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THE WHITE HOUSE

Office of the Press Secretary  
(Colorado Springs, Colorado)

For Immediate Release

March 16, 1989

REMARKS OF THE PRESIDENT  
TO THE JUNIOR ACHIEVEMENT NATIONAL BUSINESS  
HALL OF FAME DINNER

International Center Ballroom  
Broadmoor Hotel  
Colorado Springs, Colorado

8:40 P.M. MST

THE PRESIDENT: Thank you very much. Thank you for that warm Colorado welcome. Thank you all. I am simply delighted to be here. A wonderful day -- it started in the Oval Office about 8:00 a.m. when I talked to the astronauts up there in the space shuttle. And I listened to them very carefully as they shared with me their view from their special vantage point about the need of doing more for the world environment, and that meant obviously more education. Then to Houston, Texas, which for Secretary Mosbacher and I was returning home -- (applause) -- and I'm delighted that he's with me here today. (Applause.)

It's wonderful to have a Secretary of Commerce who knows what it is to take risks, build, succeed and work to help others. Bob Mosbacher is doing an outstanding job, and I'm delighted he's with me, and then on out here tonight for this very special occasion.

In Washington, you know the old saying, if you want a friend, get a dog. (Laughter.) And Junior Achievement has a different motto. They say, if you want a friend, sign up Lod Cook. (Applause.) And what a job this guy's done. (Applause.)

And I, too, want to pay my respects to the six award winners, the six laureates honored tonight, and then when you look at that distinguished list as Dinah and I were reviewing there in this program, you can't help but be impressed -- the achievements that they've made and then what they're doing to help others achieve. And if it wouldn't be too subjective on my part, I would like to say how thrilled I am to see -- perhaps he's the dean of the laureates. He's certainly one that the Bush family holds in great regard. We have him as a role model, and I'm talking about Mr. Eric Johnson, over here from Dallas, Texas. (Applause.) And so it's a special occasion for me to see him again. (Applause.)

I want to pay my respects to the great Governor of this state, Governor Romer, who is here with us tonight and thank him for being with us. (Applause.) And to Congressman Ted

But there's no doubt that Junior Achievement has a positive impact. In fact, based on what Lod's told me about the program, and others as well, I'm going to have to add a point or two to our GNP estimates as soon as I get back to Washington.  
(Laughter.)

While all of you here tonight share in this success story, I want especially to commend Jim Hayes of Fortune. Jim, I know that you and a number of your staff have been actively involved in this "Project Business" -- Junior Achievement's "Project Business," taking your skills and talents into classrooms throughout New York City. The work you're doing with those junior high students is opening their eyes to a whole new world.

And Junior Achievement is a phenomenally successful enterprise by any measure. The numbers alone tell the story. You reach over a million children each year, from 4th through 12th grades, in more than a thousand communities across the country.

And I've spoken many times about the thousand points of light, the dedicated and diverse volunteer organizations that contribute so much to American life. Those of you involved in Junior Achievement know exactly what I'm talking about. In fact, Lod tells me that a thousand points of light doesn't begin to describe your efforts and that the 100,000 men and women involved in Junior Achievement is a supernova of volunteers.

Let's agree that the volunteer ethic is the North Star. As long as that sense of service guides us, we'll be strong, a self-reliant people, as ready to help each other as we are to help ourselves.

Our young people especially can bring an energy and enthusiasm and ability to the volunteer effort. That's the idea behind our administration's new initiative that I call YES -- Youth Entering Service -- a new concept for the federal government's participation that encourages young people to help those less fortunate than they are themselves. And it's a good concept, and we've selected Greg Petersmeyer of Colorado, now back in the White House, to run this program. And when we get going, it is, as Lod talked about, a public-private partnership. We're going to ask your help. It is important that young people have inculcated into them early in life a sense of service, and I believe the program will be good in helping those kids who haven't had an equal place at the starting line.

Tonight, I want to talk to you just a little about education, the issue at the heart of your mission. First a word about the lesson in applied economics that are the hallmark of JA. In your creative hands, economics is anything but the dismal science, as some have called it. You give economics life -- and you give our young people a real understanding of the stake that we all have in economic enterprise.

Junior Achievement. You're awakening the entrepreneurial spirit of a new generation.

All of you have heard me say that I intend to be the "Education President." And let me say now: I can't think of any issue that is larger -- or more far-ranging in its impact than the education of our young people. (Applause.)

Think about the great issues of the day. Do we want to talk about America's place in the world? Then we'd better think about education. Do we want to talk about competitiveness, and how we can improve it? Again, we'd better think about education. About productivity -- how to keep it on the increase? Again, education.

It's a matter of our horizons -- our ability to see how we can meet and master the challenges we face, now and in the future. Planning for today -- simply for tomorrow -- is a guarantee for stop-gap solutions.

Education is long-range planning at its best. It's a solution for the next century -- for problems we haven't even begun to recognize.

In 11 short years, we'll stand on the threshold of a new century. We know now that the world is in the midst of a technological revolution. We can see the pace of change -- always accelerating.

And what will our world look like in the century ahead? Who will lead America a generation from now? Who will hold the top positions in government and in the private sector? Who will be the new pioneers in the fields of medicine, science, and engineering? And who will display the creative genius that will challenge, excite and inspire us?

We don't know their names. But I can tell you where to find them: From 8:00 a.m. to 3:00 p.m. every day in the schools all across this country.

Look for that fifth-grader, who forty years from now will find him or herself in the position that you're in today. Look for the five-year-old, whose curiosity about everything is the first sign of a budding, scientific mind. Look into the classrooms across this country today, where the spark of interest kindles a life-long involvement in exploring, in expanding, and in advancing our knowledge.

So let's not make the mistake of underestimating education's importance on our national agenda. When it comes to our nation's future, education is the key. It is the best investment that we can make. (Applause.)

And now, we've all seen the studies -- discouraging, some -- that show American students trailing those of other

never, ever crowd out local control. Its parents, its local boards, its PTA, its state efforts, all have themselves -- all of them -- important parts to play. All the primary responsibility rests with the states and the local school systems, the federal government can still serve as a catalyst for change -- fresh thinking about how to build the best possible education system.

And so I have built into my first budget a number of education initiatives that I believe can enhance the quality of our schools. Let me just mention four.

First, we must recognize excellence, and we must reward it, because excellence breeds excellence. Reward it wherever it is found. And that's why I've proposed a \$500 million dollar program, "merit schools" it's called, and a Presidential Award for Excellence in Education for our best teachers. We must never forget the teachers who are out there on the cutting edge. (Applause.)

Secondly, we've got to strengthen scientific education. My budget includes an initiative called the National Science Scholarship Program. Each year beginning in 1990, a total of 570 American high school seniors -- at least one from every congressional district across this country -- will receive up to \$10,000 a year in scholarships to the college of their choice, renewable for four years.

And third, we need to remove the barriers that can keep talented teachers out of the classroom. Think of the knowledge assembled in this room today -- this evening -- the business acumen, the hands-on economic experience that you all possess. I was thinking of unleashing my third world debt program here. Ron? Ron, I've got you down for a billion. (Laughter.) Eric, half a billion. We can solve it right here. (Applause.) No, but seriously, think of the experience in this room. Look at that honor roll. Measure it in terms of success and creativity and innovativeness, the hands-on economic experience that you possess. Junior Achievement makes it possible for you to pass that on to our school children. But what about people with similar schools of knowledge, their entry into teaching as a profession is barred in our country by the excessive requirements of certification -- requirements that many in this room, the brightest here, could not meet. And you could be a Ph.D., a tremendous success in business, and yet the layers of requirements for teaching in our public schools keeps you from volunteering sabbatical year basis for helping the young people of this country. Regulations make it impossible for schools to hire people with the capabilities that -- whose capabilities are represented in this room tonight.

Teachers-by-training aren't the only ones who can teach. I'm not saying you don't need some education courses, but I urge the state and local school systems to take a look at their certification systems and make sure we open up our schools to those with a lifetime of experience outside the classroom, who are ready and willing to share what they know with

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 the kids, but it has helped the schools that were achieving at the lower rates. It's a good idea. Choice for parents works. (Applause.)

