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Record Group/Collection: George H.W. Bush Presidential Records
Collection/Office of Origin: Speechwriting, White House Office of
Series: Speech File Draft Files
Subseries: Chron File, 1989-1993

OA/ID Number: 13578
Folder ID Number: 13578-004

Folder Title:
Lewiston High School, Maine 9/3/91 [OA 6036] [1]

Stack:	Row:	Section:	Shelf:	Position:
G	26	17	2	7

THE WHITE HOUSE

WASHINGTON

91 SEP 4 P2:31

August 29, 1991

MEMORANDUM FOR TONY SNOW

FROM: ROGER B. PORTER *RBP*

SUBJECT: Presidential Remarks: Lewiston High School,
Maine

Thank you for the opportunity to review the President's remarks to Lewiston High School during his back-to-school events in Maine. I have the following general observations regarding the draft and have provided specific comments and suggestions on the attached mark-up.

- The remarks place good emphasis on what parents and business/community leaders should do to advance education reform, however what students should do is not as clearly or directly stated.
- The notion that our global economy requires that our students develop skills that are second to none is missing.

Please let me know if you have any questions concerning these comments.

Attachment

WHITE HOUSE STAFFING MEMORANDUM

DATE: 8/29/91 ACTION/CONCURRENCE COMMENT DUE BY: 10:00AM, FRI., AUG 30

PRESIDENTIAL REMARKS: LEWISTON HIGH SCHOOL, MAINE
SEPTEMBER 3, 1991

SUBJECT: _____

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PETERSMEYER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BROMLEY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
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DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	BOSKIN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	MARTINEZ	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please provide comments/edits on the attached directly to Tony Snow, Rm. 122, x2930, with a copy to this office NO LATER THAN 10:00AM, TOMORROW, TGIF, AUGUST 30.
Thank you.

RESPONSE:

91 AUG 29 PM 2:40

McGroarty/(Dooley-Blymire)
August 29, 1991
2:30 pm
[MAINE.TS]

PRESIDENTIAL REMARKS: LEWISTON HIGH SCHOOL, MAINE
SEPTEMBER 3, 1991
1:00 P.M.??

Thanks, all of you, for this warm welcome. It's my pleasure to welcome all of you back to school -- to help my good friend Governor Jock McKernan kick off Maine 2000 -- and to meet with the new Lewiston High Class of '95. //

[Introductory acknowledgements: Congresswoman Snowe, Sec. Alexander, etc.] [[Let me say to Lamar Alexander: I'll keep up with my computer lessons, but I absolutely refuse to write a report on "What I did on my summer vacation." ///]

Barbara and I remember our own kids going off to school many years ago. Now our kids are grown -- and we watch our grandkids, 10 of them, start a new school year just like each of you. //

When you're growing up, the new year doesn't begin January 1st -- it starts today. [[I saw that this morning at Farwell Elementary School. Still, some of those kindergartners seemed disappointed I didn't bring along Arnold Schwarzenegger.]] It works that way for parents, too. Each new year wipes the slate as clean as the blackboard. Kids look forward to ^{renewing old} seeing each ~~other and becoming cool.~~ ^{friendships} Parents embrace the eternal hope that this year their children will come home with straight A's.

Education and expectation: the two go hand in hand. Your world -- the whole world -- trembles with possibility. One day, we scratch out our thoughts with paper and pen; the next, it

seems, we use computers and laser printers. One day, the Soviet Union, bellicose and threatening, stares at us from across the sea. ^{The next, as we saw} ~~But~~ just ^{are} last month, ~~we saw~~ 70 years of history ^{are} swept away in a single week. This is our world -- and if we are to thrive in it, we must understand history, geography, math, science.

If we are to compete in our global economy, we must have skills that are When challenges confront us, we must have what it takes to act. ^{Second to none.}

That's the world waiting for the Class of 1995 -- the world you will shape. Students, you feel the opening day jitters that come with each school year. But we adults must make sure that we also feel that sense of expectation -- that feeling that the school doors open a new world of possibility, for us all.

The battle for the future begins right here. The ringing school bell sounds an alarm -- a warning to all of us who care about the state of American education: If we don't educate our sons and daughters well, they will no longer enjoy the blessings we take for granted.

Every day brings new evidence of crisis. The national average for SAT math scores ^{fell} ~~has fallen~~ for ^{the first time since 1980.} ~~four consecutive~~ ~~years~~. Scores on the Verbal SAT have tumbled to the lowest level ever. These sad statistics tell us what we ^{must recognize} ~~already know~~: Our current performance is not acceptable. It must change, and we are the ones who must be committed to make that change. ~~Schools don't work.~~

But how many of us demand better of our children, ourselves, our schools? Not enough. Polls suggest too many ^{of our citizens} ~~parents and~~ ~~students~~ remain unconcerned -- unconvinced that the state of our schools should worry them. Sure, they know something is wrong: Ask them to grade the nation's schools, ^{only twenty-one percent} ~~and not even one-fourth~~

will give our nation's schools an A or B. But ask ^{parents} ~~them~~ to grade ^{kids'} their own schools, and you get a different answer: three-fourths grade their school as good -- even excellent.

We seem to think the crisis in American education plagues some other city or state, or some other school across town -- anywhere but our school. Some of us just don't want to ask tough questions and risk angering teachers and administrators. And some of us seem to believe that while everything else in the world changes, our schools shouldn't -- that what was good enough for us should be good enough for our kids. //

We share responsibility for the state of every school and each individual student -- here in Lewiston, and in a hundred thousand schools in cities and towns all across America. ^{And we cannot settle for the status quo.} ~~If our schools fail us, we can't blame Washington or Augusta: We must blame ourselves for betraying our own children.~~

^{Eighteen months ago;} ~~Almost two years ago,~~ this nation's Governors and I established six ambitious National Education Goals -- goals posted today right here on the walls of this gym. In April, at the White House I announced America 2000: a national education strategy to move us forward toward those goals. //

We don't get a second chance to change the future. Today it's time to seize the moment, and do great things. //

By the year 2000, we pledged to raise the national graduation rate to at least 90 percent. In 1990, Lewiston High graduated 95 percent of its class -- well above the national average. Lewiston has cut its drop-out rate in half in four

short years. You've earned the right to be proud. But before you get too comfortable, keep in mind that ~~even~~ at 95 percent means not everyone in this year's freshman class will achieve what you ~~more than 20 of the freshmen seated behind me won't be walking~~ are striving for today -- your high school diploma. We want ~~across that stage to get their diploma 4 years from now at the~~ all of you to succeed. Civic Center.

We've challenged ourselves to become first in the world in math and science by the year 2000. ~~Right now, we stand 13th.~~ *we know we have a long way to go.*

Ranking first means more than engaging in some sort of intellectual Olympics. Where we rank in the world matters here - and it should matter to you. Look at Lewiston. For most of its history, Lewiston was a mill town, producing textiles and shoes. Times change. Today, Lewiston's traditional industries account for only 10 percent of the local economy -- and even the so-called traditional industries have changed enormously. {Mayor Howaniec tells me L.L. Bean has located its new telemarketing center in Lewiston.}

Increasingly, the mothers and fathers of this freshman class work in new companies employing new technologies. Some have even started small businesses of their own. Still, we can't be content to educate our children with today's businesses in mind. By the time our kids graduate from high school or college or graduate school, new industries will have sprouted up; our economy will demand new skills.

This country was built by generations of Americans with strong backs, and the will to work from sun up to sundown. As citizens of the next century, today's 9th Graders will have to

use their minds -- to push forward the technological revolution transforming the world. The pioneers of the next American century must blaze new sorts of trails; they must explore the far corners of a future governed as much by microwaves and lasers as by coal or steel. The greatest resource for our future lies deep in the recesses of our minds, and the key to our nation's success lies with that old-fashioned treasure -- Yankee ingenuity. //

But let's face it: We won't make progress if we can't measure success. By the year 2000, ^{our goal is for all} ~~we must call on students at~~ grades 4, 8 and 12 to demonstrate their competence in five core

subjects, ^{I have challenged us to develop} ~~We'll have the first of these~~ American Achievement Tests ^{to measure our progress, and for the first of these to be} in place for the 1993-94 school year. ~~Each state must~~ ^{As a} ~~develop its own means of measuring progress -- its own report~~ ^{nation and in each of our states and school districts we must measure} ~~our performance, report on our progress, and be accountable~~ ^{card -- and share the results.} ~~card -- and share the results.~~ ^{for results,}

That's crucial. We can't hide our heads in the sand. We ~~can't afford to~~ ^{must} ~~treat our children's success or failure as if it~~ ^{a vital} ~~were a state secret.~~ ^{concern of our nation,} Each student and every parent deserves to know whether they and their schools measure up to world-class standards.

~~One of the key reasons for the poor performance we see today comes from having asked too much of teachers -- expecting them to act as social workers, part-time psychologists and family counselors. At the same time, we've asked too little of our students, of ourselves and our society.~~

^{want our students} ~~We've shied away from asking our students to excel -- and to ensure that what they study today will ensure their success from holding them accountable when they don't. We figure, if~~ tomorrow.

English,
math,
science,
history,
and geography.

~~they get A's, they must be doing okay, even if an A no longer means what it used to mean.~~ As a nation, we sometimes seem more worried about how our students feel than what they learn. That's got to change. When students, ^{when you} graduate, ^{you} they deserve more than a diploma. ^{You} They deserve an education. // (Possible challenge to students)

But success by the year 2000 demands even more of us. Every American child should start school ready to learn. Every American adult should be literate -- and every American school must be drug-free.

Here in Lewiston, some of today's new freshmen participated in Head Start -- a proven program, ^{that} ~~I want to open up to thousands of our disadvantaged youngsters to have access to.~~ ^{functioning to provide more} ~~more pre-school children.~~ In the battle against illegal drugs, Lewiston schools have taken the lead through D.A.R.E. and other drug prevention programs, beginning in elementary school. And tonight, right here at Lewiston High, a new school year begins for adults learning how to read, studying for their GED -- living proof it is never too late to learn. //

Every community and every school must make those goals their own -- as this state does today with Maine 2000. Let the start of this new school year spark a revolution in American education.

So far, I've spoken about our schools -- about the revolution in American education that must take place within these walls. But the revolution can neither begin nor end here. Not even the best school can ever be good enough.

Let me use a "word problem" to show you why. Assume a child goes to school from Kindergarten to 12th grade, and never misses

a day. Subtract summers and weekends -- all the hours before and after school. How much time do our children spend in classrooms?

The answer may surprise you. It's nine-percent; one-eleventh of their time. They spend the rest of their lives elsewhere -- at home, playing with friends, in the shopping mall.

