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Folder Title:
Education Reform, 4/13/89 [2]

Stack:	Row:	Section:	Shelf:	Position:
G	25	6	2	2

FINAL

REMARKS: EDUCATION REFORM
 THURSDAY, APRIL 13, 1989
 UNION, NEW JERSEY
 12:30 P.M.

THANK YOU GOVERNOR KEAN, SECRETARY CAVAZOS,
CONGRESSMAN RINALDO -- AND ALL OF YOU.

- 2 -

YOU KNOW, WHEN I LOOK ACROSS THIS ROOM TODAY, I DON'T WORRY ABOUT THE FUTURE OF OUR YOUTH. I SEE STAUNCH ADVOCATES -- AND DEDICATED PROFESSIONALS -- AND DETERMINED STUDENTS -- WHO KNOW THAT AN EDUCATION IN AMERICA CAN BE THE BEST EDUCATION IN THE WORLD.

- 3 -

[[NOW, A FEW SKEPTICS HAVE DOUBTED THAT. FOR INSTANCE, SOMEBODY ONCE ASKED MAHATMA GANDHI WHAT HE THOUGHT, IN GENERAL, ABOUT WESTERN CIVILIZATION. HE SAID, "I THINK IT WOULD BE A GOOD IDEA."

WELL, ONE SURE SIGN OF CIVILIZATION IS SPEECH-MAKING. AND LAST FALL, YOU MAY REMEMBER, I TALKED ABOUT "A KITCHEN IN EVERY POT." MAYBE I SHOULD ENCOURAGE REPORTERS TO MISQUOTE ME. SOMETIMES THEY MAKE ME SOUND BETTER.]]

YOU KNOW, THIS NATION WAS FOUNDED BY PEOPLE WHO SOUGHT OUT UNEXPLORED FRONTIERS. AT FIRST, THAT MEANT PERILOUS OCEAN CROSSINGS. THEN THE WEST OFFERED THE CHALLENGE OF VAST NEW EXPANSES. RECENTLY, WE'VE FOUND NEW DIRECTIONS IN SPACE EXPLORATION AND ASTRO-PHYSICS, TAKING US TO THE FARTHEST REACHES OF THE UNIVERSE.

WE HAVE ALWAYS TAUGHT OUR CHILDREN ABOUT THESE FRONTIERS. THEY'RE PART OF THE AMERICAN WORLD VIEW.

PART OF OUR IDEA OF HUMAN PROGRESS. PART OF OUR PICTURE OF OURSELVES.

BUT WE MUST NOW DRAW THE ATTENTION OF A NEW GENERATION TO A LARGER, ALMOST LIMITLESS HORIZON: THE FRONTIER OF THE MIND. OUR GOAL FOR EDUCATION MUST BE AS AMBITIOUS AS IT'S BEEN FOR THE WEST, OR FOR SPACE EXPLORATION, OR FOR ANY OTHER AMERICAN FRONTIER.

WE HAVE A NEW MANIFEST DESTINY: TO DEVELOP AMERICA'S YOUNG MINDS TO THEIR FULLEST.

- 6 -

BECAUSE IF WE LOSE THE MIND AND SPIRIT OF EVEN ONE YOUNG PERSON, WE WILL HAVE LOST SOMETHING PRECIOUS, FOREVER.

MANY OF OUR STUDENTS ARE AMONG THE BEST IN THE WORLD. BUT TOO MANY STILL GRADUATE UNABLE TO READ THEIR OWN DIPLOMAS. TOO MANY DON'T GET THE SKILLS THEY'LL NEED TO FILL THE JOBS OF THE FUTURE.

THERE'S A LOT THAT'S RIGHT ABOUT AMERICAN EDUCATION.

- 7 -

SO HOW DO WE BUILD ON THE GOOD, AND ELIMINATE THE BAD? THE WAY TO DO THAT IS WITH PEOPLE LIKE YOU, THROUGH PARTNERSHIPS AT THE STATE LEVEL. WITH THE NATIONAL GOVERNOR'S ASSOCIATION, WITH TEACHERS, ADMINISTRATORS, PARENTS, PRIVATE INDUSTRY COUNCILS, LOCAL BUSINESSES, AND THE STUDENTS THEMSELVES.

BY THINKING AHEAD -- BY WORKING CREATIVELY TOGETHER -- WE CAN BUILD A CULTURE OF HIGH EXPECTATIONS.

- 8 -

WE CAN OPEN UP THE FRONTIER OF THE MIND TO EVERY KID WHO ENTERS A CLASSROOM.

YOU KNOW, SOMEBODY ONCE ASKED MAE WEST WHAT SHE WANTED TO BE REMEMBERED FOR. SHE ALLEGEDLY SAID, "EVERYTHING." MY GOAL IS A LITTLE MORE MODEST. BUT I DO WANT TO BE REMEMBERED AS THE EDUCATION PRESIDENT -- SOMEONE WHO USED THE BULLY PULPIT OF THE PRESIDENCY TO IMPROVE AMERICAN SCHOOLS.

- 9 -

MY IDEAS ABOUT EDUCATION ARE BASED ON FOUR PRINCIPLES -- TAPPING THE KIND OF CREATIVITY THAT'S ALREADY AT WORK IN LOCAL COMMUNITIES LIKE THIS.

FIRST, THIS ADMINISTRATION WILL REWARD EXCELLENCE, THROUGH AWARDS TO SCHOOLS THAT DEMONSTRATE SIGNIFICANT IMPROVEMENT, REWARDS FOR GOOD TEACHERS, AND A NEW SCHOLARSHIP PROGRAM FOR OUTSTANDING MATH AND SCIENCE STUDENTS. OUR SCHOOLS HAVE ALWAYS RECOGNIZED ATHLETIC EXCELLENCE -- AND THAT'S GREAT.

