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National Education Strategy, 4/18/91 [OA 6031]

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THE WHITE HOUSE

WASHINGTON

91 APR 17 12:14

April 17, 1991

MEMORANDUM FOR TONY SNOW
DEPUTY ASSISTANT TO THE PRESIDENT FOR
COMMUNICATIONS

FROM: NELSON LUND 
ASSOCIATE COUNSEL TO THE PRESIDENT

SUBJECT: Presidential Remarks: National Education Strategy

At the request of Phillip D. Brady, Counsel's office has reviewed the captioned draft remarks. Our comments follow.

✓ (1) Page 1, third paragraph. The word "hallmark" should be changed to "landmark".

→ (2) Page 7, last paragraph. We suggest that this paragraph be deleted. Unanswered questions have arisen about the relationship between this "skill certificates" program and the President's civil rights bill. For that reason, it would seem best not to include a reference to the program in a Presidential speech at this time.

Counsel's office appreciates having had an opportunity to review this document.

cc: Phillip D. Brady

CLOSE HOLD

Document No. 229880 55

WHITE HOUSE STAFFING MEMORANDUM
91 APR 17 P1:34

DATE: 4/16/91 ACTION/CONCURRENCE/COMMENT DUE BY: 4/17/91 NOON

SUBJECT: PRESIDENTIAL REMARKS: NATIONAL EDUCATION STRATEGY

	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"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	UNTERMEYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PETERSMEYER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SNOW	<input type="checkbox"/>	<input checked="" type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please forward any comments directly to Tony Snow, Rm. 122, x2930, no later than NOON, Wednesday, April 17, with a copy to this office. Thank you.

RESPONSE:

CLOSE HOLD

PHILLIP D. BRADY
Assistant to the President
and Staff Secretary
Ext. 2702

91 APR 16 PM 2:39

McGroarty/Dooley
April 16, 1991
1:30 pm
[EDSTRAT]

PRESIDENTIAL REMARKS: NATIONAL EDUCATION STRATEGY
THE EAST ROOM
APRIL 18, 1991
2:00 P.M.

[Introductory acknowledgements.] My thanks to you for joining me here. I've asked all of you -- **Governors, educators, business and labor leaders, members of Congress** -- to come to the White House today to underscore the importance of a challenge destined to define the America we'll know in the next century.

For those of you close to my age, the 21st Century has always been a kind of shorthand for the distant future -- the place we put our most far-off hopes and dreams. Today, the 21st Century is almost upon us -- for our children, it's their world. Anyone who wonders what the face of the 21st Century will look like can find the answer -- in America's classrooms. //

Nothing better defines what we are -- and what we shall become -- than the education of our children. To quote the landmark ~~hallmark~~ case, Brown v. Board of Education, "It is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education."

If we want to keep America **competitive** in the coming century EXCELLENCE IN EDUCATION IS ESSENTIAL ~~-- we must think about education.~~ If we want America to remain a leader in world affairs, a force for good in the world -- EXCELLENCE IN EDUCATION IS ESSENTIAL. ~~we must think about education.~~ If we want to combat crime and drug abuse -- if we want to create hope and opportunity in the bleak corners of this country where defeat and despair gather -- EXCELLENCE IN ~~we must think~~

THIS SPEECH IS NOT ABOUT OPPORTUNITY. DELETE

^{IS ESSENTIAL FOR}
~~about~~ education. // ~~Think about every problem, every challenge~~
 we face today, ^{UNDERHARDS THE SOLUTION} Education is part of the answer.

That is why, for the sake of the future -- of our children and our nation -- we must transform America's schools.

We've all heard ^{the} bad news: Test scores that are far too low - a drop out rate that's far too high. Too many children arriving at school from broken homes and shattered communities - not ready to learn. Too many adults, unable to read or write well enough to get a good job and keep it -- to participate as informed citizens in the life of this democracy. //

That's the last bad news you'll hear today -- because I promise you, from this point forward: The American school is in for a change. The days of the status quo are over. //

Across the country people have started to transform the American school. Now, we must push the reform effort forward -- use each experiment, each advance, to build a coherent national education strategy. //

As a first step in this new strategy, we must re-examine not only the methods and the means we've used in the past -- but also the yardsticks we've used to measure our progress.

That means setting aside the notion that we can measure our success in terms of money spent. We spend 33% more per pupil in 1991 than we did in 1981 -- 33% more in real, constant dollars - and I don't think there's a person anywhere who would say we've seen a 33% improvement in our schools' performance.

Dollar bills don't educate students. Education demands commitment, caring, work. To those who want to see real improvement in American education, I say: There will be no renaissance without ^{REFORM} revolution. //

For too long, we've adopted a "no fault" approach to education. But there's no ^{LONGER A} place for a no fault attitude in our schools. It's time we held our schools -- and ourselves -- accountable for results.

Until now, we've concentrated on regulating the process of education -- on the assumption that if the process is sound, the product takes care of itself. It's time to turn things around -- to regulate the product. To set standards for our schools -- show them the kind of student we're looking for -- and let teachers and principals produce them.//

We've made a good beginning by setting the nation's sights on six ambitious National Education Goals -- and setting for our target the year 2000. Those goals have won the strong support of this nation's 50 Governors -- and they're well known to everyone in this room. By 2000, we've got to raise the graduation rate to 90%; make America first in the world in math and science; ensure that each American student leaving the 4th, 8th and 12th grades can demonstrate their competence in five core subjects.

Finally, by the year 2000, every American child must start school ready to learn; every American adult must be literate; and every American school must be free from drugs and violence. //

SOMEBODY ELSE
IS TO BLAME.
SOMEONE ELSE'S
SCHOOL IS NOT
MEASURING UP.

These national goals are noble goals. ^{THEY ARE AMBITIOUS GOALS.} The challenge now is how to get there. We can do it by moving forward on four tracks:

For today's students, we must make existing schools better and more accountable.

For tomorrow's students -- the next generation -- we must create a new generation of American schools.

For all of us -- for the adults who think our school days are over -- we've got to become a nation of students -- recognize that learning is a lifelong process.

Fourth, outside our schools, we must cultivate communities where education can take place. Communities where the school is not a refuge -- a solitary island of calm amid chaos -- but the living center of a community where people care for children and cultivate, not just in the school, but on the street. Not just in the classroom, but at home. //

People who want Washington to "solve" our educational problems are missing the point. What happens here in Washington won't matter half as much as what happens in each school, and EACH local community, ^{AND EACH HOME.} But the federal government can serve as a catalyst for change in several ways:

We can begin by encouraging parental choice. The concept of choice draws its strength from the principle at the very heart of the democratic idea. Every adult American has the right to vote -- the right to decide where to work -- where to live. It's time they had the right to choose the schools their children attend.//

CHOICE SHOULD FOLLOW ACCOUNTABILITY
MOVE THESE TWO PARAS GRADHS A

I've included in next year's budget request a \$200 million dollar incentive grant to spur parental choice programs on the state and local level.^S In the America 2000: Excellence in Education Act we'll soon send to Congress, we will seek to ^{WAYS TO} ~~modify~~ ~~Chapter 1~~ ~~aid for compensatory education~~ -- ~~so that the funds~~ ~~follow the children to the schools their parents choose.~~ ^{MAKE EXISTING FEDERAL EDUCATION PROGRAMS -- LIKE CHAPTER 1 COMPENSATORY EDUCATION -- MORE SUPPORTIVE OF EDUCATIONAL CHOICE.}

Working closely with the Governors, we will define new World Class Standards for schools, teachers and students in the five core subjects: math and science, English, history and geography. ^{WORKING WITH THE GOVERNORS AND THE NATIONAL EDUCATION BOARD PANEL} ^{DEVELOP} We will create voluntary national tests for 4th, 8th and 12th Graders in the five core subjects. These American Achievement Tests will tell parents and educators -- politicians and employers -- just how well our schools are doing. Today, I challenge all parties involved to accept this deadline: let's pledge right now to have the 4th Grade test in place by 1993. //

Let's add another incentive -- a Presidential Citation to students who do well on this test. This distinction should attract the attention of colleges and corporations and employers in every community. //

But the centerpiece of our national education strategy is not a program or a test. It's a challenge: To re-invent American education -- to design New American Schools for the year 2000 and beyond.

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

A

THE PRES. CITATION IS ONLY FOR 12TH GRADERS WHO EXCEL ON THESE ACHIEVEMENT TESTS.

INSERT A →

No one has to sell the business community on the values of R&D. I spoke earlier today with Paul O'Neill -- head of the President's Education Policy Advisory ^{COMMITTEE} Council -- and one of the business community's champions of education reform. I am delighted to announce today that America's business leaders will create their own New American Schools Development Corporation: an R&D fund of \$150 million dollars to generate innovation in education. Their commitment offers an open challenge to the dreamers and doers eager to re-invent and reinvigorate our schools.

DELETE { But I have to warn the corporate community: there will be no patent rights for these discoveries. The bold ideas you produce will become the property of the American people. //

With the results of this R&D in hand, ^{AND AVAILABLE TO THE AMERICAN PEOPLE} I will urge the Congress to provide one million dollars each in start-up funds for 535 New American Schools -- at least one in every congressional district -- and to have them up and running by 1996. I call on the Governors to conduct a competition in each of their states, to designate 535 America 2000 Communities across the nation -- each committed to the national education goals, each with its own New American School. Finally, I ask Secretary Alexander and the Governors to create at least half of the first 535 New American Schools in urban neighborhoods and rural areas where at-risk students need and deserve help. //

THIS IS NOT POLICY.

The New American Schools must be more than rooms full of children seated at computers. All the high-tech gadgetry in the

world can't take the place of old-fashioned virtues^{AND VALUES}. If we mean to prepare our children for life, the classroom must be a place where values and good character -- right and wrong -- have real meaning. //

We ask only two things: that their students meet the new national standards for the five core subjects and that outside of the costs of the initial R&D, the schools operate on a conventional budget. ^{COMPARABLE TO CONVENTIONAL SCHOOLS.} //

Beyond that, my message to the architects of the New American Schools is simple: Break the mold. Build for the children of the next century. Re-invent the American school. //

No question should be off-limits -- no answers assumed. We're not after one single way that works for every school. We're interested in finding every way we can to make schools better.

I've spoken of what government can do. There's a special place in inventing the New American School for the corporate community -- both business and labor.

Today, I want to issue three challenges -- invite you to work with us not simply to transform our schools, but to transform every American adult into a student.

First, I challenge the business and labor communities to create a ^{VOLUNTARY} private sector system of World Standards and skill certificates for the workplace.

Second, I ask employers to set up Skill Centers where workers can seek advice and learn new skills -- and for our part, we will establish Skill Centers for Federal employees.

Finally, I challenge every company and every labor union to bring the worker into the classroom -- and bring the classroom into the workplace. ~~[[Commit yourselves to teaching new skills to 5% of your workforce each year.]]~~ We'll do the same in every Federal agency [-- and to prove no one's ever too old to learn, I'll become a student again myself. Starting -----, I'll begin studying {PRESIDENT'S CHOICE OF CLASS}.] //

[[FOUR EXAMPLES FOR FOUR TRACKS. Worker, teacher, mother, student.]]

What I've spoken about today amounts to nothing less than a revolution in our schools -- a battle for our future. Now, I ask all Americans to be points of light in the ~~battle~~ ^{CRUSADE} that counts most -- the ~~battle~~ ^{CRUSADE} to prepare our children and ourselves for the exciting future that looms ahead.

There is no reason we shouldn't be able to reach our ambitious goals by the year 2000, and there are lots of good reasons why we should. Think of it this way: today's 3rd Grader will graduate in the Class of 2000.

Those students face nine years in a new and better world of learning. We want each day to become a universe of discovery for students of all ages. At any moment, in every mind, the miracle of learning can take place. //

As I said at the start, nothing we do is more important, nothing better expresses our hope and love, than a real commitment to education. If we give our children the confidence to dream and the knowledge necessary to turn dreams into deeds, we will have given them the future.

The only real limit to what our children can learn is how hard we try and how well we teach. Between now and the year 2000, there is not one moment -- or one miracle -- to waste. //

Thank you -- and may God bless the United States of America.

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FOUR EXAMPLES:

I'll start with **Esteban Pagan**, Steve, an 8th Grader from East Harlem Tech, an award-winning student there in science and history. East Harlem Tech is part of a long-running experiment in school choice, and just one example of the way we can act now to improve our schools.

Then there's **Mike Hopkins**, "Lead Teacher" at the Saturn School in St. Paul, Minnesota -- whose responsibilities range from the teaching class to creating the school's curriculum. Mike and his colleagues at the Saturn School are a great example of what we can do to re-invent the American school.

Next I want to recognize **David Kelley** -- a high-tech troubleshooter at the Michelin Tire plant in Greenville, South Carolina. David came to Michelin as a graduate of Greenville Technical College -- and he's spent one full year in his four years as a Michelin employee back at his college expanding his skills. That's the kind of corporate-to-classroom partnership that will make America a nation of students.

Finally, **Michelle Moore** of Missouri -- a single parent who's active in that state's **Parents as Teachers** program. Michelle's learning how she can help her year-old son Austin arrive for his first day of school **ready to learn**. That's just one example of the way individual parents, local communities and the state can work together outside the classroom to create the right environment for education.

11/5/87

~~8~~

The workplace isn't the only place we must improve opportunities for education. Across this nation, we must cultivate communities where children can learn. Communities where the school is more than a refuge -- more than a solitary island of calm amid chaos -- but the living center of a community where people care for children -- not just in the school, but in the neighborhood. Not just in the classroom, but in the home.

↙
X. 6534
Wendy

McGroarty/Dooley
April 17, 1991
5:30 pm
[EDSTRAT]

PRESIDENTIAL REMARKS: NATIONAL EDUCATION STRATEGY
THE EAST ROOM
APRIL 18, 1991
2:00 P.M.

[Introductory acknowledgements.] My thanks to you for joining me here. I've asked all of you -- **Governors, educators, business and labor leaders, members of Congress** -- to come to the White House today to underscore the importance of a challenge destined to define the America we'll know in the next century.

For those of you close to my age, the 21st Century has always been a kind of shorthand for the distant future -- the place we put our most far-off hopes and dreams. Today, the 21st Century races toward us. Anyone who wonders what that century will look like can find the answer -- in America's classrooms.

//

Nothing better defines what we are -- and what we will become -- than the education of our children. To quote the landmark case, Brown v. Board of Education, "It is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education."

Education has always meant opportunity. Today, education determines not just which students will succeed, but also which nations will thrive in a world united in pursuit of freedom and enterprise. //

Think about the changes transforming our world: the collapse of communism and Cold War. The advent -- and

acceleration -- of the information age. Down through history, we've defined resources as soil and stones -- land and the riches buried beneath. No more: our greatest natural resource lies within ourselves -- our intelligence -- ingenuity -- the capacity of the human mind. Nations that nurture ideas will move forward in years to come. Nations that stick to stale old notions and ideologies will falter and fail.

I'm here to say **America will move forward.** The time for all the reports and rankings -- for all the studies and surveys about what's wrong in our schools -- is past. If we want to keep America **competitive** in the coming century -- we must stop **convening panels to report the obvious and start making our schools work better.** If we want America to remain a leader, a force for good in the world -- we must lead the way in **educational innovation.** If we want to combat crime and drug abuse -- if we want to create hope and opportunity in the bleak corners of this country where there is now nothing but **defeat and despair** -- we must dispell the darkness with the enlightenment that a sound and well-rounded education produces. //

Think about every problem, every challenge we face today. The solution to each starts with education.

For the sake of the future -- of our children and our nation -- we must transform America's schools. The days of the status quo are over. //

Across this country, people have started to transform the American school. They know that the time for talk, talk is over. Their slogan is: Don't dither. Just do it.

Let's push the reform effort forward -- use each experiment, each advance, to build for the next American Century -- new schools for a new world. //

As a first step in this strategy, we must challenge not only the methods and the means we've used in the past -- but also the yardsticks we've used to measure our progress.

Let's stop trying to measure progress in terms of money spent. We spend 33% more per pupil in 1991 than we did in 1981 -- 33% more in real, constant dollars -- and I don't think there's a person anywhere who would say we've seen a 33% improvement in our schools' performance.

Dollar bills don't educate students. Education depends on committed teachers -- freed of non-educational burdens -- committed parents -- determined to support excellence -- committed students -- excited about school and learning. To those who want to see real improvement in American education, I say: There will be no renaissance without revolution. //

We who would be revolutionaries must accept responsibility for our schools. For too long, we've adopted a "no fault" approach to education: Someone else is always to blame. And while we point fingers, students suffer. Well, there's no place for a no fault attitude in our schools. It's time we held our schools -- and ourselves -- accountable for results.

Until now, we've treated education like a manufacturing process, assuming that if the gauges seemed right -- if we had good pay scales, test scores, pupil-teacher ratios -- good students would pop out of our schools. It's time to turn things around -- to focus on the student. To set standards for our schools -- and **let teachers and principals figure out how best to meet them.** //

We've made a good beginning by setting the nation's sights on six ambitious National Education Goals -- and setting for our target the year 2000. Our goals have won the strong support of this nation's 50 Governors -- and they're well known to everyone in this room. For those who need a refresher course [[-- there may be a quiz on this later--]] let me list those goals right now. // By 2000, we've got to

One: Ensure that every child starts school ready to learn, using such government programs as Head Start, along with private programs and initiatives;

Two: Raise the high school graduation rate to 90 percent;

Three: Ensure that each student leaving the 4th, 8th and 12th grades can demonstrate competence in five core subjects.

Four: Make our students first in the world in math and science achievement;

Five: Ensure that every American adult is literate, and has the skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship;

And Six: Liberate every American school from drugs and violence, so that schools encourage learning. //

Our strategy to meet these noble, national goals is founded in common sense -- and common values. It's **ambitious** -- and yet, with **hard work, it's within our reach**. And -- I can outline our strategy in one paragraph. Here it is:

For today's students, we must make existing schools better and more accountable. **For tomorrow's students** -- the next generation -- we must create a new generation of American schools. **For all of us** -- for the adults who think our school days are over -- we've got to become a nation of students -- recognize that learning is a lifelong process. Finally, **outside our schools**, we must cultivate communities where ^{learning} education can thrive. // That's our strategy.

You know, people who want Washington to "solve" our educational problems are missing the point. What happens **here in Washington** won't matter half as much as what happens in **each school, each local community, and each home**. But the federal government can serve as a catalyst for change in several ways:

Working closely with the Governors, we will define new World Class Standards for schools, teachers and students in the **five core subjects**: math and science, English, history and geography.

We will develop **voluntary national tests** for 4th, 8th and 12th Graders in the five core subjects. These American Achievement Tests will tell parents and educators -- politicians and employers -- just how well our schools are doing. I am

determined to have the first of these tests -- for **4th Graders** -
- in place by the time school starts in **September 1993**. //

And for **high-school seniors**, let's add another incentive --
a distinction sure to attract the attention of **colleges and
companies** in every community across the country: a Presidential
Citation to students who excel on the 12th Grade test. //

We can encourage educational excellence by encouraging
parental choice. The concept of choice draws its strength from
the principle at the **very heart of the democratic idea**. Every
adult American has the right to vote -- the right to decide where
to work -- where to live. It's time parents were free to they
choose the schools their children attend. //

But the centerpiece of our national education strategy is
not a program or a test. It's a challenge: To re-invent
American education -- to design New American Schools for the year
2000 and beyond.

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

I will challenge communities to become what we will call
America 2000 communities. I will honor communities with this
designation if they embrace the national education goals, create
a local solution for reaching them, devise report cards for
measuring their progress, and encourage learning -- everywhere.

The business community also can help. I am delighted to
announce today that America's business leaders -- under the
leadership of Paul O'Neill -- will create the New American

Schools Development Corporation: a private sector research and development fund of \$150 million dollars to generate innovation in education. **This fund offers an open challenge to the dreamers and doers eager to re-invent and reinvigorate our schools.**

With the results of this R&D in hand, I will urge Congress to provide one million dollars in start-up funds for each of 535 New American Schools -- at least one in every congressional district -- and to have them up and running by 1996. //

The New American Schools must be **more than rooms full of children seated at computers**. If we mean to prepare our children for life, classrooms also must cultivate values and good character -- give real meaning to right and wrong. //

We ask only two things: that their students meet the new national standards for the five core subjects and that outside of the costs of the initial R&D, the schools operate on a budget comparable to conventional schools. //

Beyond that, my message to the architects of the New American Schools is simple: Break the mold. Build for the children of the next century. Re-invent the American school. //

No question should be off-limits -- no answers assumed. We're not after one single way that works for every school. We're interested in finding every way we can to make schools better.

There's a special place in inventing the New American School for the corporate community -- both business and labor. I invite

you to work with us not simply to transform our schools, but to transform every American adult into a student.

The business and labor communities can take the lead by creating a voluntary private system of World Standards for the workplace. Employers should set up Skill Centers where workers can seek advice and learn new skills. But most importantly, every company and every labor union must bring the worker into the classroom -- and bring the classroom into the workplace. We'll encourage every Federal agency to do the same. [[And to prove no one's ever too old to learn, I'll become a student again myself. Starting ---, I'll begin studying {PRESIDENT'S CHOICE OF CLASS}.]] ///

The workplace isn't the only place we must improve opportunities for education. Across this nation, we must cultivate communities where children can learn. Communities where the school is more than a refuge -- more than a solitary island of calm amid chaos. Where the school is the living center of a community where people care for each other and their futures -- not just in the school but in the neighborhood. Not just in the classroom, but in the home.

Our challenge amounts to nothing less than a revolution in American education -- a battle for our future. Now, I ask all Americans to be points of light in the crusade that counts most - - the crusade to prepare our children and ourselves for the exciting future that looms ahead.

What I've spoken about this afternoon are the broad strokes of our national education strategy: **accountable schools for today -- a new generation of schools for tomorrow. A nation of students committed to a lifetime of learning -- in communities where all our children can learn. //**

There are four people here today who **symbolize each element of this strategy -- and point the way forward for our reforms.**

Esteban Pagan, Steve, an 8th Grader and award-winning student in science and history at East Harlem Tech. East Harlem is part of a long-running experiment in school choice, and just one example of the way we can act now to improve our schools.

Mike Hopkins, "Lead Teacher" at the Saturn School in St. Paul, Minnesota -- has taken on responsibilities ranging from teaching to creating the school's curriculum. Mike and his colleagues at the Saturn School offer a great example of how to re-invent the American school.

Next I want to recognize **David Kelley -- a high-tech troubleshooter at the Michelin Tire plant in Greenville, South Carolina. David came to Michelin as a graduate of Greenville Technical College -- and he's spent the equivalent of **one full year** of his four years as a Michelin employee back at his college expanding his skills. That's the kind of **corporate-to-classroom partnership** that will make America a nation of students.**

Finally, **Michelle Moore of Missouri -- a single mother who's active in that state's Parents as Teachers program. Michelle's learning how she can help her year-old son Alston arrive for his**

first day of school **ready to learn**. That's just one example of the way individual parents, local communities and the state can work together outside the classroom to create the right environment for education. ///

For these four people -- and for all the others like them -
- **the revolution in American education has already begun.**

At any moment, in every mind, the miracle of learning is waiting to happen. Between now and the year 2000, there is not one moment -- or one miracle -- to waste. //

Thank you -- and may God bless the United States of America.

#

McGroarty/Dooley
April 17, 1991
8:15 pm
[EDSTRAT]

PRESIDENTIAL REMARKS: NATIONAL EDUCATION STRATEGY
THE EAST ROOM
APRIL 18, 1991
2:00 P.M.

