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Folder Title:
Ohio 2000 Kickoff. 11/25/91 [OA 6039][1]

Stack:	Row:	Section:	Shelf:	Position:
G	26	17	4	6

OHIO 2000 KICKOFF
COLUMBUS, OHIO
MONDAY, NOVEMBER 25, 1991
11:30 A.M.

THANK YOU, GEORGE. I AM DELIGHTED TO BE HERE WITH GEORGE VOINOVICH. HE'S LEADING OHIO ON A DRIVE FOR BETTER SCHOOLS AND A BETTER FUTURE. WE'VE JUST HEARD FROM LAMAR ALEXANDER, WHO IS WORKING ON AN HISTORIC MISSION TO CHANGE AMERICAN EDUCATION -- TO HELP OUR COUNTRY BECOME ALL THAT IT SHOULD BE. \\

IT'S A PLEASURE TO BE WITH TED SANDERS. HE WORKED FOR ME AS DEPUTY SECRETARY OF EDUCATION UNTIL OHIO HAD THE GOOD FORTUNE TO HIRE HIM AS STATE SUPERINTENDENT. HE HELPED DEVELOP THE AMERICA 2000 STRATEGY TO INVOLVE PARENTS, EDUCATORS AND COMMUNITIES IN REINVENTING AMERICAN EDUCATION. I ALSO WANT TO GREET MEMBERS OF THE COMMITTEE OF 100 AND THE GOVERNOR'S EDUCATION MANAGEMENT COUNCIL. THEY REPRESENT THE COMMUNITY SPIRIT FOR EXCELLENCE THAT'S AT THE HEART OF AMERICA 2000. \\

IT'S GREAT TO BE WITH SO MANY YOUNG AMERICANS -- HIGH SCHOOL STUDENTS FROM FORT HAYES, WHERE I'VE JUST VISITED; OTHERS FROM KINDERGARTEN THROUGH 12TH GRADE FROM EVERY KIND OF INSTITUTION -- PUBLIC SCHOOLS, CHRISTIAN SCHOOLS, PAROCHIAL AND PRIVATE SCHOOLS. AND I WANT TO GREET THE MANY STUDENTS AND TEACHERS AND PARENTS THROUGHOUT OHIO WHO ARE VIEWING US ON TELEVISION.

YOU YOUNG PEOPLE ARE PART OF SOMETHING SPECIAL THAT DOESN'T HAPPEN WITH EVERY GENERATION. I'VE LIVED A LONG TIME. I'M A GRANDFATHER WITH A LOT OF GRANDCHILDREN IN SCHOOL. IN ALL MY LIFE THERE HAS NEVER BEFORE BEEN A MOVEMENT LIKE AMERICA 2000 TO CHANGE OUR SCHOOLS. \\
\\

WE'RE WORKING FOR CHANGE IN EDUCATION BECAUSE THE WORLD IS CHANGING. OUR SCHOOLS WERE DESIGNED FOR ANOTHER ERA. THEY MUST CATCH UP WITH THE TIMES. WE WANT YOU TO HAVE GOOD JOBS AND A GOOD LIFE WHEN YOU BECOME ADULTS. TO DO THIS OUR SCHOOLS NEED TO KEEP UP WITH ALL THE EXCITING IMPROVEMENTS AROUND THE WORLD. \\
\\

MAKING YOUR SCHOOLS BETTER WILL BE A FAMILY AFFAIR. WHEN I WAS YOUR AGE, MY MOTHER AND FATHER WOULD LOOK IN AND MAKE SURE I DID MY BEST WITH MY HOMEWORK. THEY WOULD VISIT MY SCHOOL, MY TEACHERS, AND MY PRINCIPAL TO SHOW HOW MUCH THEY CARED. WITH AMERICA 2000, WE WANT TO GET PARENTS MORE INVOLVED IN ALL OF OUR SCHOOLS. WE WANT OUR YOUNG PEOPLE TO GROW UP WITH ALL THE LOVE AND ENCOURAGEMENT FOR EXCELLENCE THAT YOUR PARENTS RECEIVED FROM THEIR PARENTS. \\
\\

ONE YOUNG MAN HERE IS MATTHEW SHEPHERD, A TENTH-GRADER AT TIFFIN COLUMBIAN HIGH SHCOOL. HE FINISHED FIRST IN THE OHIO CITIZEN BEE. THE ENTRY FORMS FOR THE COMPETITION ASKED, "IF YOU COULD ACCOMPLISH ONE THING IN YOUR LIFE, WHAT WOULD IT BE?" MATTHEW'S ANSWER WAS: "BECOME PRESIDENT OF THE UNITED STATES." \\ MATTHEW, WOULD YOU SEE ME AFTER CLASS? \\

TODAY IS A LANDMARK ON OUR DRIVE FOR BETTER EDUCATION. ONLY SEVEN MONTHS AGO WE LAUNCHED AMERICA 2000. NOW, WITH OHIO'S COMMITMENT, 25 STATES HAVE ENLISTED IN THE REVOLUTION TO REINVENT AMERICAN EDUCATION BY THE DAWN OF THE NEW CENTURY.

THE GOVERNORS OF ALL 50 STATES -- DEMOCRATS AND REPUBLICANS -- ADOPTED SIX GOALS FOR THE YEAR 2000. THESE GOALS ARE TO HAVE ALL CHILDREN START SCHOOL READY TO LEARN; MAKE U.S. STUDENTS FIRST IN THE WORLD IN SCIENCE AND MATH AND PROVEN IN WORLD-CLASS COMPETENCE AS WELL IN ENGLISH, HISTORY AND GEOGRAPHY; ACHIEVE AT LEAST A 90 PERCENT HIGH SCHOOL GRADUATION RATE; MAKE ALL ADULTS LITERATE; AND MAKE OUR SCHOOLS SAFE, DISCIPLINED, AND DRUG-FREE. THE AMERICA 2000 MOVEMENT IS SPREADING LIKE WILDFIRE. JUST SINCE AUGUST, HUNDREDS OF COMMUNITIES HAVE ACCEPTED OUR CHALLENGE TO ADOPT THE NATIONAL GOALS AND A STRATEGY TO REACH THEM, TO MEASURE THEIR PROGRESS, AND TO PLAN ON CREATING AT LEAST ONE NEW AMERICAN SCHOOL. ANYONE CAN TAKE THE INITIATIVE: IN OMAHA, THE HEAD OF THE CHAMBER OF COMMERCE GOT THE BALL ROLLING. HE ENLISTED HIS GOVERNOR AND MAYOR, AND NOW BOTH HIS CITY AND HIS STATE ARE AMERICA 2000 COMMUNITIES. IN DETROIT, THE DYNAMIC SCHOOL BOARD CHAIRMAN AND SCHOOL SUPERINTENDENT TOOK THE LEAD. IN SEPTEMBER, I KICKED OFF THE MAINE 2000 EFFORT, AND SINCE THEN 50 COMMUNITIES HAVE SIGNED ON.