- 10 -

BUT IT'S ALSO GOOD TO HEAR ABOUT GROUPS LIKE THE MONTROSE ACADEMIC BOOSTER CLUB. AND THE PRESIDENTIAL ACADEMIC FITNESS AWARDS, WHICH REWARD EXCELLENCE IN SCHOLARSHIP -- I THINK SOME OF THOSE WINNERS ARE WITH US TODAY.

SECOND, WE WANT TO PROMOTE FLEXIBILITY AND CHOICE, THROUGH MAGNET SCHOOLS, AND BY REMOVING SOME OF THE OVER-REGULATION OF EDUCATION.

- 11 -

WE SEEK ALTERNATIVE CERTIFICATION FOR GOOD PEOPLE WHO WANT TO TEACH, BUT ARE NOW KEPT OUT OF THE CLASSROOM. WE'RE CONSIDERING MORE SCHOOL-BASED MANAGEMENT, TO GIVE MORE LOCAL CONTROL.

[[THIS GOVERNMENT WON'T DICTATE CURRICULUM. BUT LET'S NOT GET TOO EXPERIMENTAL. I'M WORRIED SOMEBODY'S GOING TO PRODUCE A "NEW AGE" VERSION OF HAMLET, AND THE FAMOUS ORATION WILL BEGIN, "TO BE... OR WHAT?"]]

- 12 -

THIRD, WE WANT TO HELP THOSE MOST IN NEED,
TARGETING FEDERAL RESOURCES WHERE THEY CAN DO THE MOST
GOOD. WE WANT TO WAIVE SOME REGULATIONS FOR POORER
COMMUNITIES, ALLOWING THEM TO POOL STATE AND FEDERAL
FUNDS IN EXCHANGE FOR HIGHER ACCOUNTABILITY AND
PERFORMANCE -- A KIND OF PERFORMANCE-DRIVEN, PARTIAL
DEREGULATION OF EDUCATION. WE'LL GIVE YOU THE
FLEXIBILITY -- YOU SHOW US THE RESULTS. I PREDICT
THEY'LL BE OUTSTANDING.

- 13 -

AND FOURTH, WE NEED TO PROMOTE ACCOUNTABILITY IN
EDUCATION, FOR EVERYONE. THAT MEANS TEACHERS, YES --
AND WE WANT TO WORK WITH EDUCATORS, ON HOW TO
OBJECTIVELY, AND FAIRLY, MEASURE RESULTS. BUT IT'S
MUCH BROADER THAN THAT. THE PROBLEMS OUR SCHOOLS FACE
WON'T BE SOLVED BY ASSIGNING BLAME, OR APPLYING A PUFF
OF SMOKE HERE, A BOLT OF LIGHTNING THERE. ONLY A
UNITED EFFORT CAN LEAD TO THE KIND OF EDUCATION REFORM
THAT LASTS.

- 14 -

THIS MEANS THAT ALL OF US ARE ACCOUNTABLE FOR THE QUALITY OF AMERICAN SCHOOLS. THAT MEANS BUSINESS LEADERS, WHO UNDERSTAND THAT THEIR ABILITY TO COMPETE DEPENDS ON THE QUALITY OF THE NEW TALENT THEY DEVELOP -- AND WHO SET UP OUTSTANDING PUBLIC-PRIVATE VENTURES, LIKE THE SCI-TECH CENTER IN LIBERTY STATE PARK, WHERE STUDENTS WILL LEARN ABOUT SCIENCE AND ENGINEERING, HANDS-ON.

- 15 -

[[OF COURSE, SOME OF US HAVE LEARNED A LOT ABOUT SCIENCE FROM THAT CARTOONIST, GARY LARSON. HE HAS RECORDED MANY OF THE GREATEST MOMENTS OF SCIENTIFIC ACHIEVEMENT -- LIKE, WHEN EINSTEIN DISCOVERS THAT TIME IS ACTUALLY MONEY.]]

ACCOUNTABILITY ALSO EXTENDS TO SUPERINTENDENTS, WHO CAN CREATE A CLEAR MANDATE FOR IMPROVEMENT, AND GAIN SUPPORT FOR THEIR PRIORITIES.

- 16 -

AND PARENTS, WHO GET INVOLVED THROUGH PROGRAMS LIKE "BOOKS AND BEYOND" IN PARAMUS, [PUH-RAM-US], WHERE READING AT HOME TO THE KIDS HAS CUT TIME IN FRONT OF THE TV BY OVER 70 PERCENT. OR THE "VERY IMPORTANT PARENT" AWARDS TO JERSEY CITY PARENTS, WHO GET INVOLVED WITH THEIR KIDS' LOCAL SCHOOLS.

AND THERE ARE OTHER, UNEXPECTED SOURCES OF UNTAPPED TALENT THAT CAN HELP IMPROVE OUR SCHOOLS.

- 17 -

IN NEW YORK CITY -- WHERE THOUSANDS OF VOLUNTEERS ARE HELPING IN HUNDREDS OF SCHOOLS -- MY WIFE BARBARA MET WITH A GROUP HELPING CAMBODIAN CHILDREN LEARN ENGLISH.

WHILE SHE WAS THERE, ONE OLDER LADY TOLD BARBARA HOW DESPERATELY LONELY SHE HAD BEEN UNTIL SHE VOLUNTEERED. HER EYES FILLED WITH TEARS AT THE MEMORY. AND THEN HER FACE LIT UP, AS SHE TOLD BARBARA, "I HAVE NEVER BEEN LONELY A DAY SINCE."

- 18 -

ONE NEED MATCHES ANOTHER -- AND A WONDERFUL THING HAPPENS. YOU COME UP WITH AN ANSWER THAT MONEY JUST CAN'T BUY. THAT'S ONE REASON WE NEED TO RELY LESS ON THE COLLECTIVE WALLET, AND MORE ON OUR COLLECTIVE WILL.

A SOCIETY THAT WORSHIPS MONEY -- OR SEES MONEY AS A CURE FOR ALL THAT AILS IT -- IS A SOCIETY IN PERIL. BUT WE ARE NOT THAT KIND OF PEOPLE. AND WE MUST DO MORE THAN WISH WE HAD MORE TO SPEND.

