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

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**OA/ID Number:** 13591  
**Folder ID Number:** 13591-008

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**Folder Title:**  
Ohio 2000 Kickoff 11/25/91 [2] [OA 6039]

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Stack:	Row:	Section:	Shelf:	Position:
<b>G</b>	<b>26</b>	<b>17</b>	<b>4</b>	<b>6</b>

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Document No. 287242ss

### WHITE HOUSE STAFFING MEMORANDUM

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

PRESIDENTIAL REMARKS: OHIO 2000 KICKOFF

COLUMBUS, OHIO - MONDAY, NOV. 25, 1991

SUBJECT: \_\_\_\_\_

	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"/>
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REMARKS:

Please forward your comments directly to Tony Snow, Rm. 122, x2930, no later than 2:00 p.m., WEDNESDAY, NOVEMBER 20th, with a copy to this office. Thank you.

RESPONSE:

- See Edits Pgs 2 + 5 + 6 -

- Attached Graph should replace Section Deleted on Pages 5 + 6

Note:

- We can't Attack Kennedy ...

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

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

01 NOV 19 A 9: 03

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 the great state of Ohio on a drive for better schools and a better future. We've just heard from Lamar Alexander, who is working on a truly 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. Ted served as Deputy Secretary of Education in my Administration until Ohio had the good fortune to hire him as State Superintendent of Schools. He's an eloquent voice for higher standards, for less bureaucracy, and greater choice for parents in their children's schooling. I also want to greet members of the Council of 100 and the Governor's Education Management Council, and of course the many students and parents here today.

Today is a landmark on our drive for better education. Only seven months ago I announced the America 2000 strategy. Now, with the launching of Ohio 2000, half of the 50 states have enlisted in the revolution to make our schools do their best.

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

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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.

Ohio's history is intertwined with America's earliest decisions about what kind of nation we would be. ~~During the first years of our independence, our founders resolved that the western territories would not be mere colonies of the thirteen original states. Instead, western settlers were assured the right to form new states with status equal to that of the original thirteen. On this we built our free society, with government open to the people and limited in power.~~

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."

3

One of the seminal ideas of our founders was 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. Americans always have sought to provide quality education as universally as possible. Throughout our history, schools have served the same public purpose, whether their organizers were 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 public education dollars at any school that renders public education. 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 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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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. Fort Hayes provides a superb four-year high school of the fine arts. Also at Fort Hayes, far-sighted organizations such as Battelle and Ross Laboratories are sponsoring science and vocational programs that result in good jobs immediately upon graduation.

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 these 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. I am looking forward to a

Replace deleted section, page 5, with the following:

I will continue to push those on Captiol Hill who are wedded to the past, those who promote the status quo, to rubuke the old disproven ways and adopt much needed bold and innovative reforms. We need to throw off...

5

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 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. <sup>all in the House</sup> ~~But Ted Kennedy and his Senate Labor Committee are wedded to the past. They've put fresh makeup on some liberal ideas that died of natural causes before our high school kids have were born.~~

See  
Attached

6

~~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~~  
~~interests like the NEA. The old days of the old ways must come~~  
~~back.~~ 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 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.

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

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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 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.

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Thank you, and may God bless you.

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RESPONSE: Comments from Cabinet Affairs are attached.

Thanks,  
*EL*  
Elizabeth Luttig

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

## COMMENTS ON THE OHIO 2000

This is a powerful speech with a number of very strong passages. I have two general comments:

1. The Founders and American public education (pp 2-3). These are well-crafted passages, but the message they contain may be too subtle for a bells-and-whistles, banner-and-bunting Ohio 2000 kickoff. Similarly, the transition from the first paragraph on page 3 to the section on choice is unclear. Regardless of the origin of public education, today we endorse school choice because parents should not be forced to send their child to a school that isn't making the grade. (By contrast, the choice paragraph on page 7 is clear and persuasive.)
2. What we're fighting against. Throughout the speech, there are a number of references to aspects of the education debate that are suggestive, but never spelled out. These include "old labor versus-management antagonisms" (pg. 4); "cutting back bureaucracy" (pg. 4); "needless bureaucracy and regulation" (pg. 5); "new ways to excellence" (pg. 5); "liberal ideas" (pg. 5); "the old days of the old ways" (pg. 6); "past failures" (pg. 6); "maze of regulations and work rules" (pg. 6); "cogs in a bureaucratic machine" (pg. 6); "old thinkers" (pg. 6).

It's possible that people listening to this speech won't understand what the President is referring to. They won't know what he stands for and what he is fighting against.

All these references could benefit from clear statements about what America 2000 offers (standards, accountability, choice, excellence in teaching, community and parental involvement, school discipline, goals, progress, etc.) and what the Democrats advocate (mediocrity, more commissions, declining standards, more spending on failed systems, schools that are not accountable for results, etc.)

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(Duggan/Simon)  
November 18, 1991  
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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. Fort Hayes provides a superb four-year high school of the fine arts. Also at Fort Hayes, far-sighted organizations such as Battelle and Ross Laboratories are sponsoring science and vocational programs that result in good jobs immediately upon graduation.

