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Folder Title:
Business Roundtable Luncheon 6/5/89 [2]

Stack:	Row:	Section:	Shelf:	Position:
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THE WHITE HOUSE
WASHINGTON



Date:

6/1/89

TO:

Chris Winston

FROM:

CLARK KENT ERVIN
Office of National Service
x6266

- Action
- Your Comment
- Let's Talk
- FYI

See insert p 4.

CK



WHITE HOUSE STAFFING MEMORANDUM

DATE: 6/1/89 ACTION/CONCURRENCE/COMMENT DUE BY: 6/1/89 5:00 PM

SUBJECT: PRESIDENTIAL REMARKS: AMERICAN BUSINESS EDUCATION ROUNDTABLE

	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"/>	BOSKIN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PETERSMEYER	<input checked="" 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 5:00 PM, TODAY, June 1, 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 JUN 11 AM 10:10

McGroarty/Dooley
June 1, 1989
8:00 am
Draft 2

PRESIDENTIAL REMARKS: BUSINESS ROUNDTABLE EDUCATION FORUM
WASHINGTON, D.C.
JUNE 5, 1989

[Introductory acknowledgements....]

I know you've been at it for the past three hours, brainstorming on ways the American business community can improve education. I spent some time thinking this afternoon about the trip I've just completed, and what I'd be saying here tonight. My message in Europe was one of change, opportunity -- and the challenge we face in moving towards a future of freedom, prosperity and peace.

That's a challenge that underscores the importance of education: Education as a means of equipping ourselves to excel in an increasingly competitive global market. Education as the root of mutual understanding -- the key to peace in our world.

Tonight, I want to focus on the partnership we can build to create the world-class education system this nation needs.

A gathering like this is a good sign. We've got the Business Roundtable, the Chamber of Commerce, the National Association of Manufacturers and the American Business Conference coming together on a matter of urgent concern to all of us.

Improving our schools is imperative. Nothing has greater impact on the long-term health of this nation. Together, you can be a powerful force for positive change -- leaders in a nation-

and your cooperation
the employees whom you lead

wide drive to make our goal, excellence in education, a classroom reality.

((You won't find too many times when the subject is education that I'll come out against studying -- but this is one of them.))

We've spent plenty of time studying the problem -- hundreds of studies in the past few years alone on why our schools aren't measuring up, on what we're doing wrong. We've all heard the stories about kids who can't find the United States on a map. We've all seen the test scores: American students far down the list compared to their peers in other industrialized nations.

The time for study is past. It's time to take action -- and I commend all of you for the work your companies are already doing to strengthen our nation's schools.

It's going to take a collective effort, one that involves all levels of government, and the private sector as well.

And it's going to take an honest effort. If we're serious about improving excellence in education, we've got to get past the politics.

I've heard plenty of complaints that we're not spending enough. The fact is, we're not stingy when it comes to education. As a nation, we devote more than \$300 billion a year to educating our children. The resources are there. It's how we put those resources to work that counts.

And there's something more we need to recognize. There's no monopoly on ideas -- no one "right answer" when it comes to

improving our schools. Our success depends on how well we learn from one other what works when it comes to improving education.

The states are emerging as leaders. We're witnessing the emergence of 50 laboratories of reform. I know you heard from Governor Bill Clinton today, about the efforts on-going in his state of Arkansas.

Federal leadership is crucial. As you know, I've introduced a package of education initiatives designed to encourage excellence, expand accountability and to promote quality schools through choice. I expect my ideas to get a full and fair hearing when Congress begins working on my bill next week.

Right now, I want to highlight an idea that's proved its value in the business world -- an idea that can play a central role in education as well. I'm talking about competition. The business world knows that competition brings out the best, in individuals and institutions -- that competition spurs creativity and innovation.

^{The}~~That~~ same is true of competition in our education system. Proof already exists: America's post-secondary education system is widely recognized as the strongest and most successful system in the world. It's also extremely competitive. Schools compete to attract the best students and first-rate faculties. And the plain fact is that this competition is not destructive. Superior schools inspire others to reach for excellence themselves.

Our elementary and secondary schools are far less successful -- and while some choice and competition now exists, more is

needed. That's why I support greater freedom for students and parents in choosing a school -- and greater flexibility for school systems to attract talented teachers and principals. ^(als)

But what government can do is only part of the story. In the private sector -- in the American business community -- hundreds of companies and thousands of corporate ^{employees} executives are going into the classrooms to help children learn. You deserve our thanks ^{for leading this effort.} You didn't wait for a signal from Washington -- you saw an opportunity to help, and you got involved. "The numbers are impressive: 186 corporations from the Business Roundtable alone, and hundreds of others as well.

PARAPHRASED

Improving our schools is a national problem, but the search for solutions must take place on the local level -- in our communities.

believe
you ~~liked~~
~~and responded~~
said with me
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others,

Local solutions work. Last month I was up in Rochester, New York, to visit the Wilson Magnet School -- a school that turned itself around. Ten years ago, Wilson was plagued by crime, plunging grades, and urban flight. Today, Wilson Magnet School is the 9th-ranked high school in the state of New York.

A night-and-day change: How did it happen? Over and over, whoever I asked, I got one answer: commitment. Commitment on the part of parents, teachers, and students. And commitment on the part of business leaders, as well -- at Wilson, Eastman-Kodak.

What happened at Wilson is instructive. The community refused to accept the status quo -- and they made it their business to bring about change. Today, Wilson has many more

at their employees

applicants than it has space for students. It's a success story I'd like to see repeated across this country -- and business played an important part.

Many of you here today have begun intensive "mentoring" programs, a one-on-one approach that proves to a child that someone cares enough to help him learn. Some of your companies have adopted schools, supplying equipment and expertise, opening a new world of educational experience.

Those efforts are producing real, lasting results, one school at a time, one student at a time. But all of us know the magnitude of the challenge. We know we have to move beyond a band-aid approach, to the broad changes and long-term solutions that will strengthen every school across this country.

The students who need our help can't wait. It's early June. School's about to end for the year. On graduation day, how many kids won't be walking across that stage to get their diploma? How many children who walk out of that classroom a few weeks from now won't be back in September? How many will get that degree, and go out into the world -- come to work in your companies -- without the skills they need?

Even a single young man or woman is one too many -- and yet there are millions.

→ Today, I want to ask you to join me in setting some challenges for ourselves -- marking out a few areas where we can redouble our efforts and make a real difference.

I have called for a new engagement in the lives of others, and I'll have

o Let's concentrate on cutting the drop-out rate. Today, it's one in every four 17- and 18-year-olds: a million students a year.

Let's not waste time worrying about what the drop-out rate should be. It's too high. Let's get to work now to bring it down. If it's 1 in 4, let's aim for 1 in 5. Doesn't sound like much, does it? Well, that's 200,000 kids a year, staying in school -- and staying on track to a far brighter future.

o Let's raise the literacy rate. Someone once asked Ben Franklin who he thought was the most pitiful man in the world. Franklin said: "A lonesome man on a rainy day who does not know how to read."

Franklin understood that literacy is an open door to advancement, enrichment and opportunity -- to history, culture, and a world of experience.

