encourage creative competition among public, private and parochial schools. This will improve education for everyone. I congratulate Ohio on the 1989 reform legislation that takes the first steps toward parental choice. This provides choice only among public schools -- that is, government-operated schools. This will help, though we know we've got to go farther.

With new leaders like Governor Voinovich and Ted Sanders, I expect Ohio to go the full distance in giving choice to parents. Choice is crucial to our other goals of holding down costs and cutting back bureaucracy and spurring quality.

Remarks at the AMERICA 2000 Community Leadership Conference
U.S. Chamber of Commerce
January 14, 1992

We want a half-billion dollars to create break-the-mold, new American schools. We want school choice to provide middle- and low-income families the same control over their children's education that wealthier people have -- school choice. We want to give communities and teachers flexibility in spending $9 billion in federal education money. And we want to give the Secretary of Education more discretion in sweeping away burdensome regulation. We want these exciting and essential innovations for the good of our country -- and to all of this, regrettably, S. 2, the Kennedy bill, says no.

George Bush: Leadership on the Issues

George Bush believes that we can make a difference in our education system by: Urging greater flexibility, recognizing the importance of greater early childhood intervention, improving targeting, rewarding success, providing greater choice for parents, teachers, and students within the system, encouraging experimentation of new creative ideas, and increasing opportunities for higher education.

George Bush believes parents should be able to choose which public schools their children attend. Bush supports the designs employed by the East Harlem School District Four and Minnesota's state–wide plan that permits parents to send their children to public school across, as well as within, districts.

Congress. I ask for your continued support in this critical endeavor.

George Bush

The White House,
January 29, 1992.

Appointment of Daniel B. McGroarty as Special Assistant to the President and Deputy Director of Speechwriting

January 29, 1992

The President today announced the appointment of Daniel B. McGroarty as Special Assistant to the President and Deputy Director of Speechwriting.

Mr. McGroarty has served as speechwriter to the President since 1989 and Deputy Director of Speechwriting since 1991. Prior to coming to the White House, he held the positions of senior speechwriter to Secretary of Defense Frank C. Carlucci III, speechwriter to Secretary of Defense Caspar W. Weinberger, and editorial writer at the Voice of America.

Mr. McGroarty graduated from Kenyon College (B.A., 1979) and is currently a Ph.D. candidate at Boston College. He was born August 23, 1957, in Cleveland, OH. He resides with his wife and two children in Annandale, VA.

Remarks at the National Prayer Breakfast

January 30, 1992

Thank you, Senator Heflin, for such a lovely introduction. To Dan and Marilyn, the Vice and Mrs. Quayle; to the members of my Cabinet here; to the Members of Congress, all, so many here in faith; to General Powell; especially to our host Ted Stevens; to our dear friend Billy Graham; and to all gathered.

Let me first just say a special greeting to Prime Minister Ratu Mara of Fiji. This is not his first time here; I'm sure it won't be his last. But he's an inspiration to all of us that know him and consider him a friend, as I do. May I salute our other guests from overseas. And though sometimes you might feel like it, we don't consider you overseas, those who serve in the State legislatures, and we're glad you all are here. [*Laughter*]

Four principles, four ideas really, inspire America. And I think they're all here this morning reflected in one way or another: Freedom, family, and faith, that Dan Quayle talked about, and to that I would add fellowship. So many people brought together by a shared spirit, the simple joy of praying to God.

Slava, that was a tremendously moving story and one of the most dramatic moments in recent history. And if sound—you referred to sound—if sound has anything to do with entry into heaven, I believe you can choose the fluffiest, most generous cloud in the firmament up there when you get there. [*Laughter*] And thank you for your inspiring message.

But I think you reminded us all of the powerful role that prayer has played in the unprecedented events of the past year. Since we last met, nations have been reshaped, and the lives have been restored throughout the land and throughout the entire world. And the force that unites them, as we've heard here today from the Vice President to General Powell, is faith in God. The link they share is prayer.

And when I last stood here, as Colin reminded us, we were at war. Compelled by a deep need for God's wisdom, we began to pray. And we prayed for God's protection in what we undertook, for God's love to fill hearts, and for God's peace to be the moral North Star that guided us. Abraham Lincoln said, and we remember it, everyone in this room would remember it, "I've been driven many times to my knees by the overwhelming conviction that I have nowhere else to go." And in his example, we came together for a special National Day of Prayer. And Americans of every creed turned to our greatest power to bring us peace, "peace . . . which passeth all understanding." And at the end of the war, we prayed as one during our National Days of Thanksgiving.

Let us pray that as a people we will continue to bring the power of prayer to bear

.im a friend, as I
guests from over-
es you might feel
ou overseas, those
slatures, and we're
hter]
leas really, inspire
y're all here this
way or another:
, that Dan Quayle
would add fellow-
ought together by
joy of praying to

nendously moving
dramatic moments
und—you referred
nything to do with
ve you can choose
is cloud in the fir-
you get there.
for your inspiring

d us all of the pow-
played in the un-
e past year. Since
been reshaped, and
red throughout the
entire world. And
m, as we've heard
President to Gen-
God. The link they

here, as Colin re-
war. Compelled by
wisdom, we began
or God's protection
r God's love to fill
ce to be the moral
. Abraham Lincoln
t, everyone in this
, "I've been driven
by the overwhelm-
e nowhere else to
we came together
ay of Prayer. And
ed turned to our
peace, "peace . . .
nding." And at the
l as one during our
iving.
people we will con-
r of prayer to bear

on all the challenges we confront. And let us pray that we will strengthen the values that this great land was founded on, that we will reverse any threat of moral decline, and that we will dedicate ourselves to the ethic of service, being what I call a Point of Light to someone else, someone in need.

And in this work, we are not without inspiration. We need look no further than the handful of men who became heroes by their courage, their strength, and above all their faith—last of whom returned in December. I'm talking about our hostages. And in brutalizing conditions, as we've heard this morning, they prayed together daily in what they called the "church of the locked door." They unwove floor mats in order to make rosaries. These men, who every day lived the story of Job, treasured their first book, the Bible. When Terry Anderson was released, one of the first things he did was to thank strangers across the world who had prayed that he be set free. "Your prayers made a big difference," said this man who, imprisoned, had rediscovered the faith that sets and keeps men free.

There's another story from last year's news that tells of the transformation of faith. While it's a story familiar to all of you, it's intensely personal to Barbara and me and to others in this room. We lost a dear friend last March, Lee Atwater, a restless, fiercely driven, fun-loving good ol' boy from South Carolina who rode life as hard and fast as he could. But he also lived a kind of miracle because his illness reintroduced him to something he'd put aside, his own faith. And in his last months, he worked intensely to come to grips with his faith. And through reading the Bible and through prayer, he learned that, as he put it, "What was missing in society was what was missing in me, a little heart and a lot of brotherhood."

He was so right. Prayer has a place not only in the life of every American but also in the life of our Nation, for we are truly one Nation under God.

May God bless this very special gathering. For those of you who have come from overseas, for those of you from across our land, for those of you right here in the Nation's Capital, thank you for participating in this celebration of faith.

Thank you very much.

Note: The President spoke at 9:10 a.m. at the Washington Hilton Hotel. In his remarks, he referred to Senator Ted Stevens; evangelist Billy Graham; Prime Minister Kamisese Mara of Fiji; and National Symphony Orchestra director Mstislav Rostropovich.

Remarks to the Greater Philadelphia Chamber of Commerce

January 30, 1992

Thank you all very, very much for that welcome back. Please be seated, and thank you. Please be seated. I don't want to keep Boris Yeltsin waiting later on. [*Laughter*] Thank you, Joe. Senator Specter and Joan, laboring in the vineyards of the city council here, we're delighted to be with you. And coming up with us from Washington were two of our great Congressmen from this area, Larry Coughlin and Kurt Weldon, over here.

And may I, too, salute the mayor. I asked Joe earlier on how was it going, realizing that, as in Washington, things have been tough, and across the country in many ways. But I said, knowing a little bit about history in Philadelphia, I asked this question, "How's the mayor doing?" And Joe and everybody else I've spoken to has said he's really hit the ground in a wonderful way, going forward, bringing out the best in this city. So, I want to salute Ed Rendell and his wife, Midge.

Joe Paquette, who introduced me, is the chairman of the Greater Philadelphia Chamber. That was a very enthusiastic presentation he made about how things were going, so much so that maybe he can make a little loan to those of us in Washington, DC, who cannot have quite that optimistic a report. [*Laughter*] But I like that can-do spirit of this chamber, and I'm grateful to Charlie, to Charlie Pizzi, and to Joe and all the rest of you that have put together this opportunity for me, all of you at the chamber.

And so, thank you very much. I am happy to be here in Philadelphia. As you can imagine, these last few weeks in Washington have been pretty high pressure, high pressure time

CHILD EXPLOITATION AND OBSCENITY SECTION
US DEPT OF JUSTICE

CRIMINAL DIVISION
3131 WASHINGTON CENTER
1001 G STREET, NW
WASHINGTON, DC 20530
(ZIP IS 20001 FOR FEDERAL EXPRESS)

FTS FAX: 368-1793
COMM FAX: 202-514-1793
FTS: 368-5780
COMM: 202-514-5780

DATE: 2/27/92

TO Greg Fitch

DESTINATION'S FAX 456-1647

DESTINATION'S PHONE

AGENCY

FROM CEOS

OF PAGES FAXED 20 (including cover page)

MESSAGE

PLEASE CALL TO VERIFY RECEIPT, THANKS!

Department of Justice

456
16 4/7
(Greg Fitch)

FOR IMMEDIATE RELEASE
WEDNESDAY, AUGUST 14, 1991

CRM
202-514-2007
(TDD)202-514-1888

LOS ANGELES COMPANIES INDICTED ON OBSCENITY CHARGES

YAKIMA, Washington -- The Department of Justice announced today that two Los Angeles companies and four persons have been indicted by a federal grand jury in Yakima, on obscenity charges.

A two-count indictment was returned against In-Hand Video Company, the corporation's two owners, Robert Leone and Joseph K. Grider II, on charges of interstate transportation of obscene materials and conspiracy. Mary Fried, general manager of the company was charged with one count of interstate transportation of obscenity.

The indictment alleges that the firm delivered by mail obscene video cassettes from California to the Eastern District of Washington.

A second indictment was returned against Spread Eagle Video, aka SEVP, and owner Arie Ovadia. Both the company and its owner have been charged with interstate transportation of obscene materials from California into the Eastern District of Washington.

United States Attorney John E. Lamp, said, "These are the first of several cases that will be indicted in the Eastern District of Washington stemming from a major investigation involving national obscenity distribution which began approximately two years ago."

In Washington, D.C. Assistant Attorney General Robert S. Mueller, III of the Criminal Division praised the Federal Bureau of Investigation in Los Angeles and Washington State as well as the Los Angeles Police Department for their investigative efforts leading to today's indictments.