[[Now, maybe parents won't find the fact our kids spend 91 percent of their time outside the classroom too hard to believe - especially when it seems like we spend 50 percent of our time nagging our kids to clean their rooms.]]

But what happens in that 91 percent makes all the difference in the world. We can't blame the schools alone for that dismal drop in SAT verbal scores. The drop ^{may} means that we haven't taken the time to read to our kids -- to talk with them -- to teach them the arts of communication -- how to think, how to write and speak clearly.

Mom and Dad: Don't make the mistake of thinking your kids only learn from 9:00 a.m. to 3:00 p.m. You are -- and always will be -- your sons' and daughters' first teachers. //

Here's another shocking number: The average parent spends 15 minutes a day -- 15 minutes -- in conversation with their child. Most people spend that much time, ^{or more,} on coffee break.

^{You} The freshman here today may think ^{you} they're a bit old to have ^{Your} their homework checked. And maybe as parents -- certainly this President will admit -- we can't keep up with the latest in computer technology. But that doesn't mean we can't help. The Class of '95 is old enough to sit down, read a newspaper, and

talk with their parents about what's going on in the world, to take interests, opinions, and ideas seriously. In exchange, they can use those speaking and thinking skills to teach mom and dad how to use the computer. //

What happens at home matters. When our kids come home from school, do they pick up a book -- or do they sit glued to the tube watching music videos? Recent studies prove something we all know: that television doesn't stimulate our brains; it sedates us, soothes us -- and does not challenge us.

*What
about
educational
TV?*

Still, the future of American education depends on more than what happens in the classroom or around the kitchen table. Our communities and businesses must support educational values, too.

So ask yourselves: In our communities, do we value education and intellect? In the working world, do we reward employees who want to improve themselves -- do employers encourage workers to go back to school, to learn new skills?

Every member of the community can play a role in this revolution. No: every member of the community must play a role.

So parents: Don't be a stranger in your child's school. Visit ^{your child's teachers.} ~~the classroom~~. Talk to the principal. Make it your business to find out whether your child's school is drug-free. Talk to your school board about school choice -- about the curriculum -- about ways to put your schools and their resources to use year round. And don't ever take no for an answer when you want to visit and ask questions. //

You don't have to have kids in school to have a stake in what happens in the classroom. For the older folks among us, don't complain about "kids today" -- or that the neighborhood "isn't what it used to be." Get involved. Go into your schools -- get active in the community -- see what you can do to help.

The same goes for local business leaders. Get involved -- not just in word, but in deed. You can think of it as community service -- giving something back to the community your company calls home. Or, think of it in terms of self-interest and sound business -- improving the schools to cultivate the kind of future employees your company needs to keep ahead. //

But above all, get moving. Get involved. That's the idea behind what I call America 2000 Communities -- places that demand ^{the community} that schools play a central role in ^{producing educational excellence,} ~~community life.~~

We need that kind of revolutionary attitude to reform our schools -- here in Lewiston and across the country. We must ignite a renaissance in American education. We must make this Nation every bit the leader in the Century ahead that it has been since 1776.

All revolutions require principles, ideals and hopes. Start with the sense of possibility you feel today, and build on it. And by all means: Do not rest until we win this revolution. ///

Once again, my thanks to you for this warm welcome -- and may God bless the United States of America.

#

WHITE HOUSE STAFFING MEMORANDUM

DATE: 8/29/91 ACTION/CONCURRENCE/COMMENT DUE BY: 10:00AM, FRI., AUG 30

PRESIDENTIAL REMARKS: LEWISTON HIGH SCHOOL, MAINE
SEPTEMBER 3, 1991

SUBJECT: _____

		ACTION	FYI			ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>		MCCLURE ✓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>		PETERSMEYER	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
SCOWCROFT <i>n/c</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
✓ DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>		ROGICH <i>n/c</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>		SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
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CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>		SNOW	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
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FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>		PORTER ROSE	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
GRAY <i>n/c</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		MARTINEZ <i>n/c</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
✓ HOLIDAY <i>Etiz Ludwig</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	

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RESPONSE:

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

91 AUG 29 PM 2:40

McGroarty/(Dooley-Blymire)
August 29, 1991
2:30 pm
[MAINE.TS]

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Barbara and I remember our own kids going off to school many years ago. Now our kids are grown -- and we watch our grandkids, *(Uncle - he has 12 grandkids) Brady* ~~10~~ of them, start a new school year just like each of you. //

When you're growing up, the new year doesn't begin January 1st -- it starts today. [[I saw that this morning at Farwell Elementary School. Still, some of those kindergartners seemed disappointed I didn't bring along Arnold Schwarzenegger.]] It works that way for parents, too. Each new year wipes the slate as clean as the blackboard. Kids look forward to seeing each other and becoming cool. Parents embrace the eternal hope that this year their children will come home with straight A's.

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But let's face it: We won't make progress if we can't measure success. By the year 2000, we must call on students at grades 4, 8 and 12 to demonstrate their competence in five core subjects. We'll have the first of these American Achievement Tests in place for the 1993-94 school year. Each state must develop its own means of measuring progress -- its own report card -- and share the results.

That's crucial. We can't hide our heads in the sand. We can't afford to treat our children's success or failure as if it were a state secret. Each student and every parent deserves to know whether they and their schools measure up to world-class standards.

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But success by the year 2000 demands even more of us. Every American child should start school ready to learn. Every American adult should be literate -- and every American school must be drug-free.

→ Here in Lewiston, some of today's new freshmen participated in Head Start -- a proven program I ^{urged Congress} ~~want~~ to open up to thousands more pre-school children. In the battle against illegal drugs, Lewiston schools have taken the lead through D.A.R.E. and other drug prevention programs, beginning in elementary school. And tonight, right here at Lewiston High, a new school year begins for adults learning how to read, studying for their GED -- living proof it is never too late to learn. //

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You don't have to have kids in school to have a stake in what happens in the classroom. For the older folks among us, don't complain about "kids today" -- or that the neighborhood "isn't what it used to be." Get involved. Go into your schools -- get active in the community -- see what you can do to help.

The same goes for local business leaders. Get involved -- not just in word, but in deed. You can think of it as community service -- giving something back to the community your company calls home. Or, think of it in terms of self-interest and sound business -- improving the schools to cultivate the kind of future employees your company needs to keep ahead. //

But above all, get moving. Get involved. That's the idea behind what I call America 2000 Communities -- places that demand that schools play a central role in community life.

We need that kind of revolutionary attitude to reform our schools -- here in Lewiston and across the country. We must ignite a renaissance in American education. We must make this Nation every bit the leader in the Century ahead that it has been since 1776.

All revolutions require principles, ideals and hopes. Start with the sense of possibility you feel today, and build on it. And by all means: Do not rest until we win this revolution. ///

Once again, my thanks to you for this warm welcome -- and may God bless the United States of America.

#

WHITE HOUSE STAFF MEMORANDUM

DATE: 8/29/91 ACTION/CONCURRENCE/COMMENT DUE BY: 10:00AM, FRI., AUG 30

PRESIDENTIAL REMARKS: LEWISTON HIGH SCHOOL, MAINE
SEPTEMBER 3, 1991

SUBJECT: _____

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PETERSMEYER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BROMLEY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SNOW	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	BOSKIN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PORTER ROSE	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	MARTINEZ	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please provide comments/edits on the attached directly to Tony Snow, Rm. 122, x2930, with a copy to this office NO LATER THAN 10:00AM, TOMORROW, TGIF, AUGUST 30. Thank you.

RESPONSE:

See comments

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

WHITE HOUSE STAFF MEMORANDUM

DATE: 8/29/91 ACTION/CONCURRENCE/COMMENT DUE BY: 10:00AM, FRI., AUG 31

PRESIDENTIAL REMARKS: LEWISTON HIGH SCHOOL, MAINE
SEPTEMBER 3, 1991

SUBJECT: _____

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PETERSMEYER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BROMLEY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SNOW	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	BOSKIN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PORTER ROSE	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	MARTINEZ	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please provide comments/edits on the attached directly to Tony Snow, Rm. 122, x2930, with a copy to this office NO LATER THAN 10:00AM, TOMORROW, TGIF, AUGUST 30. Thank you.

To: Tony

RESPONSE:

From: Tom Sully

- some suggestions per our discussion.

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

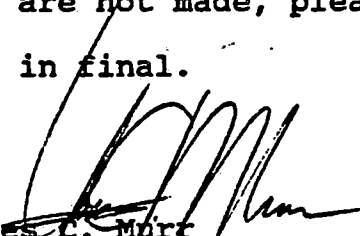


EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF MANAGEMENT AND BUDGET
WASHINGTON, D.C. 20503

NOTICE:

Enclosed are comments from staff members of the Office of Management and Budget (OMB). Such comments do not necessarily represent the official position of the Director of OMB or of the Office of Management and Budget. If you wish to have the Director's personal comments, please let me know -- and contact me if you have any questions.

If our proposed substantive changes are not made, please let us know before the material is prepared in final.


James C. Merritt
Associate Director for
Legislative Reference
and Administration

91 AUG 29 PM 2:40

McGroarty/(Dooley-Blymire)
August 29, 1991
2:30 pm
[MAINE.TS]

PRESIDENTIAL REMARKS: LEWISTON HIGH SCHOOL, MAINE
SEPTEMBER 3, 1991
1:00 P.M.??

Thanks, all of you, for this warm welcome. It's my pleasure to welcome all of you back to school -- to help my good friend Governor Jock McKernan kick off Maine 2000 -- and to meet with the new Lewiston High Class of '95. //

[Introductory acknowledgements: Congresswoman Snowe, Sec. Alexander, etc.] [[Let me say to Lamar Alexander: I'll keep up with my computer lessons, but I absolutely refuse to write a report on "What I did on my summer vacation." //]]

Barbara and I remember our own kids going off to school many years ago. Now our kids are grown -- and we watch our grandkids, 10 of them, start a new school year just like each of you. //

When you're growing up, the new year doesn't begin January 1st -- it starts today. [[I saw that this morning at Farwell Elementary School. Still, some of those kindergartners seemed disappointed I didn't bring along Arnold Schwarzenegger.]] It works that way for parents, too. Each new year wipes the slate as clean as the blackboard. Kids look forward to seeing each other and becoming cool. Parents embrace the eternal hope that this year their children will come home with straight A's.

Education and expectation: the two go hand in hand. Your world -- the whole world -- trembles with possibility. One day, we scratch out our thoughts with paper and pen; the next, it

seems, we use computers and laser printers. One day, the Soviet Union, bellicose and threatening, stares at us from across the sea. But just last month, we saw 70 years of history swept away in a single week. This is our world -- and if we are to thrive in it, we must understand history, geography, math, science. When challenges confront us, we must have what it takes to act.