[Introductory acknowledgements.] My thanks to you for joining me here. I've asked all of you -- **Governors, educators, business and labor leaders, members of Congress -- and especially Rae Ellen McKee, the national teacher of the year, who is here with 10 of the previous 11 teachers of the year** // -- to join me at the White House today. Together, we will underscore the importance of a challenge destined to define the America we'll know in the next century.

For those of you close to my age, the 21st Century has always been a kind of shorthand for the distant future -- the place we put our most far-off hopes and dreams. Today, the 21st Century races toward us. Anyone who wonders what that century will look like can find the answer -- in America's classrooms.

//

Nothing better defines what we are -- and what we will become -- than the education of our children. To quote the landmark case, Brown v. Board of Education, "It is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education."

Education has always meant opportunity. Today, education determines not just which students will succeed, but also which

nations will thrive in a world united in pursuit of freedom and enterprise. //

Think about the changes transforming our world: the collapse of communism and Cold War. The advent -- and acceleration -- of the information age. Down through history, we've defined resources as soil and stones -- land and the riches buried beneath. No more: our greatest natural resource lies within ourselves -- our intelligence -- ingenuity -- the capacity of the human mind. Nations that nurture ideas will move forward in years to come. Nations that stick to stale old notions and ideologies will falter and fail.

I'm here to say **America will move forward**. The time for all the reports and rankings -- for all the studies and surveys about what's wrong in our schools -- is past.

If we want to keep America **competitive** in the coming century -- we must stop convening panels to report the obvious -- and we must accept responsibility for educating everyone among us, regardless of background or disability.

If we want America to remain a leader, a force for good in the world -- we must lead the way in educational innovation.

If we want to combat crime and drug abuse -- if we want to create hope and opportunity in the bleak corners of this country where there is now nothing but defeat and despair -- we must dispell the darkness with the enlightenment that a sound and well-rounded education produces. //

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The solution to each starts with education.

For the sake of the future -- of our children and our nation -- we must transform America's schools. The days of the status quo are over. //

Across this country, people have started to transform the American school. They know that the time for talk, talk is over. Their slogan is: Don't dither. Just do it.

Let's push the reform effort forward -- use each experiment, each advance, to build for the next American Century -- new schools for a new world. //

As a first step in this strategy, we must challenge not only the methods and the means we've used in the past -- but also the yardsticks we've used to measure our progress.

Let's stop trying to measure progress in terms of money spent. We spend 33% more per pupil in 1991 than we did in 1981 -- 33% more in real, constant dollars -- and I don't think there's a person anywhere who would say we've seen a 33% improvement in our schools' performance.

Dollar bills don't educate students. Education depends on committed communities -- determined to be places where learning will flourish. Committed teachers -- freed from non-educational burdens. Committed parents -- determined to support excellence. Committed students -- excited about school and learning. To those who want to see real improvement in American education, I say: There will be no renaissance without revolution. //

We who would be revolutionaries must accept responsibility for our schools. For too long, we've adopted a "no fault" approach to education: Someone else is always to blame. And while we point fingers, students suffer. Well, there's no place for a no fault attitude in our schools. It's time we held our schools -- and ourselves -- accountable for results.

Until now, we've treated education like a manufacturing process, assuming that if the gauges seemed right -- if we had good pay scales, the right pupil-teacher ratios -- good students would pop out of our schools. It's time to turn things around -- to focus on students. To set standards for our schools -- and let teachers and principals figure out how best to meet them. //

We've made a good beginning by setting the nation's sights on six ambitious National Education Goals -- and setting for our target the year 2000. Our goals have been forged in partnership with this nation's Governors -- and they're well known to everyone in this room. For those who need a refresher course [[- there may be a quiz on this later--]] let me list those goals right now: // By 2000, we've got to

One: Ensure that every child starts school ready to learn, using such government programs as Head Start, along with private programs and initiatives;

Two: Raise the high school graduation rate to 90 percent;

Three: Ensure that each student leaving the 4th, 8th and 12th grades can demonstrate competence in five core subjects.

Four: Make our students first in the world in math and science achievement;

Five: Ensure that every American adult is literate, and has the skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship;

And Six: Liberate every American school from drugs and violence, so that schools encourage learning. //

Our strategy to meet these noble, national goals is founded in common sense -- and common values. It's ambitious -- and yet, with hard work, it's within our reach. And -- I can outline our strategy in one paragraph. Here it is:

For today's students, we must make existing schools better and more accountable. For tomorrow's students -- the next generation -- we must create a new generation of American schools. For all of us -- for the adults who think our school days are over -- we've got to become a nation of students -- recognize that learning is a lifelong process. Finally, outside our schools, we must cultivate communities where learning can happen. // That's our strategy.

You know, people who want Washington to "solve" our educational problems are missing the point. What happens here in Washington won't matter half as much as what happens in each school, each local community, and each home. But the federal government can serve as a catalyst for change in several ways:

Working closely with the Governors, we will define new World Class Standards for schools, teachers and students in the five core subjects: math and science, English, history and geography.

We will develop voluntary national tests for 4th, 8th and 12th Graders in the five core subjects. These American Achievement Tests will tell parents and educators -- politicians and employers -- just how well our schools are doing. I am determined to have the first of these tests -- for 4th Graders -- in place by the time school starts in September 1993. //

And for high-school seniors, let's add another incentive -- a distinction sure to attract the attention of colleges and companies in every community across the country: a Presidential Citation to students who excel on the 12th Grade test. //

We can encourage educational excellence by encouraging parental choice. The concept of choice draws its strength from the principle at the very heart of the democratic idea. Every adult American has the right to vote -- the right to decide where to work -- where to live. It's time parents were free to choose the schools their children attend. //

But the centerpiece of our national education strategy is not a program or a test. It's a challenge: To re-invent American education -- to design New American Schools for the year 2000 and beyond.

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

I will challenge communities to become what we will call America 2000 communities. Governors will honor communities with this designation if the communities embrace the national education goals, create local strategies for reaching them, devise report cards for measuring progress, and agree to encourage and support one of the new generation of American schools.

The business community also can help. I am delighted to announce today that America's business leaders -- under the leadership of Paul O'Neill -- will create the New American Schools Development Corporation: a private sector research and development fund of at least \$150 million dollars to generate innovation in education. **This fund offers an open challenge to the dreamers and doers eager to re-invent and reinvigorate our schools.**

With the results of this R&D in hand, I will urge Congress to provide one million dollars in start-up funds for each of 535 New American Schools -- at least one in every congressional district -- and to have them up and running by 1996. //

The New American Schools must be **more than rooms full of children seated at computers**. If we mean to prepare our children for life, classrooms also must cultivate values and good character -- give real meaning to right and wrong. //

We ask only two things: that their students meet the new national standards for the five core subjects and that outside of

the costs of the initial R&D, the schools operate on a budget comparable to conventional schools. //

Beyond that, my message to the architects of the New American Schools is simple: Break the mold. Build for the children of the next century. Re-invent the American school. //

No question should be off-limits -- no answers assumed. We're not after one single solution for every school. We're interested in finding every way to make schools better.

There's a special place in inventing the New American School for the corporate community -- business and labor. I invite you to work with us not simply to transform our schools, but to transform every American adult into a student. Fortunately, we have a secret weapon in America's system of colleges and universities -- the finest in the world.

The corporate community can take the lead by creating a voluntary private system of World Standards for the workplace. Employers should set up Skill Centers where **workers** can seek advice and **learn new skills**. But most importantly, every company and every labor union must bring the **worker into the classroom** - - and bring the **classroom into the workplace**. We'll encourage every Federal agency to do the same. [[And to prove no one's ever too old to learn, I'll become a student again myself. Starting ---, I'll begin studying {PRESIDENT'S CHOICE OF CLASS}.]] ///

The workplace isn't the only place we must improve opportunities for education. Across this nation, we must

cultivate communities where children can learn. Communities where the school is more than a refuge -- more than a solitary island of calm amid chaos. Where the school is the living center of a community where people care for each other and their futures -- not just in the school but in the neighborhood. Not just in the classroom, but in the home.

Our challenge amounts to nothing less than a revolution in American education -- a battle for our future. Now, I ask all Americans to be points of light in the crusade that counts most -- the crusade to prepare our children and ourselves for the exciting future that looms ahead.

What I've spoken about this afternoon are the broad strokes of our national education strategy: **accountable schools for today -- a new generation of schools for tomorrow. A nation of students committed to a lifetime of learning -- in communities where all our children can learn. //**

There are four people here today who **symbolize each element of this strategy** -- and point the way forward for our reforms.

Esteban Pagan, Steve, an 8th Grader and award-winning student in science and history at East Harlem Tech. East Harlem is part of a long-running experiment in school choice, and just one example of the way we can act now to improve our schools.

Mike Hopkins, "Lead Teacher" at the Saturn School in St. Paul, Minnesota -- has taken on responsibilities ranging from teaching to creating the school's curriculum. Mike and his

colleagues at the Saturn School offer a great example of how to re-invent the American school.

Next I want to recognize **David Kelley** -- a high-tech troubleshooter at the Michelin Tire plant in Greenville, South Carolina. David came to Michelin as a graduate of Greenville Technical College -- and he's spent the equivalent of **one full year** of his four years as a Michelin employee back at his college expanding his skills. That's the kind of **corporate-to-classroom partnership** that will make America a nation of students.

Finally, **Michelle Moore** of Missouri -- a single mother who's active in that state's **Parents as Teachers** program. Michelle's learning how she can help her year-old son Alston arrive for his first day of school **ready to learn**. That's just one example of the way individual parents, local communities and the state can work together outside the classroom to create the right environment for education. ///

For these four people -- and for all the others like them - **- the revolution in American education has already begun.**

At any moment, in every mind, the miracle of learning is waiting to happen. Between now and the year 2000, there is not one moment -- or one miracle -- to waste. //

Thank you -- and may God bless the United States of America.

#

McGroarty/Dooley
April 16, 1991
1:30 pm
[EDSTRAT]

PRESIDENTIAL REMARKS: NATIONAL EDUCATION STRATEGY
THE EAST ROOM
APRIL 18, 1991
2:00 P.M.

[Introductory acknowledgements.] My thanks to you for joining me here. I've asked all of you -- **Governors, educators, business and labor leaders, members of Congress** -- to come to the White House today to underscore the importance of a challenge destined to define the America we'll know in the next century.

For those of you close to my age, the 21st Century has always been a kind of shorthand for the distant future -- the place we put our most far-fetched hopes and dreams. Today, the 21st Century is almost upon us -- for our children, it's their world. We're close enough now that anyone who wonders what the face of the 21st Century will look like can find the answer -- in America's classrooms. //

There is no function that society performs that is more central to what we are -- and all that we will be -- than the education of our children. To quote the hallmark case, Brown v. Board of Education, "It is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education."

If our concern is keeping America **competitive** in the coming century -- **then we must think about education.** If we want America to remain a **leader** in world affairs, a **force for good in the world** -- **then we must think about education.** If we want to

combat crime and drug abuse -- if we want to create hope and opportunity in the bleak corners of this country where there is now nothing but **defeat and despair** -- we must think about **education**. // Think about every problem, every challenge we face today. Education is part of the answer.

That is why, for the sake of **future** -- of our **children** and our **nation** -- that we must transform America's schools.

We're past the point where we can simply deplore the state of the American school. We've all heard the evidence: Test scores that are far too low -- a drop out rate that's far too high. Too many children arriving at school from broken homes and shattered communities -- not ready to learn. Too many adults, unable to read or write well enough to get a good job and keep it -- to participate as informed citizens in the life of this democracy. //

I'll spare you the horror stories and the grim statistics. That's the last bad news you'll hear today -- because I promise you, from this point forward: The American school is in for a change. The days of the status quo are over. //

Across the country -- in spite of all obstacles, against almost insurmountable odds -- the **transformation of the American school has already begun**. Our task is to push the reform effort forward -- to construct from each experiment, each advance, a coherent national education strategy. //

The first step toward this new strategy is to re-examine not only the methods and the means we've used in the past -- but even the yardsticks we've used to measure our progress.

In education, that means setting aside the notion that we can **measure our success** in terms of **money spent**. We spend 33% more per pupil in 1991 than we did in 1981 -- 33% more in real, constant dollars -- and I don't think there's a person anywhere in America who would say we've seen a 33% improvement in our schools, or our students' performance.

This nation is not stingy so far as our schools are concerned. If the American people thought for a moment we could make our schools better **simply by writing a check** -- our schools would be transformed tomorrow. //

Unfortunately, it's not that easy. // To those who want to see real improvement in American education, I say: There will be no renaissance without revolution. //

For too long, we've adopted a "no fault" approach to education. Now, "no fault" may make sense if we're talking about fender benders. But there's no place for a no fault attitude in our schools. We know our children can fall short and fail -- we need to recognize that our schools can fail our kids. It's time we held our schools -- and ourselves -- accountable for results.

Until now, we've concentrated on regulating the process of education -- on the assumption that **if the process is sound, the product takes care of itself.** It's time to turn things around -- to regulate the product. To set standards for our schools --

show them the kind of student we're looking for -- and let the teachers and principals who make our schools work devise the process that yields the best results. //

We've made a good beginning by setting the nation's sights on six ambitious National Education Goals -- and setting for our target the year 2000. Those goals have won the strong support of this nation's 50 Governors -- and they're well known to everyone in this room. By 2000, we've got to raise the graduation rate to 90%; make America first in the world in math and science; ensure that each American student leaving the 4th, 8th and 12th grades can demonstrate their competence in five core subjects.

Finally, by the year 2000, every American child must start school ready to learn; every American adult must be literate; and every American school must be free from the scourge of drugs and violence. //

These national goals are noble goals -- worthy of the kind of country we can become in the century ahead. //

We've marked out the finish line. The challenge now is how to get there -- and we do it by moving forward on four tracks:

For today's students, we must make existing schools better and more accountable.

For tomorrow's students -- the next generation -- we must create a new generation of American schools.

For all of us -- for the adults who think our school days are over -- we've got to become a nation of students -- recognize that learning is a lifelong process.

Fourth and finally, **outside our schools**, we must cultivate communities where education can take place. Communities where the school is not a refuge -- a solitary island of calm amid chaos -- but the living center of a community where people care for children, not just in the school, but on the street. Not just in the classroom, but at home. //

It should be clear from the scope of the challenge that this task takes more than federal programs alone. Reaching our goals requires a common effort -- ~~a partnership between every level of government, between the public and private sectors.~~ //

What happens **here in Washington** won't matter half as much as what happens in **each school and local community**. But there are ways the federal government can serve as a catalyst for change:

We can begin by encouraging parental choice. The concept of choice draws its strength from the principle at the **very heart of the democratic idea**. Every adult American has the right to vote -- the right to decide where to work -- where to live. It's time they had the right to send their child to the school of their choice. //

I've included in next year's budget request a \$200 million dollar incentive grant to spur parental choice programs on the state and local level. In the America 2000: Excellence in Education Act we'll soon send up to Congress, we will seek to modify Chapter 1 aid for compensatory education -- so that the funds follow the child to the school of their choice.

Working closely with the Governors, we will define new World Class Standards for schools, teachers and students in the **five core subjects**: math and science, English, history and geography.

We will create **voluntary national tests** for 4th, 8th and 12th Graders in the five core subjects. These American Achievement Tests will tell parents and educators -- politicians and employers -- just how well our schools are doing. //

Devising these exams will be difficult. Defining what students must know is a process that invites endless debate instead of **action**. That's why I challenge all parties involved to accept this deadline: let's pledge right now to have the 4th Grade test in place by 1993. //

No student or school will be forced to participate in these tests. But as an incentive to those who take the test with good results, we will offer a Presidential Citation. And I don't think there's any doubt that this mark of distinction -- and the test scores themselves -- will attract the attention of colleges and corporations and employers in every community. //

But the centerpiece of our national education strategy is not a program but a challenge: To re-invent American education - - to design New American Schools for the year 2000 and beyond.

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

No one has to sell the business community on the values of R&D. I spoke earlier today with Paul O'Neill -- head of the President's Education Policy Advisory Council -- and one of the

business community's champions of education reform. I am delighted to announce today that America's business leaders have taken the initiative -- and will create their own New American Schools Development Corporation: an R&D fund of \$150 million dollars to generate innovations in education -- **an open invitation to the dreamers and doers ready to rise to the challenge and re-invent our schools.** //

But I have to warn the corporate community: there will be no patent rights for these discoveries. **The bold ideas you produce will become the property of the American people.** //

With the results of this R&D in hand, I will urge the **Congress** to provide one million dollars each in start-up funds for 535 New American Schools -- at least one in every congressional district -- and to have them up and running by 1996. I **call on the Governors** to conduct a competition in each of their states, and designate 535 America 2000 Communities -- each committed to the national education goals, each with its own New American School. Finally, I ask Secretary Alexander and the Governors to ensure that **at least half** of the first 535 New American Schools be located in urban neighborhoods and rural areas **where the problems of at-risk students are most severe.** //

The point of this initiative isn't to buy bricks and mortar. It's to fuel an experiment -- a competition of ideas that can bring even the oldest school building in America alive with learning.

The New American Schools I'm speaking about must be **more than rooms full of children seated at computers**. Clearly, technology is key to the challenges we'll face in the century ahead. But technology alone is not the answer. All the high-tech gadgetry in the world can't take the place of old-fashioned virtues. If we mean to prepare our children for life, the classroom must be a place where values and good character -- right and wrong -- have real meaning. //

Every aspect of these New American Schools is open to experiment. We ask only two things: First, that their students demonstrate they can meet the new national standards for the five core subjects. Second, that outside of the costs of the initial R&D, the schools must operate on a conventional budget. //

Beyond that, my message to the architects of the New American Schools is simply this: Break the mold. Build for the children of the next century. Re-invent the American school. //

No question should be off-limits -- no answers assumed. Does it make sense, on the eve of the 21st Century, to pattern our school year around the rhythms of the agrarian era -- when children took summers off to help with planting? Should we open our schools to pre-schoolers? Break down the barriers that separate school from society? In some cases, the problem may call for addition -- providing something that's missing in our schools. In others cases, it may call for subtraction -- clearing some space for the one element that's **indispensable to education**: the teacher who can teach. //

There's no one answer to any of these questions. We're not after one single way that works for every school. We're interested in finding every way we can to help even a single student. //

I've spoken of what government can do. There's a special place in inventing the New American School for the corporate community -- both business and labor. Together, you share an interest in the well-being of the American worker -- and the American community.

Today, I want to issue three challenges -- invite you to work with us not simply to transform our schools, but to transform every American adult into a student.

First, I challenge the business and labor communities to create a private sector system of World Standards and skill certificates for the workplace that parallels the national standards we set for our schools.

Second, I ask employers to set up Skill Centers where **workers** can seek advice and **learn new skills** -- and for our part, we will establish Skill Centers for Federal employees.

Finally, I challenge every company and every labor union to bring the **worker into the classroom** -- and bring the **classroom into the workplace**. **[[Commit yourselves to teaching new skills to 5% of your workforce each year.]]** We'll do the same in every Federal agency **[[-- and to prove no one's ever too old to learn, I'll become a student again myself. Starting -----, I'll begin studying {PRESIDENT'S CHOICE OF CLASS}.]]** ///

[[FOUR EXAMPLES FOR FOUR TRACKS. Worker, teacher, mother, student.]]

What I've spoken about today amounts to nothing less than a revolution in our schools -- a battle for our future. What I ask of all of you -- of all Americans -- is your **commitment**, your **confidence** -- and your **clear conviction that our children can't wait another day.** //

We know there are cynics who say it can't be done -- who say we can't possibly reach our goals by the year 2000. As adults, we look at the year 2000 and see less than 9 short years. Let me ask you to look at this challenge another way. Think of it as 9 **years in the life of a child**: today's kindergartner, who'll be entering high school nine years from now -- or today's 3rd Grader, who'll be a senior in the Class of 2000.

For them, the 9 years between now and the year 2000 is a world of learning. Each day is its own universe of discovery. At any moment, in every young mind, the miracle of learning can take place. //

The only real limit to what our children can learn is how hard we try and how well we teach. Between now and the year 2000, there is not one moment -- or one miracle -- to waste. //

Thank you -- and may God bless the United States of America.

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THE WHITE HOUSE
WASHINGTON

April 17, 1991

MEMORANDUM FOR THE PRESIDENT

THROUGH:

TONY SNOW *TS*

FROM:

DAN MCGROARTY *DMcG*

SUBJECT:

NATIONAL EDUCATION STRATEGY

I. SUMMARY

At 2:00 p.m. on Thursday, April 18, you will announce your new National Education Strategy in an Address to the Nation from the East Room. About 100 people will be in the audience, including about 70 CEOs, eight governors, members of the Cabinet, and Congressmen.

II. DISCUSSION

Attached are draft remarks outlining your new National Education Strategy. Additional comments could be coming in later today from Secretary Alexander and Roger Porter.

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McGroarty/Dooley
April 17, 1991
5:30 pm
[EDSTRAT]

PRESIDENTIAL REMARKS: NATIONAL EDUCATION STRATEGY
THE EAST ROOM
APRIL 18, 1991
2:00 P.M.

[Introductory acknowledgements.] My thanks to you for joining me here. I've asked all of you -- **Governors, educators, business and labor leaders, members of Congress** -- to come to the White House today to underscore the importance of a challenge destined to define the America we'll know in the next century.

For those of you close to my age, the 21st Century has always been a kind of shorthand for the distant future -- the place we put our most far-off hopes and dreams. Today, the 21st Century races toward us. Anyone who wonders what that century will look like can find the answer -- in America's classrooms.

Nothing better defines what we are -- and what we will become -- than the education of our children. To quote the landmark case, Brown v. Board of Education, "It is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education."

Education has always meant opportunity. Today, education determines not just which students will succeed, but also which nations will thrive in a world united in pursuit of freedom and enterprise. //

Think about the changes transforming our world: the collapse of communism and Cold War. The advent -- and

*and esp. R. McKee
the national
teacher of the
year is #1 of the
best 12 teachers
of the year //*

acceleration -- of the information age. Down through history, we've defined resources as soil and stones -- land and the riches buried beneath. No more: our greatest natural resource lies within ourselves -- our intelligence -- ingenuity -- the capacity of the human mind. Nations that nurture ideas will move forward in years to come. Nations that stick to stale old notions and ideologies will falter and fail.

I'm here to say America will move forward. The time for all the reports and rankings -- for all the studies and surveys about what's wrong in our schools -- is past. If we want to keep America competitive in the coming century -- we must stop convening panels to report the obvious and start making our schools work better. If we want America to remain a leader, a force for good in the world -- we must lead the way in educational innovation. If we want to combat crime and drug abuse -- if we want to create hope and opportunity in the bleak corners of this country where there is now nothing but defeat and despair -- we must dispell the darkness with the enlightenment that a sound and well-rounded education produces. //

Think about every problem, every challenge we face today. The solution to each starts with education.

For the sake of the future -- of our children and our nation -- we must transform America's schools. The days of the status quo are over. //

accept our resp. for educating ^{every one among us} ~~ourselves~~ --
~~regardless~~ regardless of background or ~~handicap~~ disability &

Across this country, people have started to transform the American school. They know that the time for talk, talk is over. Their slogan is: Don't dither. Just do it.

Let's push the reform effort forward -- use each experiment, each advance, to build for the next American Century -- new schools for a new world. //

As a first step in this strategy, we must challenge not only the methods and the means we've used in the past -- but also the yardsticks we've used to measure our progress.