America -- we're well positioned to remain productive and competitive in the world marketplace. But our strong suit is our abundant supply of the most inexhaustible resource on the planet: human ingenuity -- and, of course, a system that gives that ingenuity free rein.

We have the raw materials. We have the opportunity. What we need is a new sense of resolve -- a commitment to shape our future by preparing today the children who will lead us into that 21st century.

Thank you all very much for what you are doing to lift the sights and give opportunity to the young people of the United States of America. Thank you and God bless you all. (Applause.)

END

9:02 P.M. MST

REMARKS: JUNIOR ACHIEVEMENT NATIONAL BUSINESS  
LEADERSHIP CONFERENCE  
COLORADO SPRINGS, COLORADO  
MARCH 16, 1989

1989 MAR 15 11 30 AM

*If you want a friend, get a dog*

THANK YOU, LOD, FOR YOUR KIND WORDS. AS YOU KNOW, I'VE BEEN AN ADMIRER OF JUNIOR ACHIEVEMENT AND ALL IT'S DONE TO ADVANCE ECONOMICS EDUCATION FOR MANY YEARS. AND FROM WHAT I SEE, LOD COOK HAS TAKEN WHAT WAS ALREADY A STRONG PROGRAM AND MADE IT THAT MUCH BETTER.

GOING INTO THAT CLASSROOM TO MAKE THE MEANING OF ECONOMICS A LITTLE CLEARER IS A TOUGH ASSIGNMENT.

2

I'VE HEARD ABOUT THE VOLUNTEER WHO ASKED HIS CLASS WHAT THE GROSS NATIONAL PRODUCT WAS -- AND THE BOY WHO SAID IT WAS "THE MOST DISGUSTING THING MADE IN AMERICA."

IT'S ANSWERS LIKE THAT THAT MAKE TEACHING A REWARDING EXPERIENCE.

BUT THERE'S NO DOUBT THAT JUNIOR ACHIEVEMENT HAS A POSITIVE IMPACT -- IN FACT, BASED ON WHAT LOD'S TOLD ME ABOUT THE PROGRAM, I'M GOING TO HAVE TO ADD A POINT OR TWO TO OUR GNP ESTIMATES AS SOON AS I GET BACK TO WASHINGTON.

THE WHITE HOUSE  
WASHINGTON

Date: 4/12

**TO:** CHRISS WINSTON

**FROM:** **JOHN S. GARDNER**  
**Special Assistant to the President**  
**and Assistant Staff Secretary**

When I was in Colorado Springs,  
I made some notes at the  
President's speech to Junior  
Achievement of things he added  
to the speech. I thought you  
might be interested; sorry it  
took me so long to get them to  
you.



WHILE ALL OF YOU HERE TONIGHT SHARE IN THIS SUCCESS STORY, I WANT ESPECIALLY TO COMMEND JIM HAYES OF FORTUNE ~~MAGAZINE~~. JIM, I KNOW YOU AND A NUMBER OF YOUR STAFF HAVE BEEN ACTIVELY INVOLVED IN JUNIOR ACHIEVEMENT'S "PROJECT BUSINESS," TAKING YOUR SKILLS AND TALENTS INTO CLASSROOMS THROUGHOUT NEW YORK CITY. THE WORK YOU'RE DOING WITH THOSE JUNIOR HIGH STUDENTS IS OPENING THEIR EYES TO A WHOLE NEW WORLD.

JUNIOR ACHIEVEMENT IS A PHENOMENALLY SUCCESSFUL ENTERPRISE BY ANY MEASURE.

THE NUMBERS ALONE TELL THE STORY: YOU REACH OVER A MILLION CHILDREN EACH YEAR, FROM FOURTH THROUGH TWELFTH GRADES, IN MORE THAN A THOUSAND COMMUNITIES ACROSS THE NATION.

I'VE SPOKEN MANY TIMES ABOUT THE THOUSAND POINTS OF LIGHT, THE DEDICATED AND DIVERSE VOLUNTEER ORGANIZATIONS THAT CONTRIBUTE SO MUCH TO AMERICAN LIFE. ~~I'VE TAKEN SOME RIBBING ABOUT JUST WHAT THAT MEANS --~~ BUT THOSE OF YOU INVOLVED IN JUNIOR ACHIEVEMENT KNOW EXACTLY WHAT I'M TALKING ABOUT.

IN FACT, LOD TELLS ME THAT A THOUSAND POINTS OF LIGHT DOESN'T BEGIN TO DESCRIBE YOUR EFFORTS -- AND THAT THE 100,000 MEN AND WOMEN INVOLVED IN JUNIOR ACHIEVEMENT IS A SUPER-NOVA OF VOLUNTEERS.

LOD, MAYBE I CAN CLEAR UP THE CONFUSION. LET'S AGREE THAT THE VOLUNTEER ETHIC IS THE NORTH STAR. AS LONG AS THAT SENSE OF SERVICE GUIDES US, WE'LL BE A STRONG, SELF-RELIANT PEOPLE, AS READY TO HELP EACH OTHER AS WE ARE TO HELP OURSELVES.

OUR YOUNG PEOPLE ESPECIALLY CAN BRING ENERGY AND ENTHUSIASM <sup>and ability</sup> TO THE VOLUNTEER EFFORT. THAT'S THE IDEA BEHIND THE INITIATIVE I CALL YES -- YOUTH ENTERING SERVICE. <sup>a new concept that encourages young people to help others less fortunate ... a public-private partnership</sup>

TONIGHT, I WANT TO TALK ABOUT EDUCATION, THE ISSUE AT THE HEART OF JUNIOR ACHIEVEMENT'S MISSION.

FIRST, A WORD ABOUT THE LESSONS IN "APPLIED ECONOMICS" THAT ARE THE HALLMARK OF JUNIOR ACHIEVEMENT. IN YOUR CREATIVE HANDS, ECONOMICS IS ANYTHING BUT "THE DISMAL SCIENCE" AS SOME HAVE CALLED IT.

YOU GIVE ECONOMICS LIFE -- AND YOU GIVE OUR YOUNG PEOPLE A REAL UNDERSTANDING OF THE STAKE WE ALL HAVE IN ECONOMIC ENTERPRISE.

I KNOW WHAT IT MEANS TO BUILD A BUSINESS. I KNOW THE RISK... THE WORRIES LATE AT NIGHT... THE RESPONSIBILITIES YOU FEEL FOR THE EMPLOYEES THAT ARE IN IT WITH YOU. I DON'T NEED TO TELL ALL OF YOU IT'S SOMETHING YOU NEVER FORGET.

I ALSO KNOW THE FEELING THAT COMES WITH SUCCESS -- THE PRIDE, THE EXHILARATION YOU FEEL WHEN YOUR BUSINESS IS UP ON ITS FEET, AND RUNNING. THE FEELING YOU GET WHEN YOU TAKE AN IDEA -- SOMETHING THAT EXISTS ONLY IN YOUR MIND -- AND TURN IT INTO SOMETHING REAL, A COMMON ENTERPRISE THAT MEETS THE TEST OF THE MARKETPLACE, THAT CARVES OUT A PLACE IN THE LARGER ECONOMY.

ALL OF YOU HERE TODAY ARE HELPING YOUNG PEOPLE EXPERIENCE THAT SAME SENSE OF ACCOMPLISHMENT THROUGH THEIR INVOLVEMENT WITH JUNIOR ACHIEVEMENT.

YOU ARE AWAKENING THE ENTREPRENEURIAL SPIRIT OF A NEW GENERATION.

ALL OF YOU HAVE HEARD ME SAY I INTEND TO BE THE "EDUCATION PRESIDENT." [Now, I've heard some people say in response: "THAT'S NOT ENOUGH." THEY SEEM TO BE SAYING THAT THE PRESIDENT NEEDS TO CONCERN HIMSELF WITH THE LARGER ISSUES -- AND THAT EDUCATION DOESN'T QUALIFY.]

LET ME SAY NOW: I CAN'T THINK OF ANY ISSUE THAT IS LARGER -- OR MORE FAR-RANGING IN ITS IMPACT THAN THE EDUCATION OF OUR YOUTH.