That's the world waiting for the Class of 1995 -- the world you will shape. Students, you feel the opening day jitters that come with each school year. But we adults must make sure that we also feel that sense of expectation -- that feeling that the school doors open a new world of possibility, for us all.

The battle for the future begins right here. The ringing school bell sounds an alarm -- a warning to all of us who care about the state of American education: If we don't educate our sons and daughters well, they will no longer enjoy the blessings we take for granted.

Every day brings new evidence of crisis. The national average for SAT math scores has fallen for four consecutive years. Scores on the Verbal SAT have tumbled to the lowest level ever. These sad statistics tell us what we already know: Our schools don't work.

But how many of us demand better of our children, ourselves, our schools? Not enough. Polls suggest too many parents and students remain unconcerned -- unconvinced that the state of our schools should worry them. Sure, they know something is wrong: Ask them to grade the nation's schools, and not even one-fourth

while private school scores have risen

We have to change the system -- give kids better public schools -- and give low income kids the opportunity that ~~richer~~ more fortunate kids have -- to choose a private school if the public system isn't up to snuff.

WE ~~THE~~ MUST COME UP WITH NEW IDEAS -- FIND OUT WHAT WORKS --
~~AND~~ "BREAK THE MOLD" -- AND TURN
THE SYSTEM ~~AROUND!~~ AROUND!

3

will give our nation's schools an A or B. But ask them to grade their own schools, and you get a different answer: three-fourths grade their school as good -- even excellent.

We seem to think the crisis in American education plagues some other city or state, or some other school across town -- anywhere but our school. Some of us just don't want to ask tough questions and risk angering teachers and administrators. And some of us seem to believe that while everything else in the world changes, our schools shouldn't -- that what was good enough for us should be good enough for our kids. //

We share responsibility for the state of every school and each individual student -- here in Lewiston, and in a hundred thousand schools in cities and towns all across America. If our schools fail us, we can't blame Washington or Augusta: We must blame ourselves for betraying our own children.

Almost two years ago, this nation's Governors and I established six ambitious National Education Goals -- goals posted today right here on the walls of this gym. In April, at the White House I announced America 2000: a national education strategy to move us forward toward those goals. //

We don't get a second chance to change the future. Today it's time to seize the moment, and do great things. //

By the year 2000, we pledged to raise the national graduation rate to at least 90 percent. In 1990, Lewiston High graduated 95 percent of its class -- well above the national average. Lewiston has cut its drop-out rate in half in four

short years. You've earned the right to be proud. But before you get too comfortable, keep in mind that even at 95 percent more than 20 of the freshmen seated behind me won't be walking across that stage to get their diploma 4 years from now at the Civic Center.

We've challenged ourselves to become first in the world in math and science by the year 2000. Right now, we stand 13th.

Ranking first means more than engaging in some sort of intellectual Olympics. Where we rank in the world matters here -- and it should matter to you. Look at Lewiston. For most of its history, Lewiston was a mill town, producing textiles and shoes. Times change. Today, Lewiston's traditional industries account for only 10 percent of the local economy -- and even the so-called traditional industries have changed enormously. {Mayor Howaniec tells me L.L. Bean has located its new telemarketing center in Lewiston.}

Increasingly, the mothers and fathers of this freshman class work in new companies employing new technologies. Some have even started small businesses of their own. Still, we can't be content to educate our children with today's businesses in mind. By the time our kids graduate from high school or college or graduate school, new industries will have sprouted up; our economy will demand new skills.

This country was built by generations of Americans with strong backs, and the will to work from sun up to sundown. As citizens of the next century, today's 9th Graders will have to

use their minds -- to push forward the technological revolution transforming the world. The pioneers of the next American century must blaze new sorts of trails; they must explore the far corners of a future governed as much by microwaves and lasers as by coal or steel. The greatest resource for our future lies deep in the recesses of our minds, and the key to our nation's success lies with that old-fashioned treasure -- Yankee ingenuity. //

But let's face it: We won't make progress if we can't measure success. By the year 2000, we must call on students at grades 4, 8 and 12 to demonstrate their competence in five core subjects. We'll have the first of these American Achievement Tests in place for the 1993-94 school year. Each state must develop its own means of measuring progress -- its own report card -- and share the results.

That's crucial. We can't hide our heads in the sand. We can't afford to treat our children's success or failure as if it were a state secret. Each student and every parent deserves to know whether they and their schools measure up to world-class standards.

One of the key reasons for the poor performance we see today comes from having asked too much of teachers -- expecting them to act as social workers, part-time psychologists and family counselors. At the same time, we've asked too little of our students, of ourselves and our society.

We've shied away from asking our students to excel -- and from holding them accountable when they don't. We figure, if

they get A's, they must be doing okay, even if an A no longer means what it used to mean. As a nation, we sometimes seem more worried about how our students feel than what they learn. That's got to change. When students graduate, they deserve more than a diploma. They deserve an education. //

But success by the year 2000 demands even more of us. Every American child should start school ready to learn. Every American adult should be literate -- and every American school must be drug-free.

Here in Lewiston, some of today's new freshmen participated in Head Start -- a proven program I want to open up to thousands more pre-school children. In the battle against illegal drugs, Lewiston schools have taken the lead through D.A.R.E. and other drug prevention programs, beginning in elementary school. And tonight, right here at Lewiston High, a new school year begins for adults learning how to read, studying for their GED -- living proof it is never too late to learn. //

Every community and every school must make those goals their own -- as this state does today with Maine 2000. Let the start of this new school year spark a revolution in American education.

So far, I've spoken about our schools -- about the revolution in American education that must take place within these walls. But the revolution can neither begin nor end here. Not even the best school can ever be good enough.

Let me use a "word problem" to show you why. Assume a child goes to school from Kindergarten to 12th grade, and never misses

a day. Subtract summers and weekends -- all the hours before and after school. How much time do our children spend in classrooms?

The answer may surprise you. It's nine-percent; one-eleventh of their time. They spend the rest of their lives elsewhere -- at home, playing with friends, in the shopping mall. ?

[[Now, maybe parents won't find the fact our kids spend 91 percent of their time outside the classroom too hard to believe - especially when it seems like we spend 50 percent of our time nagging our kids to clean their rooms.]]

But what happens ^S ~~in~~ that 91 percent makes all the difference in the world. We can't blame the schools alone for that dismal drop in SAT verbal scores. The drop means that we haven't taken the time to read to our kids -- to talk with them -- to teach them the arts of communication -- how to think, how to write and speak clearly.

Mom and Dad: Don't make the mistake of thinking your kids only learn from 9:00 a.m. to 3:00 p.m. You are -- and always will be -- your sons' and daughters' first teachers. //

Here's another shocking number: The average parent spends 15 minutes a day -- 15 minutes -- in conversation with their child. Most people spend that much time on coffee break.

The freshman here today may think they're a bit old to have their homework checked. And maybe as parents -- certainly this President will admit -- we can't keep up with the latest in computer technology. But that doesn't mean we can't help. The Class of '95 is old enough to sit down, read a newspaper, and

talk with their parents about what's going on in the world, to take interests, opinions, and ideas seriously. In exchange, they can use those speaking and thinking skills to teach mom and dad how to use the computer. //

What happens at home matters. When our kids come home from school, do they pick up a book -- or do they sit glued to the tube watching music videos? Recent studies prove something we all know: that television doesn't stimulate our brains; it sedates us, soothes us -- and does not challenge us.

Still, the future of American education depends on more than what happens in the classroom or around the kitchen table. Our communities and businesses must support educational values, too.

So ask yourselves: In our communities, do we value education and intellect? In the working world, do we reward employees who want to improve themselves -- do employers encourage workers to go back to school, to learn new skills?

Every member of the community can play a role in this revolution. No: every member of the community must play a role.

So parents: Don't be a stranger in your child's school. Visit the classroom. Talk to the principal. Make it your business to find out whether your child's school is drug-free. Talk to your school board about school choice -- about the curriculum -- about ways to put your schools and their resources to use year round. And don't ever take no for an answer when you want to visit and ask questions. //

You don't have to have kids in school to have a stake in what happens in the classroom. For the older folks among us, don't complain about "kids today" -- or that the neighborhood "isn't what it used to be." Get involved. Go into your schools -- get active in the community -- see what you can do to help.

The same goes for local business leaders. Get involved -- not just in word, but in deed. You can think of it as community service -- giving something back to the community your company calls home. Or, think of it in terms of self-interest and sound business -- improving the schools to cultivate the kind of future employees your company needs to keep ahead. //

But above all, get moving. Get involved. That's the idea behind what I call America 2000 Communities -- places that demand that schools play a central role in community life.

We need that kind of revolutionary attitude to reform our schools -- here in Lewiston and across the country. We must ignite a renaissance in American education. We must make this Nation every bit the leader in the Century ahead that it has been since 1776.

All revolutions require principles, ideals and hopes. Start with the sense of possibility you feel today, and build on it. And by all means: Do not rest until we win this revolution. ///

Once again, my thanks to you for this warm welcome -- and may God bless the United States of America.

#

McGroarty/(Dooley-Blymire)
August 30, 1991
2:30 pm
[MAINE.TS]

PRESIDENTIAL REMARKS: LEWISTON HIGH SCHOOL, MAINE
SEPTEMBER 3, 1991
1:00 P.M.??

{Senator Cohen. Congresswoman Snowe, etc.} It's my pleasure to welcome all of you back to school -- to help my good friend **Governor Jock McKernan** kick off **Maine 2000** -- and to meet with the new Lewiston High Class of '95. //

[[And let me say to Lamar Alexander: I'll keep up with my computer lessons, but I absolutely refuse to write a report on "What I did on my summer vacation." //]]

Barbara and I remember our own kids going off to school many years ago. Now our kids are grown -- and we watch our grandkids, 10 of them, start a new school year just like each of you. //

When you're growing up, the new year doesn't begin January 1st -- it starts today. [[I saw that this morning at Farwell Elementary School. Still, some of those kindergartners seemed disappointed I didn't bring along Arnold Schwarzenegger.]] It works that way for parents, too. Each new ^{school} year wipes the slate

as clean as the blackboard. We embrace the eternal hope that, this year, our children will come home with straight A's.

Education and expectation: the two go hand in hand. Your world -- the whole world -- trembles with possibility. One day, we scratch out our thoughts with paper and pen; the next, it seems, we use computers and laser printers. One day, the Soviet Union, bellicose and threatening, stares at us from across the

sea. But just last month, we saw 70 years of history swept away in a single week. This is our world -- and if we are to thrive in it, we must understand history and geography, math and science -- the great books, and the great thoughts written in them. When challenges confront us -- we must have what it takes to act.