Let's stop trying to measure progress in terms of money spent. We spend 33% more per pupil in 1991 than we did in 1981 -- 33% more in real, constant dollars -- and I don't think there's a person anywhere who would say we've seen a 33% improvement in our schools' performance.

Dollar bills don't educate students. Education depends on committed teachers -- freed of non-educational burdens -- committed parents -- determined to support excellence -- committed students -- excited about school and learning. To those who want to see real improvement in American education, I say: There will be no renaissance without revolution. //

We who would be revolutionaries must accept responsibility for our schools. For too long, we've adopted a "no fault" approach to education: Someone else is always to blame. And while we point fingers, students suffer. Well, there's no place for a no fault attitude in our schools. It's time we held our schools -- and ourselves -- accountable for results.

committed communities ~ determined to be places where learning will flourish

Until now, we've treated education like a manufacturing process, assuming that if the gauges seemed right -- if we had good pay scales, test scores, ^{the right} pupil-teacher ratios -- good students would pop out of our schools. It's time to turn things around -- to focus on the student. To set standards for our schools -- and let teachers and principals figure out how best to meet them. //

We've made a good beginning by setting the nation's sights on six ambitious National Education Goals -- and setting for our target the year 2000. Our goals have won the strong support of this nation's 50 Governors -- and they're well known to everyone in this room. For those who need a refresher course [[-- there may be a quiz on this later--]] let me list those goals right now. // By 2000, we've got to

One: Ensure that every child starts school ready to learn, using such government programs as Head Start, along with private programs and initiatives;

Two: Raise the high school graduation rate to 90 percent;

Three: Ensure that each student leaving the 4th, 8th and 12th grades can demonstrate competence in five core subjects.

Four: Make our students first in the world in math and science achievement;

Five: Ensure that every American adult is literate, and has the skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship;

been forged in partnership w/ the nation's ~~govts~~ govts,

And Six: Liberate every American school from drugs and violence, so that schools encourage learning. //

Our strategy to meet these noble, national goals is founded in common sense -- and common values. It's ambitious -- and yet, with hard work, it's within our reach. And -- I can outline our strategy in one paragraph. Here it is:

For today's students, we must make existing schools better and more accountable. For tomorrow's students -- the next generation -- we must create a new generation of American schools. For all of us -- for the adults who think our school days are over -- we've got to become a nation of students -- recognize that learning is a lifelong process. Finally, outside our schools, we must cultivate communities where education can thrive. // That's our strategy.

You know, people who want Washington to "solve" our educational problems are missing the point. What happens here in Washington won't matter half as much as what happens in each school, each local community, and each home. But the federal government can serve as a catalyst for change in several ways:

Working closely with the Governors, we will define new World Class Standards for schools, teachers and students in the five core subjects: math and science, English, history and geography.

We will develop voluntary national tests for 4th, 8th and 12th Graders in the five core subjects. These American Achievement Tests will tell parents and educators -- politicians and employers -- just how well our schools are doing. I am

Where learning can happen

determined to have the first of these tests -- for 4th Graders -- in place by the time school starts in September 1993. //

And for high-school seniors, let's add another incentive -- a distinction sure to attract the attention of colleges and companies in every community across the country: a Presidential Citation to students who excel on the 12th Grade test. //

We can encourage educational excellence by encouraging parental choice. The concept of choice draws its strength from the principle at the very heart of the democratic idea. Every adult American has the right to vote -- the right to decide where to work -- where to live. It's time parents were free to they choose the schools their children attend. //

But the centerpiece of our national education strategy is not a program or a test. It's a challenge: To re-invent American education -- to design New American Schools for the year 2000 and beyond.

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

I will challenge communities to become what we will call America 2000 communities. I will honor communities with this designation if they embrace the national education goals, create a local solution for reaching them, devise report cards for measuring their progress, and encourage learning -- everywhere.

The business community also can help. I am delighted to announce today that America's business leaders -- under the leadership of Paul O'Neill -- will create the New American

Governors

agree to encourage & support
one of the new gen. of
American schools.

at least

7

Schools Development Corporation: a private sector research and development fund of \$150 million dollars to generate innovation in education. This fund offers an open challenge to the dreamers and doers eager to re-invent and reinvigorate our schools.

With the results of this R&D in hand, I will urge Congress to provide one million dollars in start-up funds for each of 535 New American Schools -- at least one in every congressional district -- and to have them up and running by 1996. //

The New American Schools must be more than rooms full of children seated at computers. If we mean to prepare our children for life, classrooms also must cultivate values and good character -- give real meaning to right and wrong. //

We ask only two things: that their students meet the new national standards for the five core subjects and that outside of the costs of the initial R&D, the schools operate on a budget comparable to conventional schools. //

Beyond that, my message to the architects of the New American Schools is simple: Break the mold. Build for the children of the next century. Re-invent the American school. //

No question should be off-limits -- no answers assumed. We're not after one single way that works for every school. We're interested in finding every way we can to make schools better.

There's a special place in inventing the New American School for the corporate community -- both business and labor. I invite

— and America's secret weapon is the world's finest system of colleges & universities

you to work with us not simply to transform our schools, but to transform every American adult into a student.

The business and labor communities can take the lead by creating a voluntary private system of World Standards for the workplace. Employers should set up Skill Centers where workers can seek advice and learn new skills. But most importantly, every company and every labor union must bring the worker into the classroom -- and bring the classroom into the workplace. We'll encourage every Federal agency to do the same. [[And to prove no one's ever too old to learn, I'll become a student again myself. Starting ---, I'll begin studying {PRESIDENT'S CHOICE OF CLASS}.]] ///

The workplace isn't the only place we must improve opportunities for education. Across this nation, we must cultivate communities where children can learn. Communities where the school is more than a refuge -- more than a solitary island of calm amid chaos. Where the school is the living center of a community where people care for each other and their futures -- not just in the school but in the neighborhood. Not just in the classroom, but in the home.

Our challenge amounts to nothing less than a revolution in American education -- a battle for our future. Now, I ask all Americans to be points of light in the crusade that counts most -- the crusade to prepare our children and ourselves for the exciting future that looms ahead.

What I've spoken about this afternoon are the broad strokes of our national education strategy: **accountable schools for today -- a new generation of schools for tomorrow. A nation of students committed to a lifetime of learning -- in communities where all our children can learn. //**

There are four people here today who symbolize each element of this strategy -- and point the way forward for our reforms.

Esteban Pagan, Steve, an 8th Grader and award-winning student in science and history at East Harlem Tech. East Harlem is part of a long-running experiment in school choice, and just one example of the way we can act now to improve our schools.

Mike Hopkins, "Lead Teacher" at the Saturn School in St. Paul, Minnesota -- has taken on responsibilities ranging from teaching to creating the school's curriculum. Mike and his colleagues at the Saturn School offer a great example of how to re-invent the American school.

Next I want to recognize David Kelley -- a high-tech troubleshooter at the Michelin Tire plant in Greenville, South Carolina. David came to Michelin as a graduate of Greenville Technical College -- and he's spent the equivalent of one full year of his four years as a Michelin employee back at his college expanding his skills. That's the kind of corporate-to-classroom partnership that will make America a nation of students.

Finally, Michelle Moore of Missouri -- a single mother who's active in that state's Parents as Teachers program. Michelle's learning how she can help her year-old son Alston arrive for his

first day of school ready to learn. That's just one example of the way individual parents, local communities and the state can work together outside the classroom to create the right environment for education. ///

For these four people -- and for all the others like them -- the revolution in American education has already begun.

At any moment, in every mind, the miracle of learning is waiting to happen. Between now and the year 2000, there is not one moment -- or one miracle -- to waste. //

Thank you -- and may God bless the United States of America.

#

McGroarty/Dooley

April 17, 1991

3:45 pm

[EDSTRAT]

PRESIDENTIAL REMARKS: NATIONAL EDUCATION STRATEGY
THE EAST ROOM
APRIL 18, 1991
2:00 P.M.

[Introductory acknowledgements.] My thanks to you for joining me here. I've asked all of you -- **Governors, educators, business and labor leaders, members of Congress** -- to come to the White House today to underscore the importance of a challenge destined to define the America we'll know in the next century.

For those of you close to my age, the 21st Century has always been a kind of shorthand for the distant future -- the place we put our most far-off hopes and dreams. Today, the 21st Century is ~~almost~~ upon us -- for our children, it's their world. Anyone who wonders what the ~~face of the~~ 21st Century will look like can find the answer -- in America's classrooms. //

Nothing better defines what we are -- and what we will become -- than the education of our children. To quote the landmark case, Brown v. Board of Education, "It is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education."

Education has always meant opportunity. Today, education is ^{determines} an open door -- to a new world. // ^{not just which students will thrive - but which nations will determine the shape of a new world,} one united in its ~~best~~ commitment to freedom and its faith in enterprise.

Think about the changes transforming our world: the collapse of communism and Cold War. The advent -- and acceleration -- of the information age. Down through history, we've thought of the world's riches and resources as ~~land and all~~ ^{defined} as soil and stones -

^{minerals beneath its surface}
~~land and natural resources~~ ² ~~No more:~~
~~that lies under it.~~ That too is changing. ^{our greatest natural resource}
~~In the future, our~~ ~~richest national resource~~ ^{it now defines us} may well be intelligence -- ingenuity -
- the infinite capacity of the human brain. Nations that ~~tap~~ ^{nurture ideas}
~~this potential~~ will move forward. Nations that ~~neglect to~~ ^{stick with}
~~nurture the mind~~ ^{stale old notions} will fall behind and fail.

I'm here to say **America will move forward.** The time for all the reports and rankings -- for all the studies and surveys about what's wrong in our schools -- is past. If we want to keep America **competitive** in the coming century -- ^{stop convening panels to} ~~we must act on~~ education. ^{repair the obvious, and start making our schools work better} If we want America to remain a leader, a force for **good in the world** -- ^{lead the movement for education that works} ~~we must act on~~ education. If we want to combat crime and drug abuse -- if we want to create hope and opportunity in the bleak corners of this country where there is now nothing but **defeat and despair** -- ^{dispell the darkness with enlightened ideals} ~~we must act on~~ education.
// Think about every problem, every challenge we face today.
Education is where the solution starts.

That is why, for the sake of the **future** -- of our **children** and our **nation** -- we must transform America's schools.

We've all heard the bad news: Too many children arriving at school from broken homes and shattered communities -- not ready to learn. Too many students who never discover the thrill of learning. Too many teenagers who drop out of school -- and drop into trouble. Too many adults, unable to read or write well enough to get a good job and keep it -- to participate as informed citizens in the life of this democracy. //

That's the last bad news you'll hear today -- because I promise you, from this point forward: The American school is in for a change. The days of the status quo are over. //

Across this country, people have started to **transform the American school**. Today, we must push the reform effort forward - use each experiment, each advance, **to build for the next American Century** -- new schools for a new world. //

As a first step in this strategy, we must ~~re-examine~~^{challenge} not only the methods and the means we've used in the past -- but also the yardsticks we've used to measure our progress.

~~That means setting~~^{set} aside the notion that we can **measure our success** in terms of **money spent**. We spend 33% more per pupil in 1991 than we did in 1981 -- 33% more in real, constant dollars - and I don't think there's a person anywhere who would say we've seen a 33% improvement in our schools' performance.

Dollar bills alone don't educate students. Education demands commitment, caring, work. To those who want to see real improvement in American education, I say: There will be no renaissance without revolution. //

^{But we who would be revolutionaries must accept responsibility for making schools work}
~~For too long~~, we've adopted a "no fault" approach to education: Someone else is always to blame. Meanwhile, the students suffer. Well, there's no place for a no fault attitude in our schools. It's time we held our schools -- and ourselves - accountable for results.

Until now, we've concentrated on regulating the ~~process of~~^{dull statistics - pay scales, test scores,} education -- on the assumption that if the process is sound, the
^{pupil/teacher ratios} ~~process~~ ^{a seemingly sound} ~~will~~

widgits?
automatically produce good students
4
product takes care of itself. It's time to turn things around -
- to ~~focus on the product.~~ To set standards for our schools --
show them the kind of student we're looking for -- and **give our
teachers and principals the freedom to educate our kids.** //

We've made a good beginning by setting the nation's sights
on six ambitious National Education Goals -- and setting for our
target the year 2000. Our goals have won the strong support of
this nation's 50 Governors -- and they're well known to everyone
in this room. For those who need a refresher course [[-- there
may be a quiz on this later--]] let me list those goals right

now. // By 2000, we've got to ^① raise the graduation rate to 90%;
^② make America first in the world in math and science; ^③ ensure that
each American student leaving the 4th, 8th and 12th grades can
demonstrate their competence in five core subjects.

do it in order
By the year 2000, ^{④ see that} every American child must start school
ready to learn; ^{⑤ make} every American adult must be literate; and
^{⑥ liberate} finally, every American school must be free from drugs and
violence. //

These national goals are noble goals. The challenge now is
how to get there -- and that's what our strategy is designed to
do. It's founded in common sense -- and common values. It's
ambitious -- and yet, with **hard work, within our reach**. And -- I
can outline our strategy in one paragraph. Here it is:

For today's students, we must make existing schools better
and more accountable. **For tomorrow's students** -- the next
generation -- we must create a new generation of American

schools. For all of us -- for the adults who think our school days are over -- we've got to become a nation of students -- recognize that learning is a lifelong process. Finally, **outside our schools**, we must cultivate communities where education can thrive. ~~Communities where the school is more than a refuge -- more than a solitary island of calm amid chaos -- but the living center of a community where people care for children and cultivate , not just in the school, but in the neighborhood. Not just in the classroom, but in the home. // That's our strategy.~~

You know, people who want Washington to "solve" our educational problems are missing the point. What happens **here in Washington** won't matter half as much as what happens in **each school, each local community, and each home**. But the federal government can serve as a catalyst for change in several ways:

Working closely with the Governors, we will define new World Class Standards for schools, teachers and students in the **five core subjects**: math and science, English, history and geography.

We will develop **voluntary national tests** for 4th, 8th and 12th Graders in the five core subjects. These American Achievement Tests will tell parents and educators -- politicians and employers -- just how well our schools are doing. I am determined to have the first of these tests -- for **4th Graders** -- in place by the time school starts in **September 1993**. //

And **for high-school seniors**, let's add another incentive -- a distinction sure to attract the attention of **colleges and**

companies in every community across the country: a Presidential Citation to students who excel on the 12th Grade test. //

And we can improve our schools by encouraging parental choice. The concept of choice draws its strength from the principle at the **very heart of the democratic idea**. Every adult American has the right to vote -- the right to decide where to work -- where to live. It's time they had the right to choose the schools their children attend. //

But the centerpiece of our national education strategy is not a program or a test. It's a challenge: To re-invent American education -- to design New American Schools for the year 2000 and beyond.

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

No one has to sell the business community on the values of Research and Development -- R&D. I am delighted to announce today that America's business leaders -- under the leadership of Paul O'Neill -- will create the New American Schools Development Corporation: a private sector R&D fund of \$150 million dollars to generate innovation in education. **Their commitment offers an open challenge to the dreamers and doers eager to re-invent and reinvigorate our schools.**

With the results of this R&D in hand, I will **urge the Congress** to provide one million dollars each in start-up funds for 535 New American Schools -- at least one in every

congressional district -- and to have them up and running by 1996. //

The New American Schools must be **more than rooms full of children seated at computers.** All the high-tech gadgetry in the world can't take the place of old-fashioned virtues. If we mean to prepare our children for life, the classroom must be a place where values and good character -- right and wrong -- have real meaning. //

We ask only two things: that their students meet the new national standards for the five core subjects and that outside of the costs of the initial R&D, the schools operate on a budget comparable to conventional schools. //

Beyond that, my message to the architects of the New American Schools is simple: Break the mold. Build for the children of the next century. Re-invent the American school. //

No question should be off-limits -- no answers assumed. We're not after one single way that works for every school. We're interested in finding every way we can to make schools better.

There's a special place in inventing the New American School for the corporate community -- both business and labor. I invite you to work with us not simply to transform our schools, but to transform every American adult into a student.

The business and labor communities can take the lead by creating a voluntary private sector system of World Standards for the workplace. Employers should set up Skill Centers where

workers can seek advice and **learn new skills**. But most importantly, every company and every labor union must bring the **worker into the classroom** -- and bring the **classroom into the workplace**. We'll encourage every Federal agency to do the same.

[[And to prove no one's ever too old to learn, I'll become a student again myself. Starting ---, I'll begin studying {PRESIDENT'S CHOICE OF CLASS}.]] ///

What I've spoken about today amounts to nothing less than a revolution in American education -- a battle for our future.

Now, I ask all Americans to be points of light in the crusade that counts most -- the crusade to prepare our children and ourselves for the exciting future that looms ahead.

What I've spoken about this afternoon are the broad strokes of our national education strategy: **accountable schools for today** -- **a new generation of schools for tomorrow**. **A nation of students committed to a lifetime of learning** -- **in communities where all our children can learn**. //

There are four people here today who **symbolize each element of this strategy** -- and point the way forward for our reforms.

First there's **Esteban Pagan**, Steve, an 8th Grader and award-winning student in science and history at East Harlem Tech. East Harlem is part of a long-running experiment in school choice, and just one example of the way we can act now to improve our schools.

Then there's **Mike Hopkins**, "Lead Teacher" at the Saturn School in St. Paul, Minnesota -- whose responsibilities range

from the teaching class to creating the school's curriculum. Mike and his colleagues at the Saturn School are a great example of what we can do to re-invent the American school.

Next I want to recognize **David Kelley** -- a high-tech troubleshooter at the Michelin Tire plant in Greenville, South Carolina. David came to Michelin as a graduate of Greenville Technical College -- and he's spent the equivalent of **one full year** of his four years as a Michelin employee back at his college expanding his skills. That's the kind of **corporate-to-classroom partnership** that will make America a nation of students.

Finally, **Michelle Moore** of Missouri -- a single mother who's active in that state's **Parents as Teachers** program. Michelle's learning how she can help her year-old son Alston arrive for his first day of school **ready to learn**. That's just one example of the way individual parents, local communities and the state can work together outside the classroom to create the right environment for education. ///

For these four people -- and for all the others like them -
- **the revolution in American education has already begun**.

At any moment, in every mind, the miracle of learning is waiting to happen. Between now and the year 2000, there is not one moment -- or one miracle -- to waste. //

Thank you -- and may God bless the United States of America.

#

① Head Start

② America 2000 - 4 parts

③ goals in proper order

THE WHITE HOUSE
WASHINGTON

Date:

4/16/51

TO:

Tony Snow

FROM:

CLARK KENT ERVIN
Office of National Service
Room 100, OEOB, x6266

C
105

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

Attached are our thoughts on the 3 education documents due by noon today. We appreciate the reference in the "Strategy" to "Points of View" & hope that this is preserved after the comment process is completed. My thanks.

CLOSE HOLD

Document No. 22988055

WHITE HOUSE STAFFING MEMORANDUM



DATE: 4/16/91 ACTION/CONCURRENCE/COMMENT DUE BY: 4/17/91 NOON

SUBJECT: PRESIDENTIAL REMARKS: NATIONAL EDUCATION STRATEGY

	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"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	UNTERMEYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PETERSMEYER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SNOW	<input type="checkbox"/>	<input checked="" type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS: Please forward any comments directly to Tony Snow, Rm. 122, x2930, no later than NOON, Wednesday, April 17, with a copy to this office. Thank you.

RESPONSE:

CLOSE HOLD

PHILLIP D. BRADY
Assistant to the President
and Staff Secretary
Ext. 2702

91 APR 16 PM 2:39

McGroarty/Dooley
April 16, 1991
1:30 pm
[EDSTRAT]

PRESIDENTIAL REMARKS: NATIONAL EDUCATION STRATEGY
THE EAST ROOM
APRIL 18, 1991
2:00 P.M.

[Introductory acknowledgements.] My thanks to you for joining me here. I've asked all of you -- **Governors, educators, business and labor leaders, members of Congress** -- to come to the White House today to underscore the importance of a challenge destined to define the America we'll know in the next century.

For those of you close to my age, the 21st Century has always been a kind of shorthand for the distant future -- the place we put our most far-off hopes and dreams. Today, the 21st Century is almost upon us -- for our children, it's their world. Anyone who wonders what the face of the 21st Century will look like can find the answer -- in America's classrooms. //

Nothing better defines what we are -- and what we shall become -- than the education of our children. To quote the hallmark case, Brown v. Board of Education, "It is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education."

If we want to keep America **competitive** in the coming century -- **we must think about education.** If we want America to remain a **leader** in world affairs, **a force for good in the world** -- we must **think about education.** If we want to combat crime and drug abuse -- if we want to create hope and opportunity in the bleak corners of this country where **defeat and despair** gather -- we must think

Now

today

a critical

about education. // Think about every problem, every challenge we face today. Education is part of the answer.

That is why, for the sake of the future -- of our children and our nation -- we must transform America's schools.

We've all heard bad news: Test scores that are far too low - a drop out rate that's far too high. Too many children arriving at school from broken homes and shattered communities - not ready to learn. Too many adults, unable to read or write well enough to get a good job and keep it -- to participate as informed citizens in the life of this democracy. //

That's the last bad news you'll hear today -- because I promise you, from this point forward: The American school is in for a change. The days of the status quo are over. //

Across the country people have started to transform the American school. Now, we must push the reform effort forward -- use each experiment, each advance, to build a coherent national education strategy. // every

every
As a first step in this new strategy, we must re-examine not only the methods and the means we've used in the past -- but also the yardsticks we've used to measure our progress.

That means setting aside the notion that we can measure our success in terms of money spent. We spend 33% more per pupil in 1991 than we did in 1981 -- 33% more in real, constant dollars - and I don't think there's a person anywhere who would say we've seen a 33% improvement in our schools' performance.

Dollar bills don't educate students. Education demands commitment, caring, work. To those who want to see real improvement in American education, I say: There will be no renaissance without revolution. //

For too long, we've adopted a "no fault" approach to education. But there's no place for a no fault attitude in our schools. It's time we held our schools -- and ourselves -- accountable for results.

Until now, we've concentrated on regulating the process of education -- on the assumption that if the process is sound, the product takes care of itself. It's time to turn things around -- to regulate the product. To set standards for our schools -- show them the kind of student we're looking for -- and let teachers and principals produce them.//

We've made a good beginning by setting the nation's sights on six ambitious National Education Goals -- and setting for our target the year 2000. Those goals have won the strong support of this nation's 50 Governors -- and they're well known to everyone in this room. By 2000, we've got to raise the graduation rate to 90%; make America first in the world in math and science; ensure that each American student leaving the 4th, 8th and 12th grades can demonstrate their competence in five core subjects.

Finally, by the year 2000, every American child must start school ready to learn; every American adult must be literate; and every American school must be free from drugs and violence. //

bipartisan

[Handwritten blue scribbles and markings on the left margin]

in the right

These national goals are noble goals. The challenge now is how to get there. We can do it by moving forward on four tracks:

For today's students, we must make existing schools better and more accountable.

For tomorrow's students -- the next generation -- we must create a new generation of American schools.

For all of us -- for the adults who think our school days are over -- we've got to become a nation of students -- recognize that learning is a lifelong process.