But make no mistake: reading isn't just a rainy day diversion. It's a survival skill. How can our young people do the job if they can't read the job application?

o Let's raise our sights -- set higher standards. All of you know the kind of new employees you're looking for. That's why it makes sense to work with the schools, to create programs that develop skills for the real world -- for the millions of new jobs our economy is creating each year.

All of you know how difficult it is for your companies to keep pace in a world where change is measured in milliseconds.

From now on
in America

And we should start by
clearly stating a fact: there is
no acceptable reason for
any young person to drop-out.
period

there is

the
drop-out
rate is

We must do all we can to equip our children with the thinking skills they'll need to make careers in the information age.

Many of us grew up in a time when a worker could spend an entire career in the same job. Those days are fading fast. Workers entering the economy today can expect to train and retrain several times to keep pace with changing work conditions. For these workers, learning must be a life-long activity. It's up to our corporations to create a working environment where employee education and training never stops.

o Finally, I challenge every CEO in this room today to get involved -- personally involved -- with the schools in your community. It all comes back to commitment -- to what I learned at the Wilson Magnet School. Your commitment motivates others. ~~Let your employees and others in your~~ and your employees Let your communities see that you take an active interest -- and others ~~in your community~~ will follow your lead. I know you and your companies are doing a great deal now to improve our schools. But take it personally: be a catalyst for changes.

Everyone in this room today knows the bottom line: You can't be a world-class economy without a world-class education system. You know that first-hand -- and that's why you've taken your skills and resources into our schools.

Today's conference has brought you all together, given you the chance to learn from each other -- to build a broad partnership in improving American education. I want to thank you for the work you're doing -- and I want you to take these challenges to heart.

Then challenge each one of your employees to be involved in a hands on way in the business of developing our nation's young people into the talented and capable leaders of tomorrow that they can be

and your employees

in improving education

developing our nation's young people into the talented and capable leaders of tomorrow that they can be

Computers and Preschoolers

by Linda Tsantis, June Wright and Suzanne Thouvenelle

IBM

"The computer will be just like the telephone. Everyone will have one—my kids gotta learn this, and so do I!"

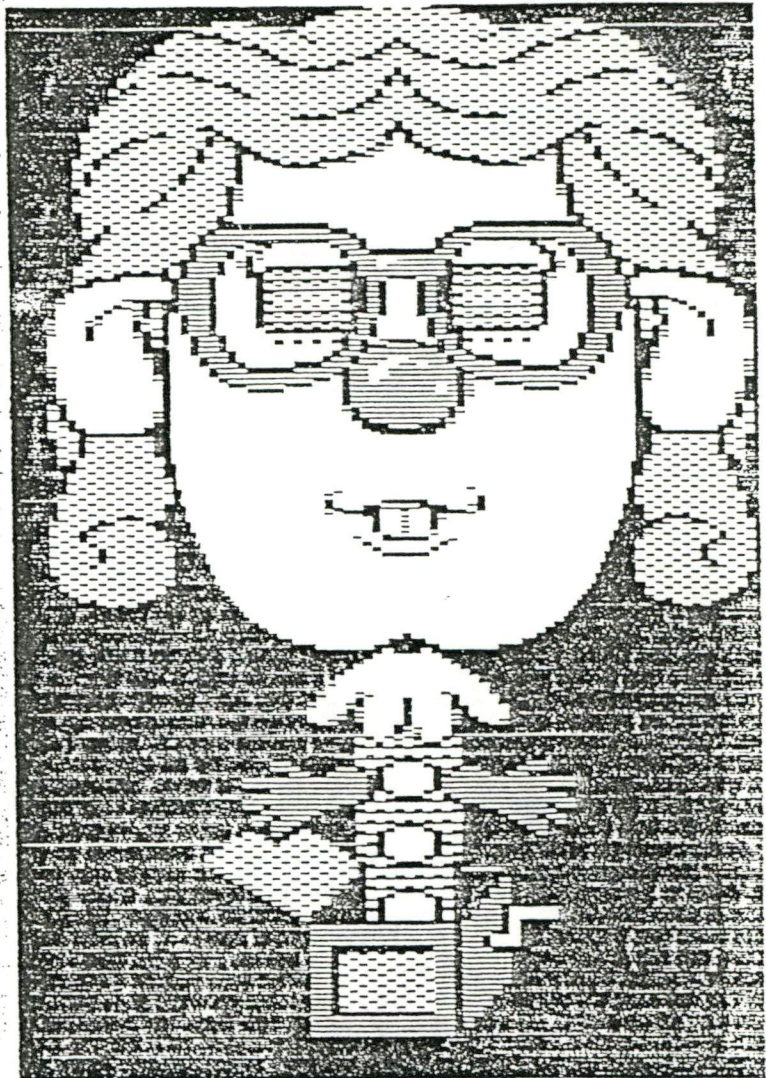
Head Start - 4 yrs old

These words from a Head Start mother reflect the feelings of other parents whose children are participating in a Head Start/IBM Partnership project to integrate computers into the preschool curriculum. The project began in May 1988, when six Head Start classrooms in the Baltimore, Maryland, area each received two computers on loan from IBM, together with a selection of educational software. After an enthusiastic response from children, parents, staff and sponsors, the project has been expanded through Head Start Innovative Project grants to Head Start sites in Georgia, Kentucky, Louisiana, New Mexico, New York and Ohio.

What place do computers have in a preschool classroom? And what do children gain by being introduced to technology at such a young age? Our experiences with 200 Head Start children in the pilot project point to benefits in three general areas; we have identified these as equity, empowerment and enrichment.

Equity. Children from advantaged backgrounds are coming to school with an increasingly high "comfort level" with technology. They are familiar with the role of the computer as both an information source and as a communication tool. By giving young children from low-income homes access to computers, the project ensures them of a technological "head start."

Empowerment. Head Start staff and



Shown above is a print-out of one preschooler's jack-in-the-box creation. She describes it: "He is a nice jack-in-the-box because he wears eyeglasses."

parents of children in the Baltimore project have observed the powerful impact that command of technology can have on children's self-esteem and self-confidence—and on their own, as well. Because the technology interest center contains two computers side-by-side, cooperative problem-

solving is a natural outcome. Children and teachers exchange ideas about how to use a particular software package, and they share insights they have gained while exploring alternatives. For example, while using "Face-maker," several children and their teacher were puzzling over how to

By giving young children from low-income homes access to computers, the project ensures them of a technological "head start."

erase the face. Looking for a solution, Jamal pressed "C" and immediately became the class expert on how to clear the features from the face. Jamal enjoyed sharing his new-found expertise with his friends, just as his teacher enjoyed instructing her colleagues when she first developed the skills to operate "Facemaker."

Enrichment. In addition to enhancing problem-solving skills and building self-confidence and self-esteem, the use of computers complements other goals of early childhood education in a variety of ways. Good software programs support open-ended, discovery-oriented learning: as children discuss choices and work out solutions, their language comprehension and development are stimulated. Since there is no right or wrong way

to approach a software program, there is no fear of failure, and creativity is enhanced as children develop a variety of solutions.

Choosing the Right Software

To ensure that children's interaction with technology enriches and enhances their early learning, it is important to select materials that are well-suited to each child's skills and interest level. Two software programs that had the broadest appeal in the Baltimore project are "Facemaker" (a software package produced by Spinnaker), and "Fantastic Animals" (Firebird). Both support open-ended learning, allowing children to make logical choices or create fanciful solutions.