The indictments resulted from a series of searches conducted earlier this year in Los Angeles by the FBI and Los Angeles Police Department of alleged producers and national distributors of hard-core pornography.

If convicted, Leone and Grider each face a total of 10 years imprisonment and a fine of $500,000 and In-Hand Video faces a maximum $1 million in fines. Fried and Ovadia could be sentenced to five years imprisonment with $250,000 in fines and Spread Eagle Video faces a $500,000 fine if convicted.

The cases will be prosecuted by the United States Attorney's Office in the Eastern District of Washington and the Child Exploitation and Obscenity Section of the U.S. Department of Justice.

###

Department of Justice

FOR IMMEDIATE RELEASE
THURSDAY, SEPTEMBER 26, 1991

CRM
202-514-5780
(TDD) 202-514-1888

LOS ANGELES DEFENDANTS PLEAD GUILTY IN BIRMINGHAM OBSCENITY CASE

Washington, D.C. -- The Department of Justice today announced that two individuals and the company which they operated in Los Angeles have pleaded guilty to federal obscenity charges filed in Birmingham, Alabama.

The pleas were filed yesterday by David Martin Treatman, 62, also known as Dave Davis, and his son, Gary Richard Treatman, 39, and the company operated by the Treatmans, Erik Imports, Inc. The Treatmans and their company were charged in a twelve-count indictment returned in May 1991 in Birmingham with conspiracy to distribute obscene materials from their headquarters in Los Angeles to various locations in the Northern District of Alabama, using the United States mails and common carriers. The indictment included ten separate counts for distributing different magazines and videotapes. An additional count charged the defendants with mailing a circular advertising the availability of obscene materials.

According to the plea agreement the defendants agree to terminate their interest in the pornography business forever and to turn over certain corporate assets to the Government. The agreement recommended fines be imposed on all the defendants and

also recommended that the Treatmans serve time in custody.

(MORE)

Sentencing has been continued by the court until November 12, 1991.

This case was part of a nation-wide project called Operation Postporn, which targeted the nation's major mail-order distributors of obscene material.

Frank Donaldson, United States Attorney for the Northern District of Alabama, described David Treatman as a twenty-year veteran of the mail-order obscenity business. "I am pleased that Treatman is finally out of the obscenity business for good." Donaldson also expressed appreciation for the assistance provided his office by prosecutors from the Child Exploitation and Obscenity Section of the Department of Justice. He also praised the work of United States postal inspectors who conducted this investigation.

# # # #

91-3 95

NEWS RELEASE

For Immediate Release

LOURDES G. BAIRD
United States Attorney
Central District of California

#91-234
November 19, 1991

CONTACT:
Carole Levitsky, Public Affairs Officer (213) 894-6947

AUSA JEAN E. GILLILAND
(213) 894-0500

OBSCENITY CASE RESULTS IN CONVICTION

United States Attorney Lourdes G. Baird announced today that Steven J. Launer, 41, of Cheyenne, Wyoming was convicted today of three counts of causing obscene matter to be mailed, one count of mailing obscene matter and one count of mailing child pornography,

U.S. Attorney Baird said, "this conviction demonstrates that obscenity as well as child pornography in the Central District of California is a serious offense and will be vigorously prosecuted."

According to Assistant United States Attorney Jean E. Gilliland, who prosecuted the case, Launer pleaded guilty to all five counts of the First Superseding Indictment just prior to the commencement of trial.

The case is the product of an extensive and ongoing investigation by the United States Postal Inspection Service.

Launer, by his plea of guilty, admitted that on June 24, 1991 he mailed from Wyoming to California a videotape containing visual depictions of minors, namely, girls ranging in age from 3 to 14, engaged in sexually explicit conduct. Launer also admitted, by his plea of guilty, that he ordered three obscene

admitted, by his plea of guilty, that he ordered three obscene videotapes containing bestiality from a commercial distributor of pornography located in the Los Angeles, California area. The Los

Angeles commercial distributor of pornography, who mailed Steve Launer the three obscene videotapes, was also prosecuted and convicted for mailing obscene matter. Finally, Launer admitted, by his guilty plea, that he mailed from Wyoming to California an obscene videotape containing bestiality and fisting scenes .

As a result of his conviction on the First Superseding Indictment, Launer faces a maximum penalty of thirty years imprisonment and a $1,250,000 fine. Sentencing will be before Judge Ronald S.W. Lew on January 13, 1991 at 10:00 a.m. in Courtroom 21 on the fifth floor of the United States Courthouse in Los Angeles.

# # # #

Department of Justice

FOR IMMEDIATE RELEASE
FRIDAY, DECEMBER 6, 1991

CRM
202-514-2007
(TDD) 202-514-1888

TWO INDICTED IN INTERNATIONAL CHILD PORNOGRAPHY CONSPIRACY

WASHINGTON, D.C. -- The Department of Justice announced today that a federal grand jury in Brooklyn, New York, has indicted two men on charges of interstate and international transportation of child pornography, child exploitation and conspiracy.

The 87-count indictment returned Thursday in U.S. District Court alleged that Donald Marcus, 41, of Raleigh, North Carolina, and Lawrence A. Stanley, 36, of New York City and an attorney, conspired to import child pornography into the United States. The pornography was produced in France by Marcus, who enticed minors to pose for sexually explicit photographs, the indictment said.

Stanley was arrested Thursday at John F. Kennedy Airport in New York on his return from the Netherlands and was arraigned today. Marcus is a fugitive.

If convicted, the defendants face up to 10 years of imprisonment and a fine of $250,000 for each count of interstate

and international transportation of child pornography, each count of child exploitation charged and the conspiracy counts.

The indictment was developed as a result of a joint investigation by the U.S. Customs Service, the U.S. Postal Inspection Service, the U.S. Attorney's office in Brooklyn and the Department's Child Exploitation and Obscenity Section.

The case will be prosecuted by the Brooklyn U.S. Attorney's office and the Child Exploitation and Obscenity Section.

###

91-467

Department of Justice

FOR IMMEDIATE RELEASE
MONDAY, JANUARY 13, 1992

CRM
202-514-2007
(TDD) 202-514-1888

LOS ANGELES FIRMS PLEAD GUILTY IN TULSA OBSCENITY CASE

WASHINGTON, D.C. -- The Department of Justice today announced that two Los Angeles-based companies, Cal Vista Video Ltd. and Cal Vista Direct Ltd., have pleaded guilty to federal obscenity charges in U.S. District Court in Tulsa, Oklahoma.

The two companies were charged with interstate transportation of obscene materials and conspiracy in a four-count indictment returned January 10, 1991 in Tulsa. The indictment included separate counts for distributing three different obscene videotapes. The companies were tried in Tulsa in August 1991 but the case ended in a mistrial.

Under today's plea, the companies will permanently terminate their involvement in the pornography business and forfeit $100,000 plus all of their inventories to the federal government. They are subject to fines at the time of the sentencing.

The corporations' president, Sidney Niekerk, and vice-president, Jack Gallagher, also accepted responsibility for their actions as corporate officers and will be placed in pre-trial diversion.

This brings to 11 the number of convictions resulting from a nation-wide project coordinated by the Department's Child Exploitation and Obscenity Section targeting the major producers and distributors of hard-core pornography in the Los Angeles area. This project involved 36 searches over the last 18 months conducted by the Federal Bureau of Investigation and the Los Angeles Police Department.

The case was prosecuted by the Child Exploitation and Obscenity Section, Department of Justice and the U.S. Attorney's office in Oklahoma.

###

92-

Department of Justice

FOR IMMEDIATE RELEASE
WEDNESDAY, FEBRUARY 12, 1992

CRM
202-514-2007
(TDD) 202-514-1888

LOS ANGELES CORPORATION AND OFFICERS PLEAD GUILTY IN FEDERAL OBSCENITY CASE

WASHINGTON, D.C. -- The Department of Justice and the United States Attorney's Office in the District of Arizona announced that Bon-Vue Enterprises, Inc., of Los Angeles, and its president and vice-president pleaded guilty late yesterday to federal obscenity and conspiracy charges in U.S. District Court in Phoenix.

The company was charged with interstate transportation of obscene materials and conspiracy in a three-count indictment returned August 7, 1991. Also charged were the president of Bon-Vue, Robert Best, and the vice president, Dianne Ruth Best.

The company and Dianne Ruth Best pleaded guilty to all counts of the indictment. Robert Best pleaded guilty to interstate transportation of obscene matter.

The case was prosecuted by the U.S. Attorney's Office in Arizona and the Child Exploitation and Obscenity Section of the Criminal Division of the Department of Justice.

####

92-050

July 30 - Three California Corporations, their two owners and an employee were convicted of conspiracy and interstate transportation of obscene material from Los Angeles to Dallas. The jury made available over $10 million of assets for forfeiture to the Government.

August 8 - A Los Angeles corporation and three persons were indicted by a grand jury in Phoenix, Arizona an charges of interstate transportation of obscene materials and conspiracy. The defendants each face a total of 15 years imprisonment and fines ranging from $750,000 to $1.5 million if convicted.

August 14 - Two Los Angeles companies and four persons were indicted in Yakima, Washington on federal obscenity charges involving interstate transportation of obscene materials and conspiracy. If convicted, defendants face a total of ten years imprisonment and fines of between $500,000 and $1 million each.

August 22 - All three defendants pleaded guilty in a New Hampshire child pornography and obscenity case.

August 23 - A defendant was indicted in New York on 87 counts of child pornography production and distribution.

September 9 - The trial of a major national producer and distributor of obscenity began in Las Vegas.

September 10 - the defendant in United States v. Gary Williams was sentenced to prison, after being found guilty of receiving child pornography in the mail.

September 13 - A Chicago corporation pleaded guilty to one count of interstate transportation of obscene materials in Northern Florida.

September 19 - A grand jury in Mobile Alabama returned an indictment against a major California corporation, its owner, and two employees, on three counts of obscenity distribution and one count of conspiracy.

September 25 - A grand jury in Oxford, Mississippi, returned an indictment against two major Los Angeles corporations, and their principals. The grand jury also indicted a Nevada corporation and its principal.

September 25 - In Birmingham, two individuals and the company they operated in Los Angeles pleaded guilty to federal obscenity charges. They had been charged in a 12 count indictment returned in May, 1991 with conspiracy to distribute obscene materials. The defendants agreed to terminate their interest in the pornography business forever and to turn over certain corporate

Summary of Activity of the Child Exploitation and Obscenity Section (CEOS)

The Child Exploitation and Obscenity Section (CEOS) is part of the Criminal Division, U.S. Department of Justice. The Section prosecutes federal child exploitation and obscenity crimes, identifying major offenders of the applicable statutes, and coordinating the investigation of cases nationally. Its jurisdiction includes crimes involving child exploitation on federal lands, child pornography, interstate transportation and mailing of obscene materials. The Section also provides substantial assistance to United States Attorneys around the country in prosecuting such cases.