That's the world waiting for the Class of 1995 -- the world you will shape. Students, you feel the opening day jitters that come with each school year. But we adults must make sure that we also ^{keep} ~~feel~~ that sense of expectation -- that feeling that the school doors open a new world of possibility, for us all.

The battle for the future begins right here. The ringing school bell sounds an alarm -- a warning to all of us who care about the state of American education: If we don't educate our sons and daughters well, they will no longer enjoy the blessings we take for granted.

Every day brings new evidence of crisis. Last week, we learned SAT scores ^{at public schools} have fallen for the fourth straight year -- while private school scores have risen. Scores on the Verbal SAT have tumbled to the lowest level ever. These sad statistics tell us what we already know: Our schools don't work.

But before we point the finger, how many of us demand better of our children, ourselves, our schools? Polls suggest too many parents and students remain unconcerned -- unconvinced that the state of their own schools should worry them.

^{start} Sure, ~~they know something is wrong~~: Ask them to grade the nation's schools, and not even one-fourth will give American

atlases, milk

schools an A or B. But ask them to grade their own school, and you get a different answer: three-fourths grade their school as good -- even excellent.

We seem to think the crisis in American education plagues some other city or state, or some other school across town -- anywhere but our school. Some of us just don't want to ask tough questions and risk angering teachers and administrators. And some of us seem to believe that while everything else in the world changes, our schools shouldn't -- that what was good enough for us should be good enough for our kids. // *poly ed?*

The truth is, all our children are at risk. All of us share responsibility for the state of every school and each individual student -- here in Lewiston, and in a hundred thousand schools in cities and towns all across America. If our schools fail us, we can't blame Washington or Augusta: We must blame ourselves for betraying our children. //

We must choose change over the status quo. We must improve our public schools -- but we've also got to give low-income kids the opportunity open to more fortunate families: the chance and choice to go to private school if the public school can't make the grade. In the world of economics, we know how competition serves the consumer, and how state control strangles initiative. The same holds true for education. For far too long, we've protected our schools from healthy competition -- and our children are paying the consequences. //

Almost two years ago, this nation's Governors and I established six ambitious National Education Goals -- goals posted today right here on the walls of this gym. In April, I announced America 2000: a national education strategy to move us forward -- community by community -- toward those goals. //

By the year 2000, we pledged to raise this nation's graduation rate to at least 90 percent. Last year, Lewiston High graduated 86 percent of its class -- and you've cut the drop-out rate in half in four short years. Lewiston has earned the right to be proud. But before you get too comfortable, keep in mind that even at 86 percent, four years from now, more than 60 of the freshmen seated behind me won't be walking across that Civic Center stage to get their diploma. //

By the year 2000, we've challenged ourselves to become first in the world in math and science. Right now, we stand 12th -- dead last among industrialized nations. // Ranking first means more than engaging in some sort of intellectual Olympics. Where we rank in the world matters here -- and it should matter to you.

Look at Lewiston. For most of its history, Lewiston has been a mill town, producing textiles and shoes. But times change: Mayor Howaniec [Ho-WAN-ik] tells me L.L. Bean has located its new tele-marketing center in Lewiston. Today, the town's traditional industries account for only 10 percent of the local economy. Increasingly, the mothers and fathers of this freshman class work in new companies employing new technologies. Some have even started small businesses of their own.

Still, we can't be content to educate our children with today's businesses in mind. By the time our kids graduate from high school or college or graduate school, new industries will have sprouted up; our economy will demand new skills. [same old values: new skills]

This country was built by generations of Americans with strong backs, and the will to work from sun up to sundown. As citizens of the next century, today's 9th Graders will have to use their minds -- to push forward the technological revolution transforming the world. The pioneers of the next American century must blaze new sorts of trails; they must explore the far corners of a future governed as much by microwaves and lasers as by coal or steel. The greatest resource for our future lies ~~deep~~ in ~~the recesses~~ of our minds, and the key to our nation's success in the global ~~competition beyond our shores~~ ^{marketplaces} lies with that old-fashioned treasure -- Yankee ingenuity. //

But let's face it: We won't make progress if we can't measure success. By the year 2000, we must call on students at grades 4, 8 and 12 to demonstrate their competence in five core subjects. We'll have the first of these American Achievement Tests in place for the 1993-94 school year. Each state must develop its own means of measuring progress -- its own report card -- and share the results.

That's crucial. We can't afford to treat our children's success or failure as if it were a state secret. Each student and every parent deserves to know whether they and their schools measure up to world-class standards.

Performance lags because
~~One of the key reasons for the poor performance we see today~~
we ask
 comes from having asked too much of teachers -- expecting them to act as social workers, part-time psychologists and family counselors. // At the same time, ~~we've asked~~ too little of our students, of ourselves and our society. *shy*
 We've ~~shied~~ away from asking our students to excel -- and from holding them accountable when they don't. We figure, if they get A's, they must be doing okay, even if an A no longer means what it used to mean. As a nation, we sometimes seem more worried about how our students feel than what they learn. That's got to change. When students graduate, they deserve more than a diploma. They deserve an education. //

So let me lay down a challenge to today's freshman class -- to every American student: Don't look for the "gut course" that gives you an easy "A" -- and then complain that school bores you. Challenge yourselves: Take the tougher class -- the teacher that makes you work. Trust me: those are the lessons you'll remember -- and the teachers you'll thank -- 10 and 20 years from now. //

Our first three goals raise expectations and measure results -- our last three goals complete the challenge. By the year 2000, every American child should start school ready to learn. Every American adult should be literate -- and every American school must be free from drugs and violence.

Here in Lewiston, some of today's new freshmen participated in Head Start -- a proven program I've urged Congress to open up to thousands more pre-school children. In the battle against

illegal drugs, Lewiston schools have taken the lead through D.A.R.E. and other drug prevention programs, beginning in elementary school. And tonight, right here at Lewiston High, a new school year begins for adults learning how to read, studying for their GED -- living proof it is never too late to learn. ///

So far, I've spoken about our schools -- about the revolution in American education that must take place within these walls. But the revolution can neither begin nor end here. Not even the best school can ever be good enough.

Let me use a "word problem" to show you why. Assume a child goes to school from Kindergarten to 12th grade, and never misses a day. Subtract summers and weekends -- all the hours before and after school. How much time do our children spend in classrooms?

The answer may surprise you. It's nine-percent; one-eleventh of their time. They spend the rest of their lives elsewhere -- at home, playing with friends, in the shopping mall.

[[Now, maybe parents won't find the fact our kids spend 91 percent of their time outside the classroom too hard to believe -- especially when it seems like we spend 50 percent of our time nagging our kids to clean their rooms.]]

But what happens in that 91 percent makes all the difference in the world. We can't blame the schools alone for that dismal decline in SAT verbal scores. The drop ^{shows} ~~means that~~ we haven't taken the time to read to our kids -- to talk with them -- to teach them the arts of communication -- ~~how~~ ^{to} think, how to write and speak clearly. _{left}

What happens at home matters. When our kids come home from school, do they pick up a book -- or do they sit glued to the tube watching music videos? / Mom and Dad: Don't make the mistake of thinking your kids only learn from 9:00 a.m. to 3:00 p.m. You are -- and always will be -- ^{their} ~~your sons' and daughters'~~ first teachers. //

Here's another shocking number: The average parent spends just 15 minutes a day -- 15 minutes -- in conversation with their child. Most people spend that much time on coffee break.

The freshman here today may think they're a bit old to have their homework checked. And maybe as parents -- certainly this President will admit -- we can't keep up with the latest in computer technology. But that doesn't mean we can't help. The Class of '95 is old enough to sit down, watch the evening news, and talk with their parents about what's going on in the world -- to take interests, opinions, and ideas seriously. //

But the future of American education depends on more than what happens in the classroom or around the kitchen table. Ask yourselves: In our communities, do we value education and intellect? In the working world, do we reward employees who want to ~~improve themselves -- do employers encourage workers to go~~ back to school, to learn new skills? Every member of the community must play a role in this revolution.

So parents: Don't be a stranger in your child's school. Visit the classroom. Talk to the principal. Make it your business to find out whether your child's school is drug-free.

Talk to your school board about school choice -- about the curriculum -- about ways to put your schools to use year round. And above all, never take no for an answer. //

You don't have to have kids in school to have a stake in what happens in the classroom. For the older folks among us, don't complain about "kids today" -- or that the neighborhood "isn't what it used to be." Get active in the community -- go into your schools -- see what you can do to help.

The same goes for local business leaders. Get involved -- not just in word, but in deed. You can think of it as community service -- giving something back to the community your company calls home. Or, think of it in terms of self-interest and ~~sound business~~ -- cultivating the kind of future employees your company needs to keep ahead. //

But above all, act. Enlist in this great crusade. That's the idea behind what I call America 2000 Communities -- states, cities and towns that recognize the school as the living center of the community. Today, the revolution has begun -- in Colorado and Oregon, in Tulsa and Memphis -- right here in Lewiston and in every corner of the state of Maine.

Together, we must ignite a renaissance in American education -- a revolution that will make this Nation every bit the leader in the Century ahead that it has been since 1776.

Once again, my thanks to you for this warm welcome -- and may God bless the United States of America.

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WHITE HOUSE STAFF MEMORANDUM

DATE: 8/29/91 ACTION/CONCURRENCE/COMMENT DUE BY: 10:00AM, FRI., AUG 31

PRESIDENTIAL REMARKS: LEWISTON HIGH SCHOOL, MAINE
SEPTEMBER 3, 1991

SUBJECT: _____

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PETERSMEYER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BROMLEY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SNOW	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	BOSKIN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PORTER ROSE	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	MARTINEZ	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please provide comments/edits on the attached directly to Tony Snow, Rm. 122, x2930, with a copy to this office NO LATER THAN 10:00AM, TOMORROW, TGIF, AUGUST 30. Thank you.

To: Tony

RESPONSE:

From: Tom Swally
- some suggestions per our discussion.

PHILLIP D. BRADY
Assistant to the President
and Staff Secretary

2

seems, we use computers and laser printers. One day, the Soviet Union, bellicose and threatening, stares at us from across the sea. But just last month, we saw 70 years of history swept away in a single week. This is our world -- and if we are to thrive in it, we must understand history, geography, math, science. When challenges confront us, we must have what it takes to act.

That's the world waiting for the Class of 1995 -- the world you will shape. Students, you feel the opening day jitters that come with each school year. But we adults must make sure that we also feel that sense of expectation -- that feeling that the school doors open a new world of possibility, for us all.