I CANNOT EMPHASIZE ENOUGH: IT IS COMMUNITIES -- NOT LEGISLATURES, NOT BUREAUCRATIC AGENCIES, NOT INTEREST GROUPS, BUT COMMUNITIES -- THAT DRIVE THE ENGINE FOR AMERICA 2000. SURE, THESE OTHER INSTITUTIONS CAN HELP, BUT MOST OF AMERICA'S EDUCATION REVOLUTION WILL BE CONDUCTED COMMUNITY BY COMMUNITY. AND WE'RE SEEING JUST THE BEGINNING OF A POWERFUL MOVEMENT THAT WILL CHANGE THIS COUNTRY ENDURINGLY FOR THE BETTER. \\
\\

HERE IN OHIO, I FEEL I AM PREACHING NOT JUST TO THE CONVERTED, BUT TO SOME OF THE PEOPLE WHO STARTED IT ALL. OHIO'S HISTORY IS INTERTWINED WITH OUR EARLIEST DECISIONS ABOUT WHAT KIND OF NATION WE WOULD BE. THE FIRST LAWS THAT CHARTED OHIO'S FUTURE, INCLUDING THE FAMOUS NORTHWEST ORDINANCE, MADE EDUCATION AN AMERICAN PRIORITY -- A UNIFYING NATIONAL CAUSE. THE OHIO TERRITORY WAS AN AMERICAN COMMUNITY WORKING TO REVOLUTIONIZE EDUCATION BY THE END OF THE 18TH CENTURY!

\\

AMERICA'S FOUNDERS UNDERSTOOD THAT PUBLIC BENEFIT DID NOT ALWAYS HAVE TO DEPEND ON GOVERNMENT ACTIVITY, GOVERNMENT SPENDING OR GOVERNMENT CONTROL. THIS WAS AND IS THE PROPER BASIS FOR DEFINING PUBLIC EDUCATION. WHETHER A SCHOOL IS ORGANIZED BY PRIVATELY FINANCED EDUCATORS, OR TOWN COUNCILS, OR RELIGIOUS ORDERS OR DENOMINATIONS, ANY SCHOOL THAT SERVES THE PUBLIC AND IS HELD ACCOUNTABLE BY A PUBLIC AUTHORITY PROVIDES PUBLIC EDUCATION.

A KEY TENET OF AMERICA 2000 IS REAL FREEDOM FOR PARENTS TO CHOOSE THEIR CHILDREN'S SCHOOLS. WE WON'T HAVE FULL CHOICE UNTIL THE DOLLAR FOLLOWS THE SCHOLAR. \\ THAT IS HOW IT WORKS IN FEDERAL AID PROGRAMS FOR COLLEGE STUDENTS: WE DON'T EXCLUDE STUDENTS WHO CHOOSE PRIVATE SCHOOLS, INCLUDING RELIGIOUS SCHOOLS. BY UNLEASHING MARKET FORCES, WE CAN ENCOURAGE CREATIVE COMPETITION AMONG PUBLIC, PRIVATE AND PAROCHIAL SCHOOLS. THIS WILL IMPROVE EDUCATION FOR EVERYONE.

I CONGRATULATE OHIO ON THE 1989 REFORM LEGISLATION THAT TAKES THE FIRST STEPS TOWARD PARENTAL CHOICE. THIS PROVIDES CHOICE ONLY AMONG PUBLIC SCHOOLS -- THAT IS, GOVERNMENT-OPERATED SCHOOLS. THIS WILL HELP, THOUGH WE KNOW WE MUST GO FARTHER. WITH NEW LEADERS LIKE GEORGE VOINOVICH AND TED SANDERS, I EXPECT OHIO TO GO THE FULL DISTANCE IN GIVING CHOICE TO PARENTS. CHOICE IS CRUCIAL TO OUR OTHER GOALS OF HOLDING DOWN COSTS, CUTTING BACK BUREAUCRACY, AND SPURRING QUALITY.

I'VE JUST TOURED THE FORT HAYES EDUCATION CENTER, WHERE THEY'RE BREAKING THE MOLD. THEY'RE SHOWING US THE FUTURE. THE OLD BUREAUCRATIC WAYS OF PUBLIC EDUCATION ARE GIVING WAY TO FLEXIBLE PROGRAMS DESIGNED TO PRODUCE RESULTS FOR TOMORROW'S WORLD. AT FORT HAYES, COMPANIES SUCH AS BATTELLE AND ROSS LABORATORIES ARE SPONSORING SCIENCE AND VOCATIONAL PROGRAMS THAT RESULT IN GOOD JOBS IMMEDIATELY UPON GRADUATION. FORT HAYES ALSO PROVIDES A SUPERB FOUR-YEAR HIGH SCHOOL FOR THE FINE ARTS.

PARTNERSHIPS LIKE THESE BETWEEN SCHOOLS AND BUSINESSES MAKE EVERYONE A WINNER. BUSINESSES CAN TEACH OUR SCHOOLS TO TRIM BUREAUCRACY AND REPLACE ANTAGONISM WITH TEAMWORK. THEY CAN HELP US MEET WORLD CLASS STANDARDS. WE'RE MOVING AHEAD WITH THOSE STANDARDS: THE NATION'S MATH TEACHERS HAVE LED THE WAY, AND NOW THE NATIONAL ACADEMY OF SCIENCES AND THE NATIONAL ENDOWMENT FOR THE HUMANITIES ARE AT WORK ON STANDARDS FOR SCIENCE AND HISTORY. NEXT MONTH, I'M HOPING TO MOVE US FORWARD TOWARD CREATION OF A NATIONAL SYSTEM TO MEASURE WHAT OUR CHILDREN KNOW.

STATES AND LOCAL COMMUNITIES CAN -- AND WILL -- PUT MUCH OF AMERICA 2000 INTO PLACE WITHOUT NEW FEDERAL LAWS. THANK HEAVEN FOR THAT -- BECAUSE SOME OF THE "POWERS THAT BE" IN CONGRESS ARE FIGHTING TOOTH AND NAIL AGAINST OUR MOST IMPORTANT REFORMS.