Since the Section's inception in 1987, it has obtained 85 convictions involving more than $20 million in fines and forfeitures of assets for the Government. (This figure does not include the value of 12 businesses forfeited to the Government.)

"Project Postporn"

Under Project Postporn, the Department of Justice and the Postal Inspection Service prosecuted the mail-order end of the obscenity industry. This project has resulted in 50 convictions in 24 cases in 20 districts. Most of the mail-order obscenity companies prosecuted have ceased distributing obscenity.

The 24 cases resulting in convictions are the following:

- LeJay Winkler (Universal Corp.) was convicted in Utah and sentenced to 18 months and fined $50,000; Universal subsequently went out of business;
- LeJay Winkler (Universal Corp.) was convicted in the Northern District of Iowa and sentenced to 6 months (to run concurrently with the Utah sentence) and fined $35,000;
- David Lynn Coolidge (Universal Corp) was convicted in the Northern District of Florida and sentenced to 18 months and fined $5,000;
- Consumers Marketing Group, Ltd. (a.k.a. Private Showcase) was convicted in Utah and fined $600,000; the company was dissolved, terminating any further involvement in the business of sexually explicit materials; its inventory was forfeited to the Government;
- Consumers Marketing Group, Ltd. (a.k.a. Private Showcase) was convicted in the Northern District of Mississippi (See Utah sentence above);

was convicted in Delaware (See Utah sentence above);

- Mailmart, Inc. was convicted in the Eastern District of Virginia and fined $150,000; the company was dissolved, terminating any further involvement in the business of sexually explicit materials; its inventory was forfeited to the Government;

- Mailmart, Inc. was convicted in the Western District of Texas (See Virginia sentence above);

- Mailmart, Inc. was convicted in the Southern District of Illinois (See Virginia sentence above);

- Panavue, Inc. was convicted in the Eastern District of North Carolina and was fined $80,000; the company was dissolved, terminating any further involvement in the business of sexually explicit materials; its inventory was forfeited to the Government;

- Package Fulfillment Center, Inc. (a.k.a. Venus; Enquiry Printing & Publishing, Inc.; H.K. Video Reproduction, Inc.) was convicted in the Western District of Tennessee and fined $460,000;

- Package Fulfillment Center, Inc. (a.k.a. Venus; Enquiry Printing & Publishing, Inc.; H.K. Video Reproduction, Inc.) was convicted in the Middle District of Pennsylvania;

- Myron Shapiro, President of Venus, was convicted in the Middle District of Pennsylvania; as a fugitive from justice, his sentencing is pending;

- Karl Brussel, President of the nation's largest mail-order obscenity business, PAK Ventures, Inc. pleaded guilty along with his son Matthew in the Eastern District of Virginia; Karl was sentenced to one year confinement, and his company and Matthew were fined $900,000. Subsequently, they went out of business and became fugitives from justice; Through investigative efforts, they have been located in Canada, and deportation hearings to have them returned are underway;

- Karl Brussel (PAK Ventures, Inc.) pleaded guilty along with his son Matthew in the Eastern District of North Carolina (See Virginia sentence above);

- Karl Brussel (PAK Ventures, Inc.) pleaded guilty along with his son Matthew in the Middle District of Alabama (See Virginia sentence above);

- Karl Brussel (PAK Ventures, Inc.) pleaded guilty along with his son Matthew in the Southern District of Alabama (See Virginia sentence above);

- Richard Nathan was convicted in the Western District of New York; His corporation, TAO, was fined $10,000, and terminated any further involvement in the business of sexually explicit materials in New York;

- Steven Toushin, Sean O'Conner, Randy Larson, Entertainment & Amusement, Inc. (a.k.a. Bijou Theatre, Slave & Master Video, Inc.) were convicted in the Middle District of Tennessee; fined $3 million, with all but $250,000 suspended; Individuals received three years probation; no sexually explicit advertisements or materials to be mailed to Utah or Tennessee; warehouse to be purged of all sadomasochistic material;

- Steven Toushin, Entertainment & Amusement, Inc. (a.k.a. Bijou Theatre, Slave & Master Video, Inc.) were convicted in Utah; (transferred under Rule 20 to Middle District of Tennessee);

- Robert Easley (Diverse Industries) was convicted in the Eastern District of Washington and given a six months suspended sentence and three years probation, and fined $100,000;

- Robert Easley and Jacquelyn Hunter (Diverse Industries) were convicted in the District of Minnesota; the corporation was fined $592,000 and Robert Easley received 12 months confinement;

- Robert Easley (Diverse Industries) was convicted in the Western District of Kentucky; He received 10 months confinement and was fined $10,000;

- David Treatman, his son Gary, and the corporation, Erik Imports, pleaded guilty to obscenity charges in the Northern District of Alabama; terminating any further involvement in the business of sexually explicit materials; David received 10 months confinement and was fined $10,000; Gary received 4 months confinement and was fined $10,000; the Corporation was fined $55,000 and required to forfeit $70,000.

Los Angeles Project

The investigation into the Los Angeles-based producers and national distributors of hard-core videos and magazines has resulted in 36 searches by the Federal Bureau of Investigation and the Los Angeles Police Department showing a supply network from coast to coast which involves most of the country's pornography stores. Thus far, the investigation has led to eleven convictions. The cases include:

- July, 1991 -- Three California Corporations (CPLC, Video

Warner and Donald Browning), and an employee (Susan Colvin) were convicted of conspiracy and interstate transportation of obscene material in Dallas; CPLC and Video Team were each fined $60,000 and Investment Enterprises was fined $30,000; Browning was sentenced to 12 months confinement, two years probation, and fined $30,000; Warner was sentenced to four months confinement, two years probation, and fined $20,000; Colvin was given two years probation and fined $15,000; The jury made available over $10 million of assets for forfeiture to the Government (of which Judge Sanders, in his discretion, did not award any to the Government);

- On January 14, 1992, in Tulsa, Oklahoma (Northern District), two Los Angeles-based companies, Cal Vista Video, Ltd and Cal Vista Direct, Ltd., the corporations' president, Sidney Niekerk, and vice-president, Jack Gallagher, pleaded guilty to federal obscenity charges; the corporations were fined $100,000, forfeited their entire inventories, and terminated any further involvement in the business of sexually explicit materials;

- Indictment obtained on February 20, 1990, in Las Vegas, Nevada against Equs Corp. and its owners, Judith and Elliot Levinson;

- Indictment obtained on August 14, 1991, in Spokane, Washington against S.E.V.P. and its owner, Arie Ovadia;

- Indictment obtained on September 19, 1991, in Mobile, Alabama (S.D.) against VCA, its owner, Russell Hampshire, and two employees, Nolan Quan, the chief financial officer, and Don Diekmann, a manager;

- Indictment obtained on September 25, 1991 in Mississippi against Vivid Video, Vivid Video Direct, and their principals, Steven Hirsch and David James;

- Indictment obtained on May 28, 1991, in Buffalo, New York (W.D.) against Las Vegas Video and its owner, Martin Feig;

- Indictment obtained on August 16, 1991, in Spokane, Washington (E.D.) against In-Hand Video and its owners, Robert Leone and Joseph Grider;

- Indictment obtained on August 8, 1991, in Phoenix, AZ against Bon-Vue Enterprises, and its two owners, Robert and Diane Ruth Best, and an employee, Patti Hooper-Boudreau.

Other Cases

1987 -- Dennis Pryba and his corporation Educational Books were convicted of RICO-obscenity charges in Alexandria, Virginia

conviction; Pryba forfeited all business assets in 12 stores, valued at more than $1 million.

1988 -- Donald Epstein and his corporation, Automatic Enterprises, were convicted of RICO-obscenity charges in Washington, DC;

1988 -- Andre D'Apice and his corporation, Video Home Library pleaded guilty in August 1988 to obscenity charges in Hawaii and received 36 months of confinement (He had previously been convicted in "Miporn" in the Southern District of Florida, an undercover FBI operation resulting in the indictment of over 50 of the nation's largest pornographers and organized crime associates);

1988 -- Stephanie Martin and Womero, Inc. pleaded to obscenity charges in Hawaii and was sentenced to two years incarceration (with all but four months suspended) and 200 community work hours;

June, 1989 -- Rubin Gottesman was convicted in Los Angeles, California (Central District) of distribution of child pornography involving Traci Lords films; He was sentenced to one year; Steven Orienstein, and his company Excitement Video pleaded guilty in October 1988 to RICO and underlying Obscenity counts arising out of the same investigation;

October, 1989 -- Orchid International, an importer of Japanese bondage films, pleaded guilty to obscenity charges in Los Angeles, California (Central District); it was fined $10,000, and subsequently went out of business;

February, 1989 -- Reuben Sturman and Ralph Levine, of Las Vegas, and three other associates were indicted on RICO-Obscenity charges in Las Vegas, Nevada, resulting in plea agreements by Levine, Allan Berke, and Edward Snyder; As a result, twelve stores selling hard-core pornography in Las Vegas, Reno, and San Francisco have been closed and forfeited to the Government; In addition, the Government received over $2.5 million in real estate and fines from the plea agreement;

August, 1990 -- Ferris Alexander, who monopolized the illegal pornography industry in Minnesota, was convicted on obscenity, RICO, and tax charges; In addition to a six year prison sentence, the court required forfeiture of 14 of his businesses and imposed $11 million in fines and forfeitures;

August, 1990 -- AJS Merchandising Inc. (a.k.a. Good Time Charlies), owned by Saverio T. Latin and Frances Latin, was indicted in Buffalo, New York (W.D.); an associate, Brian Laraby, pleaded guilty to obscenity charges and failure to file a tax return in January, 1991;

Philip Harvey, along with employees, were indicted on obscenity charges in Utah;

November, December, 1990 -- Home Dish Only Satellite Networks, Inc. pleaded guilty in Western District of New York and Utah in the first prosecutions under a new statute aimed at prohibiting the broadcast of obscenity via satellite. The company, the only nationwide satellite system broadcasting obscene movies, agreed to stop its involvement in the distribution of pornography, to forfeit obscene video films, and to pay $150,000 in fines;

March, 1991 -- Mark Horodner and Tom Sinopoli of Video Entertainment Productions pleaded guilty in Los Angeles, CA (Middle District) to bank fraud charges arising out of an obscenity investigation; Horodner was sentenced to 18 months incarceration and Sinopoli was sentenced to 36 months probation and fined $1,000;

November, 1991 -- General Video Midwest pleaded guilty to obscenity charges in the Northern District of Florida and was sentenced to three years probation and fined $75,000; the owner, Roy May, and the corporation forfeited $250,000 under money laundering forfeiture statute; The films were hard-core pornography, including those depicting actual penetration and those known within the industry as "cable-rated."