The battle for the future begins right here. The ringing school bell sounds an alarm -- a warning to all of us who care about the state of American education: If we don't educate our sons and daughters well, they will no longer enjoy the blessings we take for granted.

Every day brings new evidence of crisis. The national average for SAT math scores has fallen for four consecutive years. Scores on the Verbal SAT have tumbled to the lowest level ever. These sad statistics tell us what we already know: Our schools don't work.

But how many of us demand better of our children, ourselves, our schools? Not enough. Polls suggest too many parents and students remain unconcerned -- unconvinced that the state of our schools should worry them. Sure, they know something is wrong: Ask them to grade the nation's schools, and not even one-fourth

we have to change the system -- give kids better public schools -- and give low income kids the opportunity that ~~is~~ more fortunate private school if the public system isn't up

while private school scores have risen

WE ~~WE~~ MUST COME UP WITH NEW IDEAS -- FIND OUT WHAT WORKS --
~~AND THEN~~ "BREAK THE MOLD" -- AND TURN
 THE SYSTEM ~~AROUND!~~ AROUND!

3

will give our nation's schools an A or B. But ask them to grade their own schools, and you get a different answer: three-fourths grade their school as good -- even excellent.

We seem to think the crisis in American education plagues some other city or state, or some other school across town -- anywhere but our school. Some of us just don't want to ask tough questions and risk angering teachers and administrators. And some of us seem to believe that while everything else in the world changes, our schools shouldn't -- that what was good enough for us should be good enough for our kids. //

We share responsibility for the state of every school and each individual student -- here in Lewiston, and in a hundred thousand schools in cities and towns all across America. If our schools fail us, we can't blame Washington or Augusta: We must blame ourselves for betraying our own children.

Almost two years ago, this nation's Governors and I established six ambitious National Education Goals -- goals posted today right here on the walls of this gym. In April, at the White House I announced America 2000: a national education strategy to move us forward toward those goals. //

We don't get a second chance to change the future. Today it's time to seize the moment, and do great things. //

By the year 2000, we pledged to raise the national graduation rate to at least 90 percent. In 1990, Lewiston High graduated 95 percent of its class -- well above the national average. Lewiston has cut its drop-out rate in half in four

Document No. 26658555

WHITE HOUSE STAFFING MEMORANDUM

DATE: 8/29/91 ACTION/CONCURRENT COMMENT DUE BY: 10:00AM, FRI., AUG 30

PRESIDENTIAL REMARKS: LEWISTON HIGH SCHOOL, MAINE
SEPTEMBER 3, 1991

SUBJECT: _____

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PETERSMEYER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>PORTER</u>	<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"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SNOW	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	BOSKIN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PORTER ROSE	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	MARTINEZ	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

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RESPONSE:

PHILLIP D. BRADY
Assistant to the President
and Staff Secretary

Document No. 26658555

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HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

6218

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RESPONSE:

See remarks

PHILLIP D. BRADY
Assistant to the President
and Staff Secretary

91 AUG 29 PM 2:40

McGroarty/(Dooley-Blymire)
August 29, 1991
2:30 pm
[MAINE.TS]PRESIDENTIAL REMARKS: LEWISTON HIGH SCHOOL, MAINE
SEPTEMBER 3, 1991
1:00 P.M.??

Thanks, all of you, for this warm welcome. It's my pleasure to welcome all of you back to school -- to help my good friend Governor Jock McKernan kick off Maine 2000 -- and to meet with the new Lewiston High Class of '95. //

[Introductory acknowledgements: Congresswoman Snowe, Sec. Alexander, etc.] [[Let me say to Lamar Alexander: I'll keep up with my computer lessons, but I absolutely refuse to write a report on "What I did on my summer vacation." //]]

Barbara and I remember our own kids going off to school many years ago. Now our kids are grown -- and we watch our grandkids, 10 of them, start a new school year just like each of you. //

When you're growing up, the new year doesn't begin January 1st -- it starts today. [[I saw that this morning at Farwell Elementary School. Still, some of those kindergartners seemed disappointed I didn't bring along Arnold Schwarzenegger.]] It works that way for parents, too. Each new ^{school} year wipes the slate as clean as the blackboard. Kids look forward to seeing each other, and ~~becoming cool~~. Parents embrace the eternal hope that this year their children will come home with straight A's.

Education and expectation: the two go hand in hand. Your world -- the whole world -- trembles with possibility. One day, we scratch out our thoughts with paper and pen; the next, it

2

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3

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We share responsibility for the state of every school and each individual student -- here in Lewiston, and in a hundred thousand schools in cities and towns all across America. If our schools fail us, we can't blame Washington or Augusta: We must blame ourselves for betraying our own children.

Almost two years ago, this nation's Governors and I established six ambitious National Education Goals -- goals posted today right here on the walls of this gym. In April, at the White House I announced America 2000: a national education strategy to move us forward toward those goals. // *We must move NOW.*

We don't get a second chance to change the future. Today it's time to seize the moment, and do great things. //

By the year 2000, we pledged to raise the national graduation rate to at least 90 percent. In 1990, Lewiston High graduated 95 percent of its class -- well above the national average. Lewiston has cut its drop-out rate in half in four

4

short years. You've earned the right to be proud. But before you get too comfortable, keep in mind that even at 95 percent more than 20 of the freshmen seated behind me won't be walking across that stage to get their diploma 4 years from now at the Civic Center.

We've challenged ourselves to become first in the world in math and science by the year 2000. Right now, we stand 13th.

Ranking first means more than engaging in some sort of intellectual Olympics. Where we rank in the world matters here - and it should matter to you. Look at Lewiston. For most of its history, Lewiston was a mill town, producing textiles and shoes. Times change. Today, Lewiston's traditional industries account for only 10 percent of the local economy -- and even the so-called traditional industries have changed enormously. (Mayor Howaniec tells me L.L. Bean has located its new telemarketing center in Lewiston.)

Increasingly, the mothers and fathers of this freshman class work in new companies employing new technologies. Some have even started small businesses of their own. Still, we can't be content to educate our children with today's businesses in mind. By the time our kids graduate from high school or college or graduate school, new industries will have sprouted up; our economy will demand new skills.

This country was built by generations of Americans with strong backs, and the will to work from sun up to sundown. As citizens of the next century, today's 9th Graders will have to

5

use their minds -- to push forward the technological revolution transforming the world. The pioneers of the next American century must blaze new sorts of trails; they must explore the far corners of a future governed as much by microwaves and lasers as by coal or steel. The greatest resource for our future lies deep in the recesses of our minds, and the key to our nation's success lies with that old-fashioned treasure -- Yankee ingenuity. //

But let's face it: We won't make progress if we can't measure success. By the year 2000, we must call on students at grades 4, 8 and 12 to demonstrate their competence in five core subjects. We'll have the first of these American Achievement Tests in place for the 1993-94 school year. Each state must develop its own means of measuring progress -- its own report card -- and share the results.

That's crucial. We can't hide our heads in the sand. We can't afford to treat our children's success or failure as if it were a state secret. Each student and every parent deserves to know whether they and their schools measure up to world-class standards.

One of the key reasons for the poor performance we see today comes from having asked too much of teachers -- expecting them to act as social workers, part-time psychologists and family counselors. At the same time, we've asked too little of our students, of ourselves and our society.

We've shied away from asking our students to excel -- and from holding them accountable when they don't. We figure, if

okay when it's no longer
we sometimes need more

6

they get A's, they must be doing okay, even if an A no longer means what it used to mean. As a nation, we sometimes seem more worried about how our students feel than what they learn. That's got to change. When students graduate, they deserve more than a diploma. They deserve an education. //

But success by the year 2000 demands even more of us. Every American child should start school ready to learn. Every American adult should be literate -- and every American school must be drug-free.

Here in Lewiston, some of today's new freshmen participated in Head Start -- a proven program I want to open up to thousands more pre-school children. In the battle against illegal drugs, Lewiston schools have taken the lead through D.A.R.E. and other drug prevention programs, beginning in elementary school. And tonight, right here at Lewiston High, a new school year begins for adults learning how to read, studying for their GED -- living proof it is never too late to learn. //

Every community and every school must make those goals their own -- as this state does today with Maine 2000. Let the start of this new school year spark a revolution in American education.

So far, I've spoken about our schools -- about the revolution in American education that must take place within these walls. But the revolution can neither begin nor end here. Not even the best school can ever be good enough.

Let me use a "word problem" to show you why. Assume a child goes to school from Kindergarten to 12th grade, and never misses

a day. Subtract summers and weekends -- all the hours before and after school. How much time do our children spend in classrooms?

The answer may surprise you. It's nine-percent; one-eleventh of their time. They spend the rest of their lives elsewhere -- at home, playing with friends, in the shopping mall.

[[Now, maybe parents won't find the fact our kids spend 91 percent of their time outside the classroom too hard to believe -- especially when it seems like we spend 50 percent of our time nagging our kids to clean their rooms.]]

But what happens in that 91 percent makes all the difference in the world. We can't blame the schools alone for that dismal drop in SAT verbal scores. The drop means that we haven't taken the time to read to our kids -- to talk with them -- to teach them the arts of communication -- how to think, how to write and speak clearly.

Mom and Dad: Don't make the mistake of thinking your kids only learn from 9:00 a.m. to 3:00 p.m. You are -- and always will be -- your sons' and daughters' first teachers. //

Here's another shocking number: The average parent spends 15 minutes a day -- 15 minutes -- in conversation with their child. Most people spend that much time on coffee break.

The freshman here today may think they're a bit old to have their homework checked. And maybe as parents -- certainly this President will admit -- we can't keep up with the latest in computer technology. But that doesn't mean we can't help. The Class of '95 is old enough to sit down, read a newspaper, and

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talk with their parents about what's going on in the world, to take interests, opinions, and ideas seriously. In exchange, they can use those speaking and thinking skills to teach mom and dad how to use the computer. //

What happens at home matters. When our kids come home from school, do they pick up a book -- or do they sit glued to the tube watching music videos? Recent studies prove something we all know: that ^{most} ~~television~~ ^{television} doesn't stimulate our brains; it sedates us, soothes us -- and does not challenge us.

Still, the future of American education depends on more than what happens in the classroom or around the kitchen table. Our communities and businesses must support educational values, too.

So ask yourselves: In our communities, do we value education and intellect? In the working world, do we reward employees who want to improve themselves -- do employers encourage workers to go back to school, to learn new skills?

Every member of the community can play a role in this revolution. No: every member of the community must play a role.