I SENT CONGRESS A PACKAGE OF FRESH PROPOSALS FOR THE FUTURE. \ \ OUR BILL OFFERS CHOICE FOR PARENTS AND A PROGRAM FOR NEW AMERICAN SCHOOLS THAT WILL SHOW EACH STATE AND COMMUNITY NEW WAYS TO EXCELLENCE. WE NEED TO THROW OFF PAST FAILURES AND FIGHT FOR A FUTURE THAT WORKS. THIS ISN'T A LIBERAL-VERSUS-CONSERVATIVE FIGHT. IT'S A REVOLUTION AGAINST BUSINESS AS USUAL. \ \

THE AMERICAN PEOPLE WANT EDUCATION THAT WORKS. THE GALLUP SURVEY SHOWS OVERWHELMING PUBLIC SUPPORT FOR THE AMERICA 2000 GOALS AND STRATEGIES. PARENTS SUPPORT US, AND SO DO MOST TEACHERS. THE BELTWAY TYPES LIKE THE N.E.A. MAY BE AFRAID OF REFORM, BUT I BELIEVE THEY'RE OUT OF TOUCH WITH RANK AND FILE TEACHERS WHO WELCOME IT. AFTER ALL, TEACHERS DON'T WANT TO BE COGS IN A BUREAUCRATIC MACHINE. TEACHING IS AN ART, A NOBLE PROFESSION. AND THANK GOD FOR THE TEACHERS OF THIS COUNTRY. \ \

TEACHERS DON'T WANT TO WASTE THEIR TIME MAKING THEIR WAY THROUGH A MAZE OF REGULATIONS AND WORK RULES. THEY DON'T LIKE CERTIFICATION RULES THAT KEEP GOOD TEACHERS OUT. THEY WANT TO TEACH, AND THEY WANT GOOD TEACHERS ALL AROUND THEM. \\

WITH BUSINESS AND CHURCH AND COMMUNITY LEADERS; WITH PARENTS AND TEACHERS -- WE'LL FORGE A COALITION THAT CAN'T BE STOPPED. HUNDREDS OF AMERICAN COMMUNITIES, IN EVERY STATE, ARE DECIDING WHERE THEY WANT THEIR CHILDREN TO BE IN THE YEAR 2000 -- AND THEY'RE GETTING TO WORK RIGHT NOW TO MAKE THAT HAPPEN.

JUST THINKING ABOUT THE POTENTIAL OF OUR MOVEMENT HAS THE OLD THINKERS RATTLED. YOU'VE HEARD OF POLLY WILLIAMS IN MILWAUKEE. SHE'S A STATE REPRESENTATIVE WHOSE CONSTITUENTS ARE MOSTLY BLACK AND POOR. SHE'S A DEMOCRAT -- A LIBERAL DEMOCRAT.

POLLY WILLIAMS WATCHED THE GOVERNMENT POUR MORE AND MORE TAX DOLLARS INTO INNER-CITY PUBLIC SCHOOLS THAT WERE PRODUCING LESS AND LESS. AND SHE SAID: ENOUGH IS ENOUGH. \ \ SHE JOINED FORCES WITH GOVERNOR TOMMY THOMPSON SO THAT HER CONSTITUENTS -- POOR WORKING PEOPLE, PEOPLE ON PUBLIC ASSISTANCE -- COULD GAIN POWER TO CHOOSE WHERE AND HOW THEIR CHILDREN WOULD BE EDUCATED. RICH PEOPLE ALREADY ENJOY CHOICE: THEY CAN AFFORD BOTH HIGH TAXES AND PRIVATE SCHOOL TUITION -- OR THEY CAN MOVE TO A NEIGHBORHOOD WITH BETTER SCHOOLS. IT'S WORKING PEOPLE, IT'S POOR AND MIDDLE-INCOME PEOPLE WHO HAVE THE MOST TO GAIN FROM REFORM. \ \

SOMEBODY WAS TELLING ME WITH WELL-DESERVED PRIDE THAT THE FORT HAYES CENTER IS ONE OF A KIND. I WANT YOU TO KNOW THAT I WON'T REST -- WE MUST NOT REST -- UNTIL WE HAVE THOUSANDS OF FORT HAYESES ALL ACROSS THIS COUNTRY. COMMUNITY BY COMMUNITY, WE MUST CREATE NEW AMERICAN SCHOOLS AND A WHOLE NEW PUBLIC ATTITUDE ABOUT EDUCATION. WE NEED TO EMPOWER TEACHERS -- NOT TO PUNCH TIME-CLOCKS, NOT TO FEND OFF THUGS AND DRUG DEALERS, BUT TO TEACH. WE NEED TO GIVE PARENTS REAL CHOICE. AND WE NEED TO GIVE YOU YOUNG PEOPLE ALL THE KNOWLEDGE, SKILLS AND DISCIPLINE YOU'LL NEED FOR YOUR EXCITING AND DEMANDING FUTURE.

THANK YOU, AND MAY GOD BLESS YOU.

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WHITE HOUSE STAFFING MEMORANDUM

V22 A9:49

DATE: 11/22/91 ACTION/CONCURRENCE/COMMENT DUE BY: ---

SUBJECT: PRESIDENTIAL REMARKS: OHIO 2000 KICKOFF

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

REMARKS:

The attached has been forwarded to the President.

RESPONSE:

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

THE WHITE HOUSE
WASHINGTON

November 22, 1991

31 NOV 22 A 9:26

MEMORANDUM FOR THE PRESIDENT
THROUGH: DAVID DEMAREST
 TONY SNOW
FROM: JOSEPH P. DUGGAN
SUBJECT: OHIO 2000 KICKOFF

I. SUMMARY

On Monday, November 25, at 11:30 a.m. you will speak in Columbus, Ohio to help Gov. Voinovich kick off Ohio's participation in America 2000. Prior to the speech you will tour an innovative high school and career center. The speech will be to 3,000 students, parents, and educational leaders in a community auditorium.

II. DISCUSSION

The remarks (14 minutes, on teleprompter) celebrate Ohio as the 25th state to adopt America 2000. We stress the need for competition and deregulation to reinvent our schools and how the grass-roots involvement is critical.

(Duggan/Simon)
November 22, 1991
Draft Seven
Ohio

PRESIDENTIAL REMARKS: OHIO 2000 KICKOFF
COLUMBUS, OHIO
MONDAY, NOVEMBER 25, 1991
11:30 a.m.