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. I am looking forward to a

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 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've put fresh makeup on some liberal ideas that died of natural causes before you high school kids here were born.

*There are students and parents in the audience*

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 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 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.

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

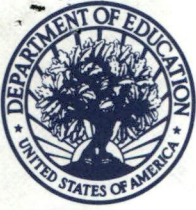
Milwaukee. She's a state representative whose constituents are mostly black and poor. She's a Democrat. She was chairman of Jesse Jackson's state campaign organization.

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 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, skill and discipline we'd want for ourselves if we faced their demanding future.

Thank you, and may God bless you.

# # #



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF THE SECRETARY

November 18, 1991

*Joe -  
these are  
very good  
suggestions  
incorporate  
where you  
can  
AA*

MEMORANDUM FOR DAVID DEMAREST

FROM: LAMAR ALEXANDER *LA*  
SUBJECT: PRESIDENT'S OHIO TRIP, NOV. 25

It has been six weeks since the President has had an opportunity outside Washington to say something important about his education crusade. A lot has been happening.

I am sending along my thoughts for consideration in forming the Ohio speech as well as for other remarks at other times.

I'm not suggesting that he use these words—just these thoughts in forming his words.

This an opportunity for the President to:

A. Demonstrate again that he knows where America should go in terms of education and that he is leading the way.

B. Describe the progress of America 2000.

In this speech he should:

A. List the six national education goals. HE SHOULD NEVER MAKE EVEN A SHORT EDUCATION SPEECH WITHOUT A SHORTHAND LISTING OF THE GOALS. IT TAKES LITERALLY 20 SECONDS!

B. Talk about "our children and ourselves". Sometimes we sound like we are in a Harvard forum instead of carrying on a caring discussion about human beings.

C. Applaud his partners the Governors, of both parties, and educators for leading the way in reform (e.g., math teachers with new math curriculum standards).

D. Never talk about re-inventing the school without talking about what families and communities must do outside the school.

*We do that*

*yes*

*good*

*yes*

*yes*

OK E. Understand that there are some real challenges out there ("it is harder today to be a teacher, harder to be a parent, harder to be a student") and the tight state budgets present some challenges of their own.

F. But this is America. We can reach these goals, community by community. These are challenging times, but they are exciting times and we know the way we should go.

Some possible examples:

We set the goals two years ago, the Governors and I. And they have been accepted by virtually every education group.

Then came America 2000 in April, to move us toward those goals, community by community.

What has happened since April?

\*The Phi Delta Kappan/Gallup survey of American attitudes toward education show overwhelming support for the goals and even more support for the strategies.

\*We are moving ahead on world-class standards that the goals call for. The math teachers have been out front. We have helped the National Academy of Sciences begin an effort to create science standards. Just last week the National Endowment for Humanities moved ahead to try to develop a consensus about standards for history. Educators are at work on geography and soon will be on English.

OK D. Ask Congress why it is taking so long to authorize money for re-inventing the American school when more than one thousand communities are ready to start? And why are they waiting to provide money to give poor and middle income Americans more of the same choices of schools that people with money already have.

E. We are for challenging, and transforming our schools and our attitudes for education. Our opponents are for business as usual. We want to make changes; they are satisfied with the status quo.

F. America 2000 is exactly what we need. We know where we want to go. Goals are important and it is a part of the President's job to develop them and remind people of them. But now that we know where we are going, let's talk about America 1991: what is happening right now and what needs to be done right now!

\*An enormous amount of work is going on to create a national examination system, so we can measure our progress to these high standards. Say he is looking forward to the report by the National Council on Standards and Testing by the end of December. I still hope we can have Phase

One of an American Achievement test ready by 1993-94 in, at least, reading, writing and math.

\*Cities and communities everywhere are seeing the wisdom of giving parents without money more of the same choices of schools that people with money already have.

\*The idea of re-inventing the school—the New American School— has captured the imagination of this country. The New American Schools Development Corporation has raised \$40 million, attracted thousands of creative potential bidders, and more than one thousand communities are making plans to create such schools.

*this is a  
great  
message*

\*And today Ohio becomes the 26th State to launch its own movement to help communities reach the six goals by the year 2000. 14 of these States have Democratic Governors; 12 have Republicans. I think this is an untold story across America and that most people in Washington have missed it. Most people don't realize the size of this. I would say to them: 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. Ask Governor John McKernan in Maine what has happened since Barbara and I were there for the kick off of Maine 2000. Today 50 of Maine's 160 communities are adopting the six national goals, developing their own strategy to reach them, making a report card to measure their progress and making plans to create at least one new American School. Go see what the 93 members of the Las Cruces 2000 steering committee are doing, the 750 members of the Memphis 2000 Task Forces. Ask Governor Zell Miller about Georgia 2000. Even if you don't ask him, Nebraska Governor Ben Nelson is likely to tell you about the progress Nebraska 2000 is making about Nebraska citizens now doing the hard work it will take for them to reach the goals.

