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OA/ID Number: 13489
Folder ID Number: 13489-014

Folder Title:
Business Roundtable Luncheon 6/5/89 [3]

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CLASSIFICATION

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PAGES 10

DTG 041435Z JUN 89

RELEASER J Doyle

FROM/LOCATION

1. John S. Gardner/The White House

TO/LOCATION/TIME OF RECEIPT

1. Linda Casey for the Chief of Staff/London

2. Andrew Card/London

3. James W. Cicconi/London

4. David Demarest/London

5. Marlin Fitzwater/London

6. Stephen Studdert/London

7. Chriss Winston/London

INFORMATION ADDRESSES/LOCATION/TIME OF RECEIPT

1. _____
2. _____

SPECIAL INSTRUCTIONS/REMARKS:

The attached:

1. American Business Education Roundtable
2. Message to the American League of Anglers and Boaters

have been staffed to your offices in Washington.

unclas

CLASSIFICATION

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"/>
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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 1 10:00 AM

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~~ ^{another step toward} 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~~ ^{Our schools are in trouble, real trouble. And that means our kids are in trouble.} Nothing has greater ^{Well,} ~~you can~~ ^{we can} impact on the long-term health of this nation. ^{So what are we going to do about it?} Together, ~~you can~~ ^{we can} ~~be a powerful force for positive change -- leaders in a nation-~~ ^{lead national crusade} ~~quately excellence~~

~~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 ^{and money} 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.

X

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 ^{whole of an} collective effort, one that involves all levels of government, ^{parents and communities} and the private sector, ^{as well.} ^{We're talking about}

And it's going to take an honest effort. If we're serious about ~~improving~~ excellence in education, we've got to ^{leave} ~~get past~~ ^{roll-up-the-sleeves-} ^{down-in-} ^{the-trenches-} ^{work-} the politics on the back burner.

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 ^{- that's not stingy - it's staggering.} 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. ^{We can multiply success} 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~~
~~We can share with one another~~
~~from one another~~ what works when it comes to improving education.
 Just look at the states —
~~The states are emerging as leaders.~~ We're witnessing the
~~of 50 entrepreneurs of educational policy —~~
 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, ^{we} I've introduced
 a package of education initiatives designed to encourage
 excellence, expand accountability and to promote quality schools
 through choice. I expect ^{our} my ideas to get a full and fair hearing
 when Congress begins working on ^{our} my bill next week.

Right now, I want to highlight an idea that's proved its
^{value in the business world} value in the business world -- ^{an idea} 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, ^{as you know} 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 principals.

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 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

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.

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. ^{Reading is a} ~~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 -- ^{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, 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.

From now on in America
 For these workers, learning must be a life-long ^{occupation} 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~~ *face-to-face* 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.

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

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.

WHITE HOUSE STAFFING MEMORANDUM

6/1/89

6/2/89 4:00 PM

DATE: _____ ACTION/CONCURRENCE/COMMENT DUE BY: _____

MESSAGE TO THE AMERICAN LEAGUE OF ANGLERS AND BOATERS

SUBJECT: _____

	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 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 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 any comments directly to Chriss Winston, Rm. 122 x2930, no later than 4:00 PM, Friday, June 2, 1989, with an inf copy to my office. Thank you.

RESPONSE:

James W. Cicco
Assistant to the Prv
and Deputy to the Ch
Ext. 2706

((Grant))
June 1, 1989
4 p.m.

Message to the American League of Anglers and Boaters:

Fishing and boating are two of my favorite recreational activities, and there's no place where fishing and boating opportunities are more diverse and more enjoyable than here in the United States. Thanks to the efforts of your organization and those millions of Americans who deeply love the outdoors, we are protecting and enhancing our waters for the enjoyment of future Americans.

I appreciate your support for the creation of the Wallop-Breaux Trust Fund in 1984. We have acted recently to ensure that this fund will be used for its intended purposes, and your organization has helped make this program a fine example of a successful public-private partnership.

Congratulations to those receiving special awards today for their work on behalf of boating and fishing. One of your honorees is my good friend and great companion in the outdoors, Ray Scott. I always know that when I go bass fishing with Ray, I'm guaranteed a trophy fish.

