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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: 13578-005

Folder Title:
Lewiston High School, Maine 9/3/91 [OA 6036] [2]

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WHITE HOUSE STAFFING MEMORANDUM

91 AUG 30 All: 08

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 | |
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| 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"/> |
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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"/> |
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| 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:

8/30 10 am - OK as is per Bill Smith, Deputy Chief Staff - 8/29/91 P
per Juan Balistreri Alt #2992
0205176

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.??

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

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 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.

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SUBJECT: _____

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*OK with a few changes.
BT for SR*

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and Staff Secretary
Ext. 2702

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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. //

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WHITE HOUSE STAFFING MEMORANDUM

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

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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"/> |
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| 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:

August 30, 1991

MEMORANDUM FOR TONY SNOW

The NSC staff concurs in the proposed presidential remarks at Lewiston High School.

B. Scowcroft
Brend Scowcroft

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

cc: Phillip D. Brady

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

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 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.

#

Action: Randy DEPTS
cc: HGB Document No. 26658555

WHITE HOUSE STAFF MEMORANDUM

91 AUG 30 AIO: 27

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"/> |
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Executive Office of the President
Office of Legislative Affairs

21 AUG 30 10 30 AM '91



FACSIMILE TRANSMITTAL SHEET

NUMBER OF PAGES INCLUDING COVER 11

DATE 8-30-91

TO "T"

FAX NUMBER x 6218

OFFICE NUMBER _____

COMMENTS Comments to Maine speech.

FROM Jim Renne

FAX NUMBER _____

OFFICE NUMBER _____

Document No. 26658555

*fax
x6218*

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 |
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RESPONSE:

— Jim, Steve - just some minor remarks, Shauer

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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. // *Senator Cohen*

[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 these 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

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

*Is he speaking
only to the
Freshman
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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

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

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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

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 ^{have urged Congress (?)} 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

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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.]]

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 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. //

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~~ 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.

#

DD 4's

McGroarty/(Dooley-Blymire)
August 29, 1991
11:30 am
[MAINE.TS]

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

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seems, we use computers and laser printers. One day, the Soviet Union, ^{bellicose} strong and threatening, stares at us from across the sea.

~~The next, the threat seems to vanish and the strength seems a mirage. Our world changes more quickly than any of us could~~

~~possibly imagine.~~ ^{But} Just last month, we saw 70 years of history in

the Soviet Union swept away in a single week. ^{This is our world --} ~~It seems as if an~~

~~atlas or a history book has a shorter shelf life than milk.~~ ^{and} If

~~you want to thrive in that kind of world,~~ ^{we} ~~you~~ must understand

history, geography, math, science; ^{we} you must be able to express

^{ourselves} yourself clearly. When challenges confront ^{us we} you, you must have

what it takes to act.

(sitting right behind us)

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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But how many of us demand better of our children, ourselves, our schools? Not many, I suspect. 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 ~~of them~~ 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.

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Think about it: If you had to purchase a car today, you wouldn't go out and look for a jalopy made when you were in elementary school. You'd look for something modern, efficient - - better. So why should we saddle our children with jalopy educations? Why should we ask them to live in the past, when they must determine this nation's future?

The schools we graduated from wouldn't pass the test in 1991. And the very best schools right now won't be good enough for the year 2000 -- for the new century and new world beyond.

I'm not
so sure
about
this.
or this.

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Today, those goals -- and the target date for reaching them -- may seem remote. But when you reach my age, nine years doesn't seem like much time. But if seven days can reshape an entire nation, nine years ought to give us plenty of time to reshape our schools and open up a whole new world of opportunity.

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That's crucial. ~~Too many schools cover up test results, or refuse to probe those results too deeply.~~ We can't hide our heads in the sand. *We can't afford to* ~~And no school has the right to treat our own children's successes or failures as if they were state secrets.~~ Each student and every parent deserves to know whether they and their schools measure up to world-class standards.