Another popular software package, "The Garden" (DIL), illustrates how, with creative teaching, technology can be integrated into other classroom learning activities. On the computer screen, children can plant seeds to "grow" any number and type of plants shown. At the same time, in a plot of dirt or in window boxes or other containers, children can actually plant their own seeds. Once they have planted their gardens, they can tell the teacher or classroom volunteer a story about their garden. The adult can type the story on the computer, and the entire creation can be printed out and taken home and/or made into a book for the class library. Children are very excited to carry home printouts of their illustrated stories, and parents, too, are enthusiastic about their

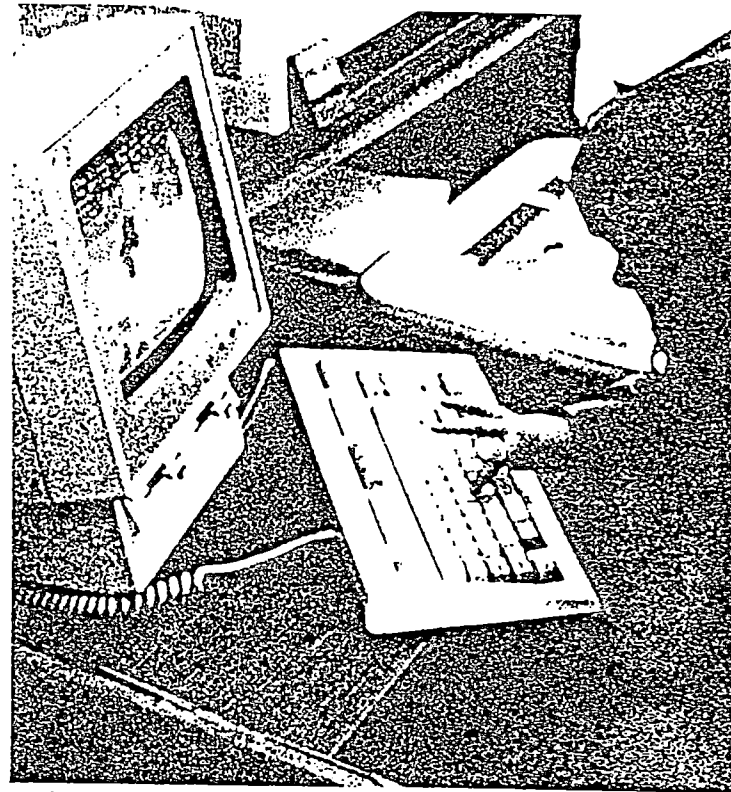
Photo: John Rader



Cooperative problem-solving is a natural outcome when children, teachers and parent volunteers congregate around the computer. Photo: June Wright



Using "The Garden" software package, preschoolers "plant" seeds on the computer screen—and integrate the lesson in technology by actually planting seeds in their own garden.



Photos: June Wright

child's literary accomplishments.

While these and a number of other existing software programs are being used effectively in the Head Start project, we would like to see the development of new software that reflects the multicultural diversity of Head Start, incorporates languages other than English, provides for interactive decision-making, and reflects such curricular emphases as knowledge of the environment and increased awareness of cause-and-effect relationships.

Involving Parents and Staff

Although the project was conceived primarily as an opportunity to explore appropriate uses of technology with preschool children, every effort has been made to involve parents—who serve as volunteers in the classroom—as well as staff members in setting up and becoming acquainted with the new technology center. Parents and staff in the pilot project unpacked the boxes, hooked up the computers, experimented with the software packages along with the children—and in

a few instances, even took the computer home to practice. It soon became apparent that parents could see the potential application of technology to their own lives, and they became motivated by the incentive that learning to use computers could change their lives. As the project expands, we look forward to capitalizing on this interest by collaborating with Job Training Partnership Act (JTPA) projects and involving volunteers from private industry as a way of opening doors to employment in technology supported or related businesses.

Years of research have confirmed that the most effective intervention programs are those that begin in the early years. Our initial experiences indicate that technology can play a significant role when used as an empowerment tool to support intervention strategies for Head Start children and their families. Young children learn by exploring their environment, and today, computers are a part of that environment.

As Robert Fulgham notes in *All I Really Needed to Know I Learned in*

Kindergarten (Villard Books), the acquisition of such characteristics as self-confidence, sharing and curiosity is the foundation of long-term success. Technology can be extremely helpful in supporting the acquisition of these critical antecedents to success. The computer, as part of a broad educational intervention, supports the important process of learning how to learn—and that, we believe, is the very best use of technology. ■

Linda Tsantis, Senior Education Planner, IBM Corp., Rockville, Maryland, coordinates IBM's special initiatives in the educational arena. June Wright is Director, Computer Discovery Project, Center for Young Children, University of Maryland, where much of the basic research in exploring uses of computers in the preschool classroom was conducted. Suzanne Thouvenelle is with the MOBIUS Corporation, an Alexandria, Virginia, company that provides training and technical assistance on integrating technology to educational and other nonprofit organizations.

THE WHITE HOUSE

WASHINGTON

June 3, 1989

INFORMATION

MEMORANDUM FOR THE PRESIDENT

THROUGH: CHRISS WINSTON *W*

FROM: DAN MCGROARTY *DMG*

SUBJECT: BUSINESS ROUNDTABLE ON EDUCATION

Some changes!
CB
6-4

I. SUMMARY

On Monday, June 5 at 7 p.m., you will address a conference on the corporate role in education, sponsored by the Business Roundtable, with participants from the Chamber of Commerce, National Association of Manufacturers, and the American Business Council. The audience includes approximately 500 CEOs and high-ranking executives. You will be introduced by Ed Pratt, Chairman of Pfizer Pharmaceuticals and the Business Roundtable.

II. DISCUSSION

This event provides an opportunity reach out to a group already heavily involved in improving our schools, and ready to do more. Members of the Business Roundtable have asked specifically that you issue a corporate "call to action," challenging them to build on the important work they are now doing to strengthen our schools and improve education.

McGroarty/Dooley
June 3, 1989
9:00 am
Draft 3

PRESIDENTIAL REMARKS: BUSINESS ROUNDTABLE EDUCATION FORUM
WASHINGTON, D.C.
JUNE 5, 1989

Thank you, Ed. I know all of you have spent the afternoon brainstorming on ways the business community can improve education.

I spent some time today thinking about the trip I've just completed, and what I'd be saying here tonight. My message in Europe was one of change, opportunity -- and the challenge we face in moving towards a future of freedom, prosperity and peace.

That's a challenge that underscores the importance of education: Education as a means of equipping ourselves to excel in an increasingly competitive global market. Education as the root of mutual understanding -- another step towards peace in our world.

Tonight, I want to focus on the partnership we can build to create the world-class education system this nation needs.

A gathering like this is a good sign. We've got the Business Roundtable, the Chamber of Commerce, the National Association of Manufacturers and the American Business Conference coming together on a matter of urgent concern to all of us.

Our schools are in trouble -- real trouble. That means our kids are in trouble, too. So what are we going to do about it? Well, together, we can lead a nationwide crusade for excellence in education.

((You won't find too many times when the subject is education that I'll come out against studying -- but this is one of them.))