Thank you, George. I am delighted to be here with George Voinovich. He's leading Ohio on a drive for better schools and a better future. We've just heard from Lamar Alexander, who is working on an historic mission to change American education -- to help our country become all that it should be. \\

It's a pleasure to be with Ted Sanders. He worked for me as Deputy Secretary of Education until Ohio had the good fortune to hire him as State Superintendent. He helped develop the America 2000 strategy to involve parents, educators and communities in reinventing American education. I also want to greet members of the Committee of 100 and the Governor's Education Management Council. They represent the community spirit for excellence that's at the heart of America 2000. \\

It's great to be with so many young Americans -- high school students from Fort Hayes, where I've just visited; others from kindergarten through 12th grade from every kind of institution -- public schools, Christian schools, parochial and private schools. And I want to greet the many students and teachers and parents throughout Ohio who are viewing us on television.

You young people are part of something special that doesn't happen with every generation. I've lived a long time. I'm a

grandfather with a lot of grandchildren in school. In all my life there has never before been a movement like America 2000 to change our schools. \\

We're working for change in education because the world is changing. Our schools were designed for another era. They must catch up with the times. We want you to have good jobs and a good life when you become adults. To do this our schools need to keep up with all the exciting improvements around the world. \\

Making your schools better will be a family affair. When I was your age, my mother and father would look in and make sure I did my best with my homework. They would visit my school, my teachers, and my principal to show how much they cared. With America 2000, we want to get parents more involved in all of our schools. We want our young people to grow up with all the love and encouragement for excellence that your parents received from their parents. \\

One young man here is Matthew Shepherd, a ninth-grader at East Junior High in Tiffin. He finished first in the Ohio Citizen Bee. The entry forms for the competition asked, "If you could accomplish one thing in your life, what would it be?" Matthew's answer was: "Become President of the United States." \\ Matthew, would you see me after class? \\

Today is a landmark on our drive for better education. Only seven months ago we launched America 2000. Now, with Ohio's commitment, 25 states have enlisted in the revolution to reinvent American education by the dawn of the new century.

The governors of all 50 states -- Democrats and Republicans -- adopted six goals for the year 2000. These goals are to have all children start school ready to learn; make U.S. students first in the world in science and math and proven in world-class competence as well in English, history and geography; achieve at least a 90 percent high school graduation rate; make all adults literate; and make our schools safe, disciplined, and drug-free.

The America 2000 movement is spreading like wildfire. Just since August, hundreds of communities have accepted our challenge to adopt the national goals and a strategy to reach them, to measure their progress, and to plan on creating at least one New American School. Anyone can take the initiative: In Omaha, the head of the Chamber of Commerce got the ball rolling. He enlisted his governor and mayor, and now both his city and his state are America 2000 communities. In Detroit, the dynamic school board chairman and school superintendent took the lead. In September, I kicked off the Maine 2000 effort, and since then 50 communities have signed on.

I cannot emphasize enough: It is communities -- not legislatures, not bureaucratic agencies, not interest groups, but communities -- that drive the engine for America 2000. Sure, these other institutions can help, but most of America's education revolution will be conducted community by community. And we're seeing just the beginning of a powerful movement that will change this country enduringly for the better. \\
\\

Here in Ohio, I feel I am preaching not just to the converted, but to some of the people who started it all. Ohio's history is intertwined with our earliest decisions about what kind of nation we would be. The first laws that charted Ohio's future, including the famous Northwest Ordinance, made education an American priority -- a unifying national cause. The Ohio Territory was an American community working to revolutionize education by the end of the 18th century! \\

America's founders understood that public benefit did not always have to depend on government activity, government spending or government control. This was and is the proper basis for defining public education. Whether a school is organized by privately financed educators, or town councils, or religious orders or denominations, any school that serves the public and is held accountable by a public authority provides public education.

A key tenet of America 2000 is real freedom for parents to choose their children's schools. We won't have full choice until the dollar follows the scholar. \\
That is how it works in federal aid programs for college students: We don't exclude students who choose private schools, including religious schools. By unleashing market forces, we can encourage creative competition among public, private and parochial schools. This will improve education for everyone.

I congratulate Ohio on the 1989 reform legislation that takes the first steps toward parental choice. This provides choice only among public schools -- that is, government-operated

schools. This will help, though we know we must go farther. With new leaders like George Voinovich and Ted Sanders, I expect Ohio to go the full distance in giving choice to parents. Choice is crucial to our other goals of holding down costs, cutting back bureaucracy, and spurring quality.

I've just toured the Fort Hayes Education Center, where they're breaking the mold. They're showing us the future. The old bureaucratic ways of public education are giving way to flexible programs designed to produce results for tomorrow's world. At Fort Hayes, companies such as Battelle and Ross Laboratories are sponsoring science and vocational programs that result in good jobs immediately upon graduation. Fort Hayes also provides a superb four-year high school for the fine arts.

Partnerships like these between schools and businesses make everyone a winner. Businesses can teach our schools to trim bureaucracy and replace antagonism with teamwork. They can help us meet world class standards. We're moving ahead with those standards: The nation's math teachers have led the way, and now the National Academy of Sciences and the National Endowment for the Humanities are at work on standards for science and history. Next month, I'm hoping to move us forward toward creation of a national system to measure what our children know.

States and local communities can -- and will -- put much of America 2000 into place without new federal laws. Thank heaven for that -- because some of the "powers that be" in Congress are fighting tooth and nail against our most important reforms.

I sent Congress a package of fresh proposals for the future.
 \\ Our bill offers choice for parents and a program for New American Schools that will show each state and community new ways to excellence. We need to throw off past failures and fight for a future that works. This isn't a liberal-versus-conservative fight. It's a revolution against business as usual. \\

The American people want education that works. The Gallup survey shows overwhelming public support for the America 2000 goals and strategies. Parents support us, and so do most teachers. The Beltway types like the NEA may be afraid of reform, but I believe they're out of touch with rank and file teachers who welcome it. After all, teachers don't want to be cogs in a bureaucratic machine. Teaching is an art, a noble profession. And thank God for the teachers of this country. \\

Teachers don't want to waste their time making their way through a maze of regulations and work rules. They don't like certification rules that keep good teachers out. They want to teach, and they want good teachers all around them. \\

With business and church and community leaders; with parents and teachers -- we'll forge a coalition that can't be stopped. Hundreds of American communities, in every state, are deciding where they want their children to be in the year 2000 -- and they're getting to work right now to make that happen.

Just thinking about the potential of our movement has the old thinkers rattled. You've heard of Polly Williams in

Milwaukee. She's a state representative whose constituents are mostly black and poor. She's a Democrat -- a liberal Democrat.