- 19 -

BECAUSE THE CHALLENGE OF EDUCATION REFORM SUGGESTS SOMETHING MUCH MORE FUNDAMENTAL THAN MONEY.

AS A NATION, WE ALREADY SPEND \$330 BILLION A YEAR ON EDUCATION. THAT'S MORE THAN WE SPEND ON DEFENSE. WE DEVOTE MORE MONEY TO EDUCATION THAN ANY OF OUR MOST ADVANCED COMPETITORS -- THAT INCLUDES FRANCE, GERMANY, GREAT BRITAIN, THE U.S.S.R., AND JAPAN.

[[A BILLION HERE, A BILLION THERE -- AS EVERETT DIRKSEN ONE SAID, "PRETTY SOON IT ADDS UP TO REAL MONEY."]]

ONE LESSON I LEARNED IN SCHOOL IS THAT SOMETIMES THERE'S MORE THAN ONE RIGHT ANSWER. MORE SPENDING ISN'T THE ONLY RIGHT ANSWER, OR EVEN THE BEST ANSWER. WHAT WE NEED IS BETTER VALUE FOR WHAT WE SPEND.

WHAT WE NEED -- WHAT THIS CONFERENCE IS ALL ABOUT -- IS A SHARED DETERMINATION ON THE PART OF EVERY AMERICAN TO GET INVOLVED WITH OUR SCHOOLS. WE MUST RE-ESTABLISH THE VALUE OF TEACHING AND LEARNING IN THIS COUNTRY.

LIKE EVERY NEW LANDSCAPE WE'VE EXPLORED IN AMERICAN HISTORY, THE FRONTIER OF THE MIND WILL BE WON BY INDIVIDUALS OF COURAGE AND DETERMINATION. AND YOU KNOW, FRONTIER STORIES ARE FULL OF TALES ABOUT BRAVE INDIVIDUALS.

- 22 -

SO I WANTED TO SHARE WITH YOU A STORY I HEARD -- A STUDY IN DETERMINATION.

THIS WEEK I HEARD ABOUT A YOUNG WOMAN, WHO HAD BEEN POOR AND ON WELFARE ALL HER LIFE. WELL, SHE ENROLLED IN A PROGRAM FOR PREGNANT HIGH SCHOOL GIRLS IN MEMPHIS. THINGS WERE GOING FINE -- UNTIL THE LAST DAY OF EXAMS -- WHEN SHE REALIZED HER BABY HAD OTHER PLANS FOR HER THAT DAY.

- 23 -

WELL, SHE WOULDN'T LEAVE. SHE TOOK HER LAST TWO FINAL EXAMS IN THE NURSE'S OFFICE. ONLY THEN DID SHE LET THEM TAKE HER TO THE HOSPITAL. SHE MADE B'S ON THE TWO EXAMS. SHE HAD A BOY. SHE'LL GRADUATE IN MAY. AND SHE'S LANDED A JOB AT A UNIVERSITY -- WITH CHILD CARE -- WHERE SHE'S ALSO GOING TO TAKE CLASSES.

- 24 -

IF THE REST OF US CAN SUMMON EVEN A FRACTION OF THAT KIND OF COURAGE AGAINST THE ODDS, WE CAN MAKE SURE THAT EVERY YOUNG AMERICAN GETS A SOLID EDUCATION.

GOOD SCHOOLS IN AMERICA ARE A SOCIAL RESPONSIBILITY, YES, AND AN ECONOMIC NECESSITY. WE SHARE THE CONVICTION THAT THERE IS NO SUCH THING AS AN EXPENDABLE STUDENT.

- 25 -

WE WILL NEVER ACCEPT THE NOTION THAT VAST NUMBERS OF ILLITERATE AND UNDEREDUCATED AMERICANS CAN BE OFFSET BY A WELL-EDUCATED ELITE. THAT IS NOT THE AMERICAN WAY.

EVERY YOUNG AMERICAN DESERVES THE BEST CHANCE. I'M ASKING YOU TO JOIN ME, IN RENEWED DETERMINATION, TO HELP THIS GENERATION -- AND EVERY GENERATION -- DEVELOP AND TRIUMPH IN THE FRONTIER OF THE MIND.

THANK YOU. GOD BLESS YOU ALL. AND GOD BLESS AMERICA.

#

April 11, 1989

MEMORANDUM FOR JIM CICONI

FROM; DENISE SCHWARZ
OFFICE OF CABINET AFFAIRS

SUBJECT; PRESIDENTIAL REMARKS; PROJECT EDUCATION REFORM
LOG #025244

We have reviewed the remarks and have no comments.

Attachment

cc: Chriss Winston

RESTAFFING

WHITE HOUSE STAFFING MEMORANDUM

DATE: 4/11/89 ACTION/CONCURRENCE/COMMENT DUE BY: 4/11/89 4:00 PM

SUBJECT: PRESIDENTIAL REMARKS: PROJECT EDUCATION REFORM

	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 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"/>
BATES	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PINKERTON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DEMAREST	<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"/>
GRAY	<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 your comments directly to Chriss Winston, Rm. 122, x2930, no later than 4:00 PM, TODAY, April 11, 1989, with an info copy to my office. Sorry for the short turnaround. Thank you.

RESTAFFING -- PLEASE DISREGARD EARLIER DRAFT

RESPONSE:

*No Comments.
4/11/89
D.Q. Bates.*

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

(Lange/Blessey)
April 11, 1989
9:00 a.m.
[REFORM.DOC]

PRESIDENTIAL REMARKS:

1989 APR 11 11:13
EDUCATION REFORM
THURSDAY, APRIL 13, 1989
UNION, NEW JERSEY
[TIME]

Thank you. Governor Kean, Secretary Cavazos, Congressman Rinaldo -- and all of you, who are working to make American schools the best in the world.

This is not an easy time to be a student. So much is demanded of kids now. So many new pressures, that previous generations didn't have to deal with.