We've spent plenty of time studying the problem -- hundreds of studies in the past few years alone showing that our schools don't measure up. We've all heard the stories about kids who can't find the U.S. on a map. We've all seen the low test scores.

The time for study is past. It's time to take action.

Improving our schools is going to take a national effort, one that involves all levels of government, parents and local communities, and the private sector as well. And it's going to take an honest effort. If we're serious about excellence in education, we've got to put politics on the back burner.

I've heard plenty of complaints that we're not spending enough. The fact is, as a nation, we devote more than \$300 billion a year to educating our children. That's not stingy -- it's staggering. The resources are there. It's how we put those resources to work that counts.

And there's something more we need to recognize. We can multiply success. There's no monopoly on ideas -- no one "right answer" when it comes to improving our schools. We can learn from one each other.

Just look at the states -- today's entrepreneurs of education policy. We're witnessing the emergence of 50 laboratories of reform.

per capita
and how we compare
to other countries

Federal leadership is crucial. As you know, we've introduced a package of education initiatives designed to reward excellence, improve accountability and promote quality schools through choice. I expect our ideas to get a full and fair hearing when Congress begins working on our bill next week.

Right now, I want to highlight an idea that's proved its value in the business world -- an idea that can play a central role in education as well. I'm talking about competition. The business world knows that competition brings out the best -- in individuals and institutions.

The same is true for our schools. Proof already exists: America's post-secondary education system is widely recognized as the strongest and most successful system in the world. It's also extremely competitive. Schools compete to attract the best students, and first-rate faculties.

And the plain fact is that this competition is not destructive. Superior schools inspire others to reach for excellence. Our elementary and secondary schools are the weak links in our system. Competition and choice can help us make them stronger.

But what government can do is only part of the story. In the private sector -- in the American business community -- hundreds of companies and thousands of employees are going into the classrooms to help children learn. You didn't wait for a signal from Washington -- you saw an opportunity to help, and you got involved. The numbers are impressive: 186 corporations from

the Business Roundtable alone, and hundreds of others as well. That tells me that the great American tradition of serving others is alive and thriving in corporate America.

Improving our schools is a national problem, but the search for solutions must take place on the local level -- in our communities.

Local solutions work. Last month I was up in Rochester, New York, to visit the Wilson Magnet School -- a school that turned itself around. Ten years ago, Wilson was plagued by crime, plunging grades, and urban flight. Today, Wilson Magnet School is one of the top-ranked high schools in the state of New York.

A night-and-day change: How did it happen? Over and over, whoever I asked, I got one answer: commitment. Commitment on the part of parents, teachers, and students. And commitment on the part of the corporation that calls that community home. Eastman-Kodak contributed the equipment and expertise that helped bring learning alive for the kids at Wilson.

Today, Wilson has many more applicants than it has space for students. It's a success story I'd like to see repeated across this country -- and business played an important part.

Efforts like the one at Wilson -- like the ones your companies are now engaged in -- are producing real, lasting results, one school at a time, one student at a time. All of us know the magnitude of the challenge.

The students who need our help can't wait.

It's early June. School's about to end for the year. On graduation day, how many kids won't be walking across that stage to get their diploma? How many children who walk out of that classroom a few weeks from now won't be back in September? How many will get that degree, and go out into the world -- come to work in your companies -- without the skills they need?

Even a single young man or woman is one too many -- and yet there are millions.

Everyone in this room shares my concern. Tonight, I want to issue a challenge -- a corporate call to action -- four ways you can make a real difference.

o Start by raising literacy levels. Someone once asked Ben Franklin who he thought was the most pitiful man in the world. Franklin said: "A lonesome man on a rainy day who does not know how to read."

Franklin understood that literacy is an open door to opportunity and self-knowledge -- to history, culture, and a world of experience.

But make no mistake: reading isn't just a rainy day diversion. Reading is a survival skill. How can our young people do the job if they can't read the job application?

Some of you have spoken to me about this problem. Tonight, I ask all of you to start at home -- in your offices, on the shop floor. Make it your business to help every employee who can't read, but wants desperately to learn.

o Second, let's raise our sights -- and our standards. All of you know the kind of new employees you're looking for. That's why it makes sense to work with the schools to create programs that develop skills for the real world -- for the millions of new jobs our economy is creating each year.

All of you know how difficult it is for your companies to keep pace in a world where change is measured in milliseconds. We must do all we can to equip our children -- our future workforce -- with the thinking skills they'll need to make careers in the information age.

And you can't start too early. IBM is working in partnership with Head Start in Baltimore, teaching 4-year-olds how to use computers. Listen to what one mother says: "The computer will be just like the telephone. Everyone will have one. My kids have to learn this -- and so do I."

Many of us grew up in a time when a worker could spend an entire career in the same job. Those days are over. Workers entering the economy today can expect to train and retrain several times to keep pace with changing work conditions. It's up to our corporations to create a working environment where employee education and training never stops. From now on in America, learning must be a life-long occupation.

o Third, I challenge every CEO in this room today to get involved -- personally involved -- with the schools in your community. Walk into that classroom not as a CEO -- but as a concerned parent, as a good citizen in your community. I know

you and your companies are doing a great deal now to improve our schools. But take it personally: be a catalyst for change.

Let me tell you about a businessman from Louisiana who did just that. Patrick Taylor walked into one of the worst schools in New Orleans, and made a promise to the entire 8th grade class -- over 200 kids. He told them if they kept up a B average and graduated -- he'd guarantee they'd get to college.

Here's how he looks at it: "You don't always get from individuals what you expect. But if you expect nothing -- you're going to get nothing." Pat Taylor is telling those kids they've got a future -- and he's ready to help them get there.

o Now, my final challenge. Everyone in this room is here because you know how much education matters. I want you to take a message to the companies who aren't here tonight. Reach out -- bring others in the business community on board. I want to see all of America's corporations involved in a truly common effort.

I know you've got the energy and the ingenuity to meet these challenges. Start now. I want to hear from you next Labor Day - - see your report card -- your action plan for excellence in

education. *AND if I don't hear from you I'll get Barbara Bush on your case - Incidentally she has told me you've taken your skills and resources into our classrooms,*

because you know the bottom line: We can't have a world-class *our own* economy with second-class schools. *about many of you, of your personal*

I want you to take these challenges to heart -- and build on *you, of your personal* the fine work you're doing today. Thank you, *very much* and God bless you.

#

literacy interest is in general she is a real cheer leader for those already involved

THE WHITE HOUSE

WASHINGTON

June 1, 1989

MEMORANDUM FOR CHRISS WINSTON
DEPUTY ASSISTANT TO THE PRESIDENT FOR
COMMUNICATIONS

FROM: NELSON LUND *NL*
ASSOCIATE COUNSEL TO THE PRESIDENT

SUBJECT: Presidential Remarks: American Business Education
Roundtable

At the request of James W. Cicconi, Counsel's office has reviewed the captioned draft remarks. We have no legal objections.

We note that the last word of the third line on page 4 is misspelled.

Counsel's office appreciates having had the opportunity to review these draft remarks.

cc: James W. Cicconi

Simon edits

Simon

McGroarty/~~Dooley~~
June 1, 1989
8:00 am
Draft 2

PRESIDENTIAL REMARKS: BUSINESS ROUNDTABLE EDUCATION FORUM
~~WASHINGTON, D.C.~~ *J.W. Marriott*
MONDAY, JUNE 5, 1989

[Introductory acknowledgements....]