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

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Mom
&
Dad

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All revolutions require principles, ideals and hopes. Start with the sense of possibility you feel today, and build on it. ~~Don't wait for the excitement to go away --~~ 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.

#

Richard A.

352-7100
3911 Old Lehigh

WHITE HOUSE STAFFING 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.

RESPONSE:

*Concur - no comment.
J. Thomas Ralston
8/30/91*

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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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. //

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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.

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 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.

#

WHITE HOUSE STAFFING 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,

RESPONSE:

*Concur - no comment.
J. Thomas Rafterford
8/30/91*

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.??

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

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. //

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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.

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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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#

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:

6218

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 remarks
(faxed)

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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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 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: ^{most} ~~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.

#

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:

Russell George for Gregg Petersmeyer:

Please see attachment for comments on page two of the President's address.

cc: Phillip Brady

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

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.

Most
of

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

McGroarty/(Dooley-Blymire)
August 30, 1991
3:45 pm
[MAINE.TS]

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SEPTEMBER 3, 1991
9:30 A.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.]]

Parents operate on a school calendar, too. Each new school year wipes the slate as clean as an unused 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. With the dizzying changes that surround us, history books and atlases seem to have a shorter shelf life than milk. 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 they contain. When challenges confront us -- we must have what it takes to act.

Students, you feel the opening day jitters that come with each school year. But we adults also must retain 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 in our private 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 numbers tell us: Our schools don't work.

But before we point fingers, how many of us demand more 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.

Sure, they know something is wrong: Ask them to grade the nation's schools, and not even one-fourth will give American 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. We 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. //

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. //

If our own history, and the recent events in the communist world teach us any thing, they teach us that competition breeds excellence. The same holds true for education. If we want better schools, we should set off a competition for the best schools. Get everyone involved in the struggle -- and every school will improve. For far too long, we've sheltered our schools from healthy competition, and our children have paid the price. There's another benefit to choice, of course: Wealthy

families already enjoy choice. Poor families do not. If we want to extend opportunity and improve education, we should give parents the power to choose their children's schools -- public or private -- and watch our schools compete to be the best. //

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. In the past four years, Lewiston High has cut its drop-out rate in half. You've earned the right to be proud. But before you get too comfortable, keep in mind that even at last year's lower rate -- 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 -- twinned with old-fashioned values of hard work and a determination to become the best each of us can be.

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. Our minds have become our greatest natural resource, and the key to our nation's success in the global marketplace lies with that old treasure -- Yankee ingenuity. //

But let's face it: We won't make progress if we don't know where we stand. 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.

School performance lags in part because we ask too much of teachers. We expect them to act as social workers, psychologists and family counselors. // At the same time, we ask too little of our students, of ourselves and our society. We shy 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. 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. ///

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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 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 9 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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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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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 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 go back to school, who 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.

But 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. Think of it as community service -- giving something back to the community your company calls home. Or, think of it in terms of 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.

#

WHITE HOUSE STAFFING MEMORANDUM

DATE: 8/29/91 ACTION/CONCURRENCE COMMENT DUE BY: 10:00AM, FRI., AUG 31
PI LEWISTON HIGH SCHOOL, MAINE

SUBJECT: _____

THE WHITE HOUSE
WASHINGTON

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TO: *Jerry Snow*

FROM: **LANNY GRIFFITH**
Special Assistant to the President for
Intergovernmental Affairs
Room 160
Extension 7170

The attached is for:

- Information
- Direct Response
- Draft Reply
- File
- Review & Comment
- Appropriate Action
- Per Request
- Signature

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Comments:
*Sorry this is so late - I just
got back in town.
A few suggestions if not
too late.*

ely
ffice

REMARKS

RESP

✓

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2nd to name.*

L

you should also have

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 year wipes the slate as clean as the blackboard. Kids look forward to seeing each other and ~~becoming cool~~ ^{getting a fresh start}. 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 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, our students must have skills} When challenges confront us, we must have what it takes to act. ^{that are} ^{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, ^{or be able to measure up to the} and their place in the