Child Pornography and Exploitation

- Starting in February, 1987, the Section supervised national undercover investigations by the FBI and the U.S. Postal Inspector's Office of suspected child pornography violations (Project "Looking Glass"), resulting in 147 convictions;

- In 1987, the Section coordinated an undercover customs investigation (Operation "Borderline") with the U.S. Customs Agency, which led to 85 convictions on charges of child pornography;

- On November 9, 1990, Dr. Milan Chepko (a.k.a. Marvin Chetki) was convicted in Mississippi (S.D.) on charges of child pornography; He received 13 months confinement, and 3 years probation;

- On November 4, 1991, William H. Ray pleaded guilty in Lexington, Kentucky to possession and commercial distribution of child pornography; He received 13 months confinement and 2 years probation, and forfeited his inventory and equipment;

- On July, 12, 1990, Dr. Donald Raymond Salata was convicted in Missouri (W.D.) on charges of child pornography; He received 13 months confinement;

- In August, 1991, three defendants pleaded guilty in New Hampshire to child pornography and obscenity charges, in what was the largest child pornography/obscenity case of its kind in the New England region in the last decade; the FBI and the U.S. Postal Inspectors conducted five searches in four New England states, uncovering evidence of both the New England pornography enterprise and of sources of child pornography and obscenity production nationwide;

- On December, 6, 1991, Donald Marcus and Lawrence Stanley, an attorney, were indicted in Brooklyn, New York in an 87-count Indictment charging interstate and international transportation of child pornography, child exploitation, and conspiracy;

- On December 11, 1991, Stuart Gia was convicted in Phoenix, AZ, of five counts of sexual assault of a minor; This was the first case tried under the CEOS's new jurisdiction over child exploitation on Federal lands;

- On December 20, 1991, Roberto Rosales, a school teacher on a U.S. Military Base in Puerto Rico, was convicted of four counts of child sexual abuse.

MEMORANDUM

TO: Leigh Ann Metzger and White House speechwriters

FROM: Bob Dugan, National Association of Evangelicals

RE: President's speech to NAE on March 3, 1992

DATE: February 27, 1992

I. Background Information on NAE

This is our 50th Anniversary Banquet. Theme: "Forward in Faith."

See "Leadership Through Cooperation" brochure and convention program for general information. Updated summary of figures: NAE now has 45,000 local churches from 75 denominations.

Expected attendance at luncheon when President speaks: 1000+

Dignitaries attending: Heads of ca. 50 denominations, and all living former presidents of NAE (ten). If any political figures attend, they will either be traveling with the President or, if we learn of others, we will inform the President's staff before he speaks.

Specific NAE Leaders:

Dr. Billy A. Melvin, Executive Director
Dr. B. Edgar Johnson, President, presiding at speech
Dr. Robert Dugan, Director, Office of Public Affairs, Washington, leading in prayer.

II. General Tenor of the Speech

President Bush has a golden opportunity to impress the evangelical community with a speech of substance. He should mention specific legislation and he cannot afford to be silent re: some major problem areas. It would be disappointing indeed if this address were merely a recycling of his speech to National Religious Broadcasters -- regarded as predictable, touching hot buttons, and perfunctory.

III. Specific Legislation

For - Religious Freedom Restoration Act. It would be wonderful it he would endorse passage of this crucial legislation. At the least: "I know there's some controversy over the abortion issue where RFRA is concerned. But, the important thing is that the Smith decision, which erases our First Liberty, be overturned. Nothing is more fundamental than religious freedom." (see enclosed draft statement).

Lee Liberman

For - Parental Choice in Education. The President needs to assure us that if legislation does not give the states clear authority to use funds to provide parental choice, including religious choice, there will be a veto.

Against - Freedom of Choice Act. Here's a chance for a promise consistent with the President's position: If FOCA is delivered to his desk, it will be dead on arrival.

parents should be notified get a condom in school but don't have to tell their parents about getting an abort

IV. Issues that cannot be ignored -- traditional moral values

National Endowment for the Arts. Cf. his words in 2/25 Washington Post editorial: "I am deeply offended..." Follow with promise that Frohnmayer's successor will never again allow our tax dollars to fund anti-religious and pornographic art. Show that he understands the difference between censorship and sponsorship, between free speech and paid speech.

Gay Rights. Noted at the National Prayer Breakfast, the President's commitment to "reverse any threat of moral decline." The best way to handle gay rights may be to reaffirm the traditional family, e.g., "The need to restore the God-ordained, life-long marriage of a man and woman, as the ideal in our society.

V. Commending NAE

Refugee resettlement. NAE and its churches, through their World Relief Corporation, have resettled many thousands of refugees -- a great work of compassion.

Child Care. My Administration was pleased to have the cooperation of NAE's Washington office, along with other pro-family organizations, in writing regulations for child care legislation passed by Congress, to assure that there would be no discrimination against religion-based care.

VI. Specific Request

Do not include school prayer amendment in list of issues. Our people see that as hypocritical, when there is no such initiative coming from the White House.

VII. Summary

President Bush could significantly strengthen his appeal to the evangelical community by his specific commitments to action, asking our people to help by generating grass roots support in Congress. I believe that he would electrify evangelicals by supporting this package.

An Education Strategy

"...making this land all that it should be."

George Bush

The text of this publication is in the public domain and may be reproduced in whole or in part.

1991 (revised)
1 2 3 4 5 6 7 8 9 10

To those who want to see real improvement in American education, I say: There will be no renaissance without revolution.

* * *

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 . . . . 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.

George Bush
April 18, 1991

Contents

Message from the Secretary 1

The National Education Goals 3

AMERICA 2000: An Education Strategy 5

Executive Summary 5

Introduction 9

For Today's Students:
Better and More Accountable Schools

For Tomorrow's Students:
A New Generation of American Schools

For the Rest of Us (Yesterday's Students / Today's Work Force): A Nation of Students

Communities Where Learning Can Happen

Who Does What? 27

Some Questions and Answers 29

Appendices

The National Education Goals Fact Sheet 35

Remarks by the President Announcing AMERICA 2000 49

Glossary of Key Terms 59

Message from the Secretary

On April 18, 1991, President Bush announced AMERICA 2000: An Education Strategy. It is a bold, comprehensive, and long-range plan to move every community in America toward the National Education Goals adopted by the President and the Governors last year.

This booklet offers a comprehensive description of the AMERICA 2000 strategy and the National Education Goals it will help us achieve.

In his address to the nation, also reprinted in the pages that follow, the President offers a striking vision for our schools. He challenges us all to join him in a populist crusade to make America — community by community, school by school—all that it should be.

Lamar Alexander
Secretary of Education
August 1991

The National Education Goals

By the year 2000:

1. All children in America will start school ready to learn.

2. The high school graduation rate will increase to at least 90 percent.

3. American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

4. U.S. students will be first in the world in science and mathematics achievement.

5. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

6. Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

The four-part AMERICA 2000 education strategy will enable every community to achieve these goals.

AMERICA 2000: An Education Strategy

Executive Summary

AMERICA 2000 is a long-term strategy to help make this land all that it should be—a nine-year crusade to move us toward the six ambitious National Education Goals that the President and the Governors adopted in 1990 to close our skills-and-knowledge gap.

The strategy anticipates major change in our 110,000 public and private schools, change in every American community, change in every American home, change in our attitude about learning.

This strategy is bold, complex and long-range. It will start quickly, but results won't come quickly. It will occupy us at least for the rest of this decade.

We already know the direction in which we must go; the AMERICA 2000 strategy will help us get there.

The strategy will spur far-reaching changes in weary practices, outmoded assumptions and long-assumed constraints on education. It will require us to make some lifestyle changes, too. Yet few elements of this strategy are unprecedented. Today's best ideas, dedicated education reforms, impressive innovations and ambitious experiments already point the way. We already know the direction in which we must go; the AMERICA 2000 strategy will help us get there.

AMERICA 2000 is a national strategy, not a federal program. It honors local control, relies on local initiative, affirms states and localities as the senior partners in paying for education, and

recognizes the private sector as a vital partner, too. It recognizes that real education reform happens community by community, school by school, and only when people come to understand what they must do for themselves and their children and set about to do it.

The federal government's role in this strategy is limited—wisely—as its part in education always has been. But that role will be played vigorously. Washington can help by setting standards, highlighting examples, contributing some funds, providing flexibility in exchange for accountability and pushing and prodding—then pushing and prodding some more.

The AMERICA 2000 strategy has four parts that will be pursued simultaneously. They can be visualized as four giant trains—big enough for everyone to find a place on board—departing at the same time on parallel tracks on the long journey to educational excellence. All four must move swiftly and determinedly if the nation is to reach its destination:

For today's students, we must radically improve today's schools by making all 110,000 of them better and more accountable for results.

For tomorrow's students, we must invent new schools to meet the demands of a new century with a New Generation of American Schools, bringing at least 535 of them into existence by 1996 and thousands by decade's end.

For those of us already out of school and in the work force, we must keep learning if we are to live and work successfully in today's world. A "Nation at Risk" must become a "Nation of Students."

For schools to succeed, we must look beyond our classrooms to our communities and families. Schools will never be much better than the commitment of their communities.

> Each of our communities must become a place where learning can happen.

Our vision is of four big trains, moving simultaneously down four parallel tracks: Better and more accountable schools; a New Generation of American Schools; a Nation of Students continuing to learn throughout our lives; and communities where learning can happen.

The Challenge: America's Skills and Knowledge Gap

Introduction

Eight years after the National Commission on Excellence in Education declared us a "Nation at Risk," we haven't turned things around in education. Almost all our education trend lines are flat. Our country is idling its engines, not knowing enough nor being able to do enough to make America all that it should be.

Yet we're spending far more money on education. Total spending for elementary and secondary schools has more than doubled since 1980—while the number of students has remained about the same. In real terms, education spending has increased approximately 33 percent per public school student. As a nation, we now invest more in education than in defense. But the results have not improved, and we're not coming close to our potential or what is needed.

> ***As a nation, we now invest more in education than in defense.***

Nor is the rest of the world sitting idly by, waiting for America to catch up. Serious efforts at education improvement are under way by most of our international competitors and trading partners. Yet while we spend as much per student as almost any country in the world, American students are at or near the back of the pack in international comparisons. If we don't make radical changes, that is where we are going to stay.

Meanwhile, our employers cannot hire enough qualified workers. Immense sums are spent on remedial training, much of it at the college level. Companies export skilled work—or abandon projects that require it.

Shortcomings are not limited to what today's students are learning in school. The fact is that close to 85 percent of America's work force for the year 2000 is already in the work force today. These people are the products of the same education system.

Perhaps 25 million adults are functionally illiterate. As many as 25 million more adult workers need to update their skills or knowledge.