So parents: Don't be a stranger in your child's school. Visit the classroom. Talk to the principal. Make it your business to find out whether your child's school is drug-free. Talk to your school board about school choice -- about the curriculum -- about ways to put your schools and their resources to use year round. And don't ever take no for an answer when you want to visit and ask questions. //

WHITE HOUSE  NG MEMORANDUM

DATE: 8/29/91 ACTION/CONCURRENCE/COMMENT DUE BY: 10:00AM, FRI., AUG 30

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SEPTEMBER 3, 1991

SUBJECT: _____

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REMARKS:

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RESPONSE: Two versions of the speech are attached. One contains the comments from Cabinet Affairs staff. The other has comments from Education. Pursuant to instruction by Dan McGoarty and in the interest of time, the comments are not consolidated.

Thanks,
EL
Elizabeth Luttig

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

91 AUG 29 PM 2:40

McGroarty/(Dooley-Blymire)
August 29, 1991
2:30 pm
[MAINE.TS]

PRESIDENTIAL REMARKS: LEWISTON HIGH SCHOOL, MAINE
SEPTEMBER 3, 1991
1:00 P.M.??

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[Introductory acknowledgements: Congresswoman Snowe, Sec. Alexander, etc.] [[Let me say to Lamar Alexander: I'll keep up with my computer lessons, but I absolutely refuse to write a report on "What I did on my summer vacation." //]]

Barbara and I remember our own kids going off to school many years ago. Now our kids are grown -- and we watch our grandkids, 10 of them, start a new school year just like each of you. //

When you're growing up, the new year doesn't begin January 1st -- it starts today. [[I saw that this morning at Farwell Elementary School. Still, some of those kindergartners seemed disappointed I didn't bring along Arnold Schwarzenegger.]] It works that way for parents, too. Each new year wipes the slate as clean as the blackboard. Kids look forward to seeing each other and becoming cool. Parents embrace the eternal hope that this year their children will come home with straight A's.

Education and expectation: the two go hand in hand. Your world -- the whole world -- trembles with possibility. One day, we scratch out our thoughts with paper and pen; the next, it

seems, we use computers and laser printers. One day, the Soviet Union, bellicose and threatening, stares at us from across the sea. But just last month, we saw 70 years of history swept away in a single week. This is our world -- and if we are to thrive in it, we must understand history, geography, math, science, ^{literature} When challenges confront us, we must have what it takes to act.

That's the world waiting for the Class of 1995 -- the world you will shape. Students, you feel the opening day jitters that come with each school year. But we adults must make sure that we also feel that sense of expectation -- that feeling that the school doors open a new world of possibility, for us all.

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This paragraph should be addressed to everyone, not just parents (CA)

We share responsibility for the state of every school and each individual student -- here in Lewiston, and in a hundred thousand schools in cities and towns all across America. If our schools fail us, we can't blame Washington or Augusta: We must blame ourselves. ~~for betraying our own children.~~ (CA)

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short years. You've earned the right to be proud. But before you get too comfortable, keep in mind that even at 95 percent more than 20 of the freshmen seated behind me won't be walking across that stage to get their diploma 4 years from now at the Civic Center.

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Increasingly, the mothers and fathers of this freshman class work in new companies employing new technologies. Some have even started small businesses of their own. Still, we can't be content to educate our children with today's businesses in mind. By the time our kids graduate from high school or college or graduate school, new industries will have sprouted up; our economy will demand new skills.

This country was built by generations of Americans with strong backs, and the will to work from sun up to sundown. As citizens of the next century, today's 9th Graders will have to

This paragraph is vague about what we want our children to learn. Why not explain why the 5 core subjects are essential to quality education (CA)

5

use their minds -- to push forward the technological revolution transforming the world. The pioneers of the next American century must blaze new sorts of trails; they must explore the far corners of a future governed as much by microwaves and lasers as by coal or steel. The greatest resource for our future lies deep in the recesses of our minds, and the key to our nation's success lies with that old-fashioned treasure -- Yankee ingenuity. //

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One of the key reasons for the poor performance we see today comes from having asked too much of teachers -- expecting them to act as social workers, part-time psychologists and family counselors. At the same time, we've asked too little of our students, of ourselves and our society.

We've shied away from asking our students to excel -- and from holding them accountable when they don't. We figure, if

NOT clear that we are calling for Voluntary National achievement tests (CA)

they get A's, they must be doing okay, even if an A no longer means what it used to mean. As a nation, we sometimes seem more worried about how our students feel than what they learn. That's got to change. When students graduate, they deserve more than a diploma. They deserve an education. //

But success by the year 2000 demands even more of us. Every American child should start school ready to learn. Every American adult should be literate -- and every American school must be drug-free.

Here in Lewiston, some of today's new freshmen participated in Head Start -- a proven program I want to open up to thousands more pre-school children. In the battle against illegal drugs, Lewiston schools have taken the lead through D.A.R.E. and other drug prevention programs, beginning in elementary school. And tonight, right here at Lewiston High, a new school year begins for adults learning how to read, studying for their GED -- living proof it is never too late to learn. //

Every community and every school must make those goals their own -- as this state does today with Maine 2000. Let the start of this new school year spark a revolution in American education.

So far, I've spoken about our schools -- about the revolution in American education that must take place within these walls. But the revolution can neither begin nor end here. Not even the best school can ever be good enough.

Let me use a "word problem" to show you why. Assume a child goes to school from Kindergarten to 12th grade, and never misses

or an arithmetic problem

a day. Subtract summers and weekends -- all the hours before and after school. How much time do our children spend in classrooms?

The answer may surprise you. It's nine-percent; one-eleventh of their time. They spend the rest of their lives elsewhere -- at home, playing with friends, in the shopping mall.

[[Now, maybe parents won't find the fact our kids spend 91 percent of their time outside the classroom too hard to believe -- especially when it seems like we spend 50 percent of our time nagging our kids to clean their rooms.]]

But what happens in that 91 percent makes all the difference in the world. We can't blame the schools alone for that dismal drop in SAT verbal scores. The drop means that we haven't taken the time to read to our kids -- to talk with them -- to teach them the arts of communication -- how to think, how to write and speak clearly.

Mom and Dad: Don't make the mistake of thinking your kids only learn from 9:00 a.m. to 3:00 p.m. You are -- and always will be -- your sons' and daughters' first teachers. //

Here's another shocking number: The average parent spends ^{only} 15 minutes a day -- 15 minutes -- in conversation with their child. Most people spend that much time on coffee break. (CA)

The freshman here today may think they're a bit old to have their homework checked. And maybe as parents -- certainly this President will admit -- we can't keep up with the latest in computer technology. But that doesn't mean we can't help. The Class of '95 is old enough to sit down, read a newspaper, and

to read good books
on their own (CA)

talk with their parents about what's going on in the world, to
take interests, opinions, and ideas seriously. In exchange, they
can use those speaking and thinking skills to teach mom and dad
how to use the computer. //

What happens at home matters. When our kids come home from
school, do they pick up a book -- or do they sit glued to the
tube watching music videos? Recent studies prove something we
all know: that television doesn't stimulate our brains; it
sedates us, soothes us -- and does not challenge us.

Still, the future of American education depends on more than
what happens in the classroom or around the kitchen table. Our
communities and businesses must support educational values, too.

So ask yourselves: In our communities, do we value
education and intellect? In the working world, do we reward
employees who want to improve themselves -- do employers
encourage workers to go back to school, to learn new skills?

what does
this mean (CA)

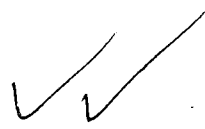
Every member of the community can play a role in this
revolution. No: every member of the community must play a role.

So parents: Don't be a stranger in your child's school.
Visit the classroom. Talk to the principal. Make it your
business to find out whether your child's school is drug-free.
Talk to your school board about school choice -- about the
curriculum -- about ways to put your schools and their resources
to use year round. And don't ever take no for an answer when you
want to visit and ask questions. //

ask what
books your
child is
reading
in class (CA)

General Note: The speech needs an additional paragraph on allowing
parents to choose the school that they think will
give their children the best education.

(CA)



You don't have to have kids in school to have a stake in what happens in the classroom. For the older folks among us, don't complain about "kids today" -- or that the neighborhood "isn't what it used to be." Get involved. Go into your schools -- get active in the community -- see what you can do to help.

The same goes for local business leaders. Get involved -- not just in word, but in deed. You can think of it as community service -- giving something back to the community your company calls home. Or, think of it in terms of self-interest and sound business -- improving the schools to cultivate the kind of future employees your company needs to keep ahead. //

But above all, get moving. Get involved. That's the idea behind what I call America 2000 Communities -- places that demand that schools play a central role in community life.

We need that kind of revolutionary attitude to reform our schools -- here in Lewiston and across the country. We must ignite a renaissance in American education. We must make this Nation every bit the leader in the Century ahead that it has been since 1776.

All revolutions require principles, ideals and hopes. Start with the sense of possibility you feel today, and build on it. And by all means: Do not rest until we win this revolution. ///

Once again, my thanks to you for this warm welcome -- and may God bless the United States of America.

#

91 AUG 29 PM 2:40

McGroarty/(Dooley-Blymire)
August 29, 1991
2:30 pm
[MAINE.TS]

PRESIDENTIAL REMARKS: LEWISTON HIGH SCHOOL, MAINE
SEPTEMBER 3, 1991
1:00 P.M.??

Thanks, all of you, for this warm welcome. It's my pleasure to welcome all of you back to school -- to help my good friend Governor Jeck McKernan kick off Maine 2000 -- and to meet with the new Lewiston High Class of '95. //

[Introductory acknowledgements: Congresswoman Snowe, Sec. Alexander, etc.] [[Let me say to Lamar Alexander: I'll keep up with my computer lessons, but I absolutely refuse to write a report on "what I did on my summer vacation." ///]]

Barbara and I remember our own kids going off to school many years ago. Now our kids are grown -- and we watch our grandkids, 10 of them, start a new school year just like each of you. //

When you're growing up, the new year doesn't begin January 1st -- it starts today. [[I saw that this morning at Farwell Elementary School. Still, some of those kindergartners seemed disappointed I didn't bring along Arnold Schwarzenegger.]] It works that way for parents, too. Each new year wipes the slate as clean as the blackboard. Kids look forward to seeing each other and becoming cool. Parents embrace the eternal hope that this year their children will come home with straight A's.

Education and expectation: the two go hand in hand. Your world -- the whole world -- trembles with possibility. One day, we scratch out our thoughts with paper and pen; the next, it

seems, we use computers and laser printers. One day, the Soviet Union, bellicose and threatening, stares at us from across the sea. But just last month, we saw 70 years of history swept away in a single week. This is our world -- and if we are to thrive in it, we must understand history, geography, math, science,

english,

When challenges confront us, we must have what it takes to act.