I know you've been at it for the past three hours, brainstorming on ways the American business community can improve education. I spent some time thinking this afternoon about the trip I've just completed, and what I'd be saying here tonight. My message in Europe was one of change, opportunity -- and the challenge we face in moving towards a future of freedom, prosperity and peace.

That's a challenge that underscores the importance of education: Education as a means of equipping ourselves to excel in an increasingly competitive global market. Education as the root of mutual understanding -- the key to peace in our world.

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wide drive to make our goal, excellence in education, a classroom reality.

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We've spent plenty of time studying the problem -- hundreds of studies in the past few years alone on why our schools aren't measuring up, on what we're doing wrong. We've all heard the stories about kids who can't find the United States on a map. We've all seen the test scores: American students far down the list compared to their peers in other industrialized nations.

The time for study is past. It's time to take action -- and I commend all of you for the work your companies are already doing to strengthen our nation's schools.

It's going to take a collective effort, one that involves all levels of government, and the private sector as well.

And it's going to take an honest effort. If we're serious about improving excellence in education, we've got to get past the politics.

I've heard plenty of complaints that we're not spending enough. The fact is, we're not stingy when it comes to education. As a nation, we devote more than \$300 billion a year to educating our children. The resources are there. It's how we put those resources to work that counts.

And there's something more we need to recognize. There's no monopoly on ideas -- no one "right answer" when it comes to

improving our schools. Our success depends on how well we learn from one other what works when it comes to improving education.

The states are emerging as leaders. We're witnessing the emergence of 50 laboratories of reform. I know you heard from Governor Bill Clinton today, about the efforts on-going in his state of Arkansas.

Federal leadership is crucial. As you know, I've introduced a package of education initiatives designed to encourage excellence, expand accountability and to promote quality schools through choice. I expect my ideas to get a full and fair hearing when Congress begins working on my bill next week.

Right now, I want to highlight an idea that's proved its value in the business world -- an idea that can play a central role in education as well. I'm talking about competition. The business world knows that competition brings out the best, in individuals and institutions -- that competition spurs creativity and innovation.

That same is true of competition in our education system. Proof already exists: America's post-secondary education system is widely recognized as the strongest and most successful system in the world. It's also extremely competitive. Schools compete to attract the best students and first-rate faculties. And the plain fact is that this competition is not destructive. Superior schools inspire others to reach for excellence themselves.

Our elementary and secondary schools are far less successful -- and while some choice and competition now exists, more is

needed. That's why I support greater freedom for students and parents in choosing a school -- and greater flexibility for school systems to attract talented teachers and principles.

But what government can do is only part of the story. In the private sector -- in the American business community -- hundreds of companies and thousands of corporate executives are going into the classrooms to help children learn. You deserve our thanks. You didn't wait for a signal from Washington -- you saw an opportunity to help, and you got involved. The numbers are impressive: 186 corporations from the Business Roundtable alone, and hundreds of others as well.

Improving our schools is a national problem, but the search for solutions must take place on the local level -- in our communities.

Local solutions work. Last month I was up in Rochester, New York, to visit the Wilson Magnet School -- a school that turned itself around. Ten years ago, Wilson was plagued by crime, plunging grades, and urban flight. Today, Wilson Magnet School is ^{considered one of the best} the 9th-ranked high schools in the state of New York.

A night-and-day change: How did it happen? Over and over, whoever I asked, I got one answer: commitment. Commitment on the part of parents, teachers, and students. And commitment on the part of business leaders as well -- at Wilson, Eastman-Kodak.

What happened at Wilson is instructive. The community refused to accept the status quo -- and they made it their business to bring about change. Today, Wilson has many more

applicants than it has space for students. It's a success story I'd like to see repeated across this country -- and business played an important part.

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Those efforts are producing real, lasting results, one school at a time, one student at a time. But all of us know the magnitude of the challenge. We know we have to move beyond a band-aid approach, to the broad changes and long-term solutions that will strengthen every school across this country.

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Even a single young man or woman is one too many -- and yet there are millions.

Today, I want to ask you to join me in setting some challenges for ourselves -- marking out a few areas where we can redouble our efforts and make a real difference.

o Let's concentrate on cutting the drop-out rate. Today, it's one in every four ~~17- and 18-year-olds~~: ~~a million~~ students a year.
high school students 682,000

Let's not waste time worrying about what the drop-out rate should be. It's too high. Let's get to work now to bring it down. If it's 1 in 4, let's aim for 1 in 5. Doesn't sound like much, does it? Well, that's ~~200,000~~ kids a year, staying in school -- and staying on track to a far brighter future.

o Let's raise the literacy rate. Someone once asked Ben Franklin who he thought was the most pitiful man in the world. Franklin said: "A lonesome man on a rainy day who does not know how to read."

Franklin understood that literacy is an open door to advancement, enrichment and opportunity -- to history, culture, and a world of experience.

But make no mistake: reading isn't just a rainy day diversion. It's a survival skill. How can our young people do the job if they can't read the job application?

o Let's raise our sights -- set higher standards. All of you know the kind of new employees you're looking for. That's why it makes sense to work with the schools, to create programs that develop skills for the real world -- for the millions of new jobs our economy is creating each year.

All of you know how difficult it is for your companies to keep pace in a world where change is measured in milliseconds.

We must do all we can to equip our children with the thinking skills they'll need to make careers in the information age.

Many of us grew up in a time when a worker could spend an entire career in the same job. Those days are fading fast. Workers entering the economy today can expect to train and retrain several times to keep pace with changing work conditions. For these workers, learning must be a life-long activity. It's up to our corporations to create a working environment where employee education and training never stops.

o Finally, I challenge every CEO in this room today to get involved -- personally involved -- with the schools in your community. It all comes back to commitment -- to what I learned at the Wilson Magnet School. Your commitment motivates others. Let your communities see that you take an active interest -- and others in your community will follow your lead. I know you and your companies are doing a great deal now to improve our schools. But take it personally: be a catalyst for change.

Everyone in this room today knows the bottom line: You can't be a world-class economy without a world-class education system. You know that first-hand -- and that's why you've taken your skills and resources into our schools.

Today's conference has brought you all together, given you the chance to learn from each other -- to build a broad partnership in improving American education. I want to thank you for the work you're doing -- and I want you to take these challenges to heart.

work in "Build a Better America."

McGroarty/Dooley
June 1, 1989
8:00 am
Draft 2

PRESIDENTIAL REMARKS: BUSINESS ROUNDTABLE EDUCATION FORUM
WASHINGTON, D.C.
JUNE 5, 1989

[Introductory acknowledgements....]

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That's a challenge that underscores the importance of education: Education as a means of equipping ourselves to excel in an increasingly competitive global market. Education as the root of mutual understanding -- the key to peace in our world.

Tonight, I want to focus on the partnership we can build to create the world-class education system this nation needs.

A gathering like this is a good sign. We've got the Business Roundtable, the Chamber of Commerce, the National Association of Manufacturers and the American Business Conference coming together on a matter of urgent concern to all of us.