THINK ABOUT THE GREAT ISSUES OF THE DAY. DO WE WANT TO TALK ABOUT AMERICA'S PLACE IN THE WORLD? THEN WE'D BETTER THINK ABOUT EDUCATION. DO WE WANT TO TALK ABOUT COMPETITIVENESS, AND HOW WE CAN IMPROVE IT? AGAIN, WE'D BETTER THINK ABOUT EDUCATION. ABOUT PRODUCTIVITY, AND HOW TO KEEP IT ON THE INCREASE? AGAIN, EDUCATION.

IT'S A MATTER OF OUR HORIZONS -- OUR ABILITY TO SEE HOW WE CAN MEET AND MASTER THE CHALLENGES WE FACE, NOW AND IN THE FUTURE. PLANNING FOR TODAY -- SIMPLY TO GET TO TOMORROW -- IS A GUARANTEE FOR STOP-GAP SOLUTIONS.

**EDUCATION IS LONG-RANGE PLANNING AT ITS BEST. IT'S A SOLUTION FOR THE NEXT CENTURY -- FOR PROBLEMS WE HAVEN'T EVEN BEGUN TO RECOGNIZE.**

**IN ELEVEN SHORT YEARS, WE'LL STAND ON THE THRESHOLD OF A NEW CENTURY. WE KNOW NOW THAT THE WORLD IS IN THE MIDST OF A TECHNOLOGICAL REVOLUTION. WE CAN SEE THE PACE OF CHANGE -- ALWAYS ACCELERATING.**

**WHAT WILL OUR WORLD LOOK LIKE IN THE CENTURY AHEAD? WHO WILL LEAD AMERICA A GENERATION FROM NOW?**

**WHO WILL HOLD THE TOP POSITIONS IN GOVERNMENT AND IN THE PRIVATE SECTOR? WHO WILL BE THE NEW PIONEERS IN THE FIELDS OF MEDICINE, SCIENCE, AND ENGINEERING? WHO WILL DISPLAY THE CREATIVE GENIUS THAT WILL CHALLENGE, EXCITE AND INSPIRE US?**

**WE DON'T KNOW THEIR NAMES. BUT I CAN TELL YOU WHERE TO FIND THEM:**

**FROM 8 A.M. TO 3 P.M. EVERY DAY IN OUR SCHOOLS.**

LOOK FOR THE FIFTH GRADER, WHO FORTY YEARS FROM NOW WILL FIND HIM OR HERSELF IN THE POSITION YOU ARE IN TODAY. LOOK FOR THE FIVE-YEAR-OLD, WHOSE CURIOSITY ABOUT EVERYTHING IS THE FIRST SIGN OF A BUDDING SCIENTIFIC MIND. LOOK INTO CLASSROOMS ACROSS THIS COUNTRY TODAY, WHERE THE SPARK OF INTEREST KINDLES A LIFE-LONG INVOLVEMENT IN EXPLORING, IN EXPANDING, AND ADVANCING OUR KNOWLEDGE.

SO LET'S NOT MAKE THE MISTAKE OF ~~SAYING~~  
~~EDUCATION IS A MINOR MATTER~~ ON OUR NATIONAL AGENDA.

*underestimating education's importance*

WHEN IT COMES TO OUR NATION'S FUTURE, EDUCATION IS THE KEY. IT'S THE BEST INVESTMENT WE CAN MAKE.

NOW, WE'VE ALL SEEN THE STUDIES THAT SHOW AMERICAN STUDENTS TRAILING THOSE OF OTHER NATIONS IN SCIENCE AND MATH SKILLS. WE'VE ALL READ THE STORIES ABOUT KIDS WHO CAN'T FIND AMERICA ON A MAP. WE ALL KNOW THE DROP-OUT RATE IS ~~TOO~~ HIGH, <sup>*abysmally especially among minorities*</sup> AND THE LEVEL OF LITERACY TOO LOW. WE KNOW THAT WE MUST DO MORE TO OPEN THE DOOR TO ADVANCEMENT FOR OUR DISADVANTAGED YOUTH, BY PROVIDING THEM THE EDUCATIONAL OPPORTUNITIES THEY DESERVE.

THE ANSWER ISN'T TO WRING OUR HANDS. WE NEED TO ROLL UP OUR SLEEVES, AND TAKE AN ACTIVE PART IN MAKING OUR SCHOOLS BETTER.

AND THAT REQUIRES A TRULY COOPERATIVE EFFORT -- INVOLVING ALL LEVELS OF GOVERNMENT, THE PUBLIC AND THE PRIVATE SECTOR. IN OUR FEDERAL SYSTEM, EDUCATION IS A SHARED RESPONSIBILITY.

*Federal policy must never crowd out local control - all have a role to play.*

WHILE THE PRIMARY RESPONSIBILITY RESTS WITH THE STATES AND LOCAL SCHOOL SYSTEMS, THE FEDERAL GOVERNMENT CAN STILL SERVE AS A CATALYST FOR CHANGE -- FOR FRESH THINKING ABOUT HOW TO BUILD THE BEST POSSIBLE EDUCATION SYSTEM.

I'VE BUILT INTO MY BUDGET A NUMBER OF EDUCATION INITIATIVES I BELIEVE CAN ENHANCE THE QUALITY OF OUR SCHOOLS. I'LL MENTION FOUR HERE TODAY.

FIRST, WE MUST RECOGNIZE EXCELLENCE, AND WE MUST REWARD IT -- WHEREVER IT IS FOUND.

*↳ excellence breeds excellence*

THAT'S WHY I'VE PROPOSED A \$500 MILLION DOLLAR "MERIT SCHOOL" PROGRAM, AND A PRESIDENTIAL AWARD FOR EXCELLENCE IN EDUCATION FOR OUR BEST TEACHERS.

SECOND, WE MUST STRENGTHEN SCIENTIFIC EDUCATION. MY BUDGET INCLUDES AN INITIATIVE CALLED THE NATIONAL SCIENCE SCHOLARSHIP PROGRAM. EACH YEAR BEGINNING IN 1990, A TOTAL OF 570 AMERICAN HIGH SCHOOL SENIORS -- AT LEAST ONE FROM EVERY CONGRESSIONAL DISTRICT ACROSS THE COUNTRY -- WILL RECEIVE UP TO \$10,000 A YEAR IN SCHOLARSHIPS TO THE COLLEGE OF THEIR CHOICE, RENEWABLE FOR FOUR YEARS.

THIRD, WE NEED TO REMOVE THE BARRIERS THAT CAN KEEP TALENTED TEACHERS OUT OF THE CLASSROOM. THINK OF THE KNOWLEDGE ASSEMBLED IN THIS HALL HERE TODAY -- THE BUSINESS ACUMEN, THE HANDS-ON ECONOMIC EXPERIENCE YOU ALL POSSESS. JUNIOR ACHIEVEMENT MAKES IT POSSIBLE FOR YOU TO PASS THAT ON TO OUR SCHOOL CHILDREN. BUT WHAT ABOUT PEOPLE WITH SIMILAR SKILLS AND KNOWLEDGE, WHOSE ENTRY INTO TEACHING AS A PROFESSION IS BARRED BY CERTIFICATION REQUIREMENTS THEY DON'T MEET?

*Many in this room - the brightest here - could not meet these requirements.*

*I'm not saying you don't need some education courses*

19

TEACHERS-BY-TRAINING AREN'T THE ONLY ONES WHO CAN TEACH. I URGE STATE AND LOCAL SCHOOL SYSTEMS TO TAKE A LOOK AT THEIR CERTIFICATION SYSTEMS, AND MAKE SURE WE OPEN OUR SCHOOLS TO THOSE WITH A LIFETIME OF EXPERIENCE OUTSIDE THE CLASSROOM, WHO ARE READY AND WILLING TO SHARE WHAT THEY KNOW WITH OUR YOUNG PEOPLE. *→ went to volunteer at community college in Odessa*

FOURTH, WE MUST USE COMPETITION TO SPUR EXCELLENCE IN EDUCATION.

*think only, as Lincoln said*

20

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 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 WE'RE ALL LOOKING FOR.

*It's a good idea. Choice for parents works.*

AMERICA IS WELL POSITIONED TO REMAIN PRODUCTIVE AND COMPETITIVE IN THE WORLD MARKETPLACE. OUR STRONG SUIT IS OUR ABUNDANT SUPPLY OF THE MOST INEXHAUSTIBLE RESOURCE ON THE PLANET: HUMAN INGENUITY -- AND, OF COURSE, A SYSTEM THAT GIVES THAT INGENUITY FREE REIN.