Polly Williams watched the government pour more and more tax dollars into inner-city public schools that were producing less and less. And she said: Enough is enough. \\ She joined forces with Governor Tommy Thompson so that her constituents -- poor working people, people on public assistance -- could gain power to choose where and how their children would be educated. Rich people already enjoy choice: They can afford both high taxes and private school tuition -- or they can move to a neighborhood with better schools. It's working people, it's poor and middle-income people who have the most to gain from reform. \\

Somebody was telling me with well-deserved pride that the Fort Hayes Center is one of a kind. I want you to know that I won't rest -- we must not rest -- until we have thousands of Fort Hayeses all across this country. Community by community, we must create New American Schools and a whole new public attitude about education. We need to empower teachers -- not to punch time-clocks, not to fend off thugs and drug dealers, but to teach. We need to give parents real choice. And we need to give you young people all the knowledge, skills and discipline you'll need for your exciting and demanding future.

Thank you, and may God bless you.

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THE WHITE HOUSE
WASHINGTON

November 22, 1991

91 NOV 22 A9:25

MEMORANDUM FOR THE PRESIDENT

THROUGH: DAVID DEMAREST
TONY SNOW

FROM: JOSEPH P. DUGGAN

SUBJECT: OHIO 2000 KICKOFF

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THE PRESIDENT
11/22/91

OK

CPB

(Duggan/Simon)
November 22, 1991
Draft Seven
Ohio

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I congratulate Ohio on the 1989 reform legislation that takes the first steps toward parental choice. This provides choice only among public schools -- that is, government-operated

schools. This will help, though we know we must go farther. With new leaders like George Voinovich and Ted Sanders, I expect Ohio to go the full distance in giving choice to parents. Choice is crucial to our other goals of holding down costs, cutting back bureaucracy, and spurring quality.

I've just toured the Fort Hayes Education Center, where they're breaking the mold. They're showing us the future. The old bureaucratic ways of public education are giving way to flexible programs designed to produce results for tomorrow's world. At Fort Hayes, companies such as Battelle and Ross Laboratories are sponsoring science and vocational programs that result in good jobs immediately upon graduation. Fort Hayes also provides a superb four-year high school for the fine arts.

Partnerships like these between schools and businesses make everyone a winner. Businesses can teach our schools to trim bureaucracy and replace antagonism with teamwork. They can help us meet world class standards. We're moving ahead with those standards: The nation's math teachers have led the way, and now the National Academy of Sciences and the National Endowment for the Humanities are at work on standards for science and history. Next month, I'm hoping to move us forward toward creation of a national system to measure what our children know.

States and local communities can -- and will -- put much of America 2000 into place without new federal laws. Thank heaven for that -- because some of the "powers that be" in Congress are fighting tooth and nail against our most important reforms.

I sent Congress a package of fresh proposals for the future.
 \\ Our bill offers choice for parents and a program for New American Schools that will show each state and community new ways to excellence. We need to throw off past failures and fight for a future that works. This isn't a liberal-versus-conservative fight. It's a revolution against business as usual. \\

The American people want education that works. The Gallup survey shows overwhelming public support for the America 2000 goals and strategies. Parents support us, and so do most teachers. The Beltway types like the NEA may be afraid of reform, but I believe they're out of touch with rank and file teachers who welcome it. After all, teachers don't want to be cogs in a bureaucratic machine. Teaching is an art, a noble profession. And thank God for the teachers of this country. \\

Teachers don't want to waste their time making their way through a maze of regulations and work rules. They don't like certification rules that keep good teachers out. They want to teach, and they want good teachers all around them. \\

With business and church and community leaders; with parents and teachers -- we'll forge a coalition that can't be stopped. Hundreds of American communities, in every state, are deciding where they want their children to be in the year 2000 -- and they're getting to work right now to make that happen.

Just thinking about the potential of our movement has the old thinkers rattled. You've heard of Polly Williams in

Milwaukee. She's a state representative whose constituents are mostly black and poor. She's a Democrat -- a liberal Democrat.

Polly Williams watched the government pour more and more tax dollars into inner-city public schools that were producing less and less. And she said: Enough is enough. \\ She joined forces with Governor Tommy Thompson so that her constituents -- poor working people, people on public assistance -- could gain power to choose where and how their children would be educated. Rich people already enjoy choice: They can afford both high taxes and private school tuition -- or they can move to a neighborhood with better schools. It's working people, it's poor and middle-income people who have the most to gain from reform. \\

Somebody was telling me with well-deserved pride that the Fort Hayes Center is one of a kind. I want you to know that I won't rest -- we must not rest -- until we have thousands of Fort Hayeses all across this country. Community by community, we must create New American Schools and a whole new public attitude about education. We need to empower teachers -- not to punch time-clocks, not to fend off thugs and drug dealers, but to teach. We need to give parents real choice. And we need to give you young people all the knowledge, skills and discipline you'll need for your exciting and demanding future.

Thank you, and may God bless you.

#



OFFICE OF THE SECRETARY
U. S. DEPARTMENT OF EDUCATION
400 Maryland Avenue, S.W.
Suite 4181
Washington, D.C. 20202

Telephone: (202) 401-3000

Fax Number: (202) 401-0596

FAX COVER SHEET

MESSAGE

TO: DAVID DENIAREST

FAX NUMBER: 456-2983

FROM: LESLIE ARSHT

[Large empty rectangular box for message content]



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

November 20, 1991

MEMORANDUM FOR ELIZABETH LUTTIG

FROM: LESLYE A. ARSHT 

SUBJECT: Ohio 2000 Speech

I have attached Lamar's comments on the speech. We attempted to edit the speech and found that we simply could not -- it really needs to be rethought and reworked. I cannot stress enough how important these comments are. The President's America 2000 program is succeeding in the country -- it is providing a workable framework for Americans and we need to be able to outline that progress and take credit for it.

I am attaching a couple of paragraphs that we wrote for LIFE magazine that captures what we're talking about in America 2000 -- in the hopes that that will help. I'm meeting with David Demarest and others this afternoon and will bring more material that will serve as examples and anecdotes to illustrate what's going on "out there."

cc: David Demarest
Jane Leonard

Concerns with the Ohio draft:

1. **It does not display the President as a leader who understands where America is going and who will take us there.**

Ex: We have a skills and knowledge gap. We must challenge, upset, and transform our schools and our attitudes about education. We must recognize that our children must learn more than we learned. That children are growing up differently that we did. That our schools our designed for another era. That most of us grownups must go back to school. America 2000 is our how we will move ourselves community by community toward the six national education goals. Toward reaching our full potential, becoming the kind of America that we know we can be.