People sometimes talk about the complexity of the office I hold. They wonder if it's becoming too much for one person. Well, compared to modern adolescence, the Presidency is easy. At least I've got people to brief me every morning -- and make sure I get home from parties safely.

But when I look across a group like this one, I don't worry about the future of youth quite as much. I see staunch advocates -- and dedicated professionals -- and determined students -- who know that education in America can be the best in the world.

You know, we've always been a nation that seeks out unexplored frontiers. Once, those frontiers meant perilous ocean crossings. Then the West offered the challenge of vast new expanses. Recently, we've found new directions in space exploration and astro-physics, taking us to the farthest reaches of the universe.

We have always taught our children about these frontiers. They're part of the American world view. Part of our idea of human progress. Part of our picture of ourselves.

But we must now draw the attention of a new generation to a larger, almost limitless frontier: their own minds. In an age of information and ideas, the greatest undiscovered frontier is right under your hat.

Our goal for education must be as ambitious as it's been for the West, or for space exploration, or for every other American frontier.

Develop the American mind to its fullest, and this nation's horizons will be limitless. But if we lose the mind and spirit of even one young person, we start to put a precious natural resource at risk.

Many of our students are among the best in the world. But too many still graduate unable to read their own diplomas. We've heard enough about how bad education is supposed to be. Enough. We need to hear more about how to make it better.

And the place to do that, is with people like you. Through partnerships at the state level. With the National Governor's Association, with teachers, administrators, parents, Private Industry Councils, local businesses, and the students themselves.

By thinking ahead -- by working creatively together -- we can build a culture of high expectations. We can open up the frontier of the mind to every kid that enters a classroom.

You know, somebody once asked a great actress, Mae West, what she wanted to be remembered for. Her answer? She said, "Everything." My goal is a little more modest. But I do want to be remembered as the Education President -- and to use the bully pulpit of the presidency to improve American schools.

My ideas about education are based on four principles -- tapping the kind of creativity that's already at work in local communities like this one.

First, this administration will reward excellence, through awards to schools that improve -- and rewards for good teachers.

A new scholarship program for outstanding math and science students. Our schools have always recognized athletic excellence -- and that's great. But it's also good to hear about groups like the Montrose Academic Booster Club. And the Presidential Academic Fitness Awards, rewarding excellence -- I think some of those winners are with us today.

Second, we want to promote flexibility and choice, through magnet schools, and by removing some of the over-regulation of education. We seek alternative certification for good people that want to teach, but are now kept out of the classroom. We're considering more school-based management, to give more local control.

Third, we want to help those most in need, devoting resources where they can do the most good. We want to waive some regulations for poorer communities, allowing them to pool state and federal funds in exchange for higher accountability and performance -- a kind of performance-driven, partial deregulation of education. We'll give you the flexibility -- you show us the results. I predict they'll be outstanding.

And fourth, we need to promote accountability in education, for everyone. That means teachers, yes -- and we want to work with educators, on how to objectively, and fairly, measure results. But it's much broader than that. The problems our

schools face won't be solved by assigning blame, or applying a puff of smoke here, a bolt of lightning there. Only a united effort can lead to the kind of education reform that lasts.

This means that all of us are accountable for the quality of American schools. Business leaders: who understand that their ability to compete depends on the quality of the new talent they develop. And who set up outstanding public-private ventures, like the Sci-Tech center in Liberty State Park, where students learn about science and engineering, hands-on.

Superintendents: who can create a clear mandate for improvement, and gain support for their priorities. And parents: who get involved through programs like "Books and Beyond" in Paramus, where reading at home to the kids has cut time in front of the TV by as much as 85 percent. Or the "Very Important Parent" awards to Jersey City parents, who get involved with their kids in local schools.

And there are other, unexpected sources of untapped talent that can help improve our schools. In New York City -- where 15,000 volunteers are helping in over 500 schools -- my wife Barbara met with a group helping Cambodian children learn English.

While she was there, one older lady told Bar how desperately lonely she had been until she volunteered. Her eyes filled with tears in the remembering. And then her face lit up, as she told Barbara, "I have never been lonely a day since."

One need matches another need -- and a wonderful thing happens. You come up with an answer that money just can't buy. That's one reason we need to rely less on the collective wallet, and more on collective will.

The society that worships money -- or sees money as a cure for all that ails it -- is a society in peril. But we are not that kind of people. And we must do more than wish we had more to spend. Because the challenge of education reform suggests something much more fundamental than money.

Already, we spend more on education than on defense. We spend more money per student per year than any other country in the world -- including Japan. Federal spending for education -- which is only a fraction of the total -- has increased 00 percent over the last decade.

One thing I learned in school is sometimes there's more than one right answer. More spending -- that isn't the only right answer, or even the best answer. What is needed -- what this conference is all about -- is a shared determination on the part

of every American, to get involved with our schools. We must re-establish the value of teaching, and learning in this country.

Like every new landscape we've explored in American history, the frontier of the mind will be won by individuals of courage and determination. And you know, frontier stories are full of tales about brave individuals. So I wanted to share with you a story I heard -- a study in determination.

This week I heard about a young woman, who had been poor and on welfare all her life. Well, she enrolled in a School for Pregnant Girls in Memphis. Things were going fine -- until the last day of exams -- when she realized her baby had other plans for her that day.

Well, she wouldn't leave. She took her last two final exams in the nurse's office. Only then did she let them take her to the hospital. She had a son. She made B's on the two exams. She'll graduate in May. And she's gotten a job at a University -- with child care -- where she's also going to take classes.

If the rest of us can summon even a fraction of that kind of courage against the odds, we make sure that every young American gets a good education.

Good schools in America are a social responsibility, yes, and an economic necessity. But more than that, they're a moral imperative -- because knowledge is power. We share the conviction that there is no such thing as an expendable student. We will never accept the notion that vast numbers of illiterate and undereducated Americans can be offset by a well-educated elite. That is not the American way.

Every young American deserves the best chance. I'm asking you to join me, in renewed determination, to help this generation -- and every generation -- triumph in the frontier of the mind.