The American League of Anglers and Boaters is doing a great job. Thank you for your fine efforts to make fishing and boating fun, safe and readily available to tens of millions of Americans.

#

Why aren't there more of you,
So much is at stake we need the talented
minds of businessmen and women in every
community coast to coast & involved
and I mean involved.

Our children's future and the constitution
will all be at stake.

So what can you do. Most of you are
already involved. Great story involved,
locally, but I ask you to do more.

You are here because you are the major
leaders of this country. That means you
have more resources - both human and
financial - that can be put to use

PHILIPPINE
Philippine

THE WHITE HOUSE

WASHINGTON
89 MAY 1 P5:41

June 1, 1989

MEMORANDUM TO CHRISS WINSTON

FROM: JIM PINKERTON

SUBJECT: Business Roundtable Education Forum

This speech is a good education speech and we have attached our comments below. We believe, however, that a speech exclusively about education is the wrong tack: In order to manage and maintain the news momentum built up during the President's European trip, the news we seek to make should be about Europe, not education.

This will be the President's first day back from Europe, we propose using themes about Europe to balance the themes about education. A few suggestions for such themes are as follows:

- o EC 92 The President should point to the coming quantum leap in European competitiveness. He should emphasize that he personally witnessed the nascent transformation while he was there.
- o Europe's Increasing Competitiveness The point to stress is that Europe's prospective increase in economic competitiveness requires America all the more to reform its own educational system.
- o Emphasize What's At Stake For American Business The Roundtable will be much more interested in the President's views about American education vis-a-vis the world than they will be in the specific challenges currently laid out in the speech. The goal of this speech should be to do both -- talk about Europe and American education. We should bring home to them that they have a personal stake in making sure that this country is up to The European Challenge.

(more)

Below is some suggested language. It could certainly use polishing, but its incorporation into Monday's speech would shift the emphasis toward the "hot" news of the day -- the NATO summit.

- o "I have just come from a Europe that is poised for a quantum leap: a quantum leap in the direction of real peace and security, thanks to the agreement we achieved in Brussels; and a quantum leap in Europe's global competitiveness."
- o "The nations of the Old World are not acting old at all. They are more like a line of runners getting into the starting blocks for a great global race. We must make sure that America is in that race and not hobbled by a lagging educational system."
- o "Almost a quarter century ago in Paris a book was published with the title The American Challenge. In it Jacques Servan-Schreiber wrote that soon there would be three great world powers: America, the Soviet Union, and American international business. The countries of Europe then as now were conscious of their global competitive stature.

"Today we might well say there is a new economic force emerging -- a force that we Americans welcome. It is The European Challenge. Let no one mistake that the European Challenge is anything but a hopeful sign for the world's prosperity. But let no American mistake that this country must be ready to accept this challenge. Above all we must meet the challenge by investing in our future: the education of our children."

COMMENTS

Pg. 1, para. 2, line 4 The seemingly unobjectionable syllogism that education is the "root of mutual understanding," which is, in turn, "the key to peace in our world," is nevertheless in error at a fundamental level.

Americans are particularly susceptible to the myth that if, for example, we just bring enough Russians over to see Disneyland and visit a farm in Iowa, the chances of peace will increase. No doubt, mutual understanding is a good thing, but we understand the Soviets well enough to know we must defend ourselves against them. Mutual understanding did not kick them out of Afghanistan.

(more)

3-3-3

The same is true with education. After all, the most educated country, at the time, in the world started the greatest war in history. Therefore, we suggest saying that education is the "root of personal responsibility, self-restraint, and tolerance," which will appeal to business's interest in social stability.

1,5,1 "Improving our schools is imperative." If we are to present the President as The Education President (which phrase, incidentally, we ought to use more), then we should use stronger rhetoric than this -- rhetoric that will get noticed: e.g. "The state of our schools is nothing less than a national emergency."

2,2-3 This is a clever transition that will appeal to action-oriented executives.

2,5 Aside from the connotations of the word "collective," this sentence leaves out the most important sources of the effort to change things: parents and local communities. We would suggest "It's going to take the efforts of everyone [or "a national effort"] -- most importantly, parents and local communities, but also government and, not least, the private sector."