*This is
the speech*

2. **It does not capture the spirit of America 2000 and describe its remarkable progress and momentum since April.**

Ex: The groundswell of concern and involvement in education that exists in America today has become the beginnings of a movement. And America 2000 has become the framework for that movement. It is an invitation to change, to experiment, to take risks on behalf of children and ourselves. The Gallup survey show Americans overwhelming support the goals. And the America 2000 strategies. They want world class standards for every child, an American Achievement test to measure progress toward those standards. They believe that low and middle income parents should have more of the same choices of schools that Americans with money now have. And they are ready to help to build an entire new Generation of break-the-mold American schools.

3. **It says nothing about what an America 2000 community is and does not renew the America 2000 community challenge--which is the point of the visit to Ohio.**

Ex: Today Ohio becomes the 25th State to launch its own movement to help communities reach the six national goals by the

year 2000. 14 of these states have Democratic Governors; 12 have Republican Governors. Ask Mayor Frank Wolf about San Antonio 2000, or School board chairman Larry Patrick and Superintendent Deborah McGriff about Detroit 2000, or business leader Ed Donnelly about Lehigh Valley 2000. Go see what the 93 members of the Las Cruces 2000 steering committee are doing or the 750 members of the Memphis 2000 Task Forces. Ask Republican Senate President Bud Burke and Democrat House Speaker Wayne Barkas about their leadership of Kansas 2000. Ask Governor Zell Miller about Georgia 2000. Even if you don't ask him, Maine Governor John McKeran is likely to tell you that since the day after Labor Day, when we kicked off Maine 2000, 50 of 150 communities have signed up and are doing what I have challenged every, single America community to do: adopt the six national goals, develop their own strategy to teach them, make a report card to measure their progress and make plans to create at least one new American School.

Hundreds of American communities, in every state, deciding where they want themselves and their children to be in the year 2000 and starting to work now, today, 1991, to make that happen.

I am renewing my challenge today for every American city, town community to become an America 2000 community. Imagine what can happen if this country--which can do anything it wants to do--does what Ohio is doing today: mobilizing itself community by community to reach these goals.

4. Even with the Polly Williams story, it talks about choice more in academic than human terms.

Ex: Low and middle income families should have more of the same choices of schools than families with money already have.

5. It does not mention New American Schools which should receive equal billing with choice in criticizing the Kennedy legislation.

Ex: Most of America's education revolution must be conducted community by community. The American people know that Washington can't fix schools. But leadership can help change attitudes and Washington can help fix schools. And in the two area where Washington could do the most to transform education, the Kennedy bill comes down on the side of business as usual.

America 2000 proposes a new generation of American schools, to re-invent our schools to meet the needs of children the way they are growing up today. I asked Congress to appropriate half a billion dollars over the next three years to help get these schools up and going. I asked American business to raise \$150 million for design teams to help communities create the schools. The Kennedy bill does not mention new American schools. It is business as usual.

America 2000 proposed giving low and middle income families more choices of the schools their children attend, choices of all schools, public or private, more of the same choices people with money have now. I asked Congress to appropriate 230 million to help communities advance those choice plans. The Kennedy bill says no. Business as usual again.

6. It does not acknowledge that we can fix the schools until we are blue in the face, but unless we do something about family and community responsibilities to children we'll not reach the goals.

Ex: Gov. Voinovich tells me that one out of 10 Ohio babies born this year are "drug babies", with some poison in them that their mother had in her, etc.

Smaller items:

✓ 1. This is not a liberal/conservative fight. It is revolution vs. business as usual.

2. I see nothing to be gained at this stage for the President to call the NEA a special interest. He has not done that before.

3. Ted Sanders was Acting Secretary and gave valuable input in developing America 2000.

4. We are not in a revolution just to make schools the best. We are leading a movement to change attitudes, to build community support for a new generation of schools for the next generation of children.

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LIFE
"A Year in Pictures"
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These are the rumblings, the first stirrings of a movement -- one that will challenge, upset and transform our schools and the way Americans think about education. This education movement will become for the 1990s what the civil rights movement was for the 1960s. It will not only help to fix our schools. It will inspire us, community by community, to think the thoughts of revolution. In Las Cruces and Richmond and Boston and Memphis and Pasadena we will be asking of ourselves the questions Czechoslovakians debated late into the summer nights following their 1989 revolution: What kind of place is this? What is important to us? What do we have to contribute to each other, and to the world?

Las Cruces 2000 and America 2000 make me hopeful.

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Submitted by the Department of Education

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6. After checking, I would advise saying there are hundreds of new America 2000 communities--in every state--not one thousand.

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Written for Life Magazine

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(Duggan/Simon)
November 21, 1991
Draft Four
Ohio

PRESIDENTIAL REMARKS: OHIO 2000 KICKOFF
COLUMBUS, OHIO
MONDAY, NOVEMBER 25, 1991
[TIME]

Thank you, George. I am delighted to be here with George Voinovich. He's doing a terrific job. He's leading Ohio on a drive for better schools and a better future. We've just heard from Lamar Alexander, who is working on an historic mission to change American education -- to help our country become all that it should be.

It's a pleasure to be with Ted Sanders again. He worked for me as Deputy Secretary of Education until Ohio had the good fortune to hire him as State Superintendent. He's an eloquent voice for higher standards, for less bureaucracy, and greater choice for parents. I also want to greet members of the Committee of 100 and the Governor's Education Management Council.

It's great to be with so many young Americans -- high school students from the Fort Hayes Education Center, where I've just visited; grade school and high school and even kindergarten students representing every kind of institution -- public schools, Christian schools, parochial schools, private schools. And I want to greet the many students and teachers and parents throughout Ohio who are viewing us on television.

You young people are part of something special that doesn't happen with every generation. I've lived a long time. I'm a

grandfather with a lot of grandchildren in school. In all my life there has never before been a movement like America 2000 to change our schools.

We're working to change your schools because the world is changing. We want you to have good jobs and a good life when you become adults. To do this our schools need to keep up with all the exciting improvements around the world.

Making your schools better will be a family affair. When I was your age, my mother and father would look in and make sure I was did my best with my homework. They would visit my school and show the teachers and principal how much they cared. With America 2000, we want to get parents more involved in all of our schools. We want you young people to grow up with all the love and responsibility and skills for hard work that your parents received from their parents.

America 2000 } Today is a landmark on our drive for better education. Only seven months ago we launched the America 2000 strategy. Now, with the Ohio 2000 commitment, 25 states have enlisted in the revolution to reinvent our schools. By the dawn of the new century, we aim to meet the goals proposed by all the nation's governors at the Charlottesville Education Summit.

We're working for a new America, with all children ready to learn when starting school; with U.S. students first in the world in science and math and proven in world-class competence as well in English, history and geography; with at least a 90 percent

graduation rate for our high schools; with all adults literate; and with schools safe, disciplined, and drug-free.