Thank you. God bless you all. And God bless America.

THE WHITE HOUSE
WASHINGTON

April 7, 1989

MEMORANDUM FOR BILL PHILLIPS

FROM: DENISE SCHWARZ
CABINET AFFAIRS
THE WHITE HOUSE

SUBJECT: PROPOSED PRESIDENTIAL REMARKS; PROJECT EDUCATION
REFORM

Please review the attached report and give me a call with your comments by 3:30 p.m., TODAY, Tuesday, April 11, 1989, on 456-2174.

Thank you for your prompt response.

Attachment

(Lange/Blessey)
April 12, 1989
9:40 a.m.
[REFORM.DOC]

PRESIDENTIAL REMARKS: EDUCATION REFORM
 THURSDAY, APRIL 13, 1989
 UNION, NEW JERSEY
 12:30 P.M.

Thank you Governor Kean, Secretary Cavazos, Congressman Rinaldo -- and all of you. You know, when I look across this room today, I don't worry about the future of youth. I see staunch advocates -- and dedicated professionals -- and determined students -- who know that an education in America can be the best education in the world.

[[Now, a few skeptics have doubted that. For instance, somebody once asked Mahatma Gandhi what he thought, in general, about Western civilization. He said, "I think it would be a good idea."

Well, one sure sign of civilization is speechmaking. And last fall, you may remember, I talked about "a kitchen in every pot." Maybe I should encourage reporters to misquote me. Sometimes they make me sound better.]]

You know, this nation was founded by people who sought out unexplored frontiers. At first, that meant perilous ocean crossings. Then the West offered the challenge of vast new

expanses. Recently, we've found new directions in space exploration and astro-physics, taking us to the farthest reaches of the universe.

We have always taught our children about these frontiers. They're part of the American world view. Part of our idea of human progress. Part of our picture of ourselves.

But we must now draw the attention of a new generation to a larger, almost limitless horizon: the frontier of the mind. Our goal for education must be as ambitious as it's been for the West, or for space exploration, or for any other American frontier.

We have a new manifest destiny: to develop America's young minds to their fullest. Because if we lose the mind and spirit of even one young person, we will have lost something precious, forever.

Many of our students are among the best in the world. But too many still graduate unable to read their own diplomas. Too many don't get the skills they'll need to fill the jobs of the future.

There's a lot that's right about American education. So how do we build on the good, and eliminate the bad? The way to do

that is with people like you, through partnerships at the state level. With the National Governor's Association, with teachers, administrators, parents, Private Industry Councils, local businesses, and the students themselves.

By thinking ahead -- by working creatively together -- we can build a culture of high expectations. We can open up the frontier of the mind to every kid who enters a classroom.

You know, somebody once asked Mae West what she wanted to be remembered for. She said, "Everything." My goal is a little more modest. But I do want to be remembered as the Education President -- someone who used the bully pulpit of the presidency to improve American schools.

My ideas about education are based on four principles -- tapping the kind of creativity that's already at work in local communities like this.

First, this administration will reward excellence, through awards to schools that demonstrate significant improvement, rewards for good teachers, and a new scholarship program for outstanding math and science students. Our schools have always recognized athletic excellence -- and that's great. But it's also good to hear about groups like the Montrose Academic Booster Club. And the Presidential Academic Fitness Awards, which reward

excellence in scholarship -- I think some of those winners are with us today.

Second, we want to promote flexibility and choice, through magnet schools, and by removing some of the over-regulation of education. We seek alternative certification for good people who want to teach, but are now kept out of the classroom. We're considering more school-based management, to give more local control.

[[This government won't dictate curriculum. But let's not get too experimental. I'm worried somebody's going to produce a "New Age" version of Hamlet, and the famous oration will begin, "To be... Or what?"]]

Third, we want to help those most in need, targeting federal resources where they can do the most good. We want to waive some regulations for poorer communities, allowing them to pool state and federal funds in exchange for higher accountability and performance -- a kind of performance-driven, partial deregulation of education. We'll give you the flexibility -- you show us the results. I predict they'll be outstanding.

And fourth, we need to promote accountability in education, for everyone. That means teachers, yes -- and we want to work with educators, on how to objectively, and fairly, measure

results. But it's much broader than that. The problems our schools face won't be solved by assigning blame, or applying a puff of smoke here, a bolt of lightning there. Only a united effort can lead to the kind of education reform that lasts.

This means that all of us are accountable for the quality of American schools. That means business leaders, who understand that their ability to compete depends on the quality of the new talent they develop -- and who set up outstanding public-private ventures, like the Sci-Tech center in Liberty State Park, where students learn about science and engineering, hands-on.

[[Of course, all of us have learned a lot about science from that cartoonist, Gary Larson. He has recorded some of the greatest moments of scientific achievement -- like, when Einstein discovers that time is actually money.]]

Accountability also extends to superintendents, who can create a clear mandate for improvement, and gain support for their priorities. And parents, who get involved through programs like "Books and Beyond" in Paramus, where reading at home to the kids has cut time in front of the TV by over 70 percent. Or the "Very Important Parent" awards to Jersey City parents, who get involved with their kids' local schools.

And there are other, unexpected sources of untapped talent that can help improve our schools. In New York City -- where thousands of volunteers are helping in hundreds of schools -- my wife Barbara met with a group helping Cambodian children learn English.

While she was there, one older lady told Barbara how desperately lonely she had been until she volunteered. Her eyes filled with tears at the memory. And then her face lit up, as she told Barbara, "I have never been lonely a day since."

One need matches another -- and a wonderful thing happens. You come up with an answer that money just can't buy. That's one reason we need to rely less on the collective wallet, and more on our collective will.

A society that worships money -- or sees money as a cure for all that ails it -- is a society in peril. But we are not that kind of people. And we must do more than wish we had more to spend. Because the challenge of education reform suggests something much more fundamental than money.