Every day brings new evidence of crisis. The national average for SAT math scores ^{fell} ~~has fallen~~ ^{the first time since} 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~~: ^{must recognize - our current} Our schools don't work. ^{performance is not adequate, we must improve.} ^{acceptable} ^{it must change, we're the ones that has to Δ.}

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

make more points

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. *We have to face up to the hard truth -- Even our best schools are falling seriously short of the performance we need.* ~~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.~~

don't blame

In early 1997, 18 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 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 want all of you to succeed.

be more positive

We've challenged ourselves to become first in the world in math and science by the year 2000. Right now, we stand 13th *at or near the bottom of the industrialized countries*. "We're a long way away from that"

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

is a citizenry possessing the advanced knowledge of skills lies with that old-fashioned treasure -- Yankee ingenuity. which will enable them to challenge that new world of possibilities.
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.

Eng math sci hist geo

I am challenging us to

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.

*may not be right
every school
Not everyone do own thing*

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.

key

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. *We have to free up our teachers to do what they do best -- teach.* At the same time, we've asked too little of our students, of ourselves and our society.

be positive teacher have to be pos

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 safe, disciplined, and drug-free.

Here in Lewiston, some of today's new freshmen participated in Head Start -- a proven program I want to ^{fund to provide for more} ~~open up to thousands~~ ^{of} ~~more~~ ^{diverse} 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~~^{91%} 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~~^{That} drop ^{also} 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. ^{AND learning} ~~//~~
^{is NOT just a 9:00-3:00 proposition.}

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.

The freshman here today may think they're a bit old to have their homework checked. And maybe as parents -- certainly ~~this~~
^{President} ~~President~~ will admit -- we can't keep up with ^{some of} 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 ^{seriously} ~~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 ^{television} ~~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 ^{scholarships?} ~~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 ^{to} parents: ^{and community leaders:} 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 ^{are} 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 1775.~~ *in the Century now coming to a close.*

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.

#

LEWISTON HIGH SCHOOL, MAINE
SEPTEMBER 3, 1991
9:30 A.M.

THANK YOU GOVERNOR (MCKERNAN). SENATOR COHEN.
CONGRESSWOMAN SNOWE. IT'S MY PLEASURE TO WELCOME ALL
OF YOU BACK TO SCHOOL -- TO HELP MY GOOD FRIEND
GOVERNOR JOCK MCKERNAN KICK OFF MAINE 2000, OUR CRUSADE
FOR EXCELLENCE IN EDUCATION, AND TO SHARE THE STAGE
WITH THE NEW LEWISTON HIGH CLASS OF '95.

I WOULD ALSO LIKE TO THANK THIS MORNING'S HOSTS
PRINCIPAL RICHARD SYKES OF LEWISTON COMPREHENSIVE HIGH
SCHOOL AND PRINCIPAL SUSAN MARTIN OF FARWELL ELEMENTARY
SCHOOL. //

THIS IS FAMILIAR COUNTRY FOR BARBARA AND ME. IT
WAS IN THIS CITY THAT WE LEARNED FIRST THAT F.D.R. HAD
DIED BACK IN '45. THAT'S WHEN I WAS FLYING TORPEDO-
BOMBERS OUT OF LEWISTON-AUBORN AIR STATION. IT'S NICE
TO BE BACK.

[[LET ME SAY TO LAMAR ALEXANDER: I'LL KEEP UP
WITH MY COMPUTER LESSONS, BUT I'LL NEED A LITTLE MORE
TIME TO WRITE MY REPORT ON "WHAT I DID ON MY SUMMER
VACATION." IF YOU THINK MINE'S TOUGH, HOW ABOUT
PRESIDENT GORBACHEV'S? //]]

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.]]