While more than 4 million adults are taking basic education courses outside the schools, there is no systematic means of matching training to needs; no uniform standards measure the skills needed and the skills learned.

While the age of technology, information and communications rewards those nations whose people learn new skills to stay ahead, we are still a nation that groans at the prospect of going back to school. At best, we are reluctant students in a world that rewards learning.

And there is one more big problem: today's young Americans spend barely 9 percent of their first eighteen years in school, on average. What of the other 91 percent, the portion spent elsewhere—at home, on playgrounds, in front of the television?

- For too many of our children, the family that should be their protector, advocate and moral anchor is itself in a state of deterioration.
- For too many of our children, such a family never existed.
- For too many of our children, the neighborhood is a place of menace, the street a place of violence.
- Too many of our children start school unready to meet the challenges of learning.

- Too many of our children arrive at school hungry, unwashed and frightened.

- And other modern plagues touch our children: drug use and alcohol abuse, random violence, adolescent pregnancy, AIDS and the rest.

No civil society or compassionate nation can neglect the plight of these children who are, in almost every case, innocent victims of adult misbehavior.

But few of those problems are amenable to solution by government alone, and none by schools alone. Schools are not and cannot be parents, police, hospitals, welfare agencies or drug treatment centers. They cannot replace the missing elements in communities and families.

Schools can contribute to the easing of these conditions. They can sometimes house additional services. They can welcome tutors, mentors and caring adults. But they cannot do it alone.

We tend to say that "the nation is at risk, but I'm okay."

At one level, everybody knows this. Yet few Americans think it has much to do with them. We tend to say that "the nation is at risk, but I'm okay." Complacency is widespread with regard to one's own school, one's own children, one's own community.

This leaves us stuck at far too low a level, a level we ought not tolerate. One of the lessons of the education reform movement of the 1980s was that little headway can be made if few of us see the need to change our own behavior. Yet few of us can imagine what a really different education system would look like. Few of us are inclined to make big changes in familiar institutions and habits.

Until last year, few could even describe our education goals. As a nation, we didn't really have any.

In 1990, the President and the Governors adopted six ambitious education goals. AMERICA 2000 is a strategy to achieve them.

Track I

For Today's Students: Better and More Accountable Schools

Goals served:

All six, but especially #2 (90 percent graduate from high school), #3 (competence in core subjects) and #4 (first in the world in science and mathematics).

Strategy:

Through a 15-point accountability package, parents, teachers, schools and communities will be encouraged to measure results, compare results and insist on change when the results aren't good enough.

Specifics:

World Class Standards. Standards will be developed in conjunction with the National Education Goals Panel. These World Class Standards—for each of the five core subjects—will represent what young Americans need to know and be able to do if they are to live and work successfully in today's world. These standards will incorporate both knowledge and skills to ensure that, when they leave school, young Americans are prepared for further study and the work force.

American Achievement Tests. In conjunction with the National Education Goals Panel, a new (voluntary) nationwide examination system will be based on the five core subjects and tied to the World Class Standards. These tests will be designed to foster good teaching and learning as well as to monitor student progress.

Encouragement to use the tests. Colleges will be urged to use the American Achievement Tests in admissions and employers will be urged to pay attention to them in hiring.

Presidential Citations for Educational Excellence. Citations will be awarded to high school students who do well on the American Achievement Tests. Until those tests become available, Presidential Citations for Educational Excellence will be awarded based on Advanced Placement tests.

Presidential Achievement Scholarships. Once enacted by Congress, these scholarships will reward needy college and university students who achieve academic excellence.

Report Cards on results. More than reports to parents on how their children are doing, these Report Cards will also provide clear (and comparable) public information on how schools, school districts and states are doing, as well as the entire nation. The national and state Report Cards will be prepared in conjunction with the National Education Goals Panel.

If standards, tests and Report Cards tell parents and voters how their schools are doing, choice gives them the leverage to act.

Report Card data collection. Congress will be asked to authorize the National Assessment of Educational Progress regularly to collect state-level data in grades four, eight and twelve in all five core subjects, beginning in 1994. Congress will also be asked to permit the use of National Assessment tests at district and school levels by states that wish to do so.

Choice. If standards, tests and Report Cards tell parents and voters how their schools are doing, choice gives them the leverage to act. Such choices should include all schools that serve the public and are accountable to public authority, regardless of who runs them. New incentives will be provided to states and localities to adopt comprehensive choice policies, and the largest federal school aid

program (Chapter 1) will be revised to ensure that federal dollars follow the child, to whatever extent state and local policies permit.

The school as the site of reform. Because real education improvement happens school by school, the teachers, principals and parents in each school must be given the authority—and the responsibility—to make important decisions about how the school will operate. Federal and state red tape that gets in the way needs to be cut. States will be encouraged to allow the leadership of individual schools to make decisions about how resources are used, and Congress will be asked to enact Education Flexibility legislation to remove federal constraints that impede the ability of states to spend education resources most effectively to raise achievement levels. The Business Roundtable, the U.S. Chamber of Commerce, and other groups representing the private sector are to be commended—and encouraged—in their important efforts to create state and local policy environments in which school-by-school reform can succeed.

Merit Schools Program. Individual schools that make notable progress toward the National Education Goals deserve to be rewarded. Congress will be asked to enact a new program that will provide federal funds to states that can be used as rewards for such progress.

Governors' Academies for School Leaders. Academies will be established with federal seed money, so that principals and other leaders in every state will be able to make their schools better and more accountable.

Governors' Academies for Teachers. Academies will also be established with federal seed money, so that teachers of the five core subjects in every state will be ready to help their students attain the World Class Standards and pass the American Achievement Tests.

Differential pay for teachers. Differential pay will be encouraged for those who teach well, who teach core subjects, who teach in

dangerous and challenging settings or who serve as mentors for new teachers.

Alternative teacher and principal certification. Congress will be asked to make grants available to states and districts to develop alternative certification systems for teachers and principals. New college graduates and others seeking a career in teaching or school leadership are often frustrated by certification requirements unrelated to subject area knowledge or leadership ability. This initiative will help states and districts develop means by which individuals with an interest in teaching and school leadership can overcome these barriers.

Honor teachers. The federal government will honor and reward outstanding teachers in all five of the core subjects with Presidential Awards for Excellence in Education.

AMERICA 2000

Track I Accountability Package

- World Class Standards
- American Achievement Tests
- Test results used by colleges, universities and employers
- Presidential citations for educational excellence
- Presidential Achievement Scholarships
- Report Cards
- Changes in National Assessment of Educational Progress
- New choice incentives and choice applied to Chapter 1
- Educational flexibility legislation to support the school as the site of reform
- Merit Schools Program to reward schools that move toward the goals
- Governors' Academies for School Leaders
- Governors' Academies for Teachers
- Differential pay for teachers
- Alternative certification for teachers and principals
- Honoring outstanding teachers in the five core subjects

Track II

For Tomorrow's Students: A New Generation of American Schools

Goals served:

All six. In fact, they are the principal standards against which every New American School will be measured.

Strategy:

We will unleash America's creative genius to invent and establish a New Generation of American Schools, one by one, community by community. These will be the best schools in the world—schools that enable their students to reach the National Education Goals, achieve a quantum leap in learning, and help make America all that it should be.

A number of excellent projects and inspired initiatives already point the way. These include Washington State's Schools for the 21st Century, Theodore Sizer's Coalition of Essential Schools, James Comer's School Development Program, Henry Levin's Accelerated Schools, RJR Nabisco's Next Century Schools, the Saturn School of Tomorrow in St. Paul and other commendable efforts.

But this strategy goes beyond what these pioneers have begun. It enlists communities—aided by the best research and development the nation is capable of—to devise their own plans to break the mold and create their own one-of-a-kind high-performance schools. It relies on clear, rigorous measures of success—the World Class Standards and American Achievement Tests discussed under Track I. The goal is to bring at least 535 such schools into existence by 1996. And it calls on leaders at all levels to join in this effort.

Specifics:

Research and development. America's business leaders will

establish and muster the private resources for the New American Schools Development Corporation, a new nonprofit organization that will award contracts in 1992 to a number of Design Teams. These Teams may consist of corporations, universities, think tanks, school innovators, management consultants and others. The President will ask his Education Policy Advisory Committee, as well as the Department of Education, to examine the work of these Design Teams (and similar break-the-mold school reform efforts), and to report regularly to him and to the American people on their progress.

New American Schools. The mission of the Design Teams is to help communities create schools that will reach the National Education Goals and the World Class Standards (in all five core subjects) for all students, as monitored by the American Achievement Tests and similar measures. Once the design effort is complete and the schools are launched, the operating costs of the New American Schools will be about the same as those of conventional schools.

Design Teams... can be expected to set aside all traditional assumptions about schooling and all the constraints under which conventional schools work.

Breaking the Mold. The Design Teams—and the communities with which they work—can be expected to set aside all traditional assumptions about schooling and all the constraints under which conventional schools work. They will naturally need to consider the policy environment within which schools can thrive. Time, space, staffing and other resources in these new schools may be used in ways yet to be imagined. Some schools may make extensive use of computers, distance learning, interactive videodiscs and other modern tools. Some may radically alter the customary modes

of teaching and learning and redesign the human relationships and organizational structures of the school. Whatever their approach, all New American Schools will be expected to produce extraordinary gains in student learning.

Note: 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.

AMERICA 2000 Communities. The President will call on every community in the land to do four things: adopt the six National Education Goals; develop a community-wide strategy to achieve them; design a report card to measure results; and plan for and support a New American School. Communities that accept this challenge will be designated (by the Governors of their states) as "AMERICA 2000 Communities."

The First 535+ New American Schools. Each AMERICA 2000 Community may develop a plan to create one of the first 535+ New American Schools with limited federal support for start-up costs. In that plan, they will be expected to suggest their own answer to the question: What would it take to develop the best school in the world in *this* community—a school that serves the children of this community while also meeting the National Education Goals?

Governors, in conjunction with the Secretary of Education, will review these community-developed plans, with the assistance of a distinguished advisory panel, and will determine which AMERICA 2000 Communities in each state will receive federal help in starting New American Schools. At least one New American School will be created in each congressional district by 1996. This distribution assures that every type of community in every part of the country will have the chance to create and establish one of the first 535+ New American Schools. The Governors and the Secretary will take added care to make sure that many such schools serve communities with high concentrations of "at-risk" children.

Funding. American business and other donors will make sufficient

funds available through the New American Schools Development Corporation to jump-start the Design Teams—at least $150-200 million. Congress will be asked to provide one-time grants of $1 million to each of the first 535+ New American Schools to help cover their start-up costs. State, local, and private sources will enable thousands more such schools to begin by the end of the decade.