WE HAVE THE RAW MATERIALS. WE HAVE THE OPPORTUNITY. WHAT WE NEED IS A RENEWED SENSE OF RESOLVE -- A COMMITMENT TO SHAPE OUR FUTURE BY PREPARING TODAY THE CHILDREN WHO WILL LEAD US IN THE 21ST CENTURY.

THANK YOU.

*lift their rights and give them opportunity*

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**LET ME SAY NOW: I CAN'T THINK OF ANY ISSUE THAT IS LARGER -- OR MORE FAR-RANGING IN ITS IMPACT THAN THE EDUCATION OF OUR YOUTH.**

**THINK ABOUT THE GREAT ISSUES OF THE DAY. DO WE WANT TO TALK ABOUT AMERICA'S PLACE IN THE WORLD? THEN WE'D BETTER THINK ABOUT EDUCATION. DO WE WANT TO TALK ABOUT COMPETITIVENESS, AND HOW WE CAN IMPROVE IT? AGAIN, WE'D BETTER THINK ABOUT EDUCATION. ABOUT PRODUCTIVITY, AND HOW TO KEEP IT ON THE INCREASE? AGAIN, EDUCATION.**

**IT'S A MATTER OF OUR HORIZONS -- OUR ABILITY TO SEE HOW WE CAN MEET AND MASTER THE CHALLENGES WE FACE, NOW AND IN THE FUTURE. PLANNING FOR TODAY -- SIMPLY TO GET TO TOMORROW -- IS A GUARANTEE FOR STOP-GAP SOLUTIONS.**

**EDUCATION IS LONG-RANGE PLANNING AT ITS BEST. IT'S A SOLUTION FOR THE NEXT CENTURY -- FOR PROBLEMS WE HAVEN'T EVEN BEGUN TO RECOGNIZE.**

**IN ELEVEN SHORT YEARS, WE'LL STAND ON THE THRESHOLD OF A NEW CENTURY. WE KNOW NOW THAT THE WORLD IS IN THE MIDST OF A TECHNOLOGICAL REVOLUTION. WE CAN SEE THE PACE OF CHANGE -- ALWAYS ACCELERATING.**

**WHAT WILL OUR WORLD LOOK LIKE IN THE CENTURY AHEAD? WHO WILL LEAD AMERICA A GENERATION FROM NOW?**

**WHO WILL HOLD THE TOP POSITIONS IN GOVERNMENT AND IN THE PRIVATE SECTOR? WHO WILL BE THE NEW PIONEERS IN THE FIELDS OF MEDICINE, SCIENCE, AND ENGINEERING? WHO WILL DISPLAY THE CREATIVE GENIUS THAT WILL CHALLENGE, EXCITE AND INSPIRE US?**

**WE DON'T KNOW THEIR NAMES. BUT I CAN TELL YOU WHERE TO FIND THEM:**

**FROM 8 A.M. TO 3 P.M. EVERY DAY IN OUR SCHOOLS.**

LOOK FOR THE FIFTH GRADER, WHO FORTY YEARS FROM NOW WILL FIND HIM OR HERSELF IN THE POSITION YOU ARE IN TODAY. LOOK FOR THE FIVE-YEAR-OLD, WHOSE CURIOSITY ABOUT EVERYTHING IS THE FIRST SIGN OF A BUDDING SCIENTIFIC MIND. LOOK INTO CLASSROOMS ACROSS THIS COUNTRY TODAY, WHERE THE SPARK OF INTEREST KINDLES A LIFE-LONG INVOLVEMENT IN EXPLORING, IN EXPANDING, AND ADVANCING OUR KNOWLEDGE.

SO LET'S NOT MAKE THE MISTAKE OF SAYING EDUCATION IS A MINOR MATTER ON OUR NATIONAL AGENDA.

WHEN IT COMES TO OUR NATION'S FUTURE, EDUCATION IS THE KEY. IT'S THE BEST INVESTMENT WE CAN MAKE.

NOW, WE'VE ALL SEEN THE STUDIES THAT SHOW AMERICAN STUDENTS TRAILING THOSE OF OTHER NATIONS IN SCIENCE AND MATH SKILLS. WE'VE ALL READ THE STORIES ABOUT KIDS WHO CAN'T FIND AMERICA ON A MAP. WE ALL KNOW THE DROP-OUT RATE IS TOO HIGH, AND THE LEVEL OF LITERACY TOO LOW. WE KNOW THAT WE MUST DO MORE TO OPEN THE DOOR TO ADVANCEMENT FOR OUR DISADVANTAGED YOUTH, BY PROVIDING THEM THE EDUCATIONAL OPPORTUNITIES THEY DESERVE.

**THE ANSWER ISN'T TO WRING OUR HANDS. WE NEED TO ROLL UP OUR SLEEVES, AND TAKE AN ACTIVE PART IN MAKING OUR SCHOOLS BETTER.**

**AND THAT REQUIRES A TRULY COOPERATIVE EFFORT -- INVOLVING ALL LEVELS OF GOVERNMENT, THE PUBLIC AND THE PRIVATE SECTOR. IN OUR FEDERAL SYSTEM, EDUCATION IS A SHARED RESPONSIBILITY.**

**WHILE THE PRIMARY RESPONSIBILITY RESTS WITH THE STATES AND LOCAL SCHOOL SYSTEMS, THE FEDERAL GOVERNMENT CAN STILL SERVE AS A CATALYST FOR CHANGE -- FOR FRESH THINKING ABOUT HOW TO BUILD THE BEST POSSIBLE EDUCATION SYSTEM.**

**I'VE BUILT INTO MY BUDGET A NUMBER OF EDUCATION INITIATIVES I BELIEVE CAN ENHANCE THE QUALITY OF OUR SCHOOLS. I'LL MENTION FOUR HERE TODAY.**

**FIRST, WE MUST RECOGNIZE EXCELLENCE, AND WE MUST REWARD IT -- WHEREVER IT IS FOUND.**

THAT'S WHY I'VE PROPOSED A \$500 MILLION DOLLAR "MERIT SCHOOL" PROGRAM, AND A PRESIDENTIAL AWARD FOR EXCELLENCE IN EDUCATION FOR OUR BEST TEACHERS.

SECOND, WE MUST STRENGTHEN SCIENTIFIC EDUCATION. MY BUDGET INCLUDES AN INITIATIVE CALLED THE NATIONAL SCIENCE SCHOLARSHIP PROGRAM. EACH YEAR BEGINNING IN 1990, A TOTAL OF 570 AMERICAN HIGH SCHOOL SENIORS -- AT LEAST ONE FROM EVERY CONGRESSIONAL DISTRICT ACROSS THE COUNTRY -- WILL RECEIVE UP TO \$10,000 A YEAR IN SCHOLARSHIPS TO THE COLLEGE OF THEIR CHOICE, RENEWABLE FOR FOUR YEARS.

THIRD, WE NEED TO REMOVE THE BARRIERS THAT CAN KEEP TALENTED TEACHERS OUT OF THE CLASSROOM. THINK OF THE KNOWLEDGE ASSEMBLED IN THIS HALL HERE TODAY -- THE BUSINESS ACUMEN, THE HANDS-ON ECONOMIC EXPERIENCE YOU ALL POSSESS. JUNIOR ACHIEVEMENT MAKES IT POSSIBLE FOR YOU TO PASS THAT ON TO OUR SCHOOL CHILDREN. BUT WHAT ABOUT PEOPLE WITH SIMILAR SKILLS AND KNOWLEDGE, WHOSE ENTRY INTO TEACHING AS A PROFESSION IS BARRED BY CERTIFICATION REQUIREMENTS THEY DON'T MEET?

TEACHERS-BY-TRAINING AREN'T THE ONLY ONES WHO CAN TEACH. I URGE STATE AND LOCAL SCHOOL SYSTEMS TO TAKE A LOOK AT THEIR CERTIFICATION SYSTEMS, AND MAKE SURE WE OPEN OUR SCHOOLS TO THOSE WITH A LIFETIME OF EXPERIENCE OUTSIDE THE CLASSROOM, WHO ARE READY AND WILLING TO SHARE WHAT THEY KNOW WITH OUR YOUNG PEOPLE.