2,2,2 "The 50 laboratories of reform" is a good phrase and an excellent introduction to the theme of competition, since the states are also the "entrepreneurs of policy" (a phrase that might not be a bad one given the audience) competing against one another.

3,4 Again, we commend the theme of competition which is philosophically sound and serviceable for any audience -- especially this one.

#

cc: Andy Card
David Demarest
Ed Rogers

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"/>
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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 5:00 PM, TODAY, June 1, 1989, with an info copy to my office. Thank you.

RESPONSE:

*no comment
as he is out of
town
RW*

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....]

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

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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.

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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"/>
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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: *OK
CWC*

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

1989 JUN -1 AM 10:00

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-

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.

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

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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"/>
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RESPONSE:

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

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

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~~We must~~
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You've been leaders in business and industries. You know how to read a bottom line. But what about the 18 year old high school drop out who can't read

components
a line of your employment
applications. You understand
that productivity adds up to
profits. But what about
a five-year-old who

But today's there are kids who can't
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WHITE HOUSE STAFFING MEMORANDUM

6/1/89

6/2/89 4:00 PM

DATE: _____ ACTION/CONCURRENCE/COMMENT DUE BY: _____

SUBJECT: MESSAGE TO THE AMERICAN LEAGUE OF ANGLERS AND BOATERS

	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 type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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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 any comments directly to Chriss Winston, Rm. 122 x2930, no later than 4:00 PM, Friday, June 2, 1989, with an in/ copy to my office. Thank you.

RESPONSE:

James W. Cicco
Assistant to the Prr
and Deputy to the Cr
Ext. 2702

((Grant))
June 1, 1989
4 p.m.

Message to the American League of Anglers and Boaters:

Fishing and boating are two of my favorite recreational activities, and there's no place where fishing and boating opportunities are more diverse and more enjoyable than here in the United States. Thanks to the efforts of your organization and those millions of Americans who deeply love the outdoors, we are protecting and enhancing our waters for the enjoyment of future Americans.

I appreciate your support for the creation of the Wallop-Breaux Trust Fund in 1984. We have acted recently to ensure that this fund will be used for its intended purposes, and your organization has helped make this program a fine example of a successful public-private partnership.

Congratulations to those receiving special awards today for their work on behalf of boating and fishing. One of your honorees is my good friend and great companion in the outdoors, Ray Scott. I always know that when I go bass fishing with Ray, I'm guaranteed a trophy fish.

The American League of Anglers and Boaters is doing a great job. Thank you for your fine efforts to make fishing and boating fun, safe and readily available to tens of millions of Americans.

#

THE WHITE HOUSE

WASHINGTON

June 1, 1989

MEMORANDUM TO CHRISS WINSTON

FROM: JIM PINKERTON

SUBJECT: Business Roundtable Education Forum

This speech is a good education speech and we have attached our comments below. We believe, however, that a speech exclusively about education is the wrong tack: In order to manage and maintain the news momentum built up during the President's European trip, the news we seek to make should be about Europe, not education.

This will be the President's first day back from Europe, we propose using themes about Europe to balance the themes about education. A few suggestions for such themes are as follows:

- o EC 92 The President should point to the coming quantum leap in European competitiveness. He should emphasize that he personally witnessed the nascent transformation while he was there.
- o Europe's Increasing Competitiveness The point to stress is that Europe's prospective increase in economic competitiveness requires America all the more to reform its own educational system.
- o Emphasize What's At Stake For American Business The Roundtable will be much more interested in the President's views about American education vis-a-vis the world than they will be in the specific challenges currently laid out in the speech. The goal of this speech should be to do both -- talk about Europe and American education. We should bring home to them that they have a personal stake in making sure that this country is up to The European Challenge.

(more)

Below is some suggested language. It could certainly use polishing, but its incorporation into Monday's speech would shift the emphasis toward the "hot" news of the day -- the NATO summit.

- o "I have just come from a Europe that is poised for a quantum leap: a quantum leap in the direction of real peace and security, thanks to the agreement we achieved in Brussels; and a quantum leap in Europe's global competitiveness."
- o "The nations of the Old World are not acting old at all. They are more like a line of runners getting into the starting blocks for a great global race. We must make sure that America is in that race and not hobbled by a lagging educational system."
- o "Almost a quarter century ago in Paris a book was published with the title The American Challenge. In it Jacques Servan-Schreiber wrote that soon there would be three great world powers: America, the Soviet Union, and American international business. The countries of Europe then as now were conscious of their global competitive stature.