As a nation, we already spend \$330 billion a year on education. That's more than we spend on defense. We devote more money to education than our most advanced competitors -- that

And do

includes France, Germany, Great Britain, the U.S.S.R., and Japan.

[[A billion here, a billion there -- as Everett Dirksen one said, "pretty soon it adds up to real money."]]

One lesson I learned in school is that sometimes there's more than one right answer. More spending isn't the only right answer, or even the best answer. What we need is better value for what we spend. What we need -- what this conference is all about -- is a shared determination on the part of every American to get involved with our schools. We must re-establish the value of teaching and learning in this country.

Like every new landscape we've explored in American history, the frontier of the mind will be won by individuals of courage and determination. And you know, frontier stories are full of tales about brave individuals. So I wanted to share with you a story I heard -- a study in determination.

This week I heard about a young woman, who had been poor and on welfare all her life. Well, she enrolled in a program for pregnant high school girls in Memphis. Things were going fine -- until the last day of exams -- when she realized her baby had other plans for her that day.

Well, she wouldn't leave. She took her last two final exams in the nurse's office. Only then did she let them take her to the hospital. She made B's on the two exams. She had a boy. She'll graduate in May. And she's landed a job at a University -- with child care -- where she's also going to take classes.

If the rest of us can summon even a fraction of that kind of courage against the odds, we can make sure that every young American gets a solid education.

Good schools in America are a social responsibility, yes, and an economic necessity. We share the conviction that there is no such thing as an expendable student. We will never accept the notion that vast numbers of illiterate and undereducated Americans can be offset by a well-educated elite. That is not the American way.

Every young American deserves the best chance. I'm asking you to join me, in renewed determination, to help this generation -- and every generation -- develop and triumph in the frontier of the mind.

Thank you. God bless you all. And God bless America.

THE WHITE HOUSE
WASHINGTON

April 11, 1989

MEMORANDUM FOR CHRISS WINSTON
DEPUTY ASSISTANT TO THE PRESIDENT
FOR COMMUNICATIONS

FROM: MICHAEL J. ASTRUE *MJA*
ASSOCIATE COUNSEL TO THE PRESIDENT

SUBJECT: Proposed Presidential Remarks: Project Education Reform

Counsel's Office has reviewed the above-referenced proposed Presidential remarks, and we have no legal or other objection to either of the attached versions of the proposed remarks.

Attachments

cc: James W. Cicconi

RESTAFFING

WHITE HOUSE STAFFING MEMORANDUM

DATE: 4/11/89 ACTION/CONCURRENCE/COMMENT DUE BY: 4/11/89 4:00 PM

SUBJECT: PRESIDENTIAL REMARKS: PROJECT EDUCATION REFORM

	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 type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS: Please forward your comments directly to Chriss Winston, Rm. 122, x2930, no later than 4:00 PM, TODAY, April 11, 1989, with an info copy to my office. Sorry for the short turnaround. Thank you.

RESTAFFING -- PLEASE DISREGARD EARLIER DRAFT

RESPONSE:

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

(Lange/Blessey)
April 11, 1989
9:00 a.m.
[REFORM.DOC]

PRESIDENTIAL REMARKS:

1989 APR 11 AM 10:11
EDUCATION REFORM
THURSDAY, APRIL 13, 1989
UNION, NEW JERSEY
[TIME]

Thank you. Governor Kean, Secretary Cavazos, Congressman Rinaldo -- and all of you, who are working to make American schools the best in the world.

This is not an easy time to be a student. So much is demanded of kids now. So many new pressures, that previous generations didn't have to deal with.

People sometimes talk about the complexity of the office I hold. They wonder if it's becoming too much for one person. Well, compared to modern adolescence, the Presidency is easy. At least I've got people to brief me every morning -- and make sure I get home from parties safely.

But when I look across a group like this one, I don't worry about the future of youth quite as much. I see staunch advocates -- and dedicated professionals -- and determined students -- who know that education in America can be the best in the world.

You know, we've always been a nation that seeks out unexplored frontiers. Once, those frontiers meant perilous ocean crossings. Then the West offered the challenge of vast new expanses. Recently, we've found new directions in space exploration and astro-physics, taking us to the farthest reaches of the universe.

We have always taught our children about these frontiers. They're part of the American world view. Part of our idea of human progress. Part of our picture of ourselves.

But we must now draw the attention of a new generation to a larger, almost limitless frontier: their own minds. In an age of information and ideas, the greatest undiscovered frontier is right under your hat.

Our goal for education must be as ambitious as it's been for the West, or for space exploration, or for every other American frontier.

Develop the American mind to its fullest, and this nation's horizons will be limitless. But if we lose the mind and spirit of even one young person, we start to put a precious natural resource at risk.

Many of our students are among the best in the world. But too many still graduate unable to read their own diplomas. We've heard enough about how bad education is supposed to be. Enough. We need to hear more about how to make it better.

And the place to do that, is with people like you. Through partnerships at the state level. With the National Governor's Association, with teachers, administrators, parents, Private Industry Councils, local businesses, and the students themselves.

By thinking ahead -- by working creatively together -- we can build a culture of high expectations. We can open up the frontier of the mind to every kid that enters a classroom.

You know, somebody once asked a great actress, Mae West, what she wanted to be remembered for. Her answer? She said, "Everything." My goal is a little more modest. But I do want to be remembered as the Education President -- and to use the bully pulpit of the presidency to improve American schools.

My ideas about education are based on four principles -- tapping the kind of creativity that's already at work in local communities like this one.

First, this administration will reward excellence, through awards to schools that improve -- and rewards for good teachers.

A new scholarship program for outstanding math and science students. Our schools have always recognized athletic excellence -- and that's great. But it's also good to hear about groups like the Montrose Academic Booster Club. And the Presidential Academic Fitness Awards, rewarding excellence -- I think some of those winners are with us today.

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Third, we want to help those most in need, devoting resources where they can do the most good. We want to waive some regulations for poorer communities, allowing them to pool state and federal funds in exchange for higher accountability and performance -- a kind of performance-driven, partial deregulation of education. We'll give you the flexibility -- you show us the results. I predict they'll be outstanding.