PARENTS OPERATE ON A SCHOOL CALENDAR, TOO. EACH NEW SCHOOL YEAR WIPES THE SLATE AS CLEAN AS AN UNUSED 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 NEW POSSIBILITIES. 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 IN A SINGLE DRAMATIC WEEK, WE SAW 70 YEARS OF HISTORY SWEEP AWAY. WITH THE DIZZYING CHANGES THAT SURROUND US, HISTORY BOOKS AND ATLASES SEEM TO HAVE A SHORTER SHELF LIFE THAN MILK. 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 THEY CONTAIN. WHEN CHALLENGES CONFRONT US -- WE MUST HAVE WHAT IT TAKES TO ACT.

I'M SURE, YOU ALL FEEL THE OPENING DAY JITTERS THAT COME WITH EACH SCHOOL YEAR. BUT IT'S NOT JUST THE STUDENTS, EVERYONE MUST RETAIN 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. NOT IN WASHINGTON D.C. -- NOT IN THE CONGRESS -- RIGHT HERE. THE RINGING SCHOOL BELL SOUNDS AN ALARM -- A WARNING TO ALL OF US WHO CARE ABOUT THE STATE OF AMERICAN EDUCATION: ONLY IF WE EDUCATE OUR SONS AND DAUGHTERS WELL, WILL THEY ENJOY THE BLESSINGS WE TAKE FOR GRANTED.

EVERY DAY BRINGS NEW EVIDENCE OF CRISIS. LAST WEEK, WE LEARNED S.A.T. SCORES IN OUR PUBLIC SCHOOLS HAVE FALLEN FOR THE FOURTH STRAIGHT YEAR -- WHILE PRIVATE SCHOOL SCORES HAVE RISEN. SCORES ON THE VERBAL S.A.T. HAVE TUMBLED TO THE LOWEST LEVEL EVER. THESE NUMBERS TELL US: OUR SCHOOLS ARE IN TROUBLE.

BUT BEFORE WE POINT FINGERS, HOW MANY OF US DEMAND MORE OF OUR CHILDREN, OURSELVES, OUR SCHOOLS? SURVEY AFTER SURVEY SUGGESTS TOO MANY PARENTS AND STUDENTS REMAIN UNCONCERNED -- UNCONVINCED THAT THE STATE OF THEIR OWN SCHOOLS SHOULD WORRY THEM.

SURE, THEY KNOW SOMETHING IS WRONG: ASK THEM TO GRADE THE NATION'S SCHOOLS, AND NOT EVEN ONE-FOURTH WILL GIVE AMERICAN 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. WE 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. //

THE TRUTH IS, ALL OUR CHILDREN ARE AT RISK. ALL OF
THE SAME RESPONSIBILITY FOR THE STATE OF EVERY SCHOOL
AND EACH INDIVIDUAL STUDENT -- HERE IN LEWISTON, AND IN
HUNDREDS OF THOUSAND SCHOOLS IN CITIES AND TOWNS ALL
ACROSS AMERICA. IF OUR SCHOOLS FAIL US, WE CAN'T BLAME
SOMEONE ELSE. AUGUSTA: WE MUST BLAME OURSELVES FOR
THE TRAINING OF CHILDREN. //