Improving our schools is imperative. Nothing has greater impact on the long-term health of this nation. Together, you can be a powerful force for positive change -- leaders in a nation-

wide drive to make our goal, excellence in education, a classroom reality.

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WHITE HOUSE STAFFING MEMORANDUM

DATE: 6/1/89 ACTION/CONCURRENCE/COMMENT DUE BY: 6/1/89 5:00 PM

SUBJECT: PRESIDENTIAL REMARKS: AMERICAN BUSINESS EDUCATION ROUNDTABLE

	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"/>	BOSKIN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PETERSMEYER	<input checked="" 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 5:00 PM, TODAY, June 1, 1989, with an info copy to my office. Thank you.

RESPONSE: *No Comment
6/1/89*

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

McGroarty/Dooley
June 2, 1989
10:00 am
Draft 3

KG
6/2/89
11:AM

PRESIDENTIAL REMARKS: BUSINESS ROUNDTABLE EDUCATION FORUM
WASHINGTON, D.C.
JUNE 5, 1989

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Petermyer
↓

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Boys

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Even a single young man or woman is one too many -- and yet there are millions.

Everyone in this room shares my concern. Tonight, I want to issue a challenge -- a corporate call to action. I know the Business Roundtable is setting up a task force on education reform. Let me make a few suggestions for your agenda -- some areas where the energy and dynamism of corporate America can make a real difference.

Ford

o Let's start by raising literacy levels. Someone once asked Ben Franklin who he thought was the most pitiful man in the world. Franklin said: "A lonesome man on a rainy day who does not know how to read."

Danner

Franklin understood that literacy is an open door to opportunity and self-knowledge -- to history, culture, and a world of experience.

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Some of you have spoken to me about this problem. Tonight, I ask all of you to start at home -- in your offices, on the shop floor. Make it your business to help every employee who can't read, but wants desperately to learn.

Podu

o Let's raise our sights -- set higher standards. All of you know the kind of new employees you're looking for. That's why it makes sense to work with the schools, from elementary school on up, to create programs that develop skills for the real world -- for the millions of new jobs our economy is creating each year.

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o Finally, I challenge every CEO in this room today to get involved -- personally involved -- with the schools in your community. It all comes back to commitment -- to what I learned at the Wilson Magnet School. Your commitment motivates others. Walk into that classroom not as a CEO -- but as a concerned parent, as a good citizen in your community. You'll send a strong message -- to others in your community, and in your company. I know you and your companies are doing a great deal now to improve our schools. But take it personally: be a catalyst for change.

I know you've got the energy and the ingenuity to meet these challenges. Start now. I want to hear a year from now -- call it an annual report -- about the problems you're encountering, and about the progress you're sure to make.

Porden

Porden

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#

Edits in Red - DD's

McGroarty/Dooley
 June 2, 1989
 2:00 pm
 Draft 3

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 JUNE 5, 1989

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Our schools are in trouble -- real trouble. That means our kids
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~~impact on the long-term health of this nation. Together, you can~~
~~be a powerful force for change --~~ ^{we can} ~~leaders in a nation-wide drive~~ ^{concede}
~~to make our goal,~~ ^{you} excellence in education ~~a classroom reality.~~

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PINK

I've heard plenty of complaints that we're not spending enough. The fact is, ~~we're not stingy when it comes to education.~~ As a nation, we devote more than \$300 billion a year to educating our children. *That's not stingy -- it's staggering.* The resources are there. It's how we put those resources to work that counts.

And there's something more we need to recognize. There's no monopoly on ideas -- no one "right answer" when it comes to improving our schools. When it comes to improving our schools, we can learn from one another. *We can multiply sources.*

Just look at the

The states ~~are emerging as leaders~~ → entrepreneurs in public policy. We're witnessing the emergence of 50 laboratories of reform. ~~I know you heard from Governor Bill Clinton today, about the on-going efforts in his state of Arkansas.~~ *-- at real entrepreneurs in education policy.*

Pink

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Our elementary and secondary schools are the weaker links in our system. Competition and choice can help us make them stronger.

Ponder

But what government can do is only part of the story. In the private sector -- in the American business community -- hundreds of companies and thousands of employees are going into the classrooms to help children learn. You deserve our thanks for taking the lead. You didn't wait for a signal from Washington -- you saw an opportunity to help, and you got involved. The numbers are impressive: 186 corporations from the Business Roundtable alone, and hundreds of others as well. That tells me that the great American tradition of serving others is alive and thriving in corporate America.

Petersmeyer

Improving our schools is a national problem, but the search for solutions must take place on the local level -- in our communities.

fact-check

Local solutions work. Last month I was up in Rochester, New York, to visit the Wilson Magnet School -- a school that turned itself around. Ten years ago, Wilson was plagued by crime, plunging grades, and urban flight. Today, Wilson Magnet School is one of the top-ranked high schools in the state of New York.

A night-and-day change: How did it happen? Over and over, whoever I asked, I got one answer: commitment. Commitment on the part of parents, teachers, and students. And commitment on the part of the corporation that calls that community home -- at Wilson, Eastman-Kodak.

What happened at Wilson is instructive. The community refused to accept the status quo -- and they made it their business to bring about change. Today, Wilson has many more

applicants than it has space for students. It's a success story I'd like to see repeated across this country -- and business played an important part.

Efforts like the one at Wilson -- like the ones your companies are now engaged in -- are producing real, lasting results, one school at a time, one student at a time. ~~But~~ ^A all of us know the magnitude of the challenge. We know we have to move beyond a band-aid approach, to the broad changes and long-term solutions that will strengthen every school across this country. [←] The students who need our help can't wait. ^A It's early June. School's about to end for the year. On graduation day, how many kids won't be walking across that stage to get their diploma? How many children who walk out of that classroom a few weeks from now won't be back in September? How many will get that degree, and go out into the world -- come to work in your companies -- without the skills they need?

Even a single young man or woman is one too many -- and yet there are millions.

Ponder

Everyone in this room shares my concern. Tonight, I want to issue a challenge -- a corporate call to action. Here's where corporate America can make a real difference.

o Let's start by raising literacy levels. Someone once asked Ben Franklin who he thought was the most pitiful man in the world. Franklin said: "A lonesome man on a rainy day who does not know how to read."

Franklin understood that literacy is an open door to opportunity and self-knowledge -- to history, culture, and a world of experience.

But make no mistake: reading isn't just a rainy day diversion. ^{Reading is} ~~It's~~ a survival skill. How can our young people do the job if they can't read the job application?

Parker
Some of you have spoken to me about this problem. Tonight, I ask all of you to start at home -- in your offices, on the shop floor. Make it your business to help every employee who can't read, but wants desperately to learn.

o Let's raise our sights -- ^{and our} ~~set higher~~ standards. All of you know the kind of new employees you're looking for. That's why it makes sense to work with the schools, from elementary school on up, to create programs that develop skills for the real world -- for the millions of new jobs our economy is creating each year.

Dorman
All of you know how difficult it is for your companies to keep pace in a world where change is measured in milliseconds. We must do all we can to equip our children -- our future workforce -- with the thinking skills they'll need to make careers in the information age.

Many of us grew up in a time when a worker could spend an entire career in the same job. Those days are fading fast. Workers entering the economy today can expect to train and retrain several times to keep pace with changing work conditions.