Fourth, outside our schools, we must cultivate communities where education can take place. Communities where the school is not a refuge -- a solitary island of calm amid chaos -- but the living center of a community where people care for children and cultivate, not just in the school, but on the street. Not just in the classroom, but at home. //

People who want Washington to "solve" our educational problems are missing the point. What happens here in Washington won't matter half as much as what happens in each school and local community. But the federal government can serve as a catalyst for change in several ways:

We can begin by encouraging parental choice. The concept of choice draws its strength from the principle at the very heart of the democratic idea. Every adult American has the right to vote -- the right to decide where to work -- where to live. It's time they had the right to choose the schools their children attend.//

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641

I've included in next year's budget request a \$200 million dollar incentive grant to spur parental choice programs on the state and local level. In the America 2000: Excellence in Education Act we'll soon send to Congress, we will seek to modify Chapter 1 aid for compensatory education -- so that the funds follow the children to the schools their parents choose.

Working closely with the Governors, we will define new World Class Standards for schools, teachers and students in the **five core subjects**: math and science, English, history and geography.

We will create **voluntary national tests** for 4th, 8th and 12th ~~Graders~~ in the five core subjects. These American Achievement Tests will tell parents and educators -- politicians and employers -- just how well our schools are doing. Today, I challenge all parties involved to accept this deadline: let's pledge right now to have the 4th Grade test in place by 1993. //

Let's add another incentive -- a Presidential Citation to students who do well on this test. This distinction should attract the attention of colleges and corporations and employers in every community. //

But the centerpiece of our national education strategy is not a program or a test. It's a challenge: To re-invent American education -- to design ~~New American Schools~~ for the year 2000 and beyond.

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

No one has to sell the business community on the values of R&D. I spoke earlier today with Paul O'Neill -- head of the President's Education Policy Advisory Council -- and one of the business community's champions of education reform. I am delighted to announce today that America's business leaders will create their own New American Schools Development Corporation: an R&D fund of \$150 million dollars to generate innovation in education. Their commitment offers an open challenge to the dreamers and doers eager to re-invent and reinvigorate our schools.

But I have to warn the corporate community: there will be no patent rights for these discoveries. The bold ideas you produce will become the property of the American people. //

With the results of this R&D in hand, I will urge the Congress to provide one million dollars each in start-up funds for 535 New American Schools -- at least one in every congressional district -- and to have them up and running by 1996. I call on the Governors to conduct a competition in each of their states, to designate 535 America 2000 Communities across the nation -- each committed to the national education goals, each with its own New American School. Finally, I ask Secretary Alexander and the Governors to create at least half of the first 535 New American Schools in urban neighborhoods and rural areas where at-risk students need and deserve help. //

The New American Schools must be more than rooms full of children seated at computers. All the high-tech gadgetry in the

world can't take the place of old-fashioned virtues. If we mean to prepare our children for life, the classroom must be a place where values and good character -- right and wrong -- have real meaning. //

We ask only two things: that their students meet the new national standards for the five core subjects and that outside of the costs of the initial R&D, the schools operate on a conventional budget. //

Beyond that, my message to the architects of the New American Schools is simple: Break the mold. Build for the children of the next century. Re-invent the American school. //

No question should be off-limits -- no answers assumed. We're not after one single way that works for every school. We're interested in finding every way we can to make schools better.

I've spoken of what government can do. There's a special place in inventing the New American School for the corporate community -- both business and labor.

Today, I want to issue three challenges -- invite you to work with us not simply to transform our schools, but to transform every American adult into a student.

First, I challenge the business and labor communities to create a private sector system of World Standards and skill certificates for the workplace.

What does that mean?

sp

Every institution to which Americans belong - business, unions, places of worship, clubs, and other voluntary associations - should work together to achieve our national educational goals.

Second, I ask employers to set up Skill Centers where workers can seek advice and learn new skills -- and for our part, we will establish Skill Centers for Federal employees.

Finally, I challenge every company and every labor union to bring the worker into the classroom -- and bring the classroom into the workplace. [[Commit yourselves to teaching new skills to 5% of your workforce each year.]] We'll do the same in every Federal agency [[-- and to prove no one's ever too old to learn, I'll become a student again myself. Starting -----, I'll begin studying {PRESIDENT'S CHOICE OF CLASS}.]] ///

[[FOUR EXAMPLES FOR FOUR TRACKS. Worker, teacher, mother, student.]]

What I've spoken about today amounts to nothing less than a revolution in our schools -- a battle for our future. Now, I ask all Americans to be ^{"P"} points of ^{"L"} light in the battle that counts most -- the battle to prepare our children and ourselves for the exciting future that looms ahead.

There is no reason we shouldn't be able to reach our ambitious goals by the year 2000, and there are lots of good reasons why we should. Think of it this way: today's 3rd Grader will graduate in the Class of 2000.

Those students face nine years in a new and better world of learning. We want each day to become a universe of discovery for students of all ages. At any moment, in every mind, the miracle of learning can take place. //

And should

every

As I said at the start, nothing we do is more important, nothing better expresses our hope and love, than a real commitment to education. If we give our children the confidence to dream and the knowledge necessary to turn dreams into deeds, we will have given them the future.

The only real limit to what our children can learn is how hard we try and how well we teach. Between now and the year 2000, there is not one moment -- or one miracle -- to waste. //

Thank you -- and may God bless the United States of America.

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WHITE HOUSE STAFFING MEMORANDUM

DATE: 4/16/91 ACTION/CONCURRENCE/COMMENT DUE BY: 4/17/91 NOON

SUBJECT: PRESIDENTIAL REMARKS: NATIONAL EDUCATION STRATEGY LUNCHEON

	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"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PETERSMEYER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>SMITH</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>ROGERS</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>SNOW</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>FIRESTONE</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

REMARKS:

Please forward your comments directly to Tony Snow, Rm. 122, x2930, no later than NOON, Wednesday, April 17, with a copy to this office. Thank you.

RESPONSE:

PHILLIP D. BRADY
 Assistant to the President
 and Staff Secretary
 Ext. 2702

91 APR 16 PM 5:20

Dooley/McGroarty
April 16, 1991
1:00 pm
[EDSTRAT.TP2]

PRESIDENTIAL REMARKS: NATIONAL EDUCATION STRATEGY
STATE DINING ROOM LUNCHEON
APRIL 18, 1991
1:30 PM

Thank you. I can't tell you how pleased I am to have all of you here on this important day for American education. I would like to think of today as the turning point -- the day we leave all the pessimism about American education behind, and join together to do everything we can to make sure our children get everything they deserve.

Every one of us has a role to play in this endeavor. ^K Earlier this week, General Colin Powell returned to the Bronx, to the place where he grew up, to visit his old high school. After his speech, one young man, Miguel Santiago, said that he wants to go to college and major in English. He said something very important about General Powell. He said: "I mean, he doesn't inspire people just to be soldiers necessarily. He inspires them to be somebody."

I'm sure that a lot of the kids there felt the same way. General Powell's success says to them that if he can go on from Morris High School and become a success -- serve as an inspiration to others -- then so can they.

That's why all of us are here today. We're here to make sure that every kid in school, that every teacher and school principal feels that same sense of hope and possibility. But we also know that our job doesn't stop at the schoolyard gate. **Everyone** plays a role in the future of our children, and I know everyone here is

Every institution to which Americans belong - businesses, unions, places of worship, clubs and other voluntary associations - should work together as "points of light" to back up our national education goals.

willing to step in and do whatever he or she can.

Our challenge is a great one, but our determination is even greater. And as our history has shown, once we set our mind to something, there's no end to the possibilities.

Thank you.

#

WHITE HOUSE STAFFING MEMORANDUM

DATE: 4/16/91 ACTION/CONCURRENCE/COMMENT DUE BY: 4/17/91 NOON

SUBJECT: PRESIDENTIAL REMARKS: NATIONAL EDUCATION STRATEGY BRIEFING

	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"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PETERSMEYER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SNOW	<input type="checkbox"/>	<input checked="" type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please forward your comments directly to Tony Snow, Rm. 122, x2930, no later than NOON, Wednesday, April 17, with a copy to this office. Thank you.

RESPONSE:

PHILLIP D. BRADY
 Assistant to the President
 and Staff Secretary
 Ext. 2702

Dooley/McGroarty
April 16, 1991
11:00 a.m.
[EDSTRAT.TP1]

91 APR 16 PM 5:20

PRESIDENTIAL REMARKS: NATIONAL EDUCATION STRATEGY
ROOM 450 BRIEFING
APRIL 18, 1991
11:30 AM

[Introductory acknowledgements.] Thank you all for coming here today. We're dedicating this entire day to our new education strategy, and seeing all of you here tells me that there is a great sense of possibility and support out there for what we're trying to do.

There's a new optimism in America, a renewal of the can-do spirit that made our country what it is. Our confidence is high now, and I can't think of a better way to put this renewed sense of duty and possibility to work than for the sake of our children.

We're already ^{well} on our way. Many of you in this room have taken the crucial first steps and started programs to rejuvenate an education system that wasn't living up to our expectations. We've already moved beyond the days of report after report about the dismal state of our schools. Today, we're doing something about it.

This afternoon, I will unveil an aggressive and innovative new education strategy. This strategy will bring us even closer to making sure America's children receive what ^{'s} due to them -- a good education.

We are not afraid of new ideas. And there are a lot of great ideas out there -- in our states and cities, in the education and business communities. My job is to do everything in my power to

Optimism
and
confidence

give these ideas a chance. With Secretary Alexander -- and with all of you -- I think we're on our way to an exciting new chapter in American education.

All of you are also proof that this new education strategy just begins with our schools; that our dedication doesn't end when the bell rings at the end of every school day. Every single American has a stake in what we're starting today, and I am confident that we'll rise to the challenge.

Fifty years from now, some fifth or sixth grader who's sitting in a classroom somewhere in America will be standing here in my place. Because of the commitment that I feel here today, I know in my heart that she -- or he -- will have had every opportunity that this great country has to offer. So let's go to work. I know we can do it.

Thank you.

###

Every institution to which Americans belong - business, unions, places of worship, clubs and other voluntary associations - should work together as "Points of light" to achieve our national education goals.

THE WHITE HOUSE
WASHINGTON

Date 4/17
2:20p

TO: TS

FROM: CHRISTINA M. MARTIN
Deputy to the
Special Assistant for Communications
Room 121, Ext. 7152

Lamar Alexander will
be dropping by around
4pm

• Nick Lemon
914-738-6870

THE WHITE HOUSE
WASHINGTON

Date 4-17-91

TO: Tony

FROM: OFFICE OF COMMUNICATIONS *David*
Room 122 OEOB, Ext. 2930 *Demarest*

Lamar Alexander
passed him a note in
the Cabinet Meeting that
asked that we mention
(2) things in the speech.

- 1) Head Start Programs
- 2) Americas 2000
Communities

PORTER
SMITH (CLOSE)
DEWAREST
D.O.E.

McGroarty/Dooley
April 17, 1991
2:30 pm
[EDSTRAT]

PRESIDENTIAL REMARKS: NATIONAL EDUCATION STRATEGY
THE EAST ROOM
APRIL 18, 1991
2:00 P.M.

[Introductory acknowledgements.] My thanks to you for joining me here. I've asked all of you -- **Governors, educators, business and labor leaders, members of Congress** -- to come to the White House today to underscore the importance of a challenge destined to define the America we'll know in the next century.

For those of you close to my age, the 21st Century has always been a kind of shorthand for the distant future -- the place we put our most far-off hopes and dreams. Today, the 21st Century ^{rears forward} ~~is~~ almost upon us -- for our children, it's their world. Anyone who wonders what the face of the 21st Century will look like can find the answer -- in America's classrooms. //

Nothing better defines what we are -- and what we will become -- than the education of our children. To quote the landmark case, Brown v. Board of Education, "It is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education."

Education has always meant opportunity. Today, education is an open door -- to a new world. //

Think about the changes transforming our world: the collapse of communism and Cold War. The advent -- and acceleration -- of the information age. Down through history, we've thought of the world's riches and resources as **land and all**

defined

determines just who chooses but nations

that lies under it. That too is changing. In the future, our richest national resource may well be intelligence -- ingenuity -- the infinite capacity of the human brain. Nations that tap this potential will move forward. Nations that neglect to nurture the mind will fall behind and fail.

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I'm here to say **America will move forward**. The time for all the reports and rankings -- for all the studies and surveys about what's wrong in our schools -- is past. If we want to keep America **competitive** in the coming century -- we must act on education. If we want America to remain a leader, a force for good in the world -- we must act on education. If we want to combat crime and drug abuse -- if we want to create hope and opportunity in the bleak corners of this country where there is now nothing but **defeat and despair** -- we must act on education.

Step study starts

add

colligates

// Think about every problem, every challenge we face today. Education is where the solution starts.

That is why, for the sake of the **future** -- of our **children** and our **nation** -- we must transform America's schools.

We've all heard the bad news: Too many children arriving at school from broken homes and shattered communities -- not ready to learn. Too many students who never discover the thrill of learning. Too many teenagers who drop out of school -- and drop into trouble. Too many adults, unable to read or write well enough to get a good job and keep it -- to participate as informed citizens in the life of this democracy. //

Just do it

That's the last bad news you'll hear today -- because I promise you, from this point forward: The American school is in for a change. The days of the status quo are over. //

Across this country, people have started to **transform the American school**. Now, we must push the reform effort forward -- use each experiment, each advance, **to build for the next American Century -- new schools for a new world.** //

As a first step in this strategy, we must re-examine not only the methods and the means we've used in the past -- but also the yardsticks we've used to measure our progress.

We can't do this step trying to
 That means setting aside the notion that we can measure our success in terms of money spent. We spend 33% more per pupil in 1991 than we did in 1981 -- 33% more in real, constant dollars -- and I don't think there's a person anywhere who would say we've seen a 33% improvement in our schools' performance.

Dollar bills alone don't educate students. Education demands commitment, caring, work. To those who want to see real improvement in American education, I say: There will be no renaissance without revolution. //

regard
Let's start the rev by
 For too long, we've adopted a "no fault" approach to education. But there's no place for a no fault attitude in our schools. It's time we held our schools -- and ourselves -- accountable for results.

Until now, we've concentrated on regulating the process of education -- on the assumption that if the process is ^{sound} sound, the product takes care of itself. It's time to turn things around --

- to regulate the product. To set standards for our schools --
 show them the kind of student we're looking for -- and let
 teachers and principals produce them.//

We've made a good beginning by setting the nation's sights
 on six ambitious National Education Goals -- and setting for our
 target the year 2000. Those goals have won the strong support of
 this nation's 50 Governors -- and they're well known to everyone
 in this room. By 2000, we've got to ^① raise the graduation rate to
90%; ^② make America first in the world in math and science; ^③ ensure
 that each American student leaving the 4th, 8th and 12th grades
can demonstrate their competence in five core subjects.

Finally, ^④ by the year 2000, every American child must start
 school ready to learn; ^⑤ every American adult must be literate; and
^⑥ every American school must be free from drugs and violence. //

These national goals are noble goals. The challenge now is
how to get there -- and that's what our strategy is designed to
 do. I can outline our strategy in one paragraph. Here it is:

For today's students, we must make existing schools better
 and more accountable. **For tomorrow's students** -- the next
generation -- we must create a new generation of American
schools. **For all of us** -- for the adults who think our school
 days are over -- we've got to become a nation of students --
 recognize that learning is a lifelong process. Finally, **outside**
our schools, we must cultivate communities where education can
thrive. Communities where the school is more than a refuge --
 more than a solitary island of calm amid chaos -- but the living

center of a community where people care for children and cultivate , not just in the school, but in the neighborhood. Not just in the classroom, but in the home. //

That's our strategy. // You know, people who want Washington to "solve" our educational problems are missing the point. What happens **here in Washington** won't matter half as much as what happens in **each school and local community**. But the federal government can serve as a catalyst for change in several ways:

Working closely with the Governors, we will define new World Class Standards for schools, teachers and students in the **five core subjects**: math and science, English, history and geography.

We will create **voluntary national tests** for 4th, 8th and 12th Graders in the five core subjects. These American Achievement Tests will tell parents and educators -- politicians and employers -- just how well our schools are doing. Today, I challenge all parties involved to accept this deadline: let's pledge right now to have the 4th Grade test in place by 1993. //

And for **high-school seniors**, let's add another incentive -- a Presidential Citation to students who do well on this test. This distinction should attract the attention of colleges and companies in every community. //

And we can improve our schools by encouraging parental choice. The concept of choice draws its strength from the principle at the **very heart of the democratic idea**. Every adult American has the right to vote -- the right to decide where to

work -- where to live. It's time they had the right to choose the schools their children attend. //

But the centerpiece of our national education strategy is not a program or a test. It's a challenge: To re-invent American education -- to design New American Schools for the year 2000 and beyond.

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

No one has to sell the business community on the values of R&D. I spoke earlier today with Paul O'Neill -- head of the President's Education Policy Advisory Council -- and one of the business community's champions of education reform. I am delighted to announce today that America's business leaders will create the New American Schools Development Corporation: a private sector R&D fund of \$150 million dollars to generate innovation in education. **Their commitment offers an open challenge to the dreamers and doers eager to re-invent and reinvigorate our schools.**

With the results of this R&D in hand, I will urge the Congress to provide one million dollars each in start-up funds for 535 New American Schools -- at least one in every congressional district -- and to have them up and running by 1996. //

The New American Schools must be **more than rooms full of children seated at computers.** All the high-tech gadgetry in the world can't take the place of old-fashioned virtues. If we mean

to prepare our children for life, the classroom must be a place where values and good character -- right and wrong -- have real meaning. //

We ask only two things: that their students meet the new national standards for the five core subjects and that outside of the costs of the initial R&D, the schools operate on a conventional budget. //

Beyond that, my message to the architects of the New American Schools is simple: Break the mold. Build for the children of the next century. Re-invent the American school. //

No question should be off-limits -- no answers assumed. We're not after one single way that works for every school. We're interested in finding every way we can to make schools better.

There's a special place in inventing the New American School for the corporate community -- both business and labor.

Today, I want to issue three challenges -- invite you to work with us not simply to transform our schools, but to transform every American adult into a student.

[[COUNSEL/DELETE PARA: First, I challenge the business and labor communities to create a private sector system of World Standards for the workplace.]]

Second, I ask employers to set up Skill Centers where workers can seek advice and learn new skills. //

Finally, I challenge every company and every labor union to bring the worker into the classroom -- and bring the classroom

into the workplace. We'll encourage every Federal agency to do the same. [[And to prove no one's ever too old to learn, I'll become a student again myself. Starting ---, I'll begin studying {PRESIDENT'S CHOICE OF CLASS}.]] ///

What I've spoken about today amounts to nothing less than a revolution in American education -- a battle for our future. Now, I ask all Americans to be points of light in the crusade that counts most -- the crusade to prepare our children and ourselves for the exciting future that looms ahead.

What I've spoken about this afternoon are the broad strokes of our national education strategy: **accountable schools for today -- a new generation of schools for tomorrow. A nation of students committed to a lifetime of learning -- in communities where all our children can learn.** //

There are four people here today who **symbolize each element of this strategy** -- and point the way forward for our reforms.

First there's Esteban Pagan, Steve, an 8th Grader and award-winning student in science and history at East Harlem Tech. East Harlem is part of a long-running experiment in school choice, and just one example of the way we can act now to improve our schools.

Then there's Mike Hopkins, "Lead Teacher" at the Saturn School in St. Paul, Minnesota -- whose responsibilities range from the teaching class to creating the school's curriculum. Mike and his colleagues at the Saturn School are a great example of what we can do to re-invent the American school.

Next I want to recognize **David Kelley** -- a high-tech troubleshooter at the Michelin Tire plant in Greenville, South Carolina. David came to Michelin as a graduate of Greenville Technical College -- and he's spent **one full year** in his four years as a Michelin employee back at his college expanding his skills. That's the kind of **corporate-to-classroom partnership** that will make America a nation of students.

Finally, **Michelle Moore** of Missouri -- a single mother who's active in that state's **Parents as Teachers** program. Michelle's learning how she can help her year-old son Alston arrive for his first day of school **ready to learn**. That's just one example of the way individual parents, local communities and the state can work together outside the classroom to create the right environment for education. ///

There is no reason we shouldn't be able to reach our ambitious goals by the year 2000, and there are lots of good reasons why we should. Think of it this way: today's 3rd Grader will graduate in the Class of 2000.

Those students face nine years in a new and better world of learning. We want each day to become a universe of discovery for students of all ages. At any moment, in every mind, the miracle of learning can take place. //

The only real limit to what our children can learn is how hard we try and how well we teach. Between now and the year 2000, there is not one moment -- or one miracle -- to waste. //

Thank you -- and may God bless the United States of America.

per the file

CLOSE HOLD

Document No. 229880 55

WHITE HOUSE STAFFING MEMORANDUM

91 APR 17 3:28

FAXed to Tony 4/17 9:00am

DATE: 4/16/91

ACTION/CONCURRENCE/COMMENT DUE BY:

4/17/91 NOON

SUBJECT: PRESIDENTIAL REMARKS: NATIONAL EDUCATION STRATEGY

	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"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PETERSMEYER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SNOW	<input type="checkbox"/>	<input checked="" type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please forward any comments directly to Tony Snow, Rm. 122, x2930, no later than NOON, Wednesday, April 17, with a copy to this office. Thank you.

RESPONSE:

substantial comments
XX

CLOSE HOLD

PHILLIP D. BRADY
Assistant to the President
and Staff Secretary
Ext. 2702

about education. // Think about every problem, every challenge we face today. Education is ^{essential to the solution.} ~~part of the answer.~~

That is why, for the sake of the future -- of our children and our nation -- ^{-- we must do something about education} we must transform America's schools.

We've all heard bad news: ~~Test scores that are far too low -~~
~~a drop out rate that's far too high.~~ Too many children
 arriving at school from broken homes and shattered communities -
~~Too many children who can't keep up~~ ^{Too many kids who never learn the}
 - not ready to learn. Too many adults, unable to read or write ^{joy of learning}
 well enough to get a good job and keep it -- to participate as ^{Too many}
 informed citizens in the life of this democracy. // ^{teenagers who learn too late the dead-end of dropping out.}

That's the last bad news you'll hear today -- because I promise you, from this point forward: The American school is in
for a change. The days of the status quo are over. //

Across the country people have started to transform the American school. Now, we must push the reform effort forward -- use each experiment, each advance, to build a coherent national education strategy. //

As a first step in this new strategy, we must re-examine not only the methods and the means we've used in the past -- but also the yardsticks we've used to measure our progress.

That means setting aside the notion that we can measure our success in terms of money spent. We spend 33% more per pupil in 1991 than we did in 1981 -- 33% more in real, constant dollars - - and I don't think there's a person anywhere who would say we've seen a 33% improvement in our schools' performance.

Dollar bills ^{alone} don't educate students. Education demands commitment, caring, work. To those who want to see real improvement in American education, I say: There will be no renaissance without revolution. //

For too long, we've adopted a "no fault" approach to education. But there's no place for a no fault attitude in our schools. It's time we held our schools -- and ourselves -- accountable for results.

Until now, we've concentrated on ^{increasingly} ~~regulating~~ ^{setting standards} the process of education -- ^{as if it's a machine. We've had it backwards --} on the ~~assumption~~ ^{mechanics} that ~~if the process is sound, the product takes care of itself.~~ ^{was as important as} It's time ^{we} to ~~turn~~ ^{we've had it backwards --} things around -- ^{It's time we} to ~~regulate the product.~~ ^{we} To set standards for our schools -- show them the kind of student we're looking for -- and ^{let give our} ~~let~~ teachers and principals ^{the freedom to educate our kids.} ~~produce them.~~ //

We've made a good beginning by setting the nation's sights on six ambitious National Education Goals -- and setting for our target ^{our} the year 2000. ~~Those~~ goals have won the strong support of this nation's 50 Governors -- and they're well known to everyone in this room. ^{for those who need a refresher course (there may be a quiz later)} 1) By 2000, we've got to raise the graduation rate to 90%; ²⁾ make America first in the world in math and science; ³⁾ ensure that each American student leaving the 4th, 8th and 12th grades can demonstrate their competence in five core subjects.