IF OUR OWN HISTORY, AND THE RECENT EVENTS IN THE COMMUNIST WORLD TEACH US ANY THING, THEY TEACH US THAT COMPETITION BREEDS EXCELLENCE. THE SAME HOLDS TRUE FOR EDUCATION. THAT'S WHY I AND A MAJORITY OF THE AMERICAN PEOPLE FAVOR CHOICE IN EDUCATION. IF WE WANT BETTER SCHOOLS, WE SHOULD SET OFF A COMPETITION FOR THE BEST SCHOOLS. GET EVERYONE INVOLVED IN THE STRUGGLE -- AND EVERY SCHOOL WILL IMPROVE. FOR FAR TOO LONG, WE'VE SHELTERED OUR SCHOOLS FROM HEALTHY COMPETITION, AND OUR CHILDREN HAVE PAID THE PRICE. THERE'S ANOTHER BENEFIT TO CHOICE, OF COURSE: WEALTHY FAMILIES ALREADY ENJOY CHOICE. POOR FAMILIES DO NOT. IF WE WANT TO EXTEND OPPORTUNITY AND IMPROVE EDUCATION, WE SHOULD GIVE PARENTS THE POWER TO CHOOSE THEIR CHILDREN'S SCHOOLS -- PUBLIC OR PRIVATE -- AND WATCH OUR SCHOOLS COMPETE TO BE THE BEST. //

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. IN THE PAST FOUR YEARS, LEWISTON HIGH HAS CUT ITS DROP-OUT RATE IN HALF. YOU'VE EARNED THE RIGHT TO BE PROUD. BUT BEFORE YOU GET TOO COMFORTABLE, KEEP IN MIND THAT EVEN AT LAST YEAR'S LOWER RATE -- 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-IKI] TELLS ME L.L. BEAN HAS LOCATED ITS NEW TELE-MARKETING CENTER IN LEWISTON. TODAY, THE TOWN'S TRADITIONAL INDUSTRIES ACCOUNT FOR ONLY SEVEN 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 -- TWINNED WITH OLD-FASHIONED VALUES OF HARD WORK AND A DETERMINATION TO BECOME THE BEST EACH OF US CAN BE.

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. OUR MINDS HAVE BECOME OUR GREATEST NATURAL RESOURCE, AND THE KEY TO OUR NATION'S SUCCESS IN THE GLOBAL MARKETPLACE LIES WITH THAT OLD TREASURE -- YANKEE INGENUITY. //

BUT LET'S FACE IT: WE WON'T MAKE PROGRESS IF WE DON'T KNOW WHERE WE STAND. 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.

SCHOOL PERFORMANCE LAGS IN PART BECAUSE WE ASK OUR TEACHERS TO DO SO MUCH MORE THAN TEACH. WE EXPECT THEM TO ACT AS SOCIAL WORKERS, PSYCHOLOGISTS AND FAMILY COUNSELORS. // AT THE SAME TIME, WE ASK TOO LITTLE OF OUR STUDENTS. WE SHY AWAY FROM DEMANDING EXCELLENCE -- AND ACCOUNTABILITY. AS A NATION, WE SOMETIMES SEEM MORE WORRIED ABOUT HOW OUR STUDENTS FEEL THAN WHAT THEY LEARN. THAT'S GOT TO CHANGE. GRADUATION MEANS MORE THAN A DIPLOMA. OUR KIDS DESERVE AN EDUCATION. //

AND THE ONLY WAY THIS WILL HAPPEN IS IF ALL OF US -- TEACHERS, STUDENTS, PARENTS, AND COMMUNITIES -- JOIN IN THIS NATIONAL CRUSADE FOR EXCELLENCE IN EDUCATION. THIS IS WHAT AMERICA 2000 - MAINE 2000 IS ALL ABOUT.

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 G.E.D. -- 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.

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 9 PERCENT; ONE-ELEVENTH OF THEIR TIME. THEY SPEND THE REST OF THEIR LIVES ELSEWHERE -- AT HOME, PLAYING WITH FRIENDS, IN THE SHOPPING MALL.

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 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.

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 FIRST TEACHERS. //

HERE'S ANOTHER SHOCKING NUMBER: CHILDREN IN ONE STUDY SAID THE AVERAGE PARENT SPENDS JUST 15 MINUTES A DAY -- 15 MINUTES -- IN CONVERSATION WITH THEM. 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.

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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 GO BACK TO SCHOOL, WHO 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.