FOURTH, WE MUST USE COMPETITION TO SPUR EXCELLENCE IN EDUCATION.

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 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 WE'RE ALL LOOKING FOR.

AMERICA IS WELL POSITIONED TO REMAIN PRODUCTIVE AND COMPETITIVE IN THE WORLD MARKETPLACE. OUR STRONG SUIT IS OUR ABUNDANT SUPPLY OF THE MOST INEXHAUSTIBLE RESOURCE ON THE PLANET: HUMAN INGENUITY -- AND, OF COURSE, A SYSTEM THAT GIVES THAT INGENUITY FREE REIN.

WE HAVE THE RAW MATERIALS. WE HAVE THE OPPORTUNITY. WHAT WE NEED IS A RENEWED SENSE OF RESOLVE -- A COMMITMENT TO SHAPE OUR FUTURE BY PREPARING TODAY THE CHILDREN WHO WILL LEAD US IN THE 21ST CENTURY.

THANK YOU.

MASTER I

015334SS

Document No. \_\_\_\_\_

**WHITE HOUSE STAFFING MEMORANDUM**

DATE: 3/9/89 ACTION/CONCURRENCE/COMMENT DUE BY: 3/10/89 NOON

SUBJECT: PRESIDENTIAL REMARKS: JUNIOR ACHIEVEMENT NATIONAL BUSINESS LEADERSHIP CONFERENCE

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>MCCLURE</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>NEWMAN</b> - "ok" no comments	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>SCOWCROFT</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>PORTER</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>DARMAN</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>STUDDERT</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>BATES</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>UNTERMAYER</b>	<input type="checkbox"/>	<input type="checkbox"/>
BREEDEN	<input type="checkbox"/>	<input type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>PINKERTON</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>DEMAREST</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
<b>GRAY</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS: Please forward any comments to Chriss Winston, Rm. 122, x2930, by noon, Friday, March 10, 1989, with an info copy to my office. Thank you.

RESPONSE:

James W. Cicconi  
Assistant to the President  
and Deputy to the Chief of Staff  
Ext. 2702

1989 MAR -9 PM 4:06

(McGroarty/Martin)

March 9, 1989

3:00pm #2

dan/ADL-JA

PRESIDENTIAL REMARKS: JUNIOR ACHIEVEMENT NATIONAL BUSINESS  
LEADERSHIP CONFERENCE  
COLORADO SPRINGS, COLORADO  
MARCH 16, 1989

Thank you, Lod, for your kind words. As you know, I've been an admirer of Junior Achievement and all it's done to advance economics education for many years. And from what I see, Lod Cook has taken what was already a strong program and made it that much better.

While all of you here tonight share in this success, I want especially to commend Jim Hayes of Fortune magazine. Jim, I know you and a number of your staff have been actively involved in Junior Achievement's "Project Business," taking your skills and talents into classrooms throughout New York City. The work your

doing with those junior high students is opening their eyes to a whole new world.

Junior Achievement is a phenomenally successful enterprise by any measure. The numbers alone tell the story: you reach 1,115,000 children each year, from fourth through twelfth grade, in 1100 communities across the nation.

I've spoken many times about the thousand points of light, the dedicated and diverse volunteer organizations that contribute so much to American life. I've taken some ribbing about just what that means -- but those of you involved in Junior Achievement know exactly what I'm talking about. In fact, Lod tells me that a thousand points of light doesn't begin to describe your efforts -- and that the 100,000 men and women involved in Junior Achievement is a super-nova of volunteers.

Lod, maybe I can clear up the confusion. Let's agree that the volunteer ethic is the North Star. As long as that sense of service guides us, we'll be a strong, self-reliant people, as ready to help each other as we are to help ourselves.

Yes ref.

Tonight, I want to talk about education, the issue at the heart of Junior Achievement's mission.

new Q:

Our young people especially can bring energy and enthusiasm to the volunteer effort. That's the idea behind YES - Youth Enthusiasm

First, a word about the lessons in "applied economics" that are the hallmark of Junior Achievement. In your hands, economics is anything but ~~as some call~~ "the dismal science." <sup>creative</sup> You give economics life -- and you give our young people a real understanding of the stake we all have in economic enterprise. <sup>(as some have called it.)</sup>

I know what it means to build a business. I know the risk... The worries late at night... The responsibilities you feel for the employees that are in it with you. I don't need to tell all of you it's something you never forget.

I also know the feeling that comes with success -- the pride, the exhilaration you feel when your business is up on its feet, and running. The feeling you get when you take an idea -- something that exists only in your mind -- and turn it into something real, a common enterprise that meets the test of the marketplace, that carves out a place in the larger economy.

All of you here today are helping young people experience that same sense of accomplishment through their involvement with Junior Achievement. You are awakening the entrepreneurial spirit of a new generation.

All of you have heard me say I intend to be the "Education President." Now, I've heard some people say in response: "that's not enough." They seem to be saying that the President

needs to concern himself with the larger issues -- and that education doesn't qualify.

Let me say now: I can't think of any issue that is larger -- or more far-ranging in its impact than the education of our youth.

Think about the great issues of the day. Do we want to talk about America's place in the world? Then we'd better think about education. Do we want to talk about competitiveness, and how we can improve it? Again, we'd better think about education. About productivity, and how to keep it on the increase? Again, education.

It's a matter of our horizons -- our ability to see how we can meet and master the challenges we face, now and in the future. Planning for today -- simply to get to tomorrow -- is a guarantee for stop-gap solutions.

Education is long-range planning at its best. It's a solution for the next century -- for problems we haven't even begun to recognize.

In eleven short years, we'll stand on the threshold of a new century. We know now that the world is in the midst of a

technological revolution. We can see the pace of change -- always accelerating.

What will our world look like in the century ahead? Who will lead America a generation from now? Who will hold the top positions in government and in the private sector? Who will be the new pioneers in the fields of medicine, science, and engineering? Who will display the creative genius that will challenge, excite and inspire us?

We don't know their names. But I can tell you where to find them:

From 8 a.m. to 3 p.m. every day in our schools.

Look for the fifth grader, who forty years from now will find him or herself in the position you are in today. Look for the five-year-old, whose curiosity about everything is the first sign of a budding scientific mind. Look into classrooms across this country today, where the spark of interest kindles a life-long involvement in exploring, in expanding, and advancing our knowledge.

So let's not make the mistake of saying education is a minor matter on our national agenda.

*file*

When it comes to our nation's future, education is the key. *(D)*  
It's the best investment we can make.

Now, we've all seen the studies that show American students trailing those of other nations in science and math skills. We've all read the stories about kids who can't find America on a map. We all know the drop-out rate is too high, and the level of literacy too low. We know that we must do more to open the door to advancement for our disadvantaged youth, by providing them the educational opportunities they deserve.

The answer isn't to wring our hands. We need to roll up our sleeves, and take an active part in making our schools better.

And that requires a truly cooperative effort -- involving all levels of government, the public and the private sector. In our federal system, education is a shared responsibility. While the primary responsibility rests with the states and local school systems, the federal government can still serve as a catalyst for change -- for fresh thinking about how to build the best possible education system.

I've built into my budget a number of education initiatives I believe can enhance the quality of our schools. I'll mention four here today.

o First, we must recognize excellence, and we must reward it -- wherever it is found. That's why I've proposed a \$500 million dollar "merit school" program, and a Presidential Award for Excellence in Education for our best teachers.

o Second, we must strengthen scientific education. My budget includes an initiative called the National Science Scholarship program. Each year beginning in 1990, a total of 570 American high school seniors -- at least one from every Congressional district across the country -- will receive up to \$10,000 ~~dollar~~ a year <sup>m</sup>scholarships to the college of their choice, renewable for four years.

o Third, we need to remove the barriers that can keep talented teachers out of the classroom. Think of the knowledge assembled in this hall here today -- the business acumen, the hands-on economic experience you all possess. Junior Achievement makes it possible for you to pass that on to our school children. But what about people with similar skills and knowledge, whose entry into teaching as a profession is barred by certification requirements they don't meet?