Finally, ⁴⁾ by the year 2000, every American child must start school ready to learn; ⁵⁾ every American adult must be literate; and ⁶⁾ every American school must be free from drugs and violence. //

These national goals are noble goals. The challenge now is how to get there. We can do it by moving forward on four tracks:

That's what our strategy is designed to do. The beauty of our strategy is that it is founded on common sense and common values. It is ambitious but it will work, if we put our hearts and minds to it. And I can outline it in one paragraph. Here it is:

For today's students, we must make existing schools better and more accountable.

For tomorrow's students -- the next generation -- we must create a new generation of American schools.

For all of us -- for the adults who think our school days are over -- we've got to become a nation of students -- recognize that learning is a lifelong process.

Fourth, outside our schools, we must cultivate communities where education can take place. Communities where the school is not a refuge -- a solitary island of calm amid chaos -- but the living center of a community where people care truly about children and cultivate, not just in the school, but on the street. Not just in the classroom, but at home. // *Our children can only learn in them* // *that's our strategy.*

neighborhood.
You know,

People who want Washington to "solve" our educational problems are missing the point. What happens here in Washington won't matter half as much as what happens in each school and local community. But the federal government can serve as a catalyst for change in several ways:

We can begin by encouraging parental choice. The concept of choice draws its strength from the principle at the very heart of the democratic idea. Every adult American has the right to vote -- the right to decide where to work -- where to live. It's time they had the right to choose the schools their children attend.

I've included in next year's budget request a \$200 million dollar incentive grant to spur parental choice programs on the state and local level. In the America 2000: Excellence in Education Act we'll soon send to Congress, we will seek to modify Chapter 1 aid for compensatory education -- so that the funds follow the children to the schools their parents choose.

Working closely with the Governors, we will define new World Class Standards for schools, teachers and students in the **five core subjects**: math and science, English, history and geography.

We will create **voluntary national tests** for 4th, 8th and 12th Graders in the five core subjects. These American Achievement Tests will tell parents and educators -- politicians and employers -- just how well our schools are doing. Today, I ~~challenge all parties involved to accept this deadline: let's pledge right now to have the 4th Grade test~~ ^{be} ~~in place by 1993.~~ ^{the} ^{2 yrs to develop} ^{school's} // ^{implement a test}

^{And for the 12 graders,} Let's add another incentive -- a Presidential Citation ^{for those excel.} ~~to students who do well on this test.~~ This distinction should attract the attention of colleges and corporations and employers in every community. // ^{for 4th graders?}

But the centerpiece of our national education strategy is not a program or a test. It's a challenge: To re-invent American education -- to design New American Schools for the year 2000 and beyond.

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

Research and development --

No one has to sell the business community on the values of R&D. I ~~spoke earlier today with Paul O'Neill -- head of the President's Education Policy Advisory Council -- and one of the business community's champions of education reform.~~ I am ^{led by O'Neill} delighted to announce today that America's business leaders will create their own New American Schools Development Corporation: an R&D fund of \$150 million dollars to generate innovation in education. Their commitment offers an open challenge to the dreamers and doers eager to re-invent and reinvigorate our schools.

But I have to warn the corporate community: there will be no patent rights for these discoveries. The bold ideas you produce will become the property of the American people. //

With the results of this R&D in hand, I will urge the Congress to provide one million dollars each in start-up funds for 535 New American Schools -- ^{that's half a billion dollars to ensure} at least one in every congressional district -- and to have them up and running by 1996. I call on the Governors to conduct a competition in each of their states, to designate 535 America 2000 Communities across the nation -- each committed to the national education goals, each with its own New American School. Finally, I ask Secretary Alexander and the Governors to create at least half of the first 535 New American Schools in urban neighborhoods and rural areas where at-risk students need and deserve help. //

The New American Schools must be more than rooms full of children seated at computers. All the high-tech gadgetry in the

world can't take the place of old-fashioned virtues. If we mean to prepare our children for life, the classroom must be a place where values and good character -- right and wrong -- have real meaning. //

We ask only two things: that their students meet the new national standards for the five core subjects and that outside of the costs of the initial R&D, the schools operate on a conventional budget. //

Beyond that, my message to the architects of the New American Schools is simple: Break the mold. Build for the children of the next century. Re-invent the American school. //

No question should be off-limits -- no answers assumed. We're not after one single way that works for every school. We're interested in finding every way we can to make schools better.

I've spoken of what government can do. There's a special place in inventing the New American School for the corporate community -- both business and labor.

And Today, I want to ~~issue three challenges~~ → invite you to work with us not simply to transform our schools, but to transform every American adult into a student.

~~First, I challenge~~ the business and labor communities *can take the lead by* creating a private sector system of World Standards and skill certificates for the workplace.

Second, I ask ~~employers~~ ^{should} to set up Skill Centers where workers can seek advice and learn new skills -- and for our part, we will establish Skill Centers for Federal employees.

^{Most importantly,} Finally, I challenge every company and every labor union to ^{must} bring the worker into the classroom -- and bring the classroom into the workplace. [[Commit yourselves to teaching new skills to 5% of your workforce each year.]] We'll do the same in every Federal agency [-- and to prove no one's ever too old to learn, I'll become a student again myself. Starting -----, I'll begin studying {PRESIDENT'S CHOICE OF CLASS}.] //

Keep in brackets

~~[[FOUR EXAMPLES FOR FOUR TRACKS. Worker, teacher, mother, student.]]~~

What I've spoken about ^{this afternoon} today amounts to nothing less than a ^{are the broad strokes of our} national ~~strategy~~ ^{education strategy; insert A} revolution in our schools -- a battle for our future. Now, I ask all Americans to be points of light in the battle that counts most -- the battle to prepare our children and ourselves for the exciting future that looms ahead.

^{We have no choice but} There is no reason we shouldn't be able to reach our ambitious goals by the year 2000, ^{because} and there are ^{thousands} lots of good reasons why we should. Think of it this way: today's 3rd Graders will graduate in the Class of 2000. ↑

~~Those students face nine years in a new and better world of learning. We want each day to become a universe of discovery for students of all ages. At any moment, in every mind, the miracle of learning can take place. //~~

For their sake, the revolution in American education must begin today.

As I said at the start, nothing we do is more important, nothing better expresses our hope and love, than a real commitment to education. If we give our children the confidence to dream and the knowledge necessary to turn dreams into deeds, we will have given them the future.

~~The only real limit to what our children can learn is how hard we try and how well we teach.~~ Between now and the year 2000, there is not one moment -- or one miracle -- to waste. //

Thank you -- and may God bless the United States of America.

#

insert A p. 8

Accountable schools for today - a new generation of schools for tomorrow. A nation of students committed to a lifetime of ^{learning} ~~education~~ - in communities dedicated to our children's future.

CLOSE HOLD

Document No. 229880 55

91 APR 17 9:21
WHITE HOUSE STAFFING MEMORANDUM

DATE: 4/16/91 ACTION/CONCURRENCE/COMMENT DUE BY: 4/17/91 NOON

SUBJECT: PRESIDENTIAL REMARKS: NATIONAL EDUCATION STRATEGY

	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"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	UNTERMEYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PETERSMEYER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SNOW	<input type="checkbox"/>	<input checked="" type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please forward any comments directly to Tony Snow, Rm. 122, x2930, no later than NOON, Wednesday, April 17, with a copy to this office. Thank you.

RESPONSE:

It's too late to talk in terms of "THINKING ABOUT" MUST TALK IN TERMS OF "ACTING ON" NOW IS THE MOMENT!

CLOSE HOLD

PHILLIP D. BRADY
Assistant to the President
and Staff Secretary
Ext. 2702

91 APR 16 PM 2:39

McGroarty/Dooley
April 16, 1991
1:30 pm
[EDSTRAT]

PRESIDENTIAL REMARKS: NATIONAL EDUCATION STRATEGY
THE EAST ROOM
APRIL 18, 1991
2:00 P.M.

[Introductory acknowledgements.] My thanks to you for joining me here. I've asked all of you -- **Governors, educators, business and labor leaders, members of Congress** -- to come to the White House today to underscore the importance of a challenge destined to define the America we'll know in the next century.

For those of you close to my age, the 21st Century has always been a kind of shorthand for the distant future -- the place we put our most far-off hopes and dreams. Today, the 21st Century is almost upon us -- for our children, it's their world. Anyone who wonders what the face of the 21st Century will look like can find the answer -- in America's classrooms. //

Nothing better defines what we are -- and what we shall become -- than the education of our children. To quote the hallmark case, Brown v. Board of Education, "It is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education."

If we want to keep America **competitive** in the coming century -- we must ~~think about~~ ^{ACT ON} education. If we want America to remain a leader in world affairs, a force for good in the world -- we must ~~think about~~ ^{ACT ON} education. If we want to combat crime and drug abuse -- if we want to create hope and opportunity in the bleak corners of this country where defeat and despair gather -- we must ~~think~~ ^{NOW}

Action
about education. *now* // ² ~~Think about~~ every problem, every challenge
we face today. Education is part of the answer.

That is why, for the sake of the future -- of our children and our nation -- we must transform America's schools.

We've all heard bad news: Test scores that are far too low - a drop out rate that's far too high. Too many children arriving at school from broken homes and shattered communities - not ready to learn. Too many adults, unable to read or write well enough to get a good job and keep it -- to participate as informed citizens in the life of this democracy. //

That's the last bad news you'll hear today -- because I promise you, from this point forward: The American school is in for a change. The days of the status quo are over. //

Across the country people have started to transform the American school. *Today* Now, we must push the reform effort forward -- use each experiment, each advance, to build a coherent national education strategy. //

As a first step in this new strategy, we must re-examine not only the methods and the means we've used in the past -- but also the yardsticks we've used to measure our progress.

That means setting aside the notion that we can measure our success in terms of money spent. We spend 33% more per pupil in 1991 than we did in 1981 -- 33% more in real, constant dollars - and I don't think there's a person anywhere who would say we've seen a 33% improvement in our schools' performance.

Dollar bills don't educate students. Education demands commitment, caring, work. To those who want to see real improvement in American education, I say: There will be no renaissance without revolution. //

For too long, we've adopted a "no fault" approach to education. But there's no place for a no fault attitude in our schools. It's time we held our schools -- and ourselves -- accountable for results.

Until now, we've concentrated on regulating the process of education -- on the assumption that if the process is sound, the product takes care of itself. It's time to turn things around -- to regulate the product. To set standards for our schools -- show them the kind of student we're looking for -- and let teachers and principals produce them.//

We've made a good beginning by setting the nation's sights on six ambitious National Education Goals -- and setting for our target the year 2000. Those goals have won the strong support of this nation's 50 Governors -- and they're well known to everyone in this room. By 2000, we've ~~got to~~ ^{will} raise the graduation rate to 90%; make America first in the world in math and science; ensure that each American student leaving the 4th, 8th and 12th grades can demonstrate their competence in five core subjects.

Finally, by the year 2000, every American child must start school ready to learn; every American adult must be literate; and every American school must be free from drugs and violence. //

These national goals are noble goals. The challenge now is how to get there. We can do it by moving forward on four tracks:

For today's students, we must make existing schools better and more accountable.

For tomorrow's students -- the next generation -- we must create a new generation of American schools.

For all of us -- for the adults who think our school days are over -- we've got to become a nation of students -- recognize that learning is a lifelong process.

Fourth, outside our schools, we must cultivate communities where education can take place. Communities where the school is not a refuge -- a solitary island of calm amid chaos -- but the living center of a community where people care for children and cultivate, not just in the school, but on the street. Not just in the classroom, but at home. //

People who want Washington to "solve" our educational problems are missing the point. What happens here in Washington won't matter half as much as what happens in each school and local community. But the federal government can serve as a catalyst for change in several ways:

We ~~can~~ begin by encouraging parental choice. The concept of choice draws its strength from the principle at the very heart of the democratic idea. Every adult American has the right to vote -- the right to decide where to work -- where to live. It's time they had the right to choose the schools their children attend.//

I've included in next year's budget request a \$200 million dollar incentive grant to spur parental choice programs on the state and local level. In the America 2000: Excellence in Education Act we'll soon send to Congress, we will seek to modify Chapter 1 aid for compensatory education -- so that the funds follow the children to the schools their parents choose.

Working closely with the Governors, we will define new World Class Standards for schools, teachers and students in the five core subjects: math and science, English, history and geography.

We will create voluntary national tests for 4th, 8th and 12th Graders in the five core subjects. These American Achievement Tests will tell parents and educators -- politicians and employers -- just how well our schools are doing. Today, I challenge all parties involved to accept this deadline: let's pledge right now to have the 4th Grade test in place by 1993. //

We will ~~Let's~~ add another incentive -- a Presidential Citation to students who do well on this test. This distinction should attract the attention of colleges and corporations and employers in every community. //

But the centerpiece of our national education strategy is not a program or a test. It's a challenge: To re-invent American education -- to design New American Schools for the year 2000 and beyond.

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

No one has to sell the business community on the values of R&D. I spoke earlier today with Paul O'Neill -- head of the President's Education Policy Advisory Council -- and one of the business community's champions of education reform. I am delighted to announce today that America's business leaders will create their own New American Schools Development Corporation: an R&D fund of \$150 million dollars to generate innovation in education. Their commitment offers an open challenge to the dreamers and doers eager to re-invent and reinvigorate our schools.

But I have to warn the corporate community: there will be no patent rights for these discoveries. The bold ideas you produce will become the property of the American people. //

With the results of this R&D in hand, I will urge the Congress to provide one million dollars each in start-up funds for 535 New American Schools -- at least one in every congressional district -- and to have them up and running by 1996. I call on the Governors to conduct a competition in each of their states, to designate 535 America 2000 Communities across the nation -- each committed to the national education goals, each with its own New American School. Finally, I ask Secretary Alexander and the Governors to create at least half of the first 535 New American Schools in urban neighborhoods and rural areas where at-risk students need and deserve help. //

The New American Schools must be more than rooms full of children seated at computers. All the high-tech gadgetry in the

world can't take the place of old-fashioned virtues. If we mean to prepare our children for life, the classroom must be a place where values and good character -- right and wrong -- have real meaning. //

We ask only two things: that their students meet the new national standards for the five core subjects and that outside of the costs of the initial R&D, the schools operate on a conventional budget. //

Beyond that, my message to the architects of the New American Schools is simple: Break the mold. Build for the children of the next century. Re-invent the American school. //

No question should be off-limits -- no answers assumed. We're not after one single way that works for every school. We're interested in finding every way we can to make schools better.

I've spoken of what government can do. There's a special place in inventing the New American School for the corporate community -- both business and labor.

Today, I want to issue three challenges -- invite you to work with us not simply to transform our schools, but to transform every American adult into a student.

First, I challenge the business and labor communities to create a private sector system of World Standards and skill certificates for the workplace.

Second, I ask employers to set up Skill Centers where workers can seek advice and learn new skills -- and for our part, we will establish Skill Centers for Federal employees.

Finally, I challenge every company and every labor union to bring the worker into the classroom -- and bring the classroom into the workplace. [[Commit yourselves to teaching new skills to 5% of your workforce each year.]] We'll do the same in every Federal agency [-- and to prove no one's ever too old to learn, I'll become a student again myself. Starting -----, I'll begin studying {PRESIDENT'S CHOICE OF CLASS}.] //

[[FOUR EXAMPLES FOR FOUR TRACKS. Worker, teacher, mother, student.]]

What I've spoken about today amounts to nothing less than a revolution in our schools -- a battle for our future. Now, I ask all Americans to be points of light in the battle that counts most -- the battle to prepare our children and ourselves for the exciting future that looms ahead.

~~There is no reason we shouldn't be able to reach our~~ ^{We Will} ambitious goals by the year 2000, and there are lots of good reasons why we should. Think of it this way: today's 3rd Grader will graduate in the Class of 2000.

Those students face nine years in a new and better world of learning. We want each day to become a universe of discovery for students of all ages. At any moment, in every mind, the miracle of learning can take place. //

As I said at the start, nothing we do is more important, nothing better expresses our hope and love, than a real commitment to education. If we give our children the confidence to dream and the knowledge necessary to turn dreams into deeds, we will have given them the future.

The only real limit to what our children can learn is how hard we try and how well we teach. Between now and the year 2000, there is not one moment -- or one miracle -- to waste. // Thank you -- and may God bless the United States of America.

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ENA IS TO FRACCIA -

TONE SHOULD BE:

" THIS IS my vision..."

" WE WILL ACT NOW ...
IN COOPERATION WITH
YOU THE ^{STUDENT} TEACHER, THE
GOVERNOR, AND THE BUSINESS (PRIVATE)
COMMUNITY -

JOIN ME IN THIS CHALLENGE, THIS CHALLENGE
TO TRANSFORM AMERICA BY THE YEAR 2000!

Thank you

CLOSE HOLD

Document No. 229800 55

WHITE HOUSE STAFFING MEMORANDUM

DATE: 4/16/91 ACTION/CONCURRENCE/COMMENT DUE BY: 4/17/91 NOON

SUBJECT: PRESIDENTIAL REMARKS: NATIONAL EDUCATION STRATEGY

	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"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>SMITH</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>PETERSMEYER</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>ROGERS</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>SNOW</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u> </u>	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please forward any comments directly to Tony Snow, Rm. 122, x2930, no later than NOON, Wednesday, April 17, with a copy to this office. Thank you.

RESPONSE:

substantial comments
 XX

CLOSE HOLD

PHILLIP D. BRADY
Assistant to the President
and Staff Secretary
Ext. 2702

91 APR 16 PM 2:39

McGroarty/Dooley
 April 16, 1991
 1:30 pm
 [EDSTRAT]

PRESIDENTIAL REMARKS: NATIONAL EDUCATION STRATEGY
 THE EAST ROOM
 APRIL 18, 1991
 2:00 P.M.

[Introductory acknowledgements.] My thanks to you for joining me here. I've asked all of you -- Governors, educators, business and labor leaders, members of Congress -- to come to the White House today to underscore the importance of a challenge destined to define the America we'll know in the next century.

For those of you close to my age, the 21st Century has always been a kind of shorthand for the distant future -- the place we put our most far-off hopes and dreams. Today, ~~the 21st Century~~ ^{it} is almost upon us -- ^{and} for our children, it's their world. Anyone ^{looking for} who ~~wonders~~ what the face of the 21st Century ^{will} look like ^{need} can find the answer ~~in~~ in America's classrooms. //

Nothing better defines what we are -- and what we shall become -- than the education of our children. To quote the hallmark case, Brown v. Board of Education, "It is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education."

If we want to keep America competitive in the coming century -- we must ^{do something} think about education. If we want America to remain a leader in world affairs, a force for good ^{now and decency} ~~in the world~~ -- we must ^{do something} think about education. If we want to ^{end the violence of} ~~combat~~ crime and ^{the tragedy of} drug abuse -- if we want to create hope and opportunity ~~in the bleak corners of this country~~ where defeat and despair ^{now} gather -- we must ^{do something} think

about education. // Think about every problem, every challenge we face today. Education is ^{essential to the solution.} part of the answer.

That is why, for the sake of the future -- of our children and our nation -- ^{-- we must do something about education} we must transform America's schools.

We've all heard bad news: ~~Test scores that are far too low - a drop out rate that's far too high.~~ Too many children

arriving at school from broken homes and shattered communities - ^{Keep going on kids not stats} ~~Too many kids who never learn the joy of learning.~~ Too many adults, unable to read or write well enough to get a good job and keep it -- to participate as ^{Too many teenagers who learn too late the dead end of dropping out.} informed citizens in the life of this democracy. //

That's the last bad news you'll hear today -- because I promise you, from this point forward: The American school is in ^{dropping out.} for a change. The days of the status quo are over. //

Across the country people have started to transform the American school. Now, we must push the reform effort forward -- use each experiment, each advance, to build a coherent national education strategy. //

As a first step in this new strategy, we must re-examine not only the methods and the means we've used in the past -- but also the yardsticks we've used to measure our progress.

That means setting aside the notion that we can measure our success in terms of money spent. We spend 33% more per pupil in 1991 than we did in 1981 -- 33% more in real, constant dollars -- and I don't think there's a person anywhere who would say we've seen a 33% improvement in our schools' performance.

^{alone}
 Dollar bills [^] don't educate students. Education demands commitment, caring, work. To those who want to see real improvement in American education, I say: There will be no renaissance without revolution. //

For too long, we've adopted a "no fault" approach to education. But there's no place for a no fault attitude in our schools. It's time we held our schools -- and ourselves -- accountable for results.

^{Over the years} ~~Until now~~, we've ^{increasingly} concentrated on ^{setting standards} ~~regulating~~ the process of education -- ^{as if the process were as} ~~on the assumption that~~ if the ^{was as important as} ~~process is sound~~, the ^{we've had it backwards -- it's the student that's important.} ~~product takes care of itself.~~ It's time ^{we} to ~~turn things around~~ -- ^{It's time we} ~~to regulate the product.~~ ^{we} To set standards for our schools -- show them the kind of student we're looking for -- and ~~let give our~~ ^{the freedom to educate our kids.} teachers and principals ~~produce them.~~ //

We've made a good beginning by setting the nation's sights on six ambitious National Education Goals -- and setting for our target ^{our} ~~the~~ year 2000. ~~These~~ goals have won the strong support of this nation's 50 Governors -- and they're well known to everyone in this room. ^{For those who need a stronger context there may be a quiz later here they can brief.} 1) By 2000, we've got to raise the graduation rate to 90%; 2) make America first in the world in math and science; 3) ensure that each American student leaving the 4th, 8th and 12th grades can demonstrate their competence in five core subjects.

4) Finally, by the year 2000, every American child must start school ready to learn; 5) every American adult must be literate; and ^{finally} 6) every American school must be free from drugs and violence. //

These national goals are noble goals. The challenge now is how to get there. We can do it by moving forward on four tracks: *That's what our strategy is designed to do. The beauty of our strategy is that it is founded on common sense and common values. It is ambitious but and it will work, if we put our hearts and minds to it. And I can't outline it in one paragraph. Here it is!*

For today's students, we must make existing schools better and more accountable.

For tomorrow's students -- the next generation -- we must create a new generation of American schools.

For all of us -- for the adults who think our school days are over -- we've got to become a nation of students -- recognize that learning is a lifelong process.

Fourth, outside our schools, we must cultivate communities where education can thrive. Communities where the school is not a refuge -- a solitary island of calm amid chaos. -- but the living center of a community where people truly care about them for children and adults, not just in the school, but in the neighborhood. Not just in the classroom, but in the home. // *that's our strategy.*

You know! People who want Washington to "solve" our educational problems are missing the point. What happens here in Washington won't matter half as much as what happens in each school and local community. But the federal government can serve as a catalyst for change in several ways:

We can begin by encouraging parental choice. The concept of choice draws its strength from the principle at the very heart of the democratic idea. Every adult American has the right to vote -- the right to decide where to work -- where to live. It's time they had the right to choose the schools their children attend.//

I've included in next year's budget request a \$200 million dollar incentive grant to spur parental choice programs on the state and local level. In the America 2000: Excellence in Education Act we'll soon send to Congress, we will seek to modify Chapter 1 aid for compensatory education -- so that the funds follow the children to the schools their parents choose.