Bringing America On-Line. The Secretary, in consultation with the President's science advisor and the Director of the National Science Foundation will convene a group of experts to help determine how electronic networks might be designed to provide the New American Schools with ready access to the best information, research, instructional materials and educational expertise. The New American Schools Design Teams will be asked for their recommendations on the same question. These networks may eventually serve all American schools as well as homes, libraries, colleges and other sites where learning occurs.

Track III

For the Rest of Us (Yesterday's Students/ Today's Work Force): A Nation of Students

Goals Served:

All six, but especially #5 (adult literacy, citizenship, and ability to compete in the workplace).

Strategy:

Eighty-five percent of America's work force for the year 2000 is already in the work force today, so improving schools for today's and tomorrow's students is not enough to assure a competitive America in 2000. And we need more than job skills to live well in America today. We need to learn more to become better parents, neighbors, citizens and friends. Education is not just about making a living; it is also about making a life.

That is why the President is challenging adult Americans to "go back to school" and make this a "Nation of Students." For our children to understand the importance of their own education, we must demonstrate that learning is important for grown-ups, too. We must "go back to school" ourselves. The President is urging every American to continue learning throughout his or her life, using the myriad formal and informal means available to gain further knowledge and skills.

Education is not just about making a living; it is also about making a life.

Specifics:

Private-Sector Skills and Standards. Business and labor will be asked to adopt a strategy to establish job-related (and industry-

specific) skill standards, built around core proficiencies, and to develop "skill certificates" to accompany these standards. The President has charged the Secretaries of Labor and Education to spearhead a public-private partnership to help develop voluntary standards for all industries. Federal funds are being sought to assist with this effort, which will be informed by the work of the Labor Department's Commission on Work-Based Learning and the Secretary's Commission on Achieving Necessary Skills.

Skill Clinics. The strategy will promote one-stop assessment and referral Skill Clinics in every large community and work-site, including many federal agencies. In the Skill Clinics, people can readily find out how their present skills compare with those they would like to have—or that they need for a particular job—and where they can acquire the skills and knowledge they need.

Federal Leadership. Federal agencies will set an example for other employers by embarking upon a government-wide program of skill upgrading. The President has asked the director of the Office of Personnel Management to lead this important initiative.

Recommitment to Literacy. The nation's efforts will be strengthened by developing performance standards for all federally aided adult education programs and making programs accountable for meeting them. The National Adult Literacy Survey will be expanded so that we have better information on a regular basis about the condition of literacy among adults. The Administration will also work with Congress and the Governors to enact sound literacy and adult education legislation.

National Conference on Education for Adult Americans. A major conference will be called to develop a nationwide effort to improve the quality and accessibility of the many education and training programs, services and institutions that serve adults.

Track IV

Communities Where Learning Can Happen

Goals Served:

All six, but especially #1 (children starting school ready to learn) and #6 (drug- and violence-free schools).

Strategy:

Even if we successfully complete the first, second and third parts of the AMERICA 2000 education strategy, we still would not have done the job. Even with accountability embedded in every aspect of education, achieving the goals requires a renaissance of sound American values—proven values such as strength of family, parental responsibility, neighborly commitment, the community-wide caring of churches, civic organizations, business, labor and the media.

It's time to end the no-fault era of heedlessness and neglect. As we shape tomorrow's schools we should rediscover the timeless values that are necessary for achievement.

Government at every level can play a useful role, and it is incumbent upon all of us to see that this is done efficiently and adequately. But much of the work of creating and sustaining healthy communities—communities where education really happens—can only be performed by those who live in them: by parents, families, neighbors and other caring adults; by churches, neighborhood associations, community organizations, voluntary groups and the other "little platoons" that have long characterized well-functioning American communities. Such groups are essential to building relationships that nurture children and provide them with people and places to which they can turn for help and guidance.

Specifics:

AMERICA 2000 Communities. The President is challenging every city, town and neighborhood in the nation to become an AMERICA 2000 Community.

The President has asked each to undertake four tasks:

Adopt the six National Education Goals.

Develop a community-wide strategy to achieve them.

Design a report card to measure results.

Plan for and support a New American School.

Designation by Governors. Designation as an AMERICA 2000 Community will be made by the Governors, with 535+ of them receiving help to create the first New American Schools by 1996.

Recognition. The President and the Administration will promote AMERICA 2000 Communities with national attention to and rewards for community planning and progress. Special emphasis will be placed on the creation of such communities in areas with high concentrations of at-risk children.

The Cabinet. The Domestic Policy Council's Economic Empowerment Task Force, working with the National Governors' Association and other state and local officials, will seek ways to maximize program flexibility and effectiveness to meet the needs of children and communities. This initiative will include streamlined eligibility requirements for federal programs, better integration of services and reduced red tape.

Individual Responsibility. Increased attention will be focused on adult behavior, responsibility for children and family, and community values essential for strong schools. This includes involving parents as teachers of their children and as school partners.

Who Does What?

The four-part AMERICA 2000 strategy depends upon the strong and long-term commitment of all Americans.

The President, the Department of Education and the entire Cabinet will help keep the focus on this strategy, spotlight areas of trouble as well as examples of excellence, reward progress and spur change.

The Congress will need to pass the AMERICA 2000 Excellence in Education Act, containing most of the federal initiatives in support of this strategy. Since most of the important changes need to occur outside Washington, we hope that every member of Congress will also press for the kinds of state and local changes that need to be part of this strategy, will foster the establishment of AMERICA 2000 Communities in their states and districts and will serve as mentors to the New American Schools in their districts.

The Governors, too, are key. They will designate the AMERICA 2000 Communities. They (with the Secretary of Education) will decide where the first 535+ New American Schools are located. With their legislatures, they will have the opportunity to support the new schools as they do the old. They will catalyze the creation of Governors' Academies for School Leaders and Governors' Academies for Teachers of core subjects. In no state is an Education President or federal program as important as a committed Education Governor.

The Business Community is also vital. It will jump start the Design Teams that will design the New American Schools. The business community will use the American Achievement Tests in hiring decisions, develop and use its own skill standards and, perhaps most important, will provide people and resources to help catalyze needed change in local schools, communities and state policies.

And at the community level, it will take all of us—principals, teachers, students, businesses, office-holders, the media, the medical and social service communities, civic and religious groups, law enforcement officials, caring adults and good neighbors—to effect the planning and follow-through that every AMERICA 2000 Community will need.

Most of all, it will take America's parents—in their schools, their communities, their homes—as helpers, as examples, as teachers, as leaders, as demanding shareholders of our schools—to make the AMERICA 2000 education strategy work—to make this land all that it should be.

Some Questions and Answers

Q: How much will the AMERICA 2000 plan cost?
A: The Department of Education will support appropriate activities under existing programs in this year's budget to get AMERICA 2000 off the ground—and the President is requesting $690 million for the strategy in the 1992 budget. That does not include programs in many other departments (e.g., Labor, Health and Human Services, Housing and Urban Development), which are essential to the success of AMERICA 2000. Nor does it include the $150-200 million from the business community to jump start the New American Schools Design Teams.

But two other points need to be made. First, state and local governments provide more than 90 percent of all education funding—a responsibility both the President and the Governors have concluded should not be altered. But AMERICA 2000 is not expected to raise state or local spending.

Second, both state/local funding and federal funding have increased dramatically in recent years without significant results. Since 1980, public funding is up 33 percent per student (after inflation). The answer does not lie in spending more money on old ways, but in redirecting our resources and our energies to new approaches.

Nobody says education is free, but ingenuity, commitment and accountability matter more than money.

With state, local and private sources doing their parts, and the federal government doing its part, the elements of this strategy that may need money will have what is required. Excellent schools, let's remember, don't have to cost more than mediocre ones. Nobody

says education is free, but ingenuity, commitment and accountability matter more than money.

Q: Aren't the New American Schools going to be more expensive than today's schools?
A: No. It will be a requirement for the Design Teams that the new schools they design can operate at costs no more than conventional schools.

Q: Are the designs for New American Schools likely to stress technology and glitz rather than teaching and learning?
A: Schools should certainly avail themselves of the help that technology can furnish. (Some say that schools are one of the few institutions in society largely untouched even by the Industrial Revolution, much less by the Information Age.) But technology is no cure-all for educational and social problems. Great schools are built by people, people who care and who act. A great school is one where adults teach children sound values and good character as well as knowledge and skills. The secret ingredient is human, not electronic.

We expect that the Design Teams will begin by erasing *all* conventional assumptions and constraints about schooling: the schedule (and calendar), curriculum, class size, the pace of learning, teacher/student ratios, adult roles, teacher recruitment, health and nutrition, discipline, staff development, organizational and management structures, resource allocation, students-as-tutors, the nature of instructional materials and much more.

Q: Why should there be only 535+ New American Schools?
A: We want there to be thousands. These are just the *first* 535+. In time there could be 110,000. We believe—and hope—that many states and communities will move quickly toward their own New American Schools.

Q: What's the plus sign in "535+?"
A: We propose to provide federal start-up funds not just for one New American School for every Senator and Representative that a

state has, but also for the District of Columbia, Puerto Rico and the U.S. territories.

Q: Is it worth becoming an AMERICA 2000 Community if you don't win one of the first 535+ New American Schools?
A: It sure is. Every neighborhood, town or city that cares about its children, its schools and its future will want to become an AMERICA 2000 Community. The act of creating such a community—by meeting the President's four-part challenge—will itself do immense good. Consider, for example, what it means to devise a community plan to ensure that all children enter school ready to learn, that all the schools are safe and drug free, or that all adults will be literate. We predict that, by the year 2000, there will be literally thousands of AMERICA 2000 Communities. They will be the pace-setters, the beacons, the heartbeat of this education strategy—and of their children's future.

Q: Will choice apply to private schools as well as public? Will it apply to religiously affiliated schools?
A: It will apply to all schools except where the courts find a constitutional bar. The power of choice is in the parents' leverage both to change schools and to make change in the schools. The definition of "public school" should be broadened to include any school that serves the public and is held accountable by a public authority.

Q: What do you say to those who argue that school choice mainly benefits the well-to-do and the white?
A: Rich parents, white and non-white, already have school choice. They can move or pay for private schooling. The biggest beneficiaries of new choice policies will be those who now have no alternatives. With choice they can find a better school for their children or use that leverage to improve the school their children now attend.

Q: Aren't the places that most need radical changes in their arrangements for children—those with the highest concentrations of at-risk girls and boys—those least able to make such changes?
A: It has been demonstrated in a number of communities that we must never underestimate the effectiveness of a community that

decides to transform itself. It's true, of course, that the AMERICA 2000 strategy can do the greatest good for troubled rural and inner-city areas, and we all need to be sure that they get whatever help they need to take part.

Q: Will the American Achievement Tests compete with the work of the National Education Goals Panel?
A: No, we expect to follow the panel's lead in developing the World Class Standards and the American Achievement Tests.