And fourth, we need to promote accountability in education, for everyone. That means teachers, yes -- and we want to work with educators, on how to objectively, and fairly, measure results. But it's much broader than that. The problems our

schools face won't be solved by assigning blame, or applying a puff of smoke here, a bolt of lightning there. Only a united effort can lead to the kind of education reform that lasts.

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The society that worships money -- or sees money as a cure for all that ails it -- is a society in peril. But we are not that kind of people. And we must do more than wish we had more to spend. Because the challenge of education reform suggests something much more fundamental than money.

Already, we spend more on education than on defense. We spend more money per student per year than any other country in the world -- including Japan. Federal spending for education -- which is only a fraction of the total -- has increased 00 percent over the last decade.

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Thank you. God bless you all. And God bless America.

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	ACTION FYI			ACTION FYI	
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SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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RESPONSE:

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

(Lange/Blessey)
April 11, 1989
9:00 a.m.
[REFORM.DOC]

PRESIDENTIAL REMARKS: EDUCATION REFORM
THURSDAY, APRIL 13, 1989
UNION, NEW JERSEY
[TIME]

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We have always taught our children about these frontiers. They're part of the American world view. Part of our idea of human progress. Part of our picture of ourselves.

But we must now draw the attention of a new generation to a larger, almost limitless frontier: ~~their~~ ^{the men and women} own minds. In an age of information and ideas, the greatest undiscovered frontier is right under your hat.

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clay
3080

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Clay 30701
 But we must now draw the attention of a new generation to a larger, almost limitless frontier: ^{the human mind} ~~their own minds~~. In ^{our} ~~an~~ age of information and ideas, ~~the greatest undiscovered frontier is right under your hat.~~ ^{the unlimited frontier of our childrens intellectual and creative capacity is our greatest untapped resource.}

Our goal for education must be as ambitious as it's been for the West, or for space exploration, or for every other American frontier.

Clay 3080
 America has a new [✓]manifest destiny: ~~Develop~~ the American mind to its fullest, and this nation's horizons will be limitless. But if we lose the mind and spirit of even one young person, we start to put a precious natural resource at risk.

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(that does or did what?) clay

Second, we want to promote flexibility and choice, through magnet schools, and by ^{correcting} removing some of the over-regulation of education. We seek alternative certification for good people ^{who} ~~that~~ want to teach, but are now kept out of the classroom. We're considering more school-based management, to give more local control.

clay

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clay

Holen 5/7/8

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clay
30/86

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Thank you. God bless you all. And God bless America.

THE WHITE HOUSE
WASHINGTON



April 11, 1989

Memorandum to Chriss Winston

From: Roger B. Porter *LBP*
Bill Roper *BR*
Jim Pinkerton *JP*

Re: Project Education Reform draft

=====
This speech is an honest recitation of the four guiding principles of the President's education proposal.

Unfortunately, it is not newsworthy.

To be sure, it is a challenge to "make news" when you're arguing once again for something you've already proposed. However, we think that the "new frontier in education" theme is a cliché.

One suggestion we have to "up" the news value of this speech is emphasis on the word "reform." We are also concerned that a speech to "Project Education Reform" only uses the word "reform" only once in the text. In the end, the President's place in history as the Education President will depend on his ability to improve on what we already have, to make the system work better. In a word, he will have to reform American education.

The word reform has a powerful heritage and an evocative resonance. In this centrist country few people think that our institutions should be uprooted or drastically changed, but most people think they can always be made better; that they can stand some improvement. One great reformer that the President is already identified with is Teddy Roosevelt. We offer him as an excellent example of a president who inherited a revered predecessor's agenda and put his own unique stamp on it.

We also note that the phrase "Building a Better America" is nowhere to be found in this text.

Some specifics:

Pg. 1, graf 3, line 5 The overall theme of this graf is fine, but the last line is totally inappropriate.

2,5,1 Rewrite to be less confusing and less exclusive, as follows: "Develop America's young minds to their fullest..."

2-2-2

4,1,5 What are the "Academic Fitness Awards"?

4,3 This is a strong graf.

6,5,2 We're not sure we agree with the relativist proposition that there is more than one right answer. There are "difficult choices" perhaps, maybe even "hard decisions." In any case, at the time George Bush was growing up, education was strict and based on eternal verities. Why ask the President to wade into this moral swamp? After "answer" on line 3, we should add a sentence like "What we need is better value for what we spend."

8,1,2-3 The "moral imperative -- because knowledge is power" line doesn't work. Leave Francis Bacon out of this. Say that one of the moral imperatives is the strengthening of our democratic values, to wit: "because education is essential for democracy. Education is the best insurance that our revered democratic institutions will continue to flourish."

#

(Lange/Blessey)
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 THURSDAY, APRIL 13, 1989
 UNION, NEW JERSEY
 [~~TIME~~] 12:30 p.m.

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This is not an easy time to be a student. So much is demanded of kids now. So many new pressures, that previous generations didn't have to deal with.

People sometimes talk about the complexity of the office I hold. They wonder if it's becoming too much for one person. Well, compared to modern adolescence, the Presidency is easy. At least I've got people to brief me every morning -- and make sure I get home from parties safely.

But when I look across a group like this one, I don't worry about the future of youth quite as much. I see staunch advocates -- and dedicated professionals -- and determined students -- who know that education in America can be the best in the world.

You know, we've always been a nation that seeks out unexplored frontiers. Once, those frontiers meant perilous ocean crossings. Then the West offered the challenge of vast new expanses. Recently, we've found new directions in space exploration and astro-physics, taking us to the farthest reaches of the universe.

We have always taught our children about these frontiers. They're part of the American world view. Part of our idea of human progress. Part of our picture of ourselves.

But we must now draw the attention of a new generation to a larger, almost limitless frontier: their own minds. In an age of information and ideas, the greatest undiscovered frontier is right under your hat.