From now on in America,
[For these workers, learning must be a life-long activity. ^{occupation.}] It's

up to our corporations to create a working environment where employee education and training never stops.

o Finally, I challenge every CEO in this room today to get involved -- personally involved -- with the schools in your community. It all comes back to commitment -- to what I learned at the Wilson Magnet School. Your commitment motivates others. Walk into that classroom not as a CEO -- but as a concerned parent, as a good citizen in your community. You'll send a strong message -- to others in your community, and in your company. I know you and your companies are doing a great deal now to improve our schools. But take it personally: be a catalyst for change.

Parker

Everyone in this room tonight is here because they know how much education matters. I want you to take a message to the companies who aren't here tonight. Reach out -- bring others in the business community on board. I want to see all of America's major corporations involved in a truly common effort.

Winter

I know you've got the energy and the ingenuity to meet these challenges. Start now. I want to hear ^{from you next Labor Day.} ~~a year from now~~ -- ~~call it an annual report~~ -- ^{your plans} ~~about the problems~~ you're encountering, and about the ^{made} ~~progress~~ you're sure to make.

Parker

Make it let me have your a report card-

We all ^{you know} know the bottom line: ~~We~~ ^{have} can't be a world-class economy without a world-class ^{Schools.} education system. ~~You know that~~ ^{you've taken} first-hand -- and that's why you've taken your skills and resources into our schools, ^{because} I want you to take these challenges to heart -- and build on the fine work you're doing today.

Document No. 041159

WHITE HOUSE STAFFING MEMORANDUM

DATE: 6/1/89 ACTION/CONCURRENCE/COMMENT DUE BY: 6/1/89 5:00 PM

SUBJECT: PRESIDENTIAL REMARKS: AMERICAN BUSINESS EDUCATION ROUNDTABLE

	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"/>	BOSKIN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PETERSMEYER	<input checked="" 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 5:00 PM, TODAY, June 1, 1989, with an info copy to my office. Thank you.

RESPONSE: *See Comments* 11 5:15 PM 1 MAY 89

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

McGroarty/Dooley
June 1, 1989
8:00 am
Draft 2

JUN 1 1989

PRESIDENTIAL REMARKS: BUSINESS ROUNDTABLE EDUCATION FORUM
WASHINGTON, D.C.
JUNE 5, 1989

[Introductory acknowledgements....]

As you all know, I've just returned from a very satisfying trip to Europe.
I know you've been at it for the past three hours,

brainstorming on ways the American business community can improve education. I spent some time thinking this afternoon about the trip I've just completed, and what I'd be saying here tonight.

My message ~~in Europe~~ ^{there} was one of change, ^{of} opportunity -- and ^{of} the challenge we face in moving towards a future of freedom, prosperity and ^{mutual understanding} peace.

That's a challenge that underscores the importance of education: Education ^{is the way to help us compete and excel} as a means of equipping ourselves to excel in an increasingly competitive global market. ^{And} Education ^{is} the root of ^{that} ~~mutual~~ understanding -- the key to peace in our ^{an ever-changing} world.

Tonight, I ^{like} want to focus on ^{building a} the partnership we can build to create the world-class education system this nation needs.

A gathering like this is a good sign. We've got the Business Roundtable, the Chamber of Commerce, the National Association of Manufacturers and the American Business Conference coming together on a matter of urgent concern to all of us.

Improving our schools is imperative. Nothing has greater impact on the long-term health of this nation. Together, you can be a powerful force for positive change -- leaders in a nation-

B. Day - x3080

B. Day - x3080

B. Day - x3080

wide drive to make our goal, excellence in education, a classroom reality.

((You won't find too many times when the subject is education that I'll come out against studying -- but this is one of them.))

May be too strong. One of the President's initiatives proposes to spend \$13 million on effective research & demonstration programs to promote educational achievement.

We have some pretty good ideas about what our educational problems are --
[~~We've spent plenty of time studying the problem~~] -- hundreds of studies in the past few years ^{have described how} ~~alone on why~~ our schools aren't measuring up ^{and} on what we're doing wrong. We've all heard the stories about kids who can't find the United States on a map. We've all seen the test scores: American students far down the list compared to their peers in other industrialized nations.

[~~The time for study is past.~~] It's time to take action -- and I commend all of you for the work your companies are already doing to strengthen our nation's schools.

It's going to take a collective effort, one that involves all levels of government, and the private sector as well.

And it's going to take an honest effort. If we're serious about improving excellence in education, we've got to get past the politics.

I've heard plenty of complaints that we're not spending enough. The fact is, we're not stingy when it comes to education. As a nation, we devote more than \$300 billion a year to educating our children. The resources are there. It's how we put those resources to work that counts.

And there's something more we need to recognize. There's no monopoly on ideas -- no one "right answer" when it comes to

A. Holm
x 5182

improving our schools. Our success depends on how well we learn from one other what works when it comes to improving education.

The states are emerging as leaders. We're witnessing the emergence of 50 laboratories of reform. I know you heard from Governor Bill Clinton today, about the efforts on-going in his state of Arkansas.

Federal leadership is crucial. As you know, I've introduced a package of education initiatives designed to ^{reward} encourage excellence, ^{improve} expand accountability ^{in federal programs} and to promote quality schools through choice. I expect my ideas to get a full and fair hearing when Congress begins working on my bill next week. > ???

Right now, I want to highlight an idea that's proved its value in the business world -- an idea that can play a central role in education as well. I'm talking about competition. The business world knows that competition brings out the best in individuals and institutions, ^{and} that competition spurs creativity and innovation.

That same is true of competition in our education system. Proof already exists: America's post-secondary education system is widely recognized as the strongest and most successful system in the world. It's also extremely competitive. Schools compete to attract the best students and first-rate faculties. And the plain fact is that this competition is not destructive. Superior schools inspire others to reach for excellence themselves.

Our elementary and secondary schools are far less successful -- and while some ~~choice~~ and competition now exists, more is

and some choice,

1/2/89
x5182

We cannot verify this schedule

* June 13
M. G.
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4

needed. That's why I support greater freedom for students and parents in choosing a school -- and greater flexibility for school systems to attract talented teachers and principals. ^{als} ✓

But what government can do is only part of the story. In the private sector -- in the American business community -- hundreds of companies and thousands of corporate executives are going into the classrooms to help children learn. You deserve our thanks. You didn't wait for a signal from Washington -- you saw an opportunity to help, and you got involved. The numbers are impressive: 186 corporations from the Business Roundtable alone, and hundreds of others as well.

Improving our schools is a national problem, but the search for solutions must take place ^{at the state and} ~~on the local level~~ -- in our communities.

^{Locally developed} ~~Local~~ solutions work. Last month I was up in Rochester, New York, to visit the Wilson Magnet School -- a school that turned itself around. Ten years ago, Wilson was plagued by crime, plunging grades, and urban flight. Today, Wilson Magnet School is the 9th-ranked high school in the state of New York.

A night-and-day change: How did it happen? Over and over, whoever I asked, I got one answer: commitment. Commitment on the part of parents, teachers, and students. And commitment on the part of business leaders as well -- at Wilson, Eastman-Kodak.