Teachers-by-training aren't the only ones who can teach. I urge state and local school systems to take a look at their certification systems, and make sure we open our schools to those

with a lifetime of experience outside the classroom, who are ready and willing to share what they know with our young people.

o Fourth, we must use competition to spur excellence in education. I support the use of "Magnet Schools" to introduce an element of choice into education -- and I've requested \$100 million ~~dollars~~ to help with the start-up costs of new magnet schools.

We all know 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 we're all looking for.

America is well positioned to remain productive and competitive in the world marketplace. Our strong suit is our abundant supply of the most inexhaustible resource on the planet: human ingenuity -- and, of course, a system that gives that ingenuity free reign.

We have the raw materials. We have the opportunity. What we need is a renewed sense of resolve -- a commitment to shape our future by preparing today the children who will lead us in the 21st Century.

Thank you.

MASTER II

Document No. 015334SS

**WHITE HOUSE STAFFING MEMORANDUM**

DATE: 3/13/89 ACTION/CONCURRENCE/COMMENT DUE BY: -----

SUBJECT: PRESIDENTIAL REMARKS: JUNIOR ACHIEVEMENT NATIONAL BUSINESS LEADERSHIP CONFERENCE

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PORTER	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DARMAN	<input type="checkbox"/>	<input checked="" type="checkbox"/>	STUDDERT	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BATES	<input type="checkbox"/>	<input checked="" type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
BREEDEN	<input type="checkbox"/>	<input type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PETERSMEYER	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
GRAY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

The attached has been forwarded to the President.

RESPONSE:

James W. Cicconi  
Assistant to the President  
and Deputy to the Chief of Staff  
Ext. 2702

1989 MAR 10 PM 7:42

(McGroarty/Martin)

March 10, 1989

7:00pm #3

dan/ADL-JA

PRESIDENTIAL REMARKS: JUNIOR ACHIEVEMENT NATIONAL BUSINESS  
LEADERSHIP CONFERENCE  
COLORADO SPRINGS, COLORADO  
MARCH 16, 1989

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what that means -- but those of you involved in Junior Achievement know exactly what I'm talking about. In fact, Lod tells me that a thousand points of light doesn't begin to describe your efforts -- and that the 100,000 men and women involved in Junior Achievement is a super-nova of volunteers.

Lod, maybe I can clear up the confusion. Let's agree that the volunteer ethic is the North Star. As long as that sense of service guides us, we'll be a strong, self-reliant people, as ready to help each other as we are to help ourselves.

Our young people especially can bring energy and enthusiasm to the volunteer effort. That's the idea behind the initiative I call YES -- Youth Entering Service.

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We have the raw materials. We have the opportunity. What we need is a renewed sense of resolve -- a commitment to shape our future by preparing today the children who will lead us in the 21st Century.

Thank you.

Good Length

① I'd like to have some humor up front and in middle

② maybe some anecdotes - maybe a humorous letter from a 5<sup>th</sup> grader with to Pres. (ask correspondence)

(McGroarty/Martin)  
March 10, 1989  
7:00pm #3  
dan/ADL-JA

PRESIDENTIAL REMARKS: JUNIOR ACHIEVEMENT NATIONAL BUSINESS LEADERSHIP CONFERENCE  
COLORADO SPRINGS, COLORADO  
MARCH 16, 1989

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SUBJECT: PRESIDENTIAL REMARKS: JUNIOR ACHIEVEMENT NATIONAL BUSINESS LEADERSHIP CONFERENCE

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	STUDDERT	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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BREEDEN	<input type="checkbox"/>	<input type="checkbox"/>	<u>ROGERS</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>PINKERTON</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
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REMARKS: Please forward any comments to Chriss Winston, Rm. 122, x2930, by noon, Friday, March 10, 1989, with an info copy to my office. Thank you.

*OK*

RESPONSE:

James W. Cicconi  
Assistant to the President  
and Deputy to the Chief of Staff  
Ext. 2702

1989 MAR -9 PM 4:06

(McGroarty/Martin)

March 9, 1989

3:00pm #2

dan/ADL-JA

PRESIDENTIAL REMARKS: JUNIOR ACHIEVEMENT NATIONAL BUSINESS  
LEADERSHIP CONFERENCE  
COLORADO SPRINGS, COLORADO  
MARCH 16, 1989

Thank you, Lod, for your kind words. As you know, I've been an admirer of Junior Achievement and all it's done to advance economics education for many years. And from what I see, Lod Cook has taken what was already a strong program and made it that much better.

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doing with those junior high students is opening their eyes to a whole new world.

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Lod, maybe I can clear up the confusion. Let's agree that the volunteer ethic is the North Star. As long as that sense of service guides us, we'll be a strong, self-reliant people, as ready to help each other as we are to help ourselves.

Tonight, I want to talk about education, the issue at the heart of Junior Achievement's mission.

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I know what it means to build a business. I know the risk... The worries late at night... The responsibilities you feel for the employees that are in it with you. I don't need to tell all of you it's something you never forget.

I also know the feeling that comes with success -- the pride, the exhilaration you feel when your business is up on its feet, and running. The feeling you get when you take an idea -- something that exists only in your mind -- and turn it into something real, a common enterprise that meets the test of the marketplace, that carves out a place in the larger economy.

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needs to concern himself with the larger issues -- and that education doesn't qualify.

Let me say now: I can't think of any issue that is larger -- or more far-ranging in its impact than the education of our youth.

Think about the great issues of the day. Do we want to talk about America's place in the world? Then we'd better think about education. Do we want to talk about competitiveness, and how we can improve it? Again, we'd better think about education. About productivity, and how to keep it on the increase? Again, education.

It's a matter of our horizons -- our ability to see how we can meet and master the challenges we face, now and in the future. Planning for today -- simply to get to tomorrow -- is a guarantee for stop-gap solutions.

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technological revolution. We can see the pace of change -- always accelerating.

What will our world look like in the century ahead? Who will lead America a generation from now? Who will hold the top positions in government and in the private sector? Who will be the new pioneers in the fields of medicine, science, and engineering? Who will display the creative genius that will challenge, excite and inspire us?

We don't know their names. But I can tell you where to find them:

From 8 a.m. to 3 p.m. every day in our schools.

Look for the fifth grader, who forty years from now will find him or herself in the position you are in today. Look for the five year old, whose curiosity about everything is the first sign of a budding scientific mind. Look into classrooms across this country today, where the spark of interest kindles a life-long involvement in exploring, in expanding, and advancing our knowledge.

So let's not make the mistake of saying education is a minor matter on our national agenda.

When it comes to our nation's future, education is the key. It's the best investment we can make.

Now, we've all seen the studies that show American students trailing those of other nations in science and math skills. We've all read the stories about kids who can't find America on a map. We all know the drop-out rate is too high, and the level of literacy too low. We know that we must do more to open the door to advancement for our disadvantaged youth, by providing them the educational opportunities they deserve.

The answer isn't to wring our hands. We need to roll up our sleeves, and take an active part in making our schools better.

And that requires a truly cooperative effort -- involving all levels of government, the public and the private sector. In our federal system, education is a shared responsibility. While the primary responsibility rests with the states and local school systems, the federal government can still serve as a catalyst for change -- for fresh thinking about how to build the best possible education system.

I've built into my budget a number of education initiatives I believe can enhance the quality of our schools. I'll mention four here today.

o First, we must recognize excellence, and we must reward it -- wherever it is found. That's why I've proposed a \$500 million dollar "merit school" program, and a Presidential Award for Excellence in Education for our best teachers.

o Second, we must strengthen scientific education. My budget includes an initiative called the National Science Scholarship program. Each year beginning in 1990, a total of 570 American high school seniors -- at least one from every Congressional district across the country -- will receive up to \$10,000 dollar a year scholarships to the college of their choice, renewable for four years.

o Third, we need to remove the barriers that can keep talented teachers out of the classroom. Think of the knowledge assembled in this hall here today -- the business acumen, the hands-on economic experience you all possess. Junior Achievement makes it possible for you to pass that on to our school children. But what about people with similar skills and knowledge, whose entry into teaching as a profession is barred by certification requirements they don't meet?