Our goal for education must be as ambitious as it's been for the West, or for space exploration, or for every other American frontier.

Develop the American mind to its fullest, and this nation's horizons will be limitless. But if we lose the mind and spirit of even one young person, we start to put a precious natural resource at risk.

Many of our students are among the best in the world. But too many still graduate unable to read their own diplomas. We've heard enough about how bad education is supposed to be. Enough. We need to hear more about how to make it better.

And the place to do that, is with people like you. Through partnerships at the state level. With the National Governor's Association, with teachers, administrators, parents, Private Industry Councils, local businesses, and the students themselves.

By thinking ahead -- by working creatively together -- we can build a culture of high expectations. We can open up the frontier of the mind to every kid that enters a classroom.

You know, somebody once asked a great actress, Mae West, what she wanted to be remembered for. Her answer? She said, "Everything." My goal is a little more modest. But I do want to be remembered as the Education President -- and to use the bully pulpit of the presidency to improve American schools.

My ideas about education are based on four principles -- tapping the kind of creativity that's already at work in local communities like this one.

First, this administration will reward excellence, through awards to schools that improve -- and rewards for good teachers.

A new scholarship program for outstanding math and science students. Our schools have always recognized athletic excellence -- and that's great. But it's also good to hear about groups like the Montrose Academic Booster Club. And the Presidential Academic Fitness Awards, rewarding excellence -- I think some of those winners are with us today.

Second, we want to promote flexibility and choice, through magnet schools, and by removing some of the over-regulation of education. We seek alternative certification for good people that want to teach, but are now kept out of the classroom. We're considering more school-based management, to give more local control.

Third, we want to help those most in need, devoting resources where they can do the most good. We want to waive some regulations for poorer communities, allowing them to pool state and federal funds in exchange for higher accountability and performance -- a kind of performance-driven, partial deregulation of education. We'll give you the flexibility -- you show us the results. I predict they'll be outstanding.

And fourth, we need to promote accountability in education, for everyone. That means teachers, yes -- and we want to work with educators, on how to objectively, and fairly, measure results. But it's much broader than that. The problems our

schools face won't be solved by assigning blame, or applying a puff of smoke here, a bolt of lightning there. Only a united effort can lead to the kind of education reform that lasts.

This means that all of us are accountable for the quality of American schools. Business leaders: who understand that their ability to compete depends on the quality of the new talent they develop. And who set up outstanding public-private ventures, like the Sci-Tech center in Liberty State Park, where students learn about science and engineering, hands-on.

Superintendents: who can create a clear mandate for improvement, and gain support for their priorities. And parents: who get involved through programs like "Books and Beyond" in Paramus, where reading at home to the kids has cut time in front of the TV by as much as 85 percent. Or the "Very Important Parent" awards to Jersey City parents, who get involved with their kids in local schools.

And there are other, unexpected sources of untapped talent that can help improve our schools. In New York City -- where 15,000 volunteers are helping in over 500 schools -- my wife Barbara met with a group helping Cambodian children learn English.

While she was there, one older lady told Bar how desperately lonely she had been until she volunteered. Her eyes filled with tears in the remembering. And then her face lit up, as she told Barbara, "I have never been lonely a day since."

One need matches another need -- and a wonderful thing happens. You come up with an answer that money just can't buy. That's one reason we need to rely less on the collective wallet, and more on collective will.

The society that worships money -- or sees money as a cure for all that ails it -- is a society in peril. But we are not that kind of people. And we must do more than wish we had more to spend. Because the challenge of education reform suggests something much more fundamental than money.

Already, we spend more on education than on defense. We spend more money per student per year than any other country in the world -- including Japan. Federal spending for education -- which is only a fraction of the total -- has increased 00 percent over the last decade.

One thing I learned in school is sometimes there's more than one right answer. More spending -- that isn't the only right answer, or even the best answer. What is needed -- what this conference is all about -- is a shared determination on the part

of every American, to get involved with our schools. We must re-establish the value of teaching, and learning in this country.

Like every new landscape we've explored in American history, the frontier of the mind will be won by individuals of courage and determination. And you know, frontier stories are full of tales about brave individuals. So I wanted to share with you a story I heard -- a study in determination.

This week I heard about a young woman, who had been poor and on welfare all her life. Well, she enrolled in a School for Pregnant Girls in Memphis. Things were going fine -- until the last day of exams -- when she realized her baby had other plans for her that day.

Well, she wouldn't leave. She took her last two final exams in the nurse's office. Only then did she let them take her to the hospital. She had a son. She made B's on the two exams. She'll graduate in May. And she's gotten a job at a University -- with child care -- where she's also going to take classes.

If the rest of us can summon even a fraction of that kind of courage against the odds, we make sure that every young American gets a good education.

Good schools in America are a social responsibility, yes, and an economic necessity. But more than that, they're a moral imperative -- because knowledge is power. We share the conviction that there is no such thing as an expendable student. We will never accept the notion that vast numbers of illiterate and undereducated Americans can be offset by a well-educated elite. That is not the American way.

Every young American deserves the best chance. I'm asking you to join me, in renewed determination, to help this generation -- and every generation -- triumph in the frontier of the mind.

Thank you. God bless you all. And God bless America.

MASTER I

WHITE HOUSE STAFFING MEMORANDUM

DATE: 4/11/89 ACTION/CONCURRENCE/COMMENT DUE BY: 4/11/89 4:00 PM

SUBJECT: PRESIDENTIAL REMARKS: PROJECT EDUCATION REFORM

	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 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"/>
BATES	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PINKERTON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DEMAREST	<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"/>
GRAY	<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 your comments directly to Chriss Winston, Rm. 122, x2930, no later than 4:00 PM, TODAY, April 11, 1989, with an info copy to my office. Sorry for the short turnaround. Thank you.

RESPONSE:

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

(Lange/Blessey)
April 11, 1989
9:00 a.m.
[REFORM.DOC]

PRESIDENTIAL REMARKS: 1989 APR 11 11:10
EDUCATION REFORM
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