Ohio's history is intertwined with America's earliest decisions about what kind of nation we would be. The early laws that charted Ohio's future made education an American priority - a unifying national cause. An ordinance of 1785 provided for the subdivision and sale of western lands -- what we'd call "privatization" in today's terminology. This law directed each new town to set aside one lot -- one thirty-sixth of its real estate -- to maintain schools. Two years later, Congress enacted the famous Northwest Ordinance, making education a cornerstone for building the new nation. The Ordinance stated: "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

Our founders understood that public benefit did not always have to depend on government activity, government spending or government control. This was and is the proper basis for defining public education. Throughout our history, schools have served the same public purpose, whether organized by privately financed schoolmasters, or town councils, or religious orders or denominations. Any school that serves the public and is held accountable by a public authority provides public education.

A key tenet of America 2000 is real freedom for parents to choose their children's schools. We won't have full choice until parents are allowed to spend their education dollars at any

school that renders education to the public. I am not opposed to government; I'm proud to lead the federal government. But everything has its proper place, and we must not allow the government to monopolize public education. Unleashing market forces will encourage creative competition among public, private and parochial schools. This will improve education for everyone.

I congratulate Ohio on the 1989 reform legislation that takes the first steps toward parental choice. This provides choice only among public schools -- that is, government-operated schools. This will help, though it does not have the liberating potential or fairness of letting tax dollars follow the student to any school of the parent's choice. Now, with new leaders like George Voinovich and Ted Sanders, I'm looking to Ohio to go the full distance in giving parents choice in education.

In federal aid programs for college students, and in many state programs, we don't exclude students who choose private schools, including religious schools. We let the dollar follow the scholar. That is the full scope of choice we must have in America 2000. Choice is crucial to our other goals of holding down costs, cutting back bureaucracy, and spurring quality.

I've just toured the Fort Hayes Education Center, where they're breaking the mold. They're showing us the future. The old bureaucratic ways of public education are giving way to flexible programs designed to produce results for tomorrow's world. At Fort Hayes, companies such as Battelle and Ross Laboratories are sponsoring science and vocational programs that

result in good jobs immediately upon graduation. Fort Hayes also provides a superb four-year high school of the fine arts.

Partnerships like these between schools and businesses make everyone a winner. Businesses can teach our schools to trim bureaucracy. They can help educators replace the old labor-versus-management antagonisms with real teamwork. They can help our schools meet world class standards. We're moving ahead with those standards: The nation's math teachers have led the way, and now the National Academy of Sciences and the National Endowment for the Humanities are at work on standards, respectively, for science and history. Next month, I'm hoping to hear from the National Council on Education Standards and Testing that we're ready for the first phase of American Achievement Tests by the 1993-94 school year.

We all know something is wrong when school administrations spend more on complying with government regulations than on classroom results. According to the governor's Task Force on Education, the Ohio Department of Education spends most of its resources not on promoting better results in our schools, but on complying with regulations.

No wonder studies show that more spending on education does not generally translate into better results. An Ohio think tank, the Urban Policy Research Institute, recently made such a finding about education in this state. So, George and Ted: I'm looking to you to make Ohio a leader in cutting needless bureaucracy.

States and local communities can put much of America 2000 into place without new federal laws. Thank heaven for that -- because some of the "powers that be" in Congress are fighting tooth and nail against our most important reforms.

I sent Congress a package of fresh proposals for the future. Our bill offers choice for parents and a program for New American Schools that will show each state and community new ways to excellence. We need to throw off past failures, and fight for a future that works -- a future that gives our kids the very best.

Revolution
innovation

The American people want education that works. The Gallup survey shows overwhelming public support for our America 2000 goals and strategies. Parents support us, and so do most teachers. The Beltway bosses of the NEA may be afraid of reform, but rank and file teachers welcome it. After all, teachers don't want to be cogs in a bureaucratic machine. Teaching is an art, a noble profession. Teachers don't want to waste their time making their way through a maze of regulations and work rules. They don't like certification rules that keep good teachers out. They want to teach, and they want good teachers all around them.

With business and church and community leaders; with parents and teachers -- we'll forge a coalition that can't be stopped. Hundreds of American communities, in every state, are deciding where they want their children to be in the year 2000 -- and they're getting to work right now to make that happen.

Just thinking about the potential of this coalition has the old thinkers rattled. You've heard of Polly Williams in

Milwaukee. She's a state representative whose constituents are mostly black and poor. She's a Democrat. She was chairman of Jesse Jackson's state campaign organization.

Polly Williams watched as the government poured more and more tax dollars into inner-city public schools that were producing less and less. And she said: Enough is enough. She saw that her constituents -- poor working people, people on public assistance -- needed power to choose where and how their children would be educated. Rich people already enjoy choice: They can afford both high taxes and private school tuition -- or they can move to a neighborhood with better schools. It's working people, it's poor people, it's middle-income people who have the most to gain if we reform the educational system.

Somebody was telling me with well-deserved pride that the Fort Hayes Center is one of a kind. I want you to know that I won't rest -- we must not rest -- until we have thousands of Fort Hayeses all across this country. By the year 2000 -- little more than eight years away -- Americans must pull down the barriers to excellence in education. We need to empower teachers -- not to punch time-clocks, not to fend off thugs and drug dealers, but to teach. We need to give parents real choice. And we need to give you young people the knowledge, skills and discipline we'd want for ourselves if we faced your exciting and demanding future.

Thank you, and may God bless you.

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WHITE HOUSE STAFFING MEMORANDUM

DATE: 11/19/91 ACTION/CONCURRENCE/COMMENT DUE BY: WED. 11/20/91 2:00pm

PRESIDENTIAL REMARKS: OHIO 2000 KICKOFF

SUBJECT: COLUMBUS, OHIO - MONDAY, NOV. 25, 1991

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	HORNER	<input type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PETERSMEYER	<input type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BROMLEY <i>N/c</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCBRIDE	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SNOW	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

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RESPONSE:

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

(Duggan/Simon)
November 18, 1991
Draft Two
Ohio

01 NOV 19 09:03

PRESIDENTIAL REMARKS: OHIO 2000 KICKOFF
COLUMBUS, OHIO
MONDAY, NOVEMBER 25, 1991
[TIME]

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Twenty-five states now have committed themselves to meeting by the year 2000 the goals adopted by the governors of all 50 states at the Charlottesville Education Summit. We're working

for a new America, with all children ready to learn when starting school; with U.S. students first in the world in science and math and proven in world-class competence as well in English, history and geography; with at least a 90 percent graduation rate for our high schools; with all adults literate; and with schools free of drugs and violence.