Q: Do national tests mean a national curriculum?
A: No—although surveys and polls indicate that most Americans have no objection to the idea of a national curriculum. The American Achievement Tests will examine the *results* of education. The tests have nothing to say about how those results are produced, what teachers do in class from one day to the next, what instructional materials are chosen or what lesson plans are followed. The tests should result in *less* regulation of the means of education, because they focus exclusively on the ends.

Q: When will the new tests be ready?
A: In 1994, we will have available a system of high quality individual tests, at least in reading, writing and mathematics—education's traditional "three R's"—for states and localities that want them. Because the new American Achievement Tests probably cannot be perfected that quickly, we will ask Congress to authorize the rapid deployment of an individual version of tests used by the National Assessment of Educational Progress.

Q: Do we really need another test? Aren't tests biased against minorities?
A: A nationwide system of high quality national exams—more than one version, but calibrated to the same standards—will probably begin to take the place of some of today's numerous testing schemes. As for bias, the new tests will be screened to eliminate it. Bear in mind that minority parents also want to know how well their children—and the schools their children attend—are doing in relation to the National Education Goals and World

Class Standards. Sometimes less-than-satisfactory news serves to catalyze needed change.

Q: Can all six National Education Goals really be reached?
A: They are all ambitious. Some, like literacy for *all* adults, and leading the *whole world* in math and science, are very challenging. But each is a worthy national objective, and we should not rest until all are achieved. The AMERICA 2000 strategy will give us the tools we need to achieve them.

Q: How much of this is just politics?
A: Better education benefits the entire nation, not one particular political party. AMERICA 2000 is a nonpartisan education reform strategy. There is plenty of room on these four trains for every American, and we begin with the assumption that everyone will want to climb aboard. Sure, we'll argue about the details in the formal political process and elsewhere, and the strategy will doubtless be improved through those arguments. But let's talk them through in a spirit of wanting a first-rate education for all our children, in every corner of this great land.

It's another of those historic American challenges—and it starts in every community, every school, every household.

Q: What's the single most important part of the AMERICA 2000 strategy?
A: The most controversial may be school choice—at least until it's well understood. The knottiest is probably standards and testing, which is technically quite complex. The most dramatic is the design effort for New American Schools. But the most important may be the AMERICA 2000 Communities! Washington cannot achieve the six National Education Goals for the nation; that has to happen at the local level. It's another of those historic American challenges,

and it starts in every community, every school, and every household.

Q: What can parents do to help?
A: A thousand things. Parents are the keys to their children's education, and there is no part of the AMERICA 2000 strategy in which they do not have an important role. As for what they can do *today*—they could read a story to their children, check to see that tonight's homework is done, thank their child's teacher, talk with their children's teachers and principals about how things are going in school, and set some examples for their children of virtuous, self-disciplined and generous behavior.

Q: What can the media do to help?
A: Recognize that education is an ongoing story—a local story *and* a national story. The details are seldom dramatic. But this is the challenge that will tell the story of America's future. By focusing on the story every day, and assigning their best reporters to cover it, the media can help win the battle.

Appendix I

The National Education Goals Fact Sheet*

At the historic education summit in Charlottesville five months ago, the President and the Governors declared that "the time has come, for the first time in United States history, to establish clear national performance goals, goals that will make us internationally competitive." The six National Education Goals contained here are the first step in carrying out that commitment.

America's educational performance must be second to none in the 21st century. Education is central to our quality of life. It is at the heart of our economic strength and security, our creativity in the arts and letters, our invention in the sciences, and the perpetuation of our cultural values. Education is the key to America's international competitiveness.

Today, a new standard for an educated citizenry is required, one suitable for the next century. Our people must be as knowledgeable, as well-trained, as competent, and as inventive as those in any other nation. All of our people, not just a few, must be able to think for a living, adapt to changing environments, and to understand the world around them. They must understand and accept the responsibilities and obligations of citizenship. They must continually learn and develop new skills throughout their lives.

America can meet this challenge if our society is dedicated to a renaissance in education. We must become a nation that values education and learning. We must recognize that every child can learn, regardless of background or disability. We must recognize that education is a lifelong pursuit, not just an endeavor for our children.

*Released by the White House, February 26, 1990

Sweeping, fundamental changes in our education system must be made. Educators must be given greater flexibility to devise challenging and inspiring strategies to serve the needs of a diverse body of students. This is especially important for students who are at risk of academic failure—for the failure of these students will become the failure of our nation. Achieving these changes depends, in large part, on the commitment of professional educators. Their daily work must be dedicated to creating a new educational order in which success for all students is the first priority, and they must be held accountable for the results.

This is not the responsibility of educators alone, however. All Americans have an important stake in the success of our education system, and every part of our society must be involved in meeting that challenge. Parents must be more interested and involved in their children's education, and students must accept the challenge of higher expectations for achievement and greater responsibility for their future. In addition, communities, business and civic groups, and state, local, and federal government each has a vital role to play throughout this decade to ensure our success.

What our best students can achieve now, our average students must be able to achieve by the turn of the century.

The first step is to establish ambitious National Education Goals—performance goals that must be achieved if the United States is to remain competitive in the world marketplace and our citizens are to reach their fullest potential. These goals are about excellence. Meeting them will require that the performance of our highest achievers be boosted to levels that equal or exceed the performance of the best students anywhere. The perfor-

mance of our lowest achievers must be substantially increased far beyond their current performance. What our best students can achieve now, our average students must be able to achieve by the turn of the century. We must work to ensure that a significant number of students from all races, ethnic groups, and income levels are among our top performers.

If the United States is to maintain a strong and responsible democracy and a prosperous and growing economy into the next century, all of our citizens must be involved in achieving these goals. Every citizen will benefit as a result. When challenged, the American people have always shown their determination to succeed. The challenge before us calls on each American to help ensure our nation's future.

Readiness for School

Goal 1: By the year 2000, all children in America will start school ready to learn.

Objectives:

- All disadvantaged and disabled children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school.
- Every parent in America will be a child's first teacher and devote time each day to helping his or her preschool child learn; parents will have access to the training and support they need.
- Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low birthweight babies will be significantly reduced through enhanced prenatal health systems.

High School Completion

Goal 2: By the year 2000, the high school graduation rate will increase to at least 90 percent.

Objectives:

- The nation must dramatically reduce its dropout rate, and 75 percent of those students who do drop out will successfully complete a high school degree or its equivalent.
- The gap in high school graduation rates between American students from minority backgrounds and their nonminority counterparts will be eliminated.

Student Achievement and Citizenship

Goal 3: By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

Objectives:

- The academic performance of elementary and secondary students will increase significantly in every quartile, and the distribution of minority students in each level will more closely reflect the student population as a whole.
- The percentage of students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.
- All students will be involved in activities that promote and demonstrate good citizenship, community service, and personal responsibility.

- The percentage of students who are competent in more than one language will substantially increase.
- All students will be knowledgeable about the diverse cultural heritage of this nation and about the world community.

Science and Mathematics

Goal 4: By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

Objectives:

- Math and science education will be strengthened throughout the system, especially in the early grades.
- The number of teachers with a substantive background in mathematics and science will increase by 50 percent.
- The number of United States undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

Adult Literacy and Lifelong Learning

Goal 5: By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Objectives:

- Every major American business will be involved in strengthening the connection between education and work.
- All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to

adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs.

- The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and mid-career students will increase substantially.

- The proportion of those qualified students, especially minorities, who enter college; who complete at least two years; and who complete their degree programs will increase substantially.

- The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.

Safe, Disciplined, and Drug-Free Schools

Goal 6: By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Objectives:

- Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.

- Parents, businesses, and community organizations will work together to ensure that the schools are a safe haven for all children.

- Every school district will develop a comprehensive K-12 drug and alcohol prevention education program. Drug and alcohol curriculum should be taught as an integral part of health education. In addition, community-based teams should be organized to provide students and teachers with needed support.

Necessary Changes and Restructuring

These goals are ambitious, yet they can and must be achieved. However, they cannot be achieved by our education system as it is presently constituted. Substantial, even radical changes will have to be made.

Without a strong commitment and concerted effort on the part of every sector and every citizen to improve dramatically the performance of the nation's education system and each and every student, these goals will remain nothing more than a distant, unattainable vision. For their part, Governors will work within their own states to develop strategies for restructuring their education systems in order to achieve the goals. Because states differ from one another, each state will approach this in a different manner. The President and the Governors will work to support these state efforts and to recommend steps that the federal government, business, and community groups should take to help achieve these National Education Goals. The nature of many of these steps is already clear.

The Preschool Years

American homes must be places of learning. Parents should play an active role in their children's early learning, particularly by reading to them on a daily basis. Parents should have access to the support and training required to fulfill this role, especially in poor, undereducated families.

In preparing young people to start school, both the federal and state governments have important roles to play, especially with regard to health, nutrition, and early childhood development. Congress and the Administration have increased maternal and child health coverage for all families with incomes up to 133 percent of the federal poverty line. Many states go beyond this level of coverage, and more are moving in this direction. In addition, states continue to develop more effective delivery systems or prenatal and postnatal care. However, we still need

more prevention, testing, and screening, and early identification and treatment of learning disorders and disabilities.

The federal government should work with the states to develop and fully fund early intervention strategies for children. All eligible children should have access to Head Start, Chapter 1, or some other successful preschool program with strong parental involvement. Our first priority must be to provide at least one year of preschool for all disadvantaged children.

The School Years

As steps are taken better to prepare children for schools, we must also better prepare schools for children. This is especially important for young children. Schools must be able to educate effectively all children when they arrive at the schoolhouse door, regardless of variations in students' interest, capacities, or learning styles.

Next, our public education system must be fundamentally restructured in order to ensure that all students can meet higher standards. This means reorienting schools so they focus on results, not on procedures; giving each school's principal and teachers the discretion to make more decisions and the flexibility to use federal, state, and local resources in more productive, innovative ways that improve learning; providing a way for gifted professionals who want to teach to do so through alternative certification avenues; and giving parents more responsibility for their children's education through magnet schools, public school choice, and other strategies. Most important, restructuring requires creating powerful incentives for performance and improvement, and real consequences for persistent failure. It is only by maintaining this balance of flexibility and accountability that we can truly improve our schools.

The federal government must sustain its vital role of promoting educational equity by ensuring access to quality education programs for all students regardless of race, national origin, sex, or handicapping conditions. Federal funds should target those

students most in need of assistance due to economic disadvantage or risk of academic failure.

Finally, efforts to restructure education must work toward guaranteeing that all students are engaged in rigorous programs of instruction designed to ensure that every child, regardless of background or disability, acquires the knowledge and skills necessary to succeed in a changing economy. In recent years, there has been an increased commitment to mathematics and science improvement programs. The federal government should continue to enhance financial assistance to state and local governments for effective programs in these areas. Likewise, there has been a greater federal emphasis on programs that target youth at risk of school failure and dropping out. The federal government should continue to enhance funding and seek strategies to help states in their efforts to seek solutions to these problems.