Teachers-by-training aren't the only ones who can teach. I urge state and local school systems to take a look at their certification systems, and make sure we open our schools to those

with a lifetime of experience outside the classroom, who are ready and willing to share what they know with our young people.

o Fourth, we must use competition to spur excellence in education. I support the use of "Magnet Schools" to introduce an element of choice into education -- and I've requested \$100 million dollars to help with the start-up costs of new magnet schools.

We all know 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 we're all looking for.

America is well positioned to remain productive and competitive in the world marketplace. Our strong suit is our abundant supply of the most inexhaustible resource on the planet: human ingenuity -- and, of course, a system that gives that ingenuity free reign.

We have the raw materials. We have the opportunity. What we need is a renewed sense of resolve -- a commitment to shape our future by preparing today the children who will lead us in the 21st Century.

Thank you.

THE WHITE HOUSE

WASHINGTON

March 10, 1989

Memorandum to Chriss Winston

From: Roger B. Porter  
James P. Pinkerton

Re: Comments on Junior Achievement, B'nai B'rith,  
Derwinski, Attorneys General, Insurance Agents  
drafts

A general comment on the drafts: If we are serious about our message of "Building a Better America," then we should state our message. We can't count on anyone else to carry our line if we won't do it ourselves. Ideally, all these speeches should include the phrase "Building A Better America."

Junior Achievement

Overall, a good speech. But the pitch for the President's program doesn't kick in until p.7. Again, there's no effort to ask these people -- renowned for their pep and enthusiasm -- for their help. We need a more imperative voice. The phrase "Building A Better America" should be included since it's our overall theme.

p.2, para. 4: Since this is the paragraph on voluntarism, we suggest including a specific reference to YES.

p.3, para. 1: "In your hands, economics is anything but as some call 'the dismal science.'" Change to: "In your creative hands, economics is anything but the 'dismal science' that some have called it."

p.8, para. 4: "...a system that gives ingenuity free reign" -- "reign" should be "rein." Obviously nobody in the audience will notice, but a reader will.

B'nai B'rith

p.2, para. 4: We must be careful about over-using the words "tolerance" and "intolerance." We used the phrase "intolerance" in the DEA speech and we have spoken repeatedly of "Zero Tolerance." We're tying many meanings and inferences around "tolerance."

When you overload a word with too many messages you sometimes wind up in trouble, as in the President's fumble over the phrase "anti-bigotry, anti-racism, and anti-semitism" in the campaign. We would draw the line right here and turn this negative-sounding sentence into a positive, e.g. "This nation must stand for tolerance, pluralism, and a healthy respect for the rights of all minorities."

Derwinski

p.1, para. 3: Change "bronzed giant," which sounds like a cross between Nietzsche and George Hamilton, to "Jefferson commands our respect: a bronze giant..."

p.2, para. 2: "...is now cast for the ages in bronze." We'd delete "in bronze" at the end of this sentence if we use "bronze giant" above.

p.2, para. 4: "a somber salute to those who fell, and all who answered the call to duty." We would add "to" after the "and." The sentence should now read "and to all who answered the call...."

P. 3, para. 2: "speeches and stone" sounds somewhat cold. We suggest a change to "speeches and statuary," which sounds more generous.

p.3, para. 3: This graf is a non-sequitur from the previous graf: we go from talking about how speeches and stone/statuary are an inadequate repayment, to this paragraph which starts "But that doesn't free us of obligation."

You can't be freed of an obligation by an inadequate repayment. As we move from talking about past debts to current concerns we need a sentence that tracks the logic of what we're saying. I'd change to: "Our obligation is also to the living."

In the second sentence of this graf, the word "entrance" is misspelled.

p.7, para. 1: "...We will never again need to erect another monument to the casualties of war." Strictly speaking, we don't just erect monuments to the casualties of war.

We would change to "...erect another monument to the men and women who protect us and uphold our liberties." We need to demonstrate some sensitivity to the current composition of the armed forces. Note, for example, that the previous page uses the term "airman." This is fine, in view of the demographics of the armies of yesterday. But we need to demonstrate our understanding that times have changed. Thus, our preference for using "men and women" here.

Attorneys General

The President needs to throw a bipartisan bear-hug around these law enforcers based on a common commitment to a stern, no-nonsense struggle against drug abuse and environmental degradation. Thus, a phrase like "kindred spirits" in the third line, and a conclusion like "Let me now turn this party [emphasis added] over to Bill Reilly" evinces a lackadaisical tone unbecoming a President who is dead serious about winning the war on drugs.

p.1, para. 2: "Kindred spirits:" We prefer "fellow warriors" or "fellow soldiers" or something tougher and less convivial than "kindred spirits" in a speech on drugs and cleaning up the environment.

p.2, para. 4: Change "This government will" to the more emphatic "I will."

p.3, para. 1: Change "Bill Reilly will give you his thinking on the environment" to "Bill Reilly will outline in detail our agenda on the environment." If we agree on the need for a more martial overall tone, then we should consider a word like "strategy" in place of "agenda."

Similarly, in the following sentence of that paragraph, we'd change "You will certainly find him...to be an outstanding ally" to "You will certainly find him...to be an outstanding ally and a fellow warrior" or "and a fellow soldier in the struggle."

p.3, para. 2: This should read "turn your attention to and enlist your support for." The current "turn your attention -- and enlist your support -- on another pervasive problem" doesn't parse.

p.3, para. 5: "budget ... not ... d.o.a." -- We're asking for trouble with this complacent, back-patting phrase. We should stop citing an "achievement" that can be stripped away from us in an instant by some sharp-tongued Democrat. The whole graf should read as follows:

"The budget I presented to Congress last month is a realistic, fiscally responsible plan that identifies key priorities requiring our immediate attention. One of these priorities is combating the scourge of drugs. That's why I'm asking for an increase of \$1 billion for our anti-drug program. That's a 47 percent increase over 1988, for a total of \$6 billion."

p.4, para. 5: Instead of "Let me encourage you" etc., we would make it more imperative: "I ask you to study your drug enforcement programs. How can they help reduce demand for drugs? Less demand means more success in the war on drugs."

p.4, para. 6: We would make the first sentence more positive and ambitious: "Our financial resources may be limited but our resolve is unlimited." Then add: "With that limitless resolution, I know that we can inspire every child, teacher, and parent; every community group, religious institution, and tenant association; and every business and professional organization in this country. And then, united in common resolve, we will truly be invincible."

And then we suggest adding a Rooseveltian clincher:

"As I have said before, we have more will than wallet. However, the only limits on our will are those limits we place on ourselves."

Note that our rewrite version avoids the phrase "hearts and minds." Anyone who lived through Vietnam remembers the ironic and cynical connotation that phrase took on.

p.5, para. 4: Again, "Let me now turn this party over to Bill Reilly" is simply too light-hearted for this grim subject. In keeping with a more substantive tone, get the job done with simply "Let me now introduce."

### Insurance Agents

p. 2, para. 4: This allusory graf contributes nothing to the President's agenda. We think it should be deleted outright.

p.3, para. 3: It seems to us that we should follow this graf with p.4, para. 1 immediately instead of detouring into job creation.

p.4, para. 3: Here we are about to launch into selling our program -- but we don't mention it by name: Building A Better America.

We need a paragraph that establishes an umbrella theme for the speech -- something reminiscent of the following, taken from the 2/9 speech: "But I am presenting to you tonight a realistic plan for tackling [the budget deficit]. My plan has four broad features: Attention to urgent priorities, investment in the future, an attack on the deficit, and no new taxes."

p.8, para. 3: "Homelessness concerns a small proportion of Americans." We'd change to "Homelessness afflicts a small number of Americans but concerns all of us."

p.9, para. 1: "The environment -- once the domain of activists, it is becoming a top priority of pinstriped diplomats."


As is written here, "activists" appears to be pejorative. "Pinstriped" is also pejorative, the adjective of choice for critics of the State Department.

We would reverse the logic from pejorative to complementary and also omit "domain," which sounds both parochial and territorial. Instead, we suggest the President throw a bouquet to his fellow environmentalists: "Once the concern of a far-sighted few, it is now a top priority of my Administration, at home and abroad."

p.10, para. 3: "I've laid out my agenda for you." Change to "I've laid out my agenda for Building a Better America."