BUT 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. THINK OF IT AS COMMUNITY SERVICE -- GIVING SOMETHING BACK TO THE COMMUNITY YOUR COMPANY CALLS HOME. OR, THINK OF IT IN TERMS OF 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 -- AND TODAY I'M PROUD TO
SAY 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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**TALKING POINTS \ MEETING WITH TEACHERS AT FARWELL
ELEMENTARY SCHOOL \ TUESDAY, SEPT. 3, 1991 \ 9:00 A.M.**

**O I JUST CAME FROM A ROOM FULL OF EXCITED AND SCARED
KINDERGARTEN KIDS READY FOR THEIR FIRST DAY OF SCHOOL.
BARBARA AND I ENJOYED READING WITH THE CHILDREN AND
TALKING WITH THEIR PARENTS.**

**O BUT I AM GLAD TO HAVE THE OPPORTUNITY TO MEET WITH
YOU -- TEACHERS -- I'VE DONE SEVERAL OF THESE MEETINGS
AROUND THE COUNTRY BUT THIS IS PROBABLY THE FIRST WHERE
I'VE JUST TALKED WITH TEACHERS.**

**O I HAVE SEVERAL REASONS FOR WANTING TO MEET WITH
TEACHERS --**

- 2 -

- A.) I WANT TO THANK YOU FOR YOUR COMMITMENT. YOU
ARE ON THE FRONT LINES EVERYDAY AND OFTEN YOUR
WORK GOES UNRECOGNIZED. I KNOW THAT YOUR JOB
DOES NOT END WHEN THE DISMISSAL BELL RINGS.**
- B.) I WANT TO STRESS THE IMPORTANCE OF YOUR ROLE IN
EDUCATING OUR CHILDREN. YOU ARE THE PEOPLE WHO
TRANSLATE OUR VISION INTO REALITY.**
- C.) I WANT TO LISTEN AND LEARN WHAT WORKS AND WHERE
WE MIGHT NEED TO FOCUS MORE ATTENTION. I WANT
TO HEAR DIRECTLY FROM YOU.**

**O WE SIMPLY HAVE TO GET TO THE BUSINESS OF GIVING OUR
TEACHERS THE RESPONSIBILITY YOU DESERVE -- WORKED FOR
-- AND HAVE ALWAYS WANTED TO EXERCISE.**

(TURN DIALOGUE OVER TO GOV. MCKERNAN.)

(AFTER GOV. MCKERNAN'S BRIEF REMARKS. YOU WILL NEED TO OPEN THE DIALOGUE WITH A QUESTION.)

Q. WE KNOW THAT THE MOST IMPORTANT FACTOR IS A CHILD'S EDUCATION IS PARENTAL SUPPORT. WHAT ARE SOME OF THE WAYS THAT YOU AND THE COMMUNITY ARE FOSTERING THAT SUPPORT?

(ADDITIONAL QUESTIONS IF NEEDED.)

Q. WHAT IS BEING DONE TO DEVELOP PUPIL INTEREST IN ACHIEVEMENT IN MATH AND SCIENCE?

Q. WHAT'S THE MOST IMPORTANT FACTOR IN A CHILD'S EDUCATION?

Q. HOW DO EDUCATORS IN GENERAL FEEL ABOUT THE FUTURE, AND THEIR ABILITY TO ACHIEVE THE GOALS OF AMERICA 2000?

Q. WHAT ARE LOCAL SCHOOLS DOING TO ESTABLISH A DRUG-FREE ENVIRONMENT?

Q. HOW ARE YOU TRYING TO ESTABLISH A DISCIPLINED ENVIRONMENT WITHIN THE ELEMENTARY SCHOOL CONDUCTIVE TO LEARNING?

Q. HOW CAN WE ADDRESS THE NEEDS OF AT-RISK CHILDREN?

Q. HOW DOES YOUR SCHOOL SYSTEM ENCOURAGE LITERARY CONSCIOUSNESS?