What's called
^

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We will create voluntary national tests for 4th, 8th and 12th Graders in the five core subjects. These American Achievement Tests will tell parents and educators -- politicians

and employers -- just how well our schools are doing. Today, I ~~am determined that the best of them, the challenge all parties involved to accept this deadline: let's~~

~~pledge right now to have the 4th Grade test~~ ^{be} ~~in place by 1993.~~ ^{schools}

^{And for the 12 graders,} Let's add another incentive -- a Presidential Citation ~~to~~ ^{for those excel.} students who do well on ~~this test~~. This distinction should

attract the attention of colleges and corporations and employers in every community. // ^{for 4th graders?}

2 yrs to develop // implement a test?

But the centerpiece of our national education strategy is not a program or a test. It's a challenge: To re-invent American education -- to design New American Schools for the year 2000 and beyond.

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

6

Research and development --

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But I have to warn the corporate community: there will be no patent rights for these discoveries. The bold ideas you produce will become the property of the American people. //

With the results of this R&D in hand, I will urge the Congress to provide one million dollars each in start-up funds for 535 New American Schools -- ^{that's half a billion dollars to ensure} at least one in every congressional district -- and to have them up and running by 1996. I call on the Governors to conduct a competition in each of their states, to designate 535 America 2000 Communities across the nation -- each committed to the national education goals, each with its own New American School. Finally, I ask Secretary Alexander and the Governors to create at least half of the first 535 New American Schools in urban neighborhoods and rural areas where at-risk students need and deserve help. //

The New American Schools must be more than rooms full of children seated at computers. All the high-tech gadgetry in the

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world can't take the place of old-fashioned virtues. If we mean to prepare our children for life, the classroom must be a place where values and good character -- right and wrong -- have real meaning. //

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Beyond that, ~~my~~ message to the architects of the New American Schools is simple: Break the mold. Build for the children of the next century. Re-invent the American school. //

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~~First, I challenge the business and labor communities~~ *can take the lead by* creating a private sector system of World Standards and skill certificates for the workplace.

~~Second, I ask employers~~ ⁸ ~~to~~ ^{should} set up Skill Centers where workers can seek advice and learn new skills -- and for our part, we will establish Skill Centers for Federal employees.

~~Finally, I challenge every company and every labor union to~~ ^{Most importantly,} ~~must~~ bring the worker into the classroom -- and bring the classroom into the workplace. [[Commit yourselves to teaching new skills to 5% of your workforce each year.]] We'll do the same in every Federal agency [[-- and to prove no one's ever too old to learn, I'll become a student again myself. Starting -----, I'll begin studying {PRESIDENT'S CHOICE OF CLASS}.]] ///

~~[[FOUR EXAMPLES FOR FOUR TRACKS: WORKER, teacher, MOTHER, student.]]~~

What I've spoken about ^{this afternoon} ~~today~~ ^{are the broad strokes of our} ~~amounts to nothing less than a~~ ^{national strategy education strategy's insert A} ~~revolution in our schools -- a battle for our future.~~ ~~Now I ask~~ all Americans ~~to be points of light in the battle that counts~~ ~~most -- the battle to prepare our children and ourselves for the~~ ~~exciting future that looms ahead.~~

~~There is no reason we shouldn't be able to reach our~~ ^{We have no choice but} ~~ambitious goals by the year 2000,~~ ^{because} ~~and there are lots of good~~ ^{thousands} reasons why we should. Think of it this way: today's 3rd Graders will graduate in the Class of 2000.

~~These students face nine years in a new and better world of~~ ~~learning. We want every day to become a universe of discovery for~~ ~~students of all ages.~~ ^{For} At any moment, in every mind, the miracle of learning ^{is waiting to happen} ~~is taking place.~~ //

For their sake, ~~at~~ the revolution in American education must begin today.

Keep in brackets

As I said at the start, nothing we do is more important, nothing better expresses our hope and love, than a real commitment to education. If we give our children the confidence to dream and the knowledge necessary to turn dreams into deeds, we will have given them the future.

~~The only real limit to what our children can learn is how hard we try and how well we teach.~~ Between now and the year 2000, there is not one moment -- or one miracle -- to waste. //

Thank you -- and may God bless the United States of America.

#

Insert A p. 8

Accountable schools for today - a new generation of schools for tomorrow. A nation of students committed to a lifetime of ~~learning~~ ^{learning} - in communities dedicated to our children's future.

CLOSE HOLD

Document No. 229880 55

WHITE HOUSE STAFFING MEMORANDUM

DATE: 4/16/91 ACTION/CONCURRENCE/COMMENT DUE BY: 4/17/91 NOON

SUBJECT: PRESIDENTIAL REMARKS: NATIONAL EDUCATION STRATEGY

	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"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	UNTERMEYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PETERSMEYER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SNOW	<input type="checkbox"/>	<input checked="" type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please forward any comments directly to Tony Snow, Rm. 122, x2930, no later than NOON, Wednesday, April 17, with a copy to this office. Thank you.

RESPONSE:

Comments from DOE (Ed's), DCA (lab. affairs), & labor. JWP, HW

See comments. Thanks,
Haley Williamson
4-17-91

CLOSE HOLD

PHILLIP D. BRADY
Assistant to the President
and Staff Secretary
Ext. 2702

91 APR 16 PM 2:39

McGroarty/Dooley
April 16, 1991
1:30 pm
[EDSTRAT]

PRESIDENTIAL REMARKS: NATIONAL EDUCATION STRATEGY
THE EAST ROOM
APRIL 18, 1991
2:00 P.M.

[Introductory acknowledgements.] My thanks to you for joining me here. I've asked all of you -- Governors, educators, business and labor leaders, members of Congress -- to come to the White House today to underscore the importance of a challenge destined to define the America we'll know in the next century.

For those of you close to my age, the 21st Century has always been a kind of shorthand for the distant future -- the place we put our most far-off hopes and dreams. Today, the 21st Century is almost upon us -- for our children, it's their world. Anyone who wonders what the face of the 21st Century will look like can find the answer -- in America's classrooms. //

Nothing better defines what we are -- and what we shall become -- than the education of our children. To quote the hallmark case, Brown v. Board of Education, "It is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education."

If we want to keep America competitive in the coming century -- we must think about education. If we want America to remain a leader in world affairs, a force for good in the world -- we must think about education. If we want to combat crime and drug abuse -- if we want to create hope and opportunity in the bleak corners of this country where defeat and despair gather -- we must think

✓
See
Ed's
Comments
(A)

about education. // Think about every problem, every challenge we face today. Education is part of the answer.

see Ed's
Comments
(B)

That is why, for the sake of the future -- of our children and our nation -- we must transform America's schools.

We've all heard bad news: Test scores that are far too low - a drop out rate that's far too high. Too many children arriving at school from broken homes and shattered communities - not ready to learn. Too many adults, unable to read or write well enough to get a good job and keep it -- to participate as informed citizens in the life of this democracy. //

That's the last bad news you'll hear today -- because I promise you, from this point forward: The American school is in for a change. The days of the status quo are over. //

Across the country people have started to transform the American school. Now, we must push the reform effort forward -- use each experiment, each advance, to build ^{an education system} ~~a coherent national~~ education strategy. // *for America in the year 2000.*

(OCA)

As a first step in this new strategy, we must re-examine not only the methods and the means we've used in the past -- but also the yardsticks we've used to measure our progress.

That means setting aside the notion that we can measure our success in terms of money spent. We spend 33% more per pupil in 1991 than we did in 1981 -- 33% more in real, constant dollars - and I don't think there's a person anywhere who would say we've seen a 33% improvement in our schools' performance.

Dollar bills don't educate students. Education demands commitment, caring, ^{hard work and ultimately, achievement.} ~~work~~. To those who want to see real improvement in American education, I say: There will be no renaissance without revolution. //

(OCA)

For too long, we've adopted a "no fault" approach to education. ^{In pursuing excellence we have failed to demand the highest standards.} ~~But there's no place for a no fault attitude in our schools.~~ It's time we held our schools -- and ourselves -- accountable for results.

(OCA) needs an explanation

(OCA)

Until now, we've concentrated on regulating the process of education -- on the assumption that if the process is sound, the product takes care of itself. It's time to turn things around -- to regulate the product. To set standards for our schools -- show them the kind of student we're looking for -- and let teachers and principals produce them.//

(OCA)

make clear what we expect them to achieve

We've made a good beginning by setting the nation's sights on six ambitious National Education Goals -- and setting for our target the year 2000. Those goals have won the strong support of this nation's 50 Governors -- and they're well known to everyone in this room. By 2000, we've got to raise the graduation rate to 90%; make America first in the world in math and science; ensure that each American student leaving the 4th, 8th and 12th grades can demonstrate their competence in five core subjects.

Finally, by the year 2000, every American child must start school ready to learn; every American adult must be literate; and every American school must be free from drugs and violence. //

See Ed's comments []

These national goals are noble goals. The challenge now is how to get there. We can do it by moving forward on four tracks:

For today's students, we must make existing schools better and more accountable.

For tomorrow's students -- the next generation -- we must create a new generation of American schools.

For all of us -- for the adults who think our school days are over -- we've got to become a nation of students -- recognize that learning is a lifelong process.

Fourth, outside our schools, we must cultivate communities where education can take place. Communities where the school is not a refuge -- a solitary island of calm amid chaos -- but the living center of a community where people care for children and cultivate, not just in the school, but on the street. Not just in the classroom, but at home. //

The speech never returns to this track. Ed's comment bring it back in later in the speech.

People who want Washington to "solve" our educational problems are missing the point. What happens here in Washington won't matter half as much as what happens in each school and local community. But the federal government can serve as a catalyst for change in several ways:

See Ed's comments (E)

We can begin by encouraging parental choice. The concept of choice draws its strength from the principle at the very heart of the democratic idea. Every adult American has the right to vote -- the right to decide where to work -- where to live. It's time they had the right to choose the schools their children attend //

See Ed's comments (D)

See Ed's comments (F)

See Ed's comments
() (F)

I've included in next year's budget request a \$200 million dollar incentive grant to spur parental choice programs on the state and local level. In the America 2000: Excellence in Education Act we'll soon send to Congress, we will seek to modify Chapter 1 aid for compensatory education -- so that the funds follow the children to the schools their parents choose.

(F)

See Ed's comments

(6)

Working closely with the Governors, we will define new World

Class Standards for schools, teachers and students in the five core subjects: math and science, English, history and geography.

We will create voluntary national tests for 4th, 8th and 12th Graders in the five core subjects. These American Achievement Tests will tell parents and educators -- politicians and employers -- just how well our schools are doing. Today, I challenge all parties involved to accept this deadline: let's pledge right now to have the 4th Grade test in place by 1993.

Let's add another incentive -- a Presidential Citation to students who do well on this test. This distinction should attract the attention of colleges and corporations and employers in every community. //

See Ed's comments
(F)

move choice to here ✓
(per Ed's)

But the centerpiece of our national education strategy is not a program or a test. It's a challenge: To re-invent American education -- to design New American Schools for the year 2000 and beyond.

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

✓ (ok)
This is the truly revolutionary part of the Pres' initiative should provide get more emphasis.

No one has to sell the business community on the values of R&D. I spoke earlier today with Paul O'Neill -- **head of the President's Education Policy Advisory Council** -- and one of the business community's champions of education reform. I am delighted to announce today that America's business leaders will create their own New American Schools Development Corporation: an R&D fund of \$150 million dollars **to generate innovation** in education. Their commitment offers an open challenge to the dreamers and doers eager to re-invent and reinvigorate our schools.

See Ed's comments
I

✓ (CAA)
needs explanation. See pp 4-5 of the fact sheet.

~~But I have to warn the corporate community: there will be no patent rights for these discoveries. The bold ideas you produce will become the property of the American people. //~~

delete paragraph (Ed.)
J

[With the results of this R&D in hand,] I will urge the Congress to provide one million dollars each in start-up funds for 535 New American Schools -- at least one in every congressional district -- and to have them up and running by 1996. [I call on the Governors to conduct a competition in each of their states, to designate 535 America 2000 Communities across the nation -- each committed to the national education goals, each with its own New American School. Finally, I ask Secretary Alexander and the Governors to create **at least half** of the first 535 New American Schools in urban neighborhoods and rural areas **where at-risk students need and deserve help.** //

See Ed's comments
K

delete bracketed text (Ed.)
L

The New American Schools must be **more than rooms full of children seated at computers.** All the high-tech gadgetry in the

world can't take the place of old-fashioned virtues. If we mean to prepare our children for life, the classroom must be a place where values and good character -- right and wrong -- have real meaning. //

We ask only two things: that their students meet the new national standards for the five core subjects and that outside of the costs of the initial R&D, the schools operate on a conventional budget. //

Beyond that, my message to the architects of the New American Schools is simple: Break the mold. Build for the children of the next century. Re-invent the American school. //

No question should be off-limits -- no answers assumed. We're not after one single way that works for every school.

We're interested in finding every way we can to make schools better ^{so that American students can achieve the goals we've set for them.} ✓ (OCA)

[I've spoken of what government can do. There's a special place in inventing the New American School for the corporate community -- both business and labor.

[Today, I want to issue three challenges -- invite you to work with us not simply to transform our schools, but to transform every American adult into a student.

[First, I challenge the business and labor communities to create a private sector system of World Standards and skill certificates for the workplace.

See
Edi's
comments

(M)

We don't want to ask employers to set these centers up. Only 5% of employees could afford to do it. We want community involvement -- labor + union -- town (labor) together.

Second, I ask ^{that} ~~employers to set up Skill Centers~~ ^{be set up in communities} where workers can seek advice and learn new skills -- and for our part, we will establish Skill Centers for Federal employees.

Finally, I challenge every company and every labor union to bring the worker into the classroom -- and bring the classroom into the workplace. ~~[[Commit yourselves to teaching new skills to 5% of your workforce each year.]]~~ We'll do the same in every Federal agency ^{[[-- and to prove no one's ever too old to learn, I'll become a student again myself. Starting -----, I'll begin studying {PRESIDENT'S CHOICE OF CLASS}.]]} ///

[[FOUR EXAMPLES FOR FOUR TRACKS. Worker, teacher, mother, student.]]

What I've spoken about today amounts to nothing less than a revolution in ^{the way that we think about our} schools -- a battle for our future. Now, I ask all Americans to be points of light in the battle that counts most -- the battle to prepare our children and ourselves for the exciting future that looms ahead.

There is no reason we shouldn't be able to reach our ^{education} ~~ambitious~~ national goals by the year 2000, and there are lots of good reasons why we should. Think of it this way: today's 3rd Grader will graduate in the Class of 2000.

Those students face nine years in a new and better world of learning. We want each day to become a universe of discovery for students of all ages. At any moment, in every mind, the miracle of learning can take place. //

See Ed. 15 comments (M)

See Ed. 15 comments (N)

✓ (COCA)

✓ (COCA) Does the Pres. know about this? + will he want to do it?

See Ed. 15 comments (O)

✓ (COCA)

As I said at the start, nothing we do is more important, nothing better expresses our hope and love, than a real commitment to education. If we give our children the confidence to dream and the knowledge necessary to turn dreams into deeds, we will have given them the future.

The only real limit to what our children can learn is how hard we try and how well we teach. Between now and the year 2000, there is not one moment -- or one miracle -- to waste. //

Thank you -- and may God bless the United States of America.

#

Additional items :

1. Sec. Alexander would like to see a 2nd draft for comment. Please let me know if this is possible -- we probably need to arrange this.
2. Supposedly, Gov. Sumner & others have agreed to see Alexander's request to include some language on Head Start in the speech & in the fact sheet. I have no further info. on that item.
3. If anywhere in the speech we start getting specific about skills to enter the workforce I'd like to review for labor. If general, →

I don't see how there could be a problem.

4. Also Daniel Casse from OCA has spoken up for Dan M. in speechwriting about Ed's desire to have some specific case people acknowledged that might be in the audience. If we could ~~just~~ get a final read out on this, that would be great.

For Tony Snow, Dan McGroarty, et. al.
From Chester Finn et al.

Education Department comments & suggestions; 6 p.m. 4/16/91

Page 1

A. Use stronger verb than "think" about education. Repetition of weak word suggests sitting around cogitating.

Page 2

B. "part of the answer" too weak. Suggest something like "Education is where the solution starts" or "education undergirds every solution" or "is the foundation"

Page 3

C. suggest replacing bracketted text with the following: "tinkered around the edges of the education system without a clear sense of what we were trying to accomplish. Now we have national goals for education and the time has come to do what needs to be done to realize them. They are strong goals, ambitious goals for the year 2000. They..."

Page 4

D. Suggest replacing bracketted text with the following: "can happen. I call them America 2000 Communities, places that renew such sound American values as strength of family, parental responsibility, neighborly commitment to the well-being of children, and the community-wide caring of churches and civic organizations."

E. Suggest replacing bracketted text with the following: "each school, each community and each state."

F. Strongly suggest moving 2 choice graphs to end of "track one" discussion, after standards, tests & citations. Further suggest pointing out in first of these graphs that with the information provided to parents (via standards, tests, etc.) they will be able to make informed choices.

p. 5

G. To smooth transition, say "working closely with the Governors of those states...."

H. (1) Make clear that Presidential Citation is for the 12th graders; as written, sounds like it might refer to 4th graders. (2) Strengthen language that now says "attract the attention of". We want employers and colleges ("~~corporations~~" is redundant if we say employers) to want to know how their applicants did on the tests, to seek out people who do well on them. Make active voice with employers and colleges as subject of sentence.

p. 6

I. Suggest replace bracketted language in first paragraph with the following:

they can make informed choices now

see folder

don't have to wait until the yr. 2000.

"chairman of Alcoa and head of my Education Policy Advisory Committee--and a group of dedicated business leaders. I am delighted to announce today that America's business community, calling on all elements of the private sector, will create their own New American Schools Development Corporation, a non-profit organization, and will raise an R & D fund of at least \$150 million dollars to generate innovation in education. Their commitment offers an open challenge to the dreamers and doers eager to re-invent and reinvigorate our schools. The R & D teams that share in this adventure will include universities and think-tanks, high tech firms and organizational experts, education innovators and pioneers. Their results will benefit schools throughout the country."

too much detail

OK! J. Please delete marked graph. Raises complex issues of patenting and ownership.

K. Suggest replacing bracketted text with "Expecting those results within three years..."

L. Suggest deleting bracketted text.

Page 7

M. Suggest replacing bracketted text with the following:
" I've been talking about children and learning. Let me now talk about the adults.

Good schools alone won't do the job. Eightyfive percent of the people who will be working in the year 2000 are already in the workforce today.

Some adults are still struggling to read. Others don't have all the skills required to live and work in the world as it is today.

I challenge every adult American to become a student again, to take full advantage of the nation's extraordinary educational resources, our colleges, our job training programs and skill centers. I have asked Secretaries Martin and Alexander to lead the charge and--with OPM Director Newman--to make sure that the federal government sets a good example for other employers."

(Note: Maybe too wordy, but this should be the thrust, not as programmatic as current draft. Close with President's own example.)

Page 8

N. Insert before 4 human examples:

Even if we transform America's schools and turn a "nation at risk" into a "nation of students", we still need to do more. We need communities where learning can happen, America 2000 communities. I challenge every city, town and neighborhood in the land to become an America 2000 community by doing four things: adopting the national education goals for itself, creating a community-wide strategy for achieving them, developing a report card to measure its progress, and demonstrating its readiness to create and support a New American School.

I challenge the Governors to determine which communities in their states merit the designation "America 2000" and, with

Secretary Alexander, to conduct a competition among those communities to decide where the first 535 New American Schools will go.

✓ O. Mixed metaphor (points of light in battle...)

EDUC. DEPT. STAFF COMMENTS

6 pm 4/16/91

McGrearty/Dooley
April 16, 1991
1:30 pm
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A

2

about education. // Think about every problem, every challenge we face today. Education is part of the answer. (B)

That is why, for the sake of the future -- of our children and our nation -- we must transform America's schools.

We've all heard bad news: Test scores that are far too low - a drop out rate that's far too high. Too many children arriving at school from broken homes and shattered communities - not ready to learn. Too many adults, unable to read or write well enough to get a good job and keep it -- to participate as informed citizens in the life of this democracy. //

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As a first step in this new strategy, we must re-examine not only the methods and the means we've used in the past -- but also the yardsticks we've used to measure our progress.

That means setting aside the notion that we can measure our success in terms of money spent. We spend 33% more per pupil in 1991 than we did in 1981 -- 33% more in real, constant dollars - and I don't think there's a person anywhere who would say we've seen a 33% improvement in our schools' performance.

SENT BY:THE WHITE HOUSE

; 4-18-91 ; 2:55PM ;

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Dollar bills don't educate students. Education demands commitment, caring, work. To those who want to see real improvement in American education, I say: There will be no renaissance without revolution. //

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Until now, we've concentrated on regulating the process of education -- on the assumption that if the process is sound, the product takes care of itself. It's time to turn things around -- to regulate the product. To set standards for our schools -- show them the kind of student we're looking for -- and let teachers and principals produce them.//

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Finally, by the year 2000, every American child must start school ready to learn; every American adult must be literate; and every American school must be free from drugs and violence. //

4

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People who want Washington to "solve" our educational problems are missing the point. What happens here in Washington won't matter half as much as what happens in each school and local community. But the federal government can serve as a catalyst for change in several ways:

We can begin by encouraging parental choice. The concept of choice draws its strength from the principle at the very heart of the democratic idea. Every adult American has the right to vote -- the right to decide where to work -- where to live. It's time they had the right to choose the schools their children attend. //

D

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(F)

Working closely with the Governors, we will define new World Class Standards for schools, teachers and students in the five core subjects: math and science, English, history and geography.

(G)

We will create voluntary national tests for 4th, 8th and 12th Graders in the five core subjects. These American Achievement Tests will tell parents and educators -- politicians and employers -- just how well our schools are doing. Today, I challenge all parties involved to accept this deadline: let's pledge right now to have the 4th Grade test in place by 1993. //

(H)

Let's add another incentive -- a Presidential Citation to students who do well on this test. This distinction should attract the attention of colleges and corporations and employers in every community. //

← Move choice to here

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I

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K

L

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7

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First, I challenge the business and labor communities to create a private sector system of World Standards and skill certificates for the workplace.

[Second, I ask employers to set up Skill Centers where workers can seek advice and learn new skills -- and for our part, we will establish Skill Centers for Federal employees.

M

[Finally, I challenge every company and every labor union to bring the worker into the classroom -- and bring the classroom into the workplace. ~~[[I want ourselves to teaching new skills to all workers each year.]]~~ We'll do the same in every Federal agency] [-- and to prove no one's ever too old to learn, I'll become a student again myself. Starting -----, I'll begin studying (PRESIDENT'S CHOICE OF CLASS).] //

N

[[FOUR EXAMPLES FOR FOUR TRACKS. Worker, teacher, mother, student.]]

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O

There is no reason we shouldn't be able to reach our ambitious goals by the year 2000, and there are lots of good reasons why we should. Think of it this way: today's 3rd Grader will graduate in the Class of 2000.

Those students face nine years in a new and better world of learning. We want each day to become a universe of discovery for students of all ages. At any moment, in every mind, the miracle of learning can take place. //

As I said at the start, nothing we do is more important, nothing better expresses our hope and love, than a real commitment to education. If we give our children the confidence to dream and the knowledge necessary to turn dreams into deeds, we will have given them the future.

The only real limit to what our children can learn is how hard we try and how well we teach. Between now and the year 2000, there is not one moment -- or one miracle -- to waste. //

Thank you -- and may God bless the United States of America.