Restructuring requires creating powerful incentives for performance and improvement, and real consequences for persistent failure.

Improving elementary and secondary student achievement will not require a national curriculum, but it will require that the nation invest in developing the skills and knowledge of our educators and equipping our schools with up-to-date technology. The quality of teachers and teaching is essential to meeting our goals. We must have well-prepared teachers, and we must increase the number of qualified teachers in critical shortage areas, including rural and urban schools, specialized fields such as foreign languages, mathematics and science, and from minority groups.

Policies must attract and keep able teachers who reflect the cultural diversity of our nation. Policies that shape how our educators are prepared, certified, rewarded, developed, and supported on the job must be consistent with efforts to restructure the education system and ensure that every school is capable of teaching all of our children to think and reason. Teachers and other school leaders must not only be outstanding, the schools in which they work must also be restructured to utilize both professional talent and technology to improve student learning and teacher- and system-productivity.

The quality of teachers and teaching is essential to meeting our goals.

The After-School Years

Comprehensive, well-integrated lifelong learning opportunities must be created for a world in which three of four new jobs will require more than a high school education; workers with only high school diplomas may face the prospect of declining incomes; and most workers will change their jobs ten or eleven times over their lifetime.

In most states, the present system for delivering adult literacy services is fractured and inadequate. Because the United States has far higher rates of adult functional illiteracy than other advanced countries, a first step is to establish in each state a public-private partnership to create a functionally literate work force.

In some other countries, government policies and programs are carefully coordinated with private sector activities to create effective apprenticeship and job training activities. By contrast, the United States has a multilayered system of vocational and technical schools, community colleges, and specific training programs funded from multiple sources and subject to little

coordination. These institutions need to be restructured so they fit together more sensibly and effectively to give all adults access to flexible and comprehensive programs that meet their needs. Every major business must work to provide appropriate training and education opportunities to prepare employees for the 21st century.

Finally, a larger share of our population, especially those from working class, poor, and minority backgrounds, must be helped to attend and remain in college. The cost of a college education, as a percentage of median family income, has approximately tripled in a generation. That means more loans, scholarships, and work-study opportunities are needed. The federal government's role in ensuring access for qualified students is critical. At the same time, the higher education system must use existing resources far more productively than it does at present and must be held more accountable for what students do or do not learn. The federal government will continue to examine ways to reduce students' increasing debt burden and to address the proper balance between grant and loan programs.

Assessment

National Education Goals will be meaningless unless progress toward meeting them is measured accurately and adequately, and reported to the American people. Doing a good job of assessment and reporting requires the resolution of three issues.

First, what students need to know must be defined. In some cases, there is a solid foundation on which to build. For example, the National Council of Teachers of Mathematics and the Mathematical Sciences Education Board have done important work in defining what all students must know and be able to do in order to be mathematically competent. A major effort for science has been initiated by the American Association for the Advancement of Science. These efforts must be expanded and extended to other subject areas.

Second, when it is clear what students need to know, it must be determined whether they know it. There have been a number of important efforts to improve our ability to measure student learning at the state and national levels. This year for the first time, the National Assessment of Educational Progress (NAEP) will collect data on student performance on a state-by-state basis for thirty-eight states. Work is under way to develop a national assessment of adult literacy. These and other efforts must be supported and strengthened.

The Governors urge the National Assessment Governing Board to begin work to set national performance goals in the subject areas in which NAEP will be administered. This does not mean establishing standards for individual competence; rather, it requires determining how to set targets for increases in the percentage of students performing at the higher levels of the NAEP scales.

Third, measurements must be accurate, comparable, appropriate, and constructive. Placement decisions for young children should not be made on the basis of standardized tests. Achievement tests must not simply measure minimum competencies, but also higher levels of reading, writing, speaking, reasoning, and problem-solving skills. And in comparing America's achievement with that of other countries, it is essential that international comparisons are reliable. In addition, appropriate, nationally directed research, demonstration, data collection, and innovation should be maintained and recognized as a set of core responsibilities of the federal government in education. That role needs to be strengthened in cooperation with the states.

The President and the Governors agree that while we do not need a new data-gathering agency, we do need a bipartisan group to oversee the process of determining and developing appropriate measurements and reporting on the progress toward meeting the goals. This process should stay in existence until at least the year 2000 so that we assure ten full years of effort toward meeting the goals.

A Challenge

These National Education Goals are not the President's goals or the Governors' goals; they are the nation's goals.

These education goals are the beginning, not the end, of the process. Governors are committed to working within their own states to review state education goals and performance levels in light of these national goals. States are encouraged to adjust state goals according to this review and to expand upon national goals where appropriate. The President and the Governors challenge every family, school, school district, and community to adopt these national goals as their own, and establish other goals that reflect the particular circumstances and challenges they face as America approaches the 21st century.

Appendix II

Remarks by the President Announcing AMERICA 2000*

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 shorthand for the distant future—the place we put our most far-off hopes and dreams. And today, that 21st century is racing toward 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* v. *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 White House, April 18, 1991

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 passed. 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.

The days of the status quo are over.

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.

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 role 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 4th 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 communi-

ties 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.

The idea is simple but powerful: put America's special genius for invention to work for America's schools.

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 Design in hand, I will urge Congress to provide $1 million in start-up 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 studying. And I want to know how to operate a computer. Very candidly—I don't expect this new tutorial to teach me how to set the clock on the VCR or anything complicated. 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.

Our challenge amounts to nothing less than a revolution in American education.

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.

Mike Hopkins. "Lead Teacher" in the Saturn School in St. Paul, Minnesota, where teachers have already helped reinvent the American school.

David Kelley. A high-tech troubleshooter at the Michelin Tire plant in Greenville, South Carolina. David has spent the equivalent of one full year of his four years at Michelin back at his college expanding his skills.

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.

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.

Glossary of Key Terms

American Achievement Tests: The anchor for a new system of voluntary national examinations at the fourth, eighth and twelfth grades in each of the five core subjects, tied to the World Class Standards.

AMERICA 2000: An Education Strategy: An action plan to move America toward the six National Education Goals through a populist crusade, by assuring accountability in today's schools, unleashing America's genius to jump start a new generation of American schools, transforming a "Nation at Risk" into a "Nation of Students" and nurturing the family and community values essential to personal responsibility, strong schools and sound education for all children.

AMERICA 2000 Communities: Communities, designated by the Governors, that meet the President's four-part challenge: (1) adopt the six National Education Goals, (2) develop a community-wide strategy to achieve them, (3) design a report card to measure results, and (4) plan for and support a New American School. New American Schools will open in 535+ such communities by 1996.

Better and More Accountable Schools: A 15-part improvement package for today's schools, designed to move America toward the six National Education Goals, including World Class Standards, American Achievement Tests, Report Cards and school choice.

Design Teams: Partnerships of corporations, universities, think tanks, school innovators, management consultants and others, selected through a competitive process by the New American Schools Development Corporation to receive up to $30 million each over three years to conceptualize and invent New American Schools.

Federal Role: While the federal government's role in education is

and should remain limited, the Administration is committed to providing design, assessment and information, assuring equal opportunity and, above all, leading the nationwide effort to achieve the six National Education Goals.

535+ by 1996: At least 535 New American Schools will be up and running in AMERICA 2000 Communities across the country—at least one in each congressional district—by 1996, as well as in Puerto Rico, the District of Columbia and the U.S. territories.

From a "Nation at Risk" to a "Nation of Students": Adults—today's work force—"go back to school" for further study, to learn a new skill to help them earn their living, or to acquire additional knowledge to live a better life.

Governors' Academies for School Leaders: State or regional Academies launched with federal seed money, which train principals and other school leaders in the design and execution of school improvement strategies, accountability mechanisms, and school-site management.

Governors' Academies for Teachers: State or regional Academies in each of the five core subjects, launched with federal seed money, which train teachers in the five core subjects to ensure that they possess the knowledge, the skills, and the tools they need to help students meet the World Class Standards and do well on the American Achievement Tests.

Job Skill Standards and Job Skill Certificates: Standards to be established jointly by management and labor for each industry, beginning with the fundamental categories and definitions developed by the Department of Labor's SCANS Commission, which will help workers see what skills are needed to perform a job and to evaluate their own grasp of those skills. Certificates will be given (by the private sector) to those who acquire the skills and meet the standards.

New American Schools Development Corporation: A non-profit,

non-governmental organization, created by American business leaders and other private citizens, which will receive funds, sponsor a competition and establish, support and monitor three to seven Design Teams. The mission of these teams is to help AMERICA 2000 Communities invent and create their own new American schools.

New Generation of American Schools: A major nationwide effort to invent and create 535+ schools by 1996 (and many more thereafter) that are the best in the world. Located in AMERICA 2000 Communities, these schools will reach the National Education Goals at operational costs not exceeding those of conventional schools.

Populist Crusade: A national crusade led by the President—school by school, neighborhood by neighborhood, community by community—to transform American education and to spur fundamental changes in the ways we educate ourselves and our children. This crusade also will be a restoration of what we think is important, a return to sound values and community spirit.

Report Cards: A public reporting system on the performance of education institutions and systems, which provides maximum information at the school, district, state and national levels.

School as the Site of Reform: The individual school is education's key action-and-accountability unit. The surest way to reform education is to give schools and their leaders the freedom and authority to make important decisions about what happens, while being held accountable for making well-conceived efforts at improvement and for achieving desired results.

Skill Clinics: Just as health clinics diagnose health and refer people to appropriate care, skill clinics will be centers in every community and large workplace where people can go to get their own job skills evaluated, find out what skills they need to learn to hold a certain job or get a better one and find out where they can go to gain those skills.

Skills and Knowledge Gap: Too many of us lack the knowledge—especially of English, mathematics, science, history and geography—and the skills necessary to live and work successfully in the world as it is today.

Unleash America's Genius: Bringing the best minds and creative energies from education, technology, management and other fields together in a pioneering effort to create a New Generation of American Schools that are the best in the world.

World Class Standards: Definitions of what American students should be expected to know and be able to do upon completion of schooling, meant to function as benchmarks against which student and school performance can be measured.

The President has challenged every city, town and neighborhood to become an AMERICA 2000 Community by doing four things:

1. Adopt the six National Education Goals.

2. Develop a community-wide strategy to achieve them.

3. Design a report card to measure results.

4. Plan for and support a New American School.

U.S. Department of Education
Washington, D.C. 20202-0498

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE, $300

For further information, contact
U.S. Department of Education
1-800-USA-LEARN
(1-800-872-5327)
In D.C. Metropolitan Area,
call (202) 401-2000

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF EDUCATION
PERMIT NO. G-17

SPECIAL FOURTH CLASS BOOK RATE