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The early laws that charted Ohio's future also made education an American priority -- a unifying national cause. An ordinance of 1785 provided for the subdivision and sale of western lands -- what we'd call "privatization" in today's terminology. This same law directed that each new town set aside one lot -- one thirty-sixth of its real estate -- for the maintenance of schools. Two years later, Congress enacted the famous Northwest Ordinance, making education a cornerstone for building the new nation. The Ordinance stated: "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

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I congratulate Ohio on the 1989 reform legislation that takes the first steps toward parental choice. This provides choice only among public schools -- that is, government-operated schools. This will help, though it does not have nearly the liberating potential or basic fairness of letting tax dollars follow the student to any accredited school of the parent's choice. Now, with new leaders like George Voinovich and Ted

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The American people want education that works. The Gallup survey shows overwhelming public support for our America 2000 goals and strategies. Parents support us, and so do most teachers. After all, teachers don't want to be cogs in a bureaucratic machine. Teaching is an art, a noble profession, a vocation. Teachers don't want to waste their time making their way through a maze of regulations and work rules. They don't like certification rules that keep good teachers out. They want to teach, and they want good teachers all around them.

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Thank you, and may God bless you.

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THE WHITE HOUSE

WASHINGTON

91 NOV 20 P6:14

November 20, 1991

MEMORANDUM FOR TONY SNOW

FROM: ROGER B. PORTER *RBP*
SUBJECT: Presidential Remarks: Ohio 2000 Kickoff

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

Attachment

cc: Phillip D. Brady

WHITE HOUSE STAFFING MEMORANDUM

RAE/DOREEN

DATE: 11/19/91 ACTION/CONCURRENCE/COMMENT DUE BY: WED. 11/20/91 2:00pm

PRESIDENTIAL REMARKS: OHIO 2000 KICKOFF

SUBJECT: COLUMBUS, OHIO - MONDAY, NOV. 25, 1991

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

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WASHINGTON

November 20, 1991

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FROM: ROGER B. PORTER

SUBJECT: Presidential Remarks: Ohio 2000 Kickoff

DRAFT

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SUBJECT: COLUMBUS, OHIO - MONDAY, NOV. 25, 1991

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SUNUNU	<input type="checkbox"/>	<input type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
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November 18, 1991
Draft Two
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report next month from the National Council on Standards and Testing, and I'm hoping we'll be ready to go with the first phase of ~~an~~ American Achievement Test^s by the 1993-94 school year.

We all know something is wrong when school administrations spend more on complying with government regulations than on classroom results. According to Governor Voinovich's Task Force on Education, the Ohio Department of Education spends most of its resources not on promoting better results in our schools, but on complying with regulations.

No wonder studies show that more spending on education does not generally translate into better results. An Ohio think tank, the Urban Policy Research Institute, recently made such a finding about education in this state. So, George and Ted: I'm looking to you not only to make Ohio a leader ~~in giving choice to~~ ~~parents, but also~~ in cutting needless bureaucracy and regulation.

States and local communities can put much of America 2000 into place without new federal laws. Thank heaven for that -- because some of the "powers that be" in Congress are fighting tooth and nail against our most important reforms.

I sent Congress a package of fresh proposals for the future. Our bill offers choice for parents and a program for New American Schools that will show each state and community new ways to excellence. But Ted Kennedy and his Senate Labor Committee are wedded to the past. They ~~we~~ ~~put~~ ~~fresh~~ ~~makeup~~ ~~on~~ ~~some~~ ~~liberal~~ ~~and~~ ~~progress~~ ~~that~~ ~~will~~ ~~lead~~ ~~to~~ ~~a~~ ~~better~~ ~~future~~ ~~for~~ ~~all~~ ~~of~~ ~~ideas~~ ~~that~~ ~~died~~ ~~of~~ ~~natural~~ ~~causes~~ ~~before~~ ~~you~~ ~~high~~ ~~school~~ ~~kids~~ ~~the~~ ~~students~~ ~~here~~ ~~today,~~ ~~here~~ ~~were~~ ~~born.~~ prefer stagnation to real reform and progress that will lead to a better future for all of the students here today.

The Kennedy bill cuts out all the fundamentals of educational reform: parents, family, and freedom from bureaucracy. ~~It's cynical pork-barrel politics at its worst.~~ It's a brazen attempt to protect the privileges of special ^{National Education Association,} interests like the NEA. The old days of the old ways must come to an end. We need to throw off past failures, and fight for a future that works -- a future that gives our kids the very best we can offer.

The American people want education that works. The Gallup survey shows overwhelming public support for our America 2000 goals and strategies. Parents support us, and so do most teachers. After all, teachers don't want to be ~~seen~~ ^{bound up} in a bureaucratic ~~machine.~~ ^{cut} Teaching is an art, a noble profession, a vocation. Teachers ~~don't want to waste their time making their way through a maze of regulations and work rules.~~ ^{do} They don't ~~want arbitrary~~ ^{like} certification rules that keep good teachers out. They ^{do} want to teach, and they want good teachers all around them.

With business and church and community leaders; with parents and teachers -- we'll forge a coalition that can't be stopped. Hundreds of American communities, in every state, are deciding where they want their children to be in the year 2000 -- and they're getting to work right now to make that happen. Already, more than 1,000 communities -- one thousand -- have signed up to be America 2000 communities.

Just thinking about the potential of this coalition has the old thinkers rattled. Most of you know about Polly Williams of

And
 Milwaukee. She's a state representative whose constituents are mostly black and poor. She's a Democrat. ~~She was chairman of Jesse Jackson's state campaign organization.~~ *-- a Democrat who's not afraid of change.*

Polly ~~Williams~~ watched as the government poured more and more tax dollars into inner-city public schools that were failing Milwaukee's children. ~~producing less and less.~~ And she said: Enough is enough. She recognized that her constituents -- poor working people, people on public assistance -- needed power to choose where and how their children would be educated. Rich people already enjoy choice: They can afford both high taxes and private school tuition -- or they can move from a neighborhood with inferior schools to one with better schools. It's working people, it's poor people, it's middle-income people who have the most to gain if we reform our educational system.

Somebody was telling me with well-deserved pride that the Fort Hayes Center is one of a kind. I want you to know that I won't rest -- we must not rest -- until we have thousands of Fort Hayeses all across this country. By the year 2000 -- little more than eight years away -- Americans must pull down the barriers to excellence in education. We need to empower teachers -- not to punch time-clocks, not to fend off thugs and drug dealers, but to teach. We need to give parents real choice. And we need to give America's young people the knowledge, skills and discipline we'd want for ourselves if we faced their demanding future.

Thank you, and may God bless you.

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