#

MASTER

CLOSE HOLD

Document No. 22988055

WHITE HOUSE STAFFING MEMORANDUM

31 APR 16 4:40

DATE: 4/16/91 ACTION/CONCURRENCE/COMMENT DUE BY: 4/17/91 NOON

SUBJECT: PRESIDENTIAL REMARKS: NATIONAL EDUCATION STRATEGY

	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"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	UNTERMEYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PETERSMEYER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SNOW	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please forward any comments directly to Tony Snow, Rm. 122, x2930, no later than NOON, Wednesday, April 17, with a copy to this office. Thank you.

RESPONSE:

CLOSE HOLD

PHILLIP D. BRADY
Assistant to the President
and Staff Secretary
Ext. 2702

91 APR 16 PM 2:39

McGroarty/Dooley
April 16, 1991
1:30 pm
[EDSTRAT]

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Mars hype about the incredible vistas opened by the collapse of communism is advent of the info age - Brainpower, ingenuity, etc. landmark

see Democrat comments: Mars active

~~Never before has a nation~~
~~talked about the necessity of ideas~~
~~we face our world~~

Some stuff on our unique times - and the need to create a public
that can think, can respond to change, can innovate. Old ideas &
institutions don't cut it - we're in the midst of a competitive world now

about education. // Think about every problem, every challenge
we face today. Education is part of the answer.

That is why, for the sake of the future -- of our children
and our nation -- we must transform America's schools.

We've all heard bad news: Test scores that are far too low -
a drop out rate that's far too high. Too many children

Too many students
who never enjoy the
thrill of learning,
who for any reason
or another, drop out
of school - and
into trouble.

arriving at school from broken homes and shattered communities -
not ready to learn. Too many adults, unable to read or write
well enough to get a good job and keep it -- to participate as
informed citizens in the life of this democracy. //

That's the last bad news you'll hear today -- because I
promise you, from this point forward: The American school is in
for a change. The days of the status quo are over. //

Across the country people have started to transform the
American school. Now, we must push the reform effort forward --
use each experiment, each advance, to build a coherent national
education strategy. // new schools for a new world - or some such stuff.

As a first step in this new strategy, we must re-examine not
only the methods and the means we've used in the past -- but also
the yardsticks we've used to measure our progress.

That means setting aside the notion that we can measure our
success in terms of money spent. We spend 33% more per pupil in
1991 than we did in 1981 -- 33% more in real, constant dollars -
- and I don't think there's a person anywhere who would say we've
seen a 33% improvement in our schools' performance.

Dollar bills don't educate students. Education demands commitment, caring, work. To those who want to see real improvement in American education, I say: There will be no renaissance without revolution. //

For too long, we've adopted a "no fault" approach to education. But there's no place for a no fault attitude in our schools. It's time we held our schools -- and ourselves -- accountable for results.

Until now, we've concentrated on regulating the process of education -- on the assumption that if the process is sound, the product takes care of itself. It's time to turn things around -- to regulate the product. To set standards for our schools -- show them the kind of student we're looking for -- and let teachers and principals produce them.//

We've made a good beginning by setting the nation's sights on six ambitious National Education Goals -- and setting for our target the year 2000. Those goals have won the strong support of this nation's 50 Governors -- and they're well known to everyone in this room. By 2000, we've got to raise the graduation rate to 90%; make America first in the world in math and science; ensure that each American student leaving the 4th, 8th and 12th grades can demonstrate their competence in five core subjects.

Finally, by the year 2000, every American child must start school ready to learn; every American adult must be literate; and every American school must be free from drugs and violence. //

These national goals are noble goals. The challenge now is how to get there. We can do it by moving forward on four tracks:

For today's students, we must make existing schools better and more accountable.

For tomorrow's students -- the next generation -- we must create a new generation of American schools.

For all of us -- for the adults who think our school days are over -- we've got to become a nation of students -- recognize that learning is a lifelong process.

Fourth, outside our schools, we must cultivate communities where education can take place. Communities where the school is not a refuge -- a solitary island of calm amid chaos -- but the living center of a community where people care for children and cultivate, not just in the school, but on the street. Not just in the classroom, but at home. //

People who want Washington to "solve" our educational problems are missing the point. What happens here in Washington won't matter half as much as what happens in each school and local community. But the federal government can serve as a catalyst for change in several ways:

We can begin by encouraging parental choice. The concept of choice draws its strength from the principle at the very heart of the democratic idea. Every adult American has the right to vote -- the right to decide where to work -- where to live. It's time they had the right to choose the schools their children attend.//

I've included in next year's budget request a \$200 million dollar incentive grant to spur parental choice programs on the state and local level. In the America 2000: Excellence in Education Act we'll soon send to Congress, we will seek to modify Chapter 1 aid for compensatory education -- so that the funds follow the children to the schools their parents choose.

Working closely with the Governors, we will define new World Class Standards for schools, teachers and students in the five core subjects: math and science, English, history and geography.

We will create voluntary national tests for 4th, 8th and 12th Graders in the five core subjects. These American Achievement Tests will tell parents and educators -- politicians and employers -- just how well our schools are doing. Today, I challenge all parties involved to accept this deadline: let's pledge right now to have the 4th Grade test in place by 1993. //

Let's add another incentive -- a Presidential Citation to students who do well on this test. This distinction should attract the attention of colleges and corporations and employers in every community. //

But the centerpiece of our national education strategy is not a program or a test. It's a challenge: To re-invent American education -- to design New American Schools for the year 2000 and beyond.

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

No one has to sell the business community on the values of R&D. I spoke earlier today with Paul O'Neill -- head of the President's Education Policy Advisory Council -- and one of the business community's champions of education reform. I am delighted to announce today that America's business leaders will create their own New American Schools Development Corporation: an R&D fund of \$150 million dollars to generate innovation in education. Their commitment offers an open challenge to the dreamers and doers eager to re-invent and reinvigorate our schools.

But I have to warn the corporate community: there will be no patent rights for these discoveries. The bold ideas you produce will become the property of the American people. //

With the results of this R&D in hand, I will urge the Congress to provide one million dollars each in start-up funds for 535 New American Schools -- at least one in every congressional district -- and to have them up and running by 1996. I call on the Governors to conduct a competition in each of their states, to designate 535 America 2000 Communities across the nation -- each committed to the national education goals, each with its own New American School. Finally, I ask Secretary Alexander and the Governors to create at least half of the first 535 New American Schools in urban neighborhoods and rural areas where at-risk students need and deserve help. //

The New American Schools must be more than rooms full of children seated at computers. All the high-tech gadgetry in the

world can't take the place of old-fashioned virtues. If we mean to prepare our children for life, the classroom must be a place where values and good character -- right and wrong -- have real meaning. //

We ask only two things: that their students meet the new national standards for the five core subjects and that outside of the costs of the initial R&D, the schools operate on a conventional budget. //

Beyond that, my message to the architects of the New American Schools is simple: Break the mold. Build for the children of the next century. Re-invent the American school. //

No question should be off-limits -- no answers assumed. We're not after one single way that works for every school. We're interested in finding every way we can to make schools better.

I've spoken of what government can do. There's a special place in inventing the New American School for the corporate community -- both business and labor.

Today, I want to issue three challenges -- invite you to work with us not simply to transform our schools, but to transform every American adult into a student.

First, I challenge the business and labor communities to create a private sector system of World Standards and skill certificates for the workplace.

Second, I ask employers to set up Skill Centers where workers can seek advice and learn new skills -- and for our part, we will establish Skill Centers for Federal employees.

Finally, I challenge every company and every labor union to bring the worker into the classroom -- and bring the classroom into the workplace. [[Commit yourselves to teaching new skills to 5% of your workforce each year.]] We'll do the same in every Federal agency [-- and to prove no one's ever too old to learn, I'll become a student again myself. Starting -----, I'll begin studying {PRESIDENT'S CHOICE OF CLASS}.] //

[[FOUR EXAMPLES FOR FOUR TRACKS. Worker, teacher, mother, student.]]

What I've spoken about today amounts to nothing less than a revolution in our schools -- a battle for our future. Now, I ask all Americans to be points of light in the battle that counts most -- the battle to prepare our children and ourselves for the exciting future that looms ahead.

There is no reason we shouldn't be able to reach our ambitious goals by the year 2000, and there are lots of good reasons why we should. Think of it this way: today's 3rd Grader will graduate in the Class of 2000.

Those students face nine years in a new and better world of learning. We want each day to become a universe of discovery for students of all ages. At any moment, in every mind, the miracle of learning can take place. //

As I said at the start, nothing we do is more important, nothing better expresses our hope and love, than a real commitment to education. If we give our children the confidence to dream and the knowledge necessary to turn dreams into deeds, we will have given them the future.

The only real limit to what our children can learn is how hard we try and how well we teach. Between now and the year 2000, there is not one moment -- or one miracle -- to waste. //

Thank you -- and may God bless the United States of America.

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CLOSE HOLD

Document No. 229880 55

WHITE HOUSE STAFFING MEMORANDUM

DATE: 4/16/91 ACTION/CONCURRENCE/COMMENT DUE BY: 4/17/91 NOON

SUBJECT: PRESIDENTIAL REMARKS: NATIONAL EDUCATION STRATEGY

	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"/>	ROGICH 	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PETERSMEYER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SNOW	<input type="checkbox"/>	<input checked="" type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS: Please forward any comments directly to Tony Snow, Rm. 122, x2930, no later than NOON, Wednesday, April 17, with a copy to this office. Thank you.

RESPONSE:

OK. S.R.

CLOSE HOLD

PHILLIP D. BRADY
Assistant to the President
and Staff Secretary
Ext. 2702

91 APR 16 PM 2:39

McGroarty/Dooley
April 16, 1991
1:30 pm
[EDSTRAT]

PRESIDENTIAL REMARKS: NATIONAL EDUCATION STRATEGY
THE EAST ROOM
APRIL 18, 1991
2:00 P.M.

[Introductory acknowledgements.] My thanks to you for joining me here. I've asked all of you -- **Governors, educators, business and labor leaders, members of Congress** -- to come to the White House today to underscore the importance of a challenge destined to define the America we'll know in the next century.

For those of you close to my age, the 21st Century has always been a kind of shorthand for the distant future -- the place we put our most far-off hopes and dreams. Today, the 21st Century is almost upon us -- for our children, it's their world. Anyone who wonders what the face of the 21st Century will look like can find the answer -- in America's classrooms. //

Nothing better defines what we are -- and what we shall become -- than the education of our children. To quote the hallmark case, Brown v. Board of Education, "It is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education."

If we want to keep America **competitive** in the coming century -- we must think about education. If we want America to remain a leader in world affairs, a force for good in the world -- we must think about education. If we want to combat crime and drug abuse -- if we want to create hope and opportunity in the bleak corners of this country where defeat and despair gather -- we must think

about education. // Think about every problem, every challenge we face today. Education is part of the answer.

That is why, for the sake of the future -- of our children and our nation -- we must transform America's schools.

We've all heard bad news: Test scores that are far too low - a drop out rate that's far too high. Too many children arriving at school from broken homes and shattered communities - not ready to learn. Too many adults, unable to read or write well enough to get a good job and keep it -- to participate as informed citizens in the life of this democracy. //

That's the last bad news you'll hear today -- because I promise you, from this point forward: The American school is in for a change. The days of the status quo are over. //

Across the country people have started to transform the American school. Now, we must push the reform effort forward -- use each experiment, each advance, to build a coherent national education strategy. //

As a first step in this new strategy, we must re-examine not only the methods and the means we've used in the past -- but also the yardsticks we've used to measure our progress.

That means setting aside the notion that we can measure our success in terms of money spent. We spend 33% more per pupil in 1991 than we did in 1981 -- 33% more in real, constant dollars - and I don't think there's a person anywhere who would say we've seen a 33% improvement in our schools' performance.

Dollar bills don't educate students. Education demands commitment, caring, work. To those who want to see real improvement in American education, I say: There will be no renaissance without revolution. //

For too long, we've adopted a "no fault" approach to education. But there's no place for a no fault attitude in our schools. It's time we held our schools -- and ourselves -- accountable for results.

Until now, we've concentrated on regulating the process of education -- on the assumption that if the process is sound, the product takes care of itself. It's time to turn things around -- to regulate the product. To set standards for our schools -- show them the kind of student we're looking for -- and let teachers and principals produce them.//

We've made a good beginning by setting the nation's sights on six ambitious National Education Goals -- and setting for our target the year 2000. Those goals have won the strong support of this nation's 50 Governors -- and they're well known to everyone in this room. By 2000, we've got to raise the graduation rate to 90%; make America first in the world in math and science; ensure that each American student leaving the 4th, 8th and 12th grades can demonstrate their competence in five core subjects.

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People who want Washington to "solve" our educational problems are missing the point. What happens here in Washington won't matter half as much as what happens in each school and local community. But the federal government can serve as a catalyst for change in several ways:

We can begin by encouraging parental choice. The concept of choice draws its strength from the principle at the very heart of the democratic idea. Every adult American has the right to vote -- the right to decide where to work -- where to live. It's time they had the right to choose the schools their children attend.//

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We ask only two things: that their students meet the new national standards for the five core subjects and that outside of the costs of the initial R&D, the schools operate on a conventional budget. //

Beyond that, my message to the architects of the New American Schools is simple: Break the mold. Build for the children of the next century. Re-invent the American school. //

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I've spoken of what government can do. There's a special place in inventing the New American School for the corporate community -- both business and labor.

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[[FOUR EXAMPLES FOR FOUR TRACKS. Worker, teacher, mother, student.]]

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Thank you -- and may God bless the United States of America.

#

CLOSE HOLD

Document No. 229880 55

WHITE HOUSE STAFFING MEMORANDUM

91 APR 17 12: 21

DATE: 4/16/91 ACTION/CONCURRENCE/COMMENT DUE BY: 4/17/91 NOON

SUBJECT: PRESIDENTIAL REMARKS: NATIONAL EDUCATION STRATEGY

	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"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	UNTERMEYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>SMITH</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>PETERSMEYER</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>ROGERS</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>SNOW</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u> </u>	<input type="checkbox"/>	<input type="checkbox"/>

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RESPONSE:

See comments

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PHILLIP D. BRADY
Assistant to the President
and Staff Secretary
Ext. 2702

91 APR 16 PM 2:39

McGroarty/Dooley
April 16, 1991
1:30 pm
[EDSTRAT]

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APRIL 18, 1991
2:00 P.M.

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*Scully
45128*

If we want to keep America competitive in the coming century -- we must think about education. If we want America to remain a leader in world affairs, a force for good in the world -- we must think about education. If we want to combat crime and drug abuse -- if we want to create hope and opportunity in the bleak corners of this country where defeat and despair gather -- we must think

2

about education. // Think about every problem, every challenge we face today. Education is part of the (answer.) *Solution.*

That is why, for the sake of the future -- of our children and our nation -- we must transform America's schools.

We've all heard bad news: Test scores that are far too low - a drop out rate that's far too high. Too many children arriving at school from broken homes and shattered communities - not ready to learn. Too many adults, unable to read or write well enough to get a good job and keep it -- to participate as informed citizens in the life of this democracy. //

That's the last bad news you'll hear today -- because I promise you, from this point forward: The American school is in for a change. The days of the status quo are over. //

Across the country people have started to transform the American school. Now, we must push the reform effort forward -- use each experiment, each advance, to build a coherent national education strategy. //

As a first step in this new strategy, we must re-examine not only the methods and the means we've used in the past -- but also the yardsticks we've used to measure our progress.

That means setting aside the notion that we can measure our success in terms of money spent. We spend 33% more per pupil in 1991 than we did in 1981 -- 33% more in real, constant dollars - and I don't think there's a person anywhere who would say we've seen a 33% improvement in our schools' performance.

✓
Scully
45178

3

Dollar bills don't educate students. Education demands commitment, caring, work. To those who want to see real improvement in American education, I say: There will be no renaissance without revolution. //

For too long, we've adopted a "no fault" approach to education. But there's no place for a no fault attitude in our schools. It's time we held our schools -- and ourselves -- accountable for results.

Until now, we've concentrated on regulating the process of education -- on the assumption that if the process is sound, the product takes care of itself. It's time to turn things around -- to regulate the product. To set standards for our schools -- show them the kind of student we're looking for -- and let teachers and principals produce them.//

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4

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Fourth, outside our schools, we must cultivate communities where education can take place. Communities where the school is not a refuge -- a solitary island of calm amid chaos -- but the living center of a community where people care for children and cultivate, not just in the school, but ⁱⁿ on the street. ^{neighborhood} Not just in the classroom, but at home. //

People who want Washington to "solve" our educational problems are missing the point. What happens here in Washington won't matter half as much as what happens in each school and local community. But the federal government can serve as a catalyst for change in several ways:

We can begin by encouraging parental choice. The concept of choice draws its strength from the principle at the very heart of the democratic idea. Every adult American has the right to vote -- the right to decide where to work -- where to live. It's time they had the right to choose the schools their children attend.//

Scully
X5128

Note: at wtd meeting, we agreed that a legislative proposal for Ch. 1 would not be announced.

We will also examine ~~state~~ federal education programs to ensure that they can be fully participants in local choice plans.

I've included in next year's budget request a \$200 million dollar incentive grant to spur parental choice programs on the state and local level. In the America 2000: Excellence in Education Act we'll soon send to Congress, we will seek to modify Chapter 1 aid for compensatory education -- so that the funds follow the children to the schools their parents choose.

Scully 45178

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innovation

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Scully 45178

[But I have to warn the corporate community:] There will be no patent rights for these discoveries. The bold ideas you produce will become the property of the American people. //

Scully 5178

With the results of this R&D in hand, I will urge the Congress to provide one million dollars each in start-up funds for 535 New American Schools -- at least one in every congressional district -- and to have them up and running by

1996. I call on the Governors to conduct a competition in each of their states, to designate 535 America 2000 Communities across the nation -- each committed to the national education goals, each with its own New American School. Finally, I ask Secretary Alexander and the Governors to create at least half of the first 535 New American Schools in urban neighborhoods and rural areas where at-risk students need and deserve help. //

Scully

The New American Schools must be more than rooms full of children seated at computers. All the high-tech gadgetry in the

Should it imply try might not agree

Idea is to have more than 535 Am. 2000 Com.

world can't take the place of old-fashioned virtues. If we mean to prepare our children for life, the classroom must be a place where values and good character -- right and wrong -- have real meaning. //

We ask only two things: that their students meet the new national standards for the five core subjects and that outside of the costs of the initial R&D, the schools operate on a conventional budget. //

Beyond that, my message to the architects of the New American Schools is simple: Break the mold. Build for the children of the next century. Re-invent the American school. //

No question should be off-limits -- no answers assumed. We're not after one single way that works for every school. We're interested in finding every way we can to make schools better.

[I've spoken of what government can do. There's a special place in inventing the New American School ^{TD} for the corporate community -- both business and labor.

Today, I want to issue three challenges, ^I invite you to work with us not simply to transform our schools, but to transform every American adult into a student.

First, I challenge the business and labor communities to create a private sector system of World Standards and skill certificates for the workplace.

Spoken about Business above 100+ - R&D Effort.

Scully

Note : OPM plan not agreed to yet.

Second, I ask employers to set up Skill Centers where workers can seek advice and learn new skills, -- and for our part, we will establish Skill Centers for Federal employees.

See attached reasons for deleting

Hodson 6/19/90

Finally, I challenge every ^{large} company and every labor union to bring the worker into the classroom -- and bring the classroom into the workplace. ^{helping} ~~[[Commit yourselves to teaching new skills to 5% of your workforce each year.]]~~ We'll ^{be encouraging every federal agency to} do the same in every Federal agency ^{to federal government} ~~[[-- and to prove no one's ever too old to learn, I'll become a student again myself. Starting -----, I'll begin studying {PRESIDENT'S CHOICE OF CLASS}.]]~~ ///

note plan desk call for cooperation to 'feds'

Scully 5/17/8

[[FOUR EXAMPLES FOR FOUR TRACKS. Worker, teacher, mother, student.]]

What I've spoken about today amounts to nothing less than a revolution in ^{Education} our schools -- a battle for our future. Now, I ask all Americans to be points of light in the battle that counts most -- the battle to prepare our children and ourselves for the exciting future that looms ahead.

There is no reason we shouldn't be able to reach our ambitious goals by the year 2000, and there are lots of good reasons why we should. Think of it this way: today's 3rd Grader will graduate in the Class of 2000.

Those students face nine years in a new and better world of learning. We want each day to become a universe of discovery for students of all ages. At any moment, in every mind, the miracle of learning can take place. //

Next point is strategy is broader than schools

9

As I said at the start, nothing we do is more important, nothing better expresses our hope and love, than a real commitment to education. If we give our children the confidence to dream and the knowledge necessary to turn dreams into deeds, we will have given them the future.

The only real limit to what our children can learn is how hard we try and how well we teach. Between now and the year 2000, there is not one moment -- or one miracle -- to waste. //

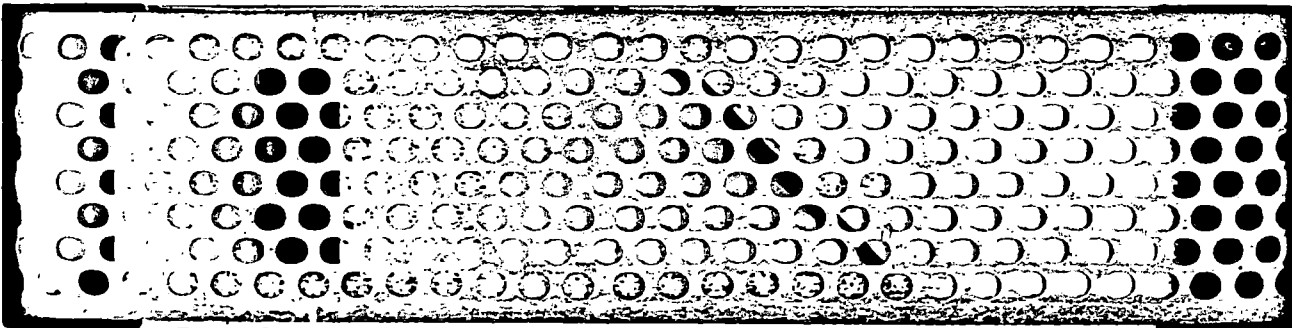
Thank you -- and may God bless the United States of America.

#

Reason for changes

There are no resources in the FY 92 budget for agencies to establish "skill centers" for their employees. The prospects for adding resources to do so do not appear to be great. The Department of Education has provided no data that would justify the President telling agencies to divert existing resources to establish skill centers.

There is no indication that "skill centers" ought to be the top priority for agency training budgets. It does not make sense to have the President launch an initiative when OPM and the agencies have not even had a chance to assess whether "skill centers" are the best way to go to meet Federal work force training needs.





OFFICE OF THE VICE PRESIDENT
WASHINGTON

To: Tony Snow

From: Al Hubbard *AH*
David McIntosh *DM*

Re: Comments on President's National Education Strategy

As recently as six weeks ago the President said, "choice is the catalyst for change, the fundamental reform that drives forward all others." The President should repeat this statement. This fundamental populist reform needs to be mentioned at the beginning, middle and the end. Where parental choice has been instituted, it has worked. Parental choice is a populist message -- it is the parents up against the education establishment--the same establishment that has coopted every other reform.

The following are suggestions for including parental choice:

Page 1, par. 1:

The President should recognize parents and students in the welcoming remarks along with the education establishment.

page one, par. 4:

"If we want to keep America competitive in the coming century -- we must think about education **choice** -- choice and competition are inseparable."