"Today we might well say there is a new economic force emerging -- a force that we Americans welcome. It is The European Challenge. Let no one mistake that the the European Challenge is anything but a hopeful sign for the world's prosperity. But let no American mistake that this country must be ready to accept this challenge. Above all we must meet the challenge by investing in our future: the education of our children."

this is worth trying to incorporate

COMMENTS

Pg. 1, para. 2, line 4 The seemingly unobjectionable syllogism that education is the "root of mutual understanding," which is, in turn, "the key to peace in our world," is nevertheless in error at a fundamental level.

Americans are particularly susceptible to the myth that if, for example, we just bring enough Russians over to see Disneyland and visit a farm in Iowa, the chances of peace will increase. No doubt, mutual understanding is a good thing, but we understand the Soviets well enough to know we must defend ourselves against them. Mutual understanding did not kick them out of Afghanistan.

(more)

The same is true with education. After all, the most educated country, at the time, in the world started the greatest war in history. Therefore, we suggest saying that education is the "root of personal responsibility, self-restraint, and tolerance," which will appeal to business's interest in social stability.

1,5,1 "Improving our schools is imperative." If we are to present the President as The Education President (which phrase, incidentally, we ought to use more), then we should use stronger rhetoric than this -- rhetoric that will get noticed: e.g. "The state of our schools is nothing less than a national emergency."

2,2-3 This is a clever transition that will appeal to action-oriented executives.

2,5 Aside from the connotations of the word "collective," this sentence leaves out the most important sources of the effort to change things: parents and local communities. We would suggest "It's going to take the efforts of everyone [or "a national effort"] -- most importantly, parents and local communities, but also government and, not least, the private sector."

2,2,2 "The 50 laboratories of reform" is a good phrase and an excellent introduction to the theme of competition, since the states are also the "entrepreneurs of policy" (a phrase that might not be a bad one given the audience) competing against one another.

3,4 Again, we commend the theme of competition which is philosophically sound and serviceable for any audience -- especially this one.

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cc: Andy Card
David Demarest
Ed Rogers

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

June 5, 1989

REMARKS BY THE PRESIDENT
TO BUSINESS ROUNDTABLE

The J.W. Marriott Hotel
Washington, D.C.

7:12 P.M. EDT

THE PRESIDENT: Thank you very much, Ed. Thank you so much. Barbara and I are delighted to be here. And, Ed, to you, my sincere thanks, not just for the invitation and the introduction, but for all you do for education. My respects to John Akers, who is the Chairman of your Human Resources Task Force. My respects to the members of the Senate and the House who are here tonight and to members of my Cabinet. I see our Secretary of Education here, Larry Cavazos, who is doing an outstanding job. Larry, delighted to see you. (Applause.) And one of your own, or one from industry, Bruce Gelb I see sitting here, who's now heading the U.S. Information Agency, taking on a very important job. So I'm going to stop right there before I get in trouble. (Laughter.)

But I spent some time today just thinking about the trip that was just completed and then how I would tie that in to what I'd be saying here tonight. And let me just say a word on the European trip. I am convinced that the Alliance that is so vital to American interests, and I think to interests of every Western European country, are in good shape. I think the Alliance itself is together, perhaps stronger and more united than it's ever been. The spirit of Brussels was one of change and opportunity and the challenge we face in moving towards a future of freedom, prosperity and peace. And I've labeled it "beyond containment." And many of you people in this room know very well what I'm talking about when I talk about a relationship with the Soviet Union that goes beyond containment. And admittedly, a lot has to be done in terms of performance.

But I think with the Alliance together, the challenge now to Mr. Gorbachev to come forward and make these serious reductions to parity in U.S. and Soviet forces. I think we're on the move. I think we're on the offense. And I must say I was very, very pleased by the firm and united reaction from our European allies. (Applause.)