That's the world waiting for the Class of 1995 -- the world you will shape. Students, you feel the opening day jitters that come with each school year. But we adults must make sure that we also feel that sense of expectation -- that feeling that the school doors open a new world of possibility, for us all.

The battle for the future begins right here. The ringing school bell sounds an alarm -- a warning to all of us who care about the state of American education: If we don't educate our sons and daughters well, they will no longer enjoy the blessings we take for granted.

Ed

Every day brings new evidence of crisis. The national average for SAT math scores has fallen for four consecutive years. Scores on the Verbal SAT have tumbled to the lowest level

not just a school problem.

ever. These sad statistics tell us what we already know: our schools don't work, *children aren't ready for schools, and perhaps most importantly, the rest of us aren't taking*

But how many of us demand better of our children, ourselves, *the* our schools? Not enough. Polls suggest too many parents and students remain unconcerned -- unconvinced that the state of our schools should worry them. Sure, they know something is wrong: Ask them to grade the nation's schools, and not even one-fourth

perhaps seriously.

their own

new
like Gallup poll that shows 86% believe having the best educational system is "very important" to the nation's future -- way ahead of most efficient industrial system "the strongest military force" (65%) (47%)

will give our nation's schools an A or B. But ask them to grade their own schools, and you get a different answer: three-fourths grade their school as good -- even excellent.

We seem to think the crisis in American education plagues some other city or state, or some other school across town -- anywhere but our school. [Some of us just don't want to ask tough questions and risk angering teachers and administrators. And some of us seem to believe that while everything else in the world changes, our schools shouldn't -- that what was good enough for us should be good enough for our kids. //

*Put all
down
children
are at risk*

We share responsibility for the state of every school and each individual student -- here in Lewiston, and in a hundred thousand schools in cities and towns all across America. If our schools fail us, we can't blame Washington or Augusta: We must blame ourselves for betraying our own children.

Almost two years ago, this nation's Governors and I established six ambitious National Education Goals -- goals posted today right here on the walls of this gym. In April, at the White House I announced America 2000: a national education strategy to move us forward *Community by Community* toward those goals. //

We don't get a second chance to change the future. Today it's time to seize the moment, and do great things. // *By the year 2000, we pledged to raise the national graduation rate to at least 90 percent.* In 1990, Lewiston High graduated 95 percent of its class -- well above the national average. Lewiston has cut its drop-out rate in half in four

*we need
to identify
the goals
as goals*

*True of our goals,
This is NOT right
Dropout rate & graduation
rate are not the same.
We want a defensible
number.*

short years. You've earned the right to be proud. But before you get too comfortable, keep in mind that even at 95 percent more than 20 of the freshmen seated behind me won't be walking across that stage to get their diploma 4 years from now at the Civic Center.

As another goal,
We've challenged ourselves to become first in the world in math and science by the year 2000. Right now, we stand ~~13th~~ ^{12th}.

dead last among industrialized nations.

Ranking first means more than engaging in some sort of intellectual Olympics. Where we rank in the world matters here - and it should matter to you. Look at Lewiston. For most of its history, Lewiston ^{has been} a mill town, producing textiles and shoes. Times change. Today, Lewiston's traditional industries account for only 10 percent of the local economy -- and even the so-called traditional industries have changed enormously. (Mayor Howaniec tells me L.L. Bean has located its new telemarketing center in Lewiston.)

Increasingly, the mothers and fathers of this freshman class work in new companies employing new technologies. Some have even started small businesses of their own. Still, we can't be content to educate our children with today's businesses in mind. By the time our kids graduate from high school or college or graduate school, new industries will have sprouted up; our economy will demand new skills.

This country was built by generations of Americans with strong backs, and the will to work from sun up to sundown. As citizens of the next century, today's 9th Graders will have to

5

use their minds -- to push forward the technological revolution transforming the world. The pioneers of the next American century must blaze new sorts of trails; they must explore the far corners of a future governed as much by microwaves and lasers as by coal or steel. The greatest resource for our future lies deep in the recesses of our minds, and the key to our nation's success lies with that old-fashioned treasure -- Yankee ingenuity. //

But let's face it: We won't make progress if we can't measure success. *Another four years* ~~By the year 2000, we must~~ call on students at grades 4, 8 and 12 to demonstrate their competence in five core subjects. We'll have the first of these American Achievement Tests in place for the 1993-94 school year. Each state must develop its own means of measuring progress -- its own report card -- and share the results.

That's crucial. We can't hide our heads in the sand. We can't afford to treat our children's success or failure as if it were a state secret. Each student and every parent deserves to know whether they and their schools measure up to world-class standards.

One of the key reasons for the poor performance we see today comes from having asked too much of teachers -- expecting them to act as social workers, part-time psychologists and family counselors. At the same time, we've asked too little of our students, of ourselves and our society.

We've shied away from asking our students to excel -- and from holding them accountable when they don't. We figure, if

We are recommending massive retraining to assist teachers.

6

they get A's, they must be doing okay, even if an A no longer means what it used to mean. As a nation, we sometimes seem more worried about how our students feel than what they learn. That's got to change. When students graduate, they deserve more than a diploma. They deserve an education. //

But success by the year 2000 demands even more of us. Every American child should start school ready to learn. Every American adult should be literate -- and every American school must be drug-free.
Evidence

Here in Lewiston, some of today's new freshmen participated in Head Start -- a proven program I want to open up to thousands more pre-school children. In the battle against illegal drugs, Lewiston schools have taken the lead through D.A.R.E. and other drug prevention programs, beginning in elementary school. And tonight, right here at Lewiston High, a new school year begins for adults learning how to read, studying for their GED -- living proof it is never too late to learn. //

There are 11 million communities in America and 110,000 schools.
Every community and every school must make those goals their own -- as this state does today with Maine 2000. Let the start of this new school year spark a revolution in American education.

So far, I've spoken about our schools -- about the revolution in American education that must take place within these walls. But the revolution can neither begin nor end here. Not even the best school can ever be good enough.

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a day. Subtract summers and weekends -- all the hours before and after school. How much time do our children spend in classrooms?

The answer may surprise you. It's nine-percent; one-eleventh of their time. They spend the rest of their lives elsewhere -- at home, playing with friends, in the shopping mall.

[[Now, maybe parents won't find the fact our kids spend 91 percent of their time outside the classroom too hard to believe - especially when it seems like we spend 50 percent of our time nagging our kids to clean their rooms.]]

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Mom and Dad: Don't make the mistake of thinking your kids only learn from 9:00 a.m. to 3:00 p.m. You are -- and always will be -- your sons' and daughters' first teachers. //

Here's another shocking number: The average parent spends 15 minutes a day -- 15 minutes -- in conversation with their child. Most people spend that much time on coffee break.

The freshman here today may think they're a bit old to have their homework checked. And maybe as parents -- certainly this President will admit -- we can't keep up with the latest in computer technology. But that doesn't mean we can't help. The Class of '95 is old enough to sit down, read a newspaper, and

See attached list from Parade

8

talk with their parents about what's going on in the world, to take interests, opinions, and ideas seriously. In exchange, they can use these speaking and thinking skills to teach mom and dad how to use the computer. //

What happens at home matters. When our kids come home from school, do they pick up a book -- or do they sit glued to the tube watching music videos? Recent studies prove something we all know: that television doesn't stimulate our brains; it sedates us, soothes us -- and does not challenge us.

Still, the future of American education depends on more than what happens in the classroom or around the kitchen table. Our communities and businesses must support educational values, too.

So ask yourselves: In our communities, do we value education and intellect? In the working world, do we reward employees who want to improve themselves -- do employers encourage workers to go back to school, to learn new skills?

Every member of the community can play a role in this revolution. No: every member of the community must play a role.

So parents: Don't be a stranger in your child's school. Visit the classroom. Talk to the principal. Make it your business to find out whether your child's school is drug-free. Talk to your school board about school choice -- about the curriculum -- about ways to put your schools and their resources to use year round. And don't ever take no for an answer when you want to visit and see

9

You don't have to have kids in school to have a stake in what happens in the classroom. For the older folks among us, don't complain about "kids today" -- or that the neighborhood "isn't what it used to be." Get involved. Go into your schools -- get active in the community -- see what you can do to help.

The same goes for local business leaders. Get involved -- not just in word, but in deed. You can think of it as community service -- giving something back to the community your company calls home. Or, think of it in terms of self-interest and sound business -- improving the schools to cultivate the kind of future employees your company needs to keep ahead. //

But above all, get moving. Get involved. That's the idea behind what I call America 2000 Communities -- places that demand that schools play a central role in community life.

We need that kind of revolutionary attitude to reform our schools -- here in Lewiston and across the country. We must ignite a renaissance in American education. We must make this Nation every bit the leader in the Century ahead that it has been since 1776.

All revolutions require principles, ideals and hopes. Start with the sense of possibility you feel today, and build on it. And by all means: Do not rest until we win this revolution. ///

Once again, my thanks to you for this warm welcome -- and may God bless the United States of America.

* * *

→ Ending suggestions -- to strengthen charge ^{transform your}
 We need to become revolutionaries. Accept the challenge to ~~reform~~ ^{transform} your schools. Adopt the goals... (see attached short hand version) just as they have in Colorado, and Oregon, Memphis, ~~the~~ Tulsa, Ark., ~~August~~ here in Lewiston.

What a parent can do?

Talk with your child. Read to your child. Check on homework.
Limit TV watching. Visit their classrooms and teachers.

THE WHITE HOUSE

WASHINGTON

August 29, 1991

MEMORANDUM FOR TONY SNOW

FROM: ROGER B. PORTER

SUBJECT: Presidential Remarks: Lewiston High School,
Maine

Thank you for the opportunity to review the President's remarks to Lewiston High School during his back-to-school events in Maine. I have the following general observations regarding the draft and have provided specific comments and suggestions on the attached mark-up.

- The remarks place good emphasis on what parents and business/community leaders should do to advance education reform, however what students should do is not as clearly or directly stated. ↙
- The notion that our global economy requires that our students develop skills that are second to none is missing. ↙

Please let me know if you have any questions concerning these comments.

Attachment

91 AUG 29 PM 2:40

McGroarty/(Dooley-Blymire)
 August 29, 1991
 2:30 pm
 [MAINE.TS]

PRESIDENTIAL REMARKS: LEWISTON HIGH SCHOOL, MAINE
 SEPTEMBER 3, 1991
 1:00 P.M.??