What happened at Wilson is instructive. The ^{entire} ~~community~~ refused to accept the status quo -- and they made it their business to bring about change. Today, Wilson has many more

*Holmes
x5182*

*See p. 3, which
focuses on the
role of the
States*

*Holmes
x5182*

5

applicants than it has space for students. It's a success story I'd like to see repeated across this country -- and business played an important part.

Many of you here today have begun intensive "mentoring" programs, a one-on-one approach that proves to a child that someone cares enough to help him learn. Some of your companies have adopted schools, supplying equipment and expertise, opening a new world of educational experience.

Those efforts are producing real, lasting results, one school at a time, one student at a time. But all of us know the magnitude of the challenge. We know we have to move beyond a band-aid approach, to the broad changes and long-term solutions that will strengthen every school across this country.

The students who need our help can't wait. It's early June. School's about to end for the year. On graduation day, how many kids won't be walking across that stage to get their diploma? How many children who walk out of that classroom a few weeks from now won't be back in September? How many will get that degree, and go out into the world -- come to work in your companies -- without the skills they need?

Even ~~a single~~ ^{one} young man or woman is one too many -- and yet there are millions.

Today, I want to ask you to join me in setting some ^{goals} ~~challenges~~ for ourselves -- marking out a few areas where we can redouble our efforts and make a real difference.

Holden x5182

o Let's concentrate on ~~cutting the drop-out rate~~. Today, ~~it's~~ ⁶ ~~one in every four 17- and 18-year-olds~~ a million students a year.
reducing the number of students who fails to complete high school

The 1 million number must represent students of all ages.

Cannot verify the data used.

Let's not waste time worrying about what the drop-out rate should be. It's too high. Let's get to work now to bring it down. If it's 1 in 4, let's aim for 1 in 5. Doesn't sound like much, does it? Well, that's 200,000 kids a year, staying in school -- and staying on track to a far brighter future.

There is no national drop-out rate since there is no standard definition of a drop-out.

o Let's raise the literacy rate. *improve the level of among our population.* Someone once asked Ben Franklin who he thought was the most pitiful man in the world. Franklin said: "A lonesome man on a rainy day who does not know how to read."

There is no "literacy rate" - there is a need to improve the literacy skills of our population - young people + adults.

Franklin understood that literacy is an open door to advancement, enrichment, and opportunity -- to history, culture, and a world of experience.

But make no mistake: reading isn't just a rainy day diversion. It's a survival skill. How can our young people do the job if they can't read the job application?

o Let's raise our sights -- set higher standards. All of you know the kind of new employees you're looking for. That's why it makes sense to work with the schools, to create programs that develop skills for the real world -- for the millions of new jobs our economy is creating each year.

main #

All of you know how difficult it is for your companies to keep pace in a world where change is measured in milliseconds. ✓

7

*workforce - present + future -**Holmes
X 5182*

We must do all we can to equip our [children] with the thinking skills they'll need to make ^(keep) careers in the information age.

Many of us grew up in a time when a worker could spend an entire career in the same job. Those days are fading fast. Workers entering the economy today can expect to train and retrain several times to keep pace with changing work conditions. For these workers, learning must be a life-long activity. It's up to our corporations to create a working environment where employee education and training never stops.

o Finally, I challenge every CEO in this room today to get involved -- personally involved -- with the schools in your community. It all comes back to commitment -- to what I learned at the Wilson Magnet School. Your commitment motivates others. Let your communities see that you take an active interest -- and others in your community will follow your lead. I know you and your companies are doing a great deal now to improve our schools. But take it personally: be a catalyst for change.

Everyone in this room today knows the bottom line: You can't be a world-class economy without a world-class education system. You know that first-hand -- and that's why you've taken your skills and resources into our schools.

Today's conference has brought you all together, given you the chance to learn from each other -- to build a broad partnership in improving American education. I want to thank you for the work you're doing -- and I want you to take these challenges to heart.

McGroarty/Dooley
June 2, 1989
3:00 pm
Draft 3

PRESIDENTIAL REMARKS: BUSINESS ROUNDTABLE EDUCATION FORUM
WASHINGTON, D.C.
JUNE 5, 1989

Thank you, Ed, for your kind words. I know all of you have been at it for the past three hours, brainstorming on ways the American business community can improve education.

I spent some time thinking this afternoon about the trip I've just completed, and what I'd be saying here tonight. My message in Europe was one of change, opportunity -- and the challenge we face in moving towards a future of freedom, prosperity and peace.

That's a challenge that underscores the importance of education: Education as a means of equipping ourselves to excel in an increasingly competitive global market. Education as the root of mutual understanding -- another step towards peace in our world.

Tonight, I want to focus on the partnership we can build to create the world-class education system this nation needs.

A gathering like this is a good sign. We've got the Business Roundtable, the Chamber of Commerce, the National Association of Manufacturers and the American Business Conference coming together on a matter of urgent concern to all of us.

Our schools are in trouble -- real trouble. That means our kids are in trouble, too. So what are we going to do about it?

Well, together, we can lead a nation-wide crusade for excellence in education.

((You won't find too many times when the subject is education that I'll come out against studying -- but this is one of them.))

We've spent plenty of time studying the problem -- hundreds of studies in the past few years alone on what we're doing wrong, why our schools don't measure up. We've all heard the stories about kids who can't find the United States on a map. We've all seen the test scores: American students far down the list compared to their peers in other industrialized nations.

The time for study is past. It's time to take action -- and I commend all of you for the work your companies are already doing to strengthen our nation's schools.

It's going to take a national effort, one that involves all levels of government, parents and local communities, and the private sector as well. And it's going to take an honest effort. If we're serious about improving excellence in education, we've got to put politics on the back burner.

I've heard plenty of complaints that we're not spending enough. The fact is, as a nation, we devote more than \$300 billion a year to educating our children. That's not stingy -- it's staggering. The resources are there. It's how we put those resources to work that counts.

And there's something more we need to recognize. We can multiply success. There's no monopoly on ideas -- no one "right

answer" when it comes to improving our schools. When it comes to improving our schools, we can learn from one another.

Just look at the states -- today's entrepreneurs of education policy. We're witnessing the emergence of 50 laboratories of reform.

Federal leadership is crucial. As you know, we've introduced a package of education initiatives designed to reward excellence, improve accountability and promote quality schools through choice. I expect our ideas to get a full and fair hearing when Congress begins working on our bill next week.

Right now, I want to highlight an idea that's proved its value in the business world -- an idea that can play a central role in education as well. I'm talking about competition. The business world knows that competition brings out the best -- in individuals and institutions. You know that competition spurs creativity and innovation.

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But what government can do is only part of the story. In the private sector -- in the American business community -- hundreds of companies and thousands of employees are going into the classrooms to help children learn. You deserve our thanks for taking the lead. You didn't wait for a signal from Washington -- you saw an opportunity to help, and you got involved. The numbers are impressive: 186 corporations from the Business Roundtable alone, and hundreds of others as well. That tells me that the great American tradition of serving others is alive and thriving in corporate America.

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I know you've got the energy and the ingenuity to meet these challenges. Start now. I want to hear ^{from you} a year from now -- call it an annual report -- about the problems you're encountering, and about the progress you're sure to make.

You've taken your skills and resources into our schools, because you know the bottom line: We can't have a world-class economy with second-^{class}-rate schools. I want you to take these challenges to heart -- and build on the fine work you're doing today.