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**WHITE HOUSE STAFFING MEMORANDUM**DATE: 3/9/89 ACTION/CONCURRENCE/COMMENT DUE BY: 3/10/89 NOONSUBJECT: PRESIDENTIAL REMARKS: JUNIOR ACHIEVEMENT NATIONAL BUSINESS LEADERSHIP CONFERENCE

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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## RESPONSE:

March 10, 1989

TO: CHRISS WINSTON

NSC staff concurs, with a small modification.

  
 Brent Scowcroft

James W. Cicconi  
 Assistant to the President  
 and Deputy to the Chief of Staff  
 Ext. 2702

cc: James Cicconi

1989 MAR -9 PM 4:06

(McGroarty/Martin)

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Thank you.

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RESPONSE:

*No Comment.  
3/10/89  
D.Q. Bates.*

James W. Cicconi  
Assistant to the President  
and Deputy to the Chief of Staff

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We have the raw materials. We have the opportunity. What we need is a renewed sense of resolve -- a commitment to shape our future by preparing today the children who will lead us in the 21st Century.

Thank you.

# WHITE HOUSE STAFFING MEMORANDUM

DATE: 3/9/89 ACTION/CONCURRENCE/COMMENT DUE BY: 3/10/89 NOON

SUBJECT: PRESIDENTIAL REMARKS: JUNIOR ACHIEVEMENT NATIONAL BUSINESS LEADERSHIP CONFERENCE

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	STUDDERT	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

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*a few light lines would help*

RESPONSE:

*Longe - get funny!  
DA*

James W. Cicconi  
Assistant to the President  
and Deputy to the Chief of Staff  
Ext. 2702

1989 MAR -9 PM 4:06

(McGroarty/Martin)

March 9, 1989

3:00pm #2

dan/ADL-JA

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09 FEB 1989 04

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Assistant to the President  
and Deputy to the Chief of Staff  
Ext. 2702

1989 MAR -9 PM 4:06

(McGroarty/Martin)

March 9, 1989

3:00pm #2

dan/ADL-JA

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*Holker  
9/28*

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THE WHITE HOUSE

WASHINGTON

March 10, 1989

MEMORANDUM FOR CHRISS A. WINSTON  
DEPUTY ASSISTANT TO THE PRESIDENT  
FOR COMMUNICATIONS

FROM: MICHAEL J. ASTRUE   
ASSOCIATE COUNSEL TO THE PRESIDENT

SUBJECT: Presidential Remarks: Junior Achievement National  
Business Leadership Conference

Counsel's office has reviewed the above-referenced proposed Presidential remarks, and we have no legal objection to their delivery.

Thank you for submitting this matter for our review.

cc: James W. Cicconi

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Junior Achievement is a phenomenally successful enterprise by any measure. The numbers alone tell the story: you reach 1,115,000 children each year, from fourth through twelfth grade, in 1100 communities across the nation.

I've spoken many times about the thousand points of light, the dedicated and diverse volunteer organizations that contribute so much to American life. I've taken some ribbing about just what that means -- but those of you involved in Junior Achievement know exactly what I'm talking about. In fact, Lod tells me that a thousand points of light doesn't begin to describe your efforts -- and that the 100,000 men and women involved in Junior Achievement is a super-nova of volunteers.

Lod, maybe I can clear up the confusion. Let's agree that the volunteer ethic is the North Star. As long as that sense of service guides us, we'll be a strong, self-reliant people, as ready to help each other as we are to help ourselves.

Tonight, I want to talk about education, the issue at the heart of Junior Achievement's mission.

First, a word about the lessons in "applied economics" that are the hallmark of Junior Achievement. In your hands, economics is anything but as some call "the dismal science." You give economics life -- and you give our young people a real understanding of the stake we all have in economic enterprise.

I know what it means to build a business. I know the risk... The worries late at night... The responsibilities you feel for the employees that are in it with you. I don't need to tell all of you it's something you never forget.

I also know the feeling that comes with success -- the pride, the exhilaration you feel when your business is up on its feet, and running. The feeling you get when you take an idea -- something that exists only in your mind -- and turn it into something real, a common enterprise that meets the test of the marketplace, that carves out a place in the larger economy.

All of you here today are helping young people experience that same sense of accomplishment through their involvement with Junior Achievement. You are awakening the entrepreneurial spirit of a new generation.

All of you have heard me say I intend to be the "Education President." Now, I've heard some people say in response: "that's not enough." They seem to be saying that the President

needs to concern himself with the larger issues -- and that education doesn't qualify.

Let me say now: I can't think of any issue that is larger -- or more far-ranging in its impact than the education of our youth.

Think about the great issues of the day. Do we want to talk about America's place in the world? Then we'd better think about education. Do we want to talk about competitiveness, and how we can improve it? Again, we'd better think about education. About productivity, and how to keep it on the increase? Again, education.

It's a matter of our horizons -- our ability to see how we can meet and master the challenges we face, now and in the future. Planning for today -- simply to get to tomorrow -- is a guarantee for stop-gap solutions.

Education is long-range planning at its best. It's a solution for the next century -- for problems we haven't even begun to recognize.

In eleven short years, we'll stand on the threshold of a new century. We know now that the world is in the midst of a

technological revolution. We can see the pace of change -- always accelerating.

What will our world look like in the century ahead? Who will lead America a generation from now? Who will hold the top positions in government and in the private sector? Who will be the new pioneers in the fields of medicine, science, and engineering? Who will display the creative genius that will challenge, excite and inspire us?

We don't know their names. But I can tell you where to find them:

From 8 a.m. to 3 p.m. every day in our schools.

Look for the fifth grader, who forty years from now will find him or herself in the position you are in today. Look for the five year old, whose curiosity about everything is the first sign of a budding scientific mind. Look into classrooms across this country today, where the spark of interest kindles a life-long involvement in exploring, in expanding, and advancing our knowledge.

So let's not make the mistake of saying education is a minor matter on our national agenda.

When it comes to our nation's future, education is the key. It's the best investment we can make.

Now, we've all seen the studies that show American students trailing those of other nations in science and math skills. We've all read the stories about kids who can't find America on a map. We all know the drop-out rate is too high, and the level of literacy too low. We know that we must do more to open the door to advancement for our disadvantaged youth, by providing them the educational opportunities they deserve.

The answer isn't to wring our hands. We need to roll up our sleeves, and take an active part in making our schools better.

And that requires a truly cooperative effort -- involving all levels of government, the public and the private sector. In our federal system, education is a shared responsibility. While the primary responsibility rests with the states and local school systems, the federal government can still serve as a catalyst for change -- for fresh thinking about how to build the best possible education system.

I've built into my budget a number of education initiatives I believe can enhance the quality of our schools. I'll mention four here today.

o First, we must recognize excellence, and we must reward it -- wherever it is found. That's why I've proposed a \$500 million dollar "merit school" program, and a Presidential Award for Excellence in Education for our best teachers.

o Second, we must strengthen scientific education. My budget includes an initiative called the National Science Scholarship program. Each year beginning in 1990, a total of 570 American high school seniors -- at least one from every Congressional district across the country -- will receive up to \$10,000 dollar a year scholarships to the college of their choice, renewable for four years.

o Third, we need to remove the barriers that can keep talented teachers out of the classroom. Think of the knowledge assembled in this hall here today -- the business acumen, the hands-on economic experience you all possess. Junior Achievement makes it possible for you to pass that on to our school children. But what about people with similar skills and knowledge, whose entry into teaching as a profession is barred by certification requirements they don't meet?

Teachers-by-training aren't the only ones who can teach. I urge state and local school systems to take a look at their certification systems, and make sure we open our schools to those

with a lifetime of experience outside the classroom, who are ready and willing to share what they know with our young people.

o Fourth, we must use competition to spur excellence in education. I support the use of "Magnet Schools" to introduce an element of choice into education -- and I've requested \$100 million dollars to help with the start-up costs of new magnet schools.

We all know 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 we're all looking for.

America is well positioned to remain productive and competitive in the world marketplace. Our strong suit is our abundant supply of the most inexhaustible resource on the planet: human ingenuity -- and, of course, a system that gives that ingenuity free reign.

We have the raw materials. We have the opportunity. What we need is a renewed sense of resolve -- a commitment to shape our future by preparing today the children who will lead us in the 21st Century.

Thank you.