Thanks, all of you, for this warm welcome. It's my pleasure to welcome all of you back to school -- to help my good friend Governor Jock McKernan kick off Maine 2000 -- and to meet with the new Lewiston High Class of '95. //

[Introductory acknowledgements: Congresswoman Snowe, Sec. Alexander, etc.] [[Let me say to Lamar Alexander: I'll keep up with my computer lessons, but I absolutely refuse to write a report on "What I did on my summer vacation." //]]

Barbara and I remember our own kids going off to school many years ago. Now our kids are grown -- and we watch our grandkids, 10 of them, start a new school year just like each of you. //

When you're growing up, the new year doesn't begin January 1st -- it starts today. [[I saw that this morning at Farwell Elementary School. Still, some of those kindergartners seemed disappointed I didn't bring along Arnold Schwarzenegger.]] It works that way for parents, too. Each new year wipes the slate as clean as the blackboard. Kids look forward to ^{renewing old} ~~seeing each~~ ^{friendships} ~~other, and becoming cool.~~ Parents embrace the eternal hope that this year their children will come home with straight A's.

Education and expectation: the two go hand in hand. Your world -- the whole world -- trembles with possibility. One day, we scratch out our thoughts with paper and pen; the next, it

2

seems, we use computers and laser printers. One day, the Soviet Union, bellicose and threatening, stares at us from across the sea. ^{The next, as we saw} ~~But~~ just last month, ~~we saw~~ 70 years of history ^{are} swept away in a single week. This is our world -- and if we are to thrive

in it, we must understand history, geography, math, science. ^{If we are to compete in our global economy, we must have skills that are} When challenges confront us, we must have what it takes to act. ^{Second to none.}

That's the world waiting for the Class of 1995 -- the world you will shape. Students, you feel the opening day jitters that come with each school year. But we adults must make sure that we also feel that sense of expectation -- that feeling that the school doors open a new world of possibility, for us all.

The battle for the future begins right here. The ringing school bell sounds an alarm -- a warning to all of us who care about the state of American education: If we don't educate our sons and daughters well, they will no longer enjoy the blessings we take for granted.

Every day brings new evidence of crisis. The national average for SAT math scores ^{fell} ~~has fallen~~ ^{the first time since 1980.} for ~~four consecutive~~ years. Scores on the Verbal SAT have tumbled to the lowest level ever. These sad statistics tell us what we ^{must recognize} ~~already know~~: OUR current performance is not acceptable. It must change, and we are the ones who schools don't work. ^{must be committed to make that change.}

But how many of us demand better of our children, ourselves, our schools? Not enough. Polls suggest too many ^{of our citizens} ~~parents and~~ ~~students~~ remain unconcerned -- unconvinced that the state of our schools should worry them. Sure, they know something is wrong: Ask them to grade the nation's schools, ^{only twenty-one percent} ~~and not even one-fourth~~

3

will give our nation's schools an A or B. But ask ^{parents} ~~them~~ to grade ~~their own schools~~, and you get a different answer: three-fourths grade their school as good -- even excellent.

We seem to think the crisis in American education plagues some other city or state, or some other school across town -- anywhere but our school. Some of us just don't want to ask tough questions and risk angering teachers and administrators. And some of us seem to believe that while everything else in the world changes, our schools shouldn't -- that what was good enough for us should be good enough for our kids. //

We share responsibility for the state of every school and each individual student -- here in Lewiston, and in a hundred thousand schools in cities and towns all across America. ^{And we cannot settle for the status quo.} ~~If our schools fail us, we can't blame Washington or Augusta. We must blame ourselves for betraying our own children.~~

^{Eighteen months ago,} ~~Almost two years ago,~~ this nation's Governors and I established six ambitious National Education Goals -- goals posted today right here on the walls of this gym. In April, at the White House I announced America 2000: a national education strategy to move us forward toward those goals. //

We don't get a second chance to change the future. Today it's time to seize the moment, and do great things. //

By the year 2000, we pledged to raise the national graduation rate to at least 90 percent. In 1990, Lewiston High graduated 95 percent of its class -- well above the national average. Lewiston has cut its drop-out rate in half in four

4

short years. You've earned the right to be proud. But before you get too comfortable, keep in mind that ~~even~~ ^{at 95 percent means} not everyone in this year's freshman class will achieve what you ~~more than 20 of the freshmen seated behind me won't be walking~~ are striving for today -- your high school diploma. We want ~~across that stage to get their diploma 4 years from now at the~~ all of you to succeed. ~~Civic Center.~~

We've challenged ourselves to become first in the world in math and science by the year 2000. ~~Right now, we stand 15th.~~ ^{We know we have a long way to go.}

Ranking first means more than engaging in some sort of intellectual Olympics. Where we rank in the world matters here - - and it should matter to you. Look at Lewiston. For most of its history, Lewiston was a mill town, producing textiles and shoes. Times change. Today, Lewiston's traditional industries account for only 10 percent of the local economy -- and even the so-called traditional industries have changed enormously. (Mayor Howaniec tells me L.L. Bean has located its new telemarketing center in Lewiston.)

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This country was built by generations of Americans with strong backs, and the will to work from sun up to sundown. As citizens of the next century, today's 9th Graders will have to

use their minds -- to push forward the technological revolution transforming the world. The pioneers of the next American century must blaze new sorts of trails; they must explore the far corners of a future governed as much by microwaves and lasers as by coal or steel. The greatest resource for our future lies deep in the recesses of our minds, and the key to our nation's success lies with that old-fashioned treasure -- Yankee ingenuity. //

But let's face it: We won't make progress if we can't measure success. By the year 2000, ^{our goal is for all} ~~we must call on students at~~ grades 4, 8 and 12 to demonstrate their competence in five core

subjects. ^{I have challenged us to develop} ~~We'll have the first of these~~ American Achievement Tests, ^{to measure our progress, and for the first of these to be} in place for the 1993-94 school year. ~~Each state must~~ ^{As a} nation and in each of our states and school districts we must measure ~~develop its own means of measuring progress -- its own report~~ our performance, report on our progress, and be accountable ~~card -- and share the results.~~ ^{for results.}

English,
math,
science,
history,
and geography.

That's crucial. We can't hide our heads in the sand. We ^{must} ~~can't afford to~~ treat our children's success or failure ^{a vital} ~~as if it~~ ^{concern of our nation.} ~~were a state secret.~~ Each student and every parent deserves to know whether they and their schools measure up to world-class standards.

~~One of the key reasons for the poor performance we see today comes from having asked too much of teachers -- expecting them to act as social workers, part-time psychologists and family counselors. At the same time, we've asked too little of our students, of ourselves and our society.~~

^{want our students} We've ~~shied away from asking our students to excel -- and to ensure that what they study today will ensure their success from holding them accountable when they don't. We figure, if~~ tomorrow.

6

~~they get A's, they must be doing okay, even if an A no longer means what it used to mean.~~ As a nation, we sometimes seem more worried about how our students feel than what they learn. That's got to change. When ^{when you} students graduate, ^{you} they deserve more than a diploma. ^{You} They deserve an education. // (Possible challenge to students)

But success by the year 2000 demands even more of us. Every American child should start school ready to learn. Every American adult should be literate -- and every American school must be drug-free.

Here in Lewiston, some of today's new freshmen participated in Head Start -- a proven program, ^{that} I want ~~to open up to thousands~~ ^{from before to present and more} ~~of our disadvantaged youngsters to have access to.~~ ^{more pre-school children.} In the battle against illegal drugs, Lewiston schools have taken the lead through D.A.R.E. and other drug prevention programs, beginning in elementary school. And tonight, right here at Lewiston High, a new school year begins for adults learning how to read, studying for their GED -- living proof it is never too late to learn. //

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Let me use a "word problem" to show you why. Assume a child goes to school from Kindergarten to 12th grade, and never misses

7

a day. Subtract summers and weekends -- all the hours before and after school. How much time do our children spend in classrooms?

The answer may surprise you. It's nine-percent; one-eleventh of their time. They spend the rest of their lives elsewhere -- at home, playing with friends, in the shopping mall.

[[Now, maybe parents won't find the fact our kids spend 91 percent of their time outside the classroom too hard to believe - especially when it seems like we spend 50 percent of our time nagging our kids to clean their rooms.]]

But what happens in that 91 percent makes all the difference in the world. We can't blame the schools alone for that dismal drop in SAT verbal scores. The drop ^{may} means that we haven't taken the time to read to our kids -- to talk with them -- to teach them the arts of communication -- how to think, how to write and speak clearly.

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8

talk with their parents about what's going on in the world, to take interests, opinions, and ideas seriously. In exchange, they can use those speaking and thinking skills to teach mom and dad how to use the computer. //

What happens at home matters. When our kids come home from school, do they pick up a book -- or do they sit glued to the tube watching music videos? ~~Recent studies prove something we all know: that television doesn't stimulate our brains; it sedates us, soothes us -- and does not challenge us.~~

What
about
educational
TV?

Still, the future of American education depends on more than what happens in the classroom or around the kitchen table. Our communities and businesses must support educational values, too.

So ask yourselves: In our communities, do we value education and intellect? In the working world, do we reward employees who want to improve themselves -- do employers encourage workers to go back to school, to learn new skills?

Every member of the community can play a role in this revolution. No: every member of the community must play a role.

So parents: Don't be a stranger in your child's school. Visit ^{your child's teachers.} ~~the classroom.~~ Talk to the principal. Make it your business to find out whether your child's school is drug-free. Talk to your school board about school choice -- about the curriculum -- about ways to put your schools and their resources to use year round. And don't ever take no for an answer when you want to visit and ask questions. //

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You don't have to have kids in school to have a stake in what happens in the classroom. For the older folks among us, don't complain about "kids today" -- or that the neighborhood "isn't what it used to be." Get involved. Go into your schools -- get active in the community -- see what you can do to help.

The same goes for local business leaders. Get involved -- not just in word, but in deed. You can think of it as community service -- giving something back to the community your company calls home. Or, think of it in terms of self-interest and sound business -- improving the schools to cultivate the kind of future employees your company needs to keep ahead. //

But above all, get moving. Get involved. That's the idea behind what I call America 2000 Communities -- places that demand ^{the community} that schools play a central role in ^{producing educational excellence.} ~~community life.~~

We need that kind of revolutionary attitude to reform our schools -- here in Lewiston and across the country. We must ignite a renaissance in American education. We must make this Nation every bit the leader in the Century ahead that it has been since 1776.

All revolutions require principles, ideals and hopes. Start with the sense of possibility you feel today, and build on it. And by all means: Do not rest until we win this revolution. ///

Once again, my thanks to you for this warm welcome -- and may God bless the United States of America.

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