But even as we talked about the matter of arms control and arms reductions, the subject that joins us here tonight -- the subject of education -- came up, everybody recognizing that we're moving into a much more competitive age. And education is a means of equipping ourselves to excel in an increasingly competitive global marketplace. That is one of the things we're facing. Education is the root -- can be the root of mutual understanding and can make an enormous step towards peace in the world.

And so, before I mention that -- a subject which I told Ed I'm a little reluctant to talk about with Larry Cavazos here and with many of you already involved in it -- let me just say a word about another subject -- the one that has dominated the news for the last 48 hours and before as well. I'm talking about the tragic, deplorable events taking place in China. I have a special affection for the Chinese people. I've kept up my knowledge of China and my relationship with various leaders there. I've been back to China five times since Barbara and I left in 1975. And she's been back six

MORE

times. And it is with a saddened heart that I, joining many of you, watched the proceedings in Tiananmen Square.

I was so moved today by the bravery of that individual that stood alone in front of the tanks rolling down the main avenue there. And I heard some speculation on the television on -- what is it that gives a young man the strength, gives him the courage to stand up in front of a column of tanks right there in front of the world. And I'll tell you, it was very moving. Because all of us have seen the bravery and the determination of the students and the workers -- seen their commitment to peaceful protest. And that image, I think, is going to be with us for a long time. And all I can say to him, wherever he might be, or to people around the world is, we are and we must stand with him. And that's the way it is. And that's the way it's going to be. (Applause.)

I know that many in this room do what we have encouraged you to do -- do business with the People's Republic of China. And I don't want to disturb that. I don't want to hurt the very business community in China and here that has moved things forward toward democracy. I did take some steps that some of you may have seen in the military side today. I am convinced that there are many in the People's Liberation Army who are sympathetic to the demonstrators.

But I think the way to move, to take action and to express the outrage we feel is on that military supply side. And I'm very hopeful that this message we sent today will be strong enough to convince the leaders of the Chinese military to go back to the policy of restraint and negotiation and peace as opposed to this crushing of the human spirit in Tiananmen Square.

Tonight, I want to focus on the partnership that we can build to create the world class education system that this country needs. A gathering like this is a very, very good sign -- all of you busy. And you've got the Business Roundtable, the Chamber, the NAM -- National Association of Manufacturers, the American Business Conference, coming together on this matter of urgent concern to our great country.

And our schools are in trouble -- they're in real trouble. And 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 simply do not measure up. And we've all heard the stories about the kids who can't find the U.S. on a map and we've seen the low test scores. And so, I really believe that the time for study is past and it's time to take action.

Improving our schools is going to take a national effort -- one that involves all levels of government -- parents, local communities, the private sector as well. And it's going to take an honest effort. And if we're serious about excellence in education, we've got to put the politics on the back burner. And Ed was telling me about the magnificent program you had here today with people from all elements in the educational community. And I think that's a very, very good thing.

I've heard plenty of complaints that we're not spending enough. The typical Washington reaction says, well, if you've got a problem, double the spending and that'll take care of it. The fact is that we spend more per capita than many of our toughest competitors. And, as a nation, we devote more than \$300 billion a year to educating our children. And that's not stingy, it's staggering. And the resources are there and it's how we put those resources to work that counts.

And there's something more that 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 each other. Look at the states -- today's entrepreneurs of education policy, if you will. We're witnessing the emergence of 50 laboratories of reform -- 50 states -- 50 laboratories of reform. And yes, federal leadership is crucial. And, 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 full and fair hearings when Congress begins working on our bill next week.

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

But what government can do is only part of the story. In the private sector and in this business community hundreds of companies, thousands of employees are going into the classrooms to help children learn. And you didn't wait for a signal from Washington. You saw an opportunity and you got involved. And the numbers are impressive -- 186 corporations from the Business Roundtable alone, and hundreds of others as well. And 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 -- just before I went abroad -- I was up in Rochester to visit the Wilson Magnet School -- a school that just turned itself around. And 10 years ago, Wilson was plagued by crime and plunging grades and, indeed, urban flight. And today, that Wilson Magnet School is one of the top-ranked high schools in the state of New York -- a night-and-day change. And you might say, well, how did it happen? Over and over, everyone that I asked there said, I have one answer, and that answer -- commitment. They used that word over and over again. Commitment on the part of parents, teachers, students, and commitment on the part of the corporation that calls that community home -- Eastman Kodak -- contributed the equipment and the expertise that helped bring learning alive for the kids at Wilson.