"If we want to combat crime and drug abuse -- parents must have the choice to leave a school that has not made, refuses to make, or is incapable of making progress in either."

page 2, top of page:

Should read: "Education choice is part of the answer."

page 2, par. 1:

"Parents, through choice, can transform America's schools."

Page 3 par. 2:

"It is time parents held our schools and leaders accountable for results---this will only come about if parents can choose."

Page 3, par. 3:

Our problem is that we are already overregulated. Should read "it is time for parents to judge the results. If parents have choice, the process will take care of itself."

Page 4, bottom paragraph:

This fundamental reform has been reduced to "encouraging parental choice." It should be more than encouraged, "parental choice should be the main standard of whether a school meets the 'new generation of American Schools.' Parents and teachers must set the academic standards together."



OFFICE OF THE SECRETARY
U. S. DEPARTMENT OF EDUCATION
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Fax Number: (202) 401-0596

FAX COVER SHEET

MESSAGE

TO: Tony Snow

FAX NUMBER: 456-6218

FROM: Chester Finn

[Large empty rectangular box for message content]

For Tony Snow, Dan McGroarty, et. al.
From Chester Finn et al.

Education Department comments & suggestions; 6 p.m. 4/16/91

Page 1

A. Use stronger verb than "think" about education. Repetition of weak word suggests sitting around cogitating.

Page 2

B. "part of the answer" too weak. Suggest something like "Education is where the solution starts" or "education undergirds every solution" or "is the foundation"

Page 3

C. suggest replacing bracketted text with the following:
"tinkered around the edges of the education system without a clear sense of what we were trying to accomplish. Now we have national goals for education and the time has come to do what needs to be done to realize them. They are strong goals, ambitious goals for the year 2000. They..."

Page 4

D. Suggest replacing bracketted text with the following:
"can happen. I call them America 2000 Communities, places that renew such sound American values as strength of family, parental responsibility, neighborly commitment to the well-being of children, and the community-wide caring of churches and civic organizations."

E. Suggest replacing bracketted text with the following:
"each school, each community and each state."

✓ F. Strongly suggest moving 2 choice graphs to end of "track one" discussion, after standards, tests & citations. Further suggest pointing out in first of these graphs that with the information provided to parents (via standards, tests, etc.) they will be able to make informed choices.

p. 5

G. To smooth transition, say "working closely with the Governors of those states...."

✓ H. (1) Make clear that Presidential Citation is for the 12th graders; as written, sounds like it might refer to 4th graders. (2) Strengthen language that now says "attract the attention of". We want employers and colleges ("corporations" is redundant if we say employers) to want to know how their applicants did on the tests, to seek out people who do well on them. Make active voice with employers and colleges as subject of sentence.

I. Suggest replace bracketted language in first paragraph with the following:

"chairman of Alcoa and head of my Education Policy Advisory Committee--and a group of dedicated business leaders. I am delighted to announce today that America's business community, calling on all elements of the private sector, will create their own New American Schools Development Corporation, a non-profit organization, and will raise an R & D fund of at least \$150 million dollars to generate innovation in education. Their commitment offers an open challenge to the dreamers and doers eager to reinvent and reinvigorate our schools. The R & D teams that share in this adventure will include universities and think-tanks, high tech firms and organizational experts, education innovators and pioneers. Their results will benefit schools throughout the country."

J. Please delete marked graph. Raises complex issues of patenting and ownership.

K. Suggest replacing bracketted text with "Expecting those results within three years..."

L. Suggest deleting bracketted text.

Page 7

M. Suggest replacing bracketted text with the following:
" I've been talking about children and learning. Let me now talk about the adults.

Good schools alone won't do the job. Eightyfive percent of the people who will be working in the year 2000 are already in the workforce today.

Some adults are still struggling to read. Others don't have all the skills required to live and work in the world as it is today.

I challenge every adult American to become a student again, to take full advantage of the nation's extraordinary educational resources, our colleges, our job training programs and skill centers. I have asked Secretaries Martin and Alexander to lead the charge and--with OPM Director Newman--to make sure that the federal government sets a good example for other employers."

(Note: Maybe too wordy, but this should be the thrust, not as programmatic as current draft. Close with President's own example.)

Page 8

N. Insert before 4 human examples:

Even if we transform America's schools and turn a "nation at risk" into a "nation of students", we still need to do more. We need communities where learning can happen, America 2000 communities. I challenge every city, town and neighborhood in the land to become an America 2000 community by doing four things: adopting the national education goals for itself, creating a community-wide strategy for achieving them, developing a report card to measure its progress, and demonstrating its readiness to create and support a New American School.

I challenge the Governors to determine which communities in their states merit the designation "America 2000" and, with

Secretary Alexander, to conduct a competition among those communities to decide where the first 535 New American Schools will go.

O. Mixed metaphor (points of light in battle...)

E DUC. DEPT. STAFF COMMENTS

6 pm 4/16/91

McGrearty/Dooley
April 16, 1991
1:30 pm
[EDSTRAT]

PRESIDENTIAL REMARKS: NATIONAL EDUCATION STRATEGY
THE EAST ROOM
APRIL 18, 1991
2:00 P.M.

[Introductory acknowledgements.] My thanks to you for joining me here. I've asked all of you -- Governors, educators, business and labor leaders, members of Congress -- to come to the White House today to underscore the importance of a challenge destined to define the America we'll know in the next century.

For those of you close to my age, the 21st Century has always been a kind of shorthand for the distant future -- the place we put our most far-off hopes and dreams. Today, the 21st Century is almost upon us -- for our children, it's their world. Anyone who wonders what the face of the 21st Century will look like can find the answer -- in America's classrooms. //

Nothing better defines what we are -- and what we shall become -- than the education of our children. To quote the hallmark case, Brown v. Board of Education, "It is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education."

If we want to keep America competitive in the coming century -- we must think about education. If we want America to remain a leader in world affairs, a force for good in the world -- we must think about education. If we want to combat crime and drug abuse -- if we want to create hope and opportunity in the bleak corners of this country where defeat and despair gather -- we must think

A

2

about education. // Think about every problem, every challenge we face today. Education is part of the answer.

That is why, for the sake of the future -- of our children and our nation -- we must transform America's schools.

We've all heard bad news: Test scores that are far too low - a drop out rate that's far too high. Too many children arriving at school from broken homes and shattered communities - not ready to learn. Too many adults, unable to read or write well enough to get a good job and keep it -- to participate as informed citizens in the life of this democracy. //

That's the last bad news you'll hear today -- because I promise you, from this point forward: The American school is in for a change. The days of the status quo are over. //

Across the country people have started to transform the American school. Now, we must push the reform effort forward -- use each experiment, each advance, to build a coherent national education strategy. //

As a first step in this new strategy, we must re-examine not only the methods and the means we've used in the past -- but also the yardsticks we've used to measure our progress.

That means setting aside the notion that we can measure our success in terms of money spent. We spend 33¢ more per pupil in 1991 than we did in 1981 -- 33¢ more in real, constant dollars - and I don't think there's a person anywhere who would say we've seen a 33¢ improvement in our schools' performance.

3

Dollar bills don't educate students. Education demands commitment, caring, work. To those who want to see real improvement in American education, I say: There will be no renaissance without revolution. //

For too long, we've adopted a "no fault" approach to education. But there's no place for a no fault attitude in our schools. It's time we held our schools -- and ourselves -- accountable for results.

Until now, we've [concentrated on regulating the process of education -- on the assumption that if the process is sound, the product takes care of itself. It's time to turn things around - - to regulate the product. To set standards for our schools -- show them the kind of student we're looking for -- and let teachers and principals produce them.//

We've made a good beginning by setting the nation's sights on six ambitious National Education Goals -- and setting for our target the year 2000. These goals [have won the strong support of this nation's 50 Governors -- and they're well known to everyone in this room. By 2000, we've got to raise the graduation rate to 90%; make America first in the world in math and science; ensure that each American student leaving the 4th, 8th and 12th grades can demonstrate their competence in five core subjects.

Finally, by the year 2000, every American child must start school ready to learn; every American adult must be literate; and every American school must be free from drugs and violence. //

4

These national goals are noble goals. The challenge now is how to get there. We can do it by moving forward on four tracks:

For today's students, we must make existing schools better and more accountable.

For tomorrow's students -- the next generation -- we must create a new generation of American schools.

For all of us -- for the adults who think our school days are over -- we've got to become a nation of students -- recognize that learning is a lifelong process.

Fourth, outside our schools, we must cultivate communities where education can take place. Communities where the school is not a refuge -- a solitary island of calm amid chaos -- but the living center of a community where people care for children and cultivate, not just in the school, but on the street. Not just in the classroom, but at home. //

People who want Washington to "solve" our educational problems are missing the point. What happens here in Washington won't matter half as much as what happens in each school and local community. But the federal government can serve as a catalyst for change in several ways:

We can begin by encouraging parental choice. The concept of choice draws its strength from the principle at the very heart of the democratic idea. Every adult American has the right to vote -- the right to decide where to work -- where to live. It's time they had the right to choose the schools their children attend. //

D

E

F

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I've included in next year's budget request a \$200 million dollar incentive grant to spur parental choice programs on the state and local level. In the America 2000: Excellence in Education Act we'll soon send to Congress, we will seek to modify Chapter 1 aid for compensatory education -- so that the funds follow the children to the schools their parents choose.

Working closely with the Governors, we will define new World Class Standards for schools, teachers and students in the five core subjects: math and science, English, history and geography.

We will create voluntary national tests for 4th, 8th and 12th Graders in the five core subjects. These American Achievement Tests will tell parents and educators -- politicians and employers -- just how well our schools are doing. Today, I challenge all parties involved to accept this deadline: let's pledge right now to have the 4th Grade test in place by 1991. //

Let's add another incentive -- a Presidential Citation to students who do well on this test. This distinction should attract the attention of colleges and corporations and employers in every community. //

But the centerpiece of our national education strategy is not a program or a test. It's a challenge: To re-invent American education -- to design New American Schools for the year 2000 and beyond.

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

(F)

(G)

(H)

← Move choice TO here

6

No one has to sell the business community on the values of R&D. I spoke earlier today with Paul O'Neill -- [head of the President's Education Policy Advisory Council -- and one of the business community's champions of education reform. I am delighted to announce today that America's business leaders will create their own New American Schools Development Corporation: an R&D fund of \$150 million dollars to generate innovation in education. Their commitment offers an open challenge to the dreamers and doers eager to re-invent and reinvigorate our schools.

~~But I have to warn the corporate community: there will be no patent rights for these discoveries. The bold ideas you produce will become the property of the American people.~~ //

[With the results of this R&D in hand,] I will urge the Congress to provide one million dollars each in start-up funds for 535 New American Schools -- at least one in every congressional district -- and to have them up and running by 1996. [I call on the Governors to conduct a competition in each of their states, to designate 535 America 2000 Communities across the nation -- each committed to the national education goals, each with its own New American School. Finally, I ask Secretary Alexander and the Governors to create at least half of the first 535 New American Schools in urban neighborhoods and rural areas where at-risk students need and deserve help.] //

The New American Schools must be more than rooms full of children seated at computers. All the high-tech gadgetry in the

7

world can't take the place of old-fashioned virtues. If we mean to prepare our children for life, the classroom must be a place where values and good character -- right and wrong -- have real meaning. //

We ask only two things: that their students meet the new national standards for the five core subjects and that outside of the costs of the initial R&D, the schools operate on a conventional budget. //

Beyond that, my message to the architects of the New American Schools is simple: Break the mold. Build for the children of the next century. Re-invent the American school. //

No question should be off-limits -- no answers assumed. We're not after one single way that works for every school. We're interested in finding every way we can to make schools better.

I've spoken of what government can do. There's a special place in inventing the New American School for the corporate community -- both business and labor.

Today, I want to issue three challenges -- invite you to work with us not simply to transform our schools, but to transform every American adult into a student.

First, I challenge the business and labor communities to create a private sector system of World Standards and skill certificates for the workplace.

8

Second, I ask employers to set up Skill Centers where workers can seek advice and learn new skills -- and for our part, we will establish Skill Centers for Federal employees. (M)

Finally, I challenge every company and every labor union to bring the worker into the classroom -- and bring the classroom into the workplace. ~~[[I want ourselves to teaching new skills to the workers each year.]]~~ We'll do the same in every Federal agency. ~~[[-- and to prove no one's ever too old to learn, I'll become a student again myself. Starting -----, I'll begin studying {PRESIDENT'S CHOICE OF CLASS}.]]~~ We'll do the same in every Federal agency. ~~[[-- and to prove no one's ever too old to learn, I'll become a student again myself. Starting -----, I'll begin studying {PRESIDENT'S CHOICE OF CLASS}.]]~~ (N)

[[FOUR EXAMPLES FOR FOUR TRACKS. Worker, teacher, mother, student.]] ← (O)

What I've spoken about today amounts to nothing less than a revolution in our schools -- a battle for our future. Now, I ask all Americans to be points of light in the battle that counts most -- the battle to prepare our children and ourselves for the exciting future that looms ahead.

There is no reason we shouldn't be able to reach our ambitious goals by the year 2000, and there are lots of good reasons why we should. Think of it this way: today's 3rd Grader will graduate in the Class of 2000.

Those students face nine years in a new and better world of learning. We want each day to become a universe of discovery for students of all ages. At any moment, in every mind, the miracle of learning can take place. //

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

April 18, 1991

REMARKS BY THE PRESIDENT
AT PRESENTATION OF NATIONAL EDUCATION STRATEGY

The East Room

2:00 P.M. EDT

THE PRESIDENT: Thank you all for joining us here in the White House today. Let me thank the Speaker for being with us, and the Majority Leader; other distinguished members, committee heads and ranking members and very important education committees here with us today. I want to salute the governors, the educators, the business and the labor leaders, and especially want to single out the National Teachers of the Year. I believe we have 10 of the previous 11 Teachers of the Year with us here today, and that's most appropriate and most fitting.

But together, all of us, we will underscore the importance of a challenge destined to define the America that we'll know in the next century.

For those of you close to my age, the 21st century has always been a kind of shorthand for the distant future -- the place we put our most far-off hopes and dreams. And today, that 21st century is racing towards us -- and anyone who wonders what the century will look like can find the answer in America's classrooms.

Nothing better defines what we are and what we will become than the education of our children. To quote the landmark case, *Brown v. Board of Education*, "It is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education."

Education has always meant opportunity. Today, education determines not just which students will succeed, but also which nations will thrive in a world united in pursuit of freedom in enterprise. Think about the changes transforming our world. The collapse of communism and the Cold War. The advent and acceleration of the Information Age. Down through history, we've defined resources as soil and stones, land and the riches buried beneath. No more. Our greatest national resource lies within ourselves -- our intelligence, ingenuity -- the capacity of the human mind.

Nations that nurture ideas will move forward in years to come. Nations that stick to stale old notions and ideologies will falter and fail. So I'm here today to say, America will move forward. The time for all the reports and rankings, for all the studies and the surveys about what's wrong in our schools is passed. If we want to keep America competitive in the coming century, we must stop convening panels to report on ourselves. We must stop convening panels that report the obvious. And we must accept responsibility for educating everyone among us, regardless of background or disability.

If we want America to remain a leader, a force for good in the world, we must lead the way in educational innovation. And if we want to combat crime and drug abuse, if we want to create hope and opportunity in the bleak corners of this country where there is now nothing but defeat and despair, we must dispel the darkness with the enlightenment that a sound and well-rounded education provides.

MORE

Think about every problem, every challenge we face. The solution to each starts with education. For the sake of the future, of our children and of the nation's, we must transform America's schools. The days of the status quo are over.

Across this country, people have started to transform the American school. They know that the time for talk is over. Their slogan is: Don't dither, just do it. Let's push the reform effort forward. Use each experiment, each advance to build for the next American century. New schools for a new world.

As a first step in this strategy, we must challenge not only the methods and the means that we've used in the past, but also the yardsticks that we've used to measure our progress. Let's stop trying to measure progress in terms of money spent.

We spend 33 percent more per pupil in 1991 than we did in 1981 -- 33 percent more in real, constant dollars -- and I don't think there's a person anywhere who would say -- anywhere in the country -- who would say that we've seen a 33-percent improvement in our schools' performance.

Dollar bills don't educate students. Education depends on committed communities determined to be places where learning will flourish; committed teachers, free from the noneducational burdens; committed parents, determined to support excellence; committed students, excited about school and learning. To those who want to see real improvement in American education, I say: There will be no renaissance without revolution.

We who would be revolutionaries must accept responsibilities for our schools. For too long, we've adopted a "no fault" approach to education. Someone else is always to blame. And while we point fingers out there, trying to assign blame, the students suffer. There's no place for a no-fault attitude in our schools. It's time we held our schools -- and ourselves -- accountable for results.

Until now, we've treated education like a manufacturing process, assuming that if the gauges seemed right, if we had good pay scales, the right pupil-teacher ratios, good students would just pop out of our schools. It's time to turn things around -- to focus on students, to set standards for our schools -- and let teachers and principals figure out how best to meet them.

We've made a good beginning by setting the nation's sights on six ambitious National Education Goals -- and setting for our target the year 2000. Our goals have been forged in partnership with the nation's governors, several of whom are with us here today in the East Room. And those who have taken a leadership are well-known to everyone in this room. And for those who need a refresher course -- there may be a quiz later on -- let me list those goals right now.

By 2000, we've got to, first, ensure that every child starts school ready to learn; second one, raise the high school graduation rate to 90 percent; the third one, ensure that each American student leaving the 4th, 8th and 12th grades can demonstrate competence in core subjects; four, make our students first in the world in math and science achievements; fifth, ensure that every American adult is literate and has the skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship; and sixth, liberate every American school from drugs and violence so that schools encourage learning.

Our strategy to meet these noble national goals is founded in common sense and common values. It's ambitious and, yet, with hard work, it's within our reach. And I can outline our strategy in one paragraph, and here it is:

For today's students, we must make existing schools better and more accountable. For tomorrow's students, the next

generation, we must create a new generation of American schools. For all of us, for the adults who think our school days are over, we've got to become a nation of students -- recognize learning is a lifelong process. Finally, outside our schools we must cultivate communities where learning can happen. That's our strategy.

People who want Washington to solve our educational problems are missing the point. We can lend appropriate help through such programs as Head Start. But what happens here in Washington won't matter half as much as what happens in each school, each local community and, yes, in each home. Still, the federal government will serve as a catalyst for change in several important ways.

Working closely with the governors, we will define new World Class Standards for schools, teachers and students in the five core subjects: math and science, English, history and geography.

We will develop voluntary -- let me repeat it -- we will develop voluntary national tests for 4th, 8th and 12th graders in the five core subjects. These American Achievement Tests will tell parents and educators, politicians and employers, just how well our schools are doing. I'm determined to have the first of these tests for 4th graders in place by the time that school starts in September of 1993. And for high school seniors, let's add another incentive -- a distinction sure to attract attention of colleges and companies in every community across the country -- a Presidential Citation to students who excel on the 12th grade test.

We can encourage educational excellence by encouraging parental choice. The concept of choice draws its fundamental strength from the principle at the very heart of the democratic idea. Every adult American has the right to vote, the right to decide where to work, where to live. It's time parents were free to choose the schools that their children attend. This approach will create the competitive climate that stimulates excellence in our private and parochial schools as well.

But the centerpiece of our National Education Strategy is not a program, it's not a test. It's a new challenge: To reinvent American education -- to design New American Schools for the year 2000 and beyond.

The idea is simple but powerful: Put America's special genius for invention to work for America's schools. I will challenge communities to become what we will call America 2000 communities. Governors will honor communities with this designation if the communities embrace the national education goals, create local strategies for reaching these goals, devise report cards for measuring progress, and agree to encourage and support one of the new generation of America's schools.

We must also foster educational innovation. I'm delighted to announce today that America's business leaders, under the chairmanship of Paul O'Neill, will create the New American Schools Development Corporation -- a private sector research and development fund of at least \$150 million to generate innovation in education.

This fund offers an open-end challenge to the dreamers and the doers eager to reinvent -- eager to reinvigorate our schools. With the results of this R&D in hand, I will urge Congress to provide \$1 million in start-up funds for each of the 535 New American Schools -- at least one in every congressional district -- and have them up and running by 1996.

The New American Schools must be more than rooms full of children seated at computers. If we mean to prepare our children for life, classrooms also must cultivate values and good character; give real meaning to right and wrong.

We ask only two things of these architects of our New American schools: that their students meet the new national

standards for the five core subjects, and that outside of the costs of the initial research and development, the schools operate on a budget comparable to conventional schools. The architects of the New American Schools should break the mold. Build for the next century. Reinvent -- literally start from scratch and reinvent the American school. No question should be off limits, no answers automatically assumed. We're not after one single solution for every school. We're interested in finding every way to make schools better.

There's a special place in inventing the New American School for the corporate community, for business and labor. And I invite you to work with us not simply to transform our schools, but to transform every American adult into a student.

Fortunately, we have a secret weapon in America's system of colleges and universities -- the finest in the entire world. The corporate community can take the lead by creating a voluntary private system of world-class standards for the workplace. Employers should set up skill centers where workers can seek advice and learn new schools. But most importantly, every company and every labor union must bring the worker into the classroom and bring the classroom into the workplace.

We'll encourage every federal agency to do the same. And to prove no one's ever too old to learn, Lamar, with his indefatigable determination and leadership, has convinced me to become a student again myself. Starting next week, I'll begin studying. And I want to know how to operate a computer. (Laughter.) Very candidly -- (applause) -- I don't expect this new tutorial to teach me how to set the clock on the VCR or anything complicated. (Laughter.) But I want to be computer literate, and I'm not. There's a lot of kids, thank God, that are. And I want to learn, and I will.

The workplace isn't the only place we must improve opportunities for education. Across this nation, we must cultivate communities where children can learn. Communities where the school is more than a refuge, more than a solitary island of calm amid chaos. Where the school is the living center of a community where people care -- people care for each other and their futures. Not just in the school but in the neighborhood. Not just in the classroom, but in the home.

Our challenge amounts to nothing less than a revolution in American education. A battle for our future. And now, I ask all Americans to be points of light in the crusade that counts the most: the crusade to prepare our children and ourselves for the exciting future that looms ahead.

What I've spoken about this afternoon are the broad strokes of this National Education Strategy. Accountable schools for today, a new generation of schools for tomorrow. A nation of students committed to a lifetime of learning and communities where all our children can learn.

There are four people here today who symbolize each element of this strategy and point the way forward for our reforms. Esteban Pagan -- Steve -- an award-winning 8th grade student in science and history at East Harlem Tech, a choice school. Steve? Right here, I think. Stand up, now. (Applause.)

Mike Hopkins. "Lead Teacher" in the Saturn School in St. Paul, Minnesota, where teachers have already helped reinvent the American school. Mike, where are you? Right here, sir. Thank you. (Applause.)

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

Finally, Michelle Moore, of Missouri. A single mother,

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active in Missouri's Parents as Teachers program. She wants her year-old son, Alston, to arrive for his first day of school ready to learn. Michelle? (Applause.)

So, to sum it up, for these four people and for all the others like them, the revolution in American education has already begun. Now I ask all Americans to be points of light in the crusade that counts the most: the crusade to prepare our children and ourselves for the exciting future that looms ahead. At any moment in every mind, the miracle of learning beckons us all.

Between now and the year 2000 there is not one moment or one miracle to waste.

Thank you all. Thank you for your interest, for your dedication. And may God bless the United States of America. Thank you very much. (Applause.)

END

2:24 P.M. EDT