And I saw those Kodak employees sitting side-by-side with the students at the computers, pitching in, doing a whale of a job. And today, Wilson has many more applicants than it has space for students. And it's a success story that I'd like to see repeated all across this country. And business, it was you -- it was business that played this key role.

Efforts like the one at Wilson, like the ones that many of your companies are now engaged in, are producing real, lasting results -- one school at a time, one student at a time. And all of us know the magnitude of the challenge, and all of us can do our part to strengthen our schools.

And that's why I'm announcing tonight the creation of an advisory committee -- my first as President -- to focus on education -- the President's Education Policy Advisory Committee. And I'll call on this committee to bring me innovative ideas, to bring

together leaders from business and labor, educators at every level, state and local government officials, and the media in a partnership to improve our schools.

The students who need our help can't wait. It's early June; school's about to end for this year. And on graduation day, how many kids won't be walking across that stage to get their diploma? How many kids 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, I know, shares my concern. And tonight I want to issue a challenge, a corporate call to action, if you will, four ways that you can make a real difference. Start by raising the literacy levels. Someone once asked Ben Franklin who he thought was the most pitiful man in the world, and he said, "A lonesome man on a rainy day who does not know how to read." And Franklin understood that literacy is an open door to opportunity and self-knowledge, to history, culture and a world of experience. And make no mistake, reading isn't just a rainy day diversion; it's a survival skill. And how can young people do the job if they can't read the job application?

Some of you have spoken to me about this problem. I know many of you have been engaged with Barbara in her effort to help make this country more literate. And tonight, I ask all of you to start at home and your offices, on the shop floor, make it your business to help every employee who can't read but wants desperately to learn.

And second, let's raise our sights and our standards. All of you know the kind of new employees that you're looking for, and 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 that our economy is creating each year.

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

You can't start too early. IBM is working in partnership with Headstart in Baltimore, teaching four-year-olds how to use computers. And 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." That may be a good sales program for John Akers, but it's also a whale of a good education program, I'll tell you. (Laughter.)

We have to understand and we have to be involved. And many of us grew up in a time when a worker would spend an entire career in the same job, and those days are ending. Workers entering the economy today can expect to train and retrain several times to keep pace with changed working conditions. And it's up to our corporations to create a working environment where employee education and retraining and training never stops. From now on in America, learning must be a life-long occupation.

And third, I challenge every CEO in this room to get involved -- personally involved -- with the schools in your own community. Walk into the classroom, not as a CEO, but as a concerned parent, as a good citizen, right there in the community. And I know you and your companies are doing a great deal now to improve our schools. But it's got to be personal. Be a catalyst for change.

Let me tell you about a businessman I know in New Orleans who did exactly that. Pat Taylor -- Patrick Taylor. He walked into one of the worst schools in New Orleans and made a promise to the

entire eighth grade class -- over 200 kids. And he told them if they kept up a B average and graduated, he'd guarantee that they get to college -- go to college. And 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. And Pat Taylor is telling those kids that they've got a future and he's ready to help them get there.

And now the last challenge -- everyone in this room is here because you know how much education matters. And I want you to take a message to the companies who aren't here tonight. Reach out, bring others in this business community onboard. I want to see all of America's corporations involved in a truly common effort.

And I know that you've got the energy and the ingenuity to meet these challenges. Start now. I want to hear from you by next Labor Day -- see the report card, if you will, your action plan for excellence in education. And if I don't hear from you, I'll get Barbara Bush on your case. (Laughter and applause.) She's told me over and over again about many of you -- of your personal and your company's interest in literacy and in education in general. And she has been inspired by what so many of you have already done. She's your cheerleader -- for those who are already constructively involved. You've taken your skills and resources into our classrooms because you know the bottom line -- we can't have a world-class economy with second-class schools.

So take the challenges to heart, build on the fine work that's already started and that's already going on in a big way. And thank you for all you are doing and thank you for what I'm confident all of you will be doing in the future. Thank you all very, very much. (Applause.)

END

7:43 P.M. EDT