\*Hundreds of American communities, in every state, are deciding where they want their children to be in the year 2000 and are starting to work now, today, in 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.

\*We have decided what kind of country we want this to be. We know where we want to go in education.

91 NOV 20 PM 2: 21



OFFICE OF THE VICE PRESIDENT  
WASHINGTON

MEMORANDUM TO TONY SNOW

From: Bill Burrow  
Council on Competitiveness

Re: Ohio 2000 Draft Speech

This is a great speech highlighting parental choice as a critical component of America 2000. It is particularly good that it includes a discussion of the American historical basis for creating different schools -- private and government schools -- that reflect our pluralistic society.

It is also important that defining "public education" as that which serves the public is essential. The America 2000 proposal mentions this but it is worth repeating often. In keeping with this theme one suggested edit should be:

Page 3, par. 2, second sentence change to: "We won't have full choice until parents are allowed to spend their education dollars at any school that renders education to the public."

The President has already said he wanted to make choice the "cornerstone" of education reform. This speech reasserts that pledge.

## WHITE HOUSE STAFFING MEMORANDUM

91 NOV 20 All: 21

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

PRESIDENTIAL REMARKS: OHIO 2000 KICKOFF

COLUMBUS, OHIO - MONDAY, NOV. 25, 1991

SUBJECT: \_\_\_\_\_

	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"/>
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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"/>

REMARKS:

Please forward your comments directly to Tony Snow, Rm. 122, x2930, no later than 2:00 p.m., WEDNESDAY, NOVEMBER 20th, with a copy to this office. Thank you.

RESPONSE:

*explain and*  
 Good - we need to describe the backdrop we're using for this event. We also need to conclude the speech with the President calling on two students (names TBD) who will help him place a large Ohio cutout on the backdrop.  
 BT RS STR

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]

Thank you, George. I am delighted to be here with George Voinovich. He's doing a terrific job. He's leading the great state of Ohio on a drive for better schools and a better future. We've just heard from Lamar Alexander, who is working on a truly 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. Ted served as Deputy Secretary of Education in my Administration until Ohio had the good fortune to hire him as State Superintendent of Schools. He's an eloquent voice for higher standards, for less bureaucracy, and greater choice for parents in their children's schooling. I also want to greet members of the Council of 100 and the Governor's Education Management Council, and of course the many students and parents here today.

Today is a landmark on our drive for better education. Only seven months ago I announced the America 2000 strategy. Now, with the launching of Ohio 2000, half of the 50 states have enlisted in the revolution to make our schools do their best.

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.

Ohio's history is intertwined with America's earliest decisions about what kind of nation we would be. During the first years of our independence, our founders resolved that the western territories would not be mere colonies of the thirteen original states. Instead, western settlers were assured the right to form new states with status equal to that of the original thirteen. On this we built our free society, with government close to the people and limited in power.

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."

One of the seminal ideas of our founders was 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. Americans always have sought to provide quality education as universally as possible. Throughout our history, schools have served the same public purpose, whether their organizers were 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 public education dollars at any school that renders public education. 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 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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Just thinking about the potential of this coalition has the old thinkers rattled. Most of you know about Polly Williams of

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 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.

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Thank you, and may God bless you.

# # #

introduce  
students  
who will help  
the President  
Mark Ohio's joining of  
America 2000.

THE WHITE HOUSE  
WASHINGTON

November 20, 1991

MEMORANDUM FOR TONY SNOW

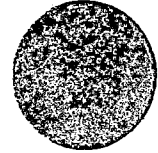
FROM: NELSON LUND *NH*  
ASSOCIATE COUNSEL TO THE PRESIDENT

SUBJECT: Presidential Remarks: Ohio 2000 Kickoff

Counsel's office has no legal objection.

cc: Phillip Brady

**WHITE HOUSE  
CORRESPONDENCE TRACKING WORKSHEET**



O - OUTGOING

H - INTERNAL

I - INCOMING

Date Correspondence Received (YY/MM/DD) 1/1

Name of Correspondent: Phil Brady

MI Mail Report

User Codes: (A) \_\_\_\_\_ (B) \_\_\_\_\_ (C) \_\_\_\_\_

Subject: Presidential Remarks @ Ohio 2000  
Vickoff - Columbus, Ohio -  
Monday, Nov 25, 1991

**ROUTE TO:**

**ACTION**

**DISPOSITION**

Office/Agency (Staff Name)	Action Code	Tracking Date YY/MM/DD	Type of Response Code	Completion Date YY/MM/DD
<u>Cuew</u>	ORIGINATOR	<u>9/11/19</u>		<u>1/1</u>
<u>Cuat 10</u>	<u>A</u>	<u>9/11/19</u>		<u>S 9/11/20</u> <u>2:00</u>
		<u>1/1</u>		<u>1/1</u>
		<u>1/1</u>		<u>1/1</u>
		<u>1/1</u>		<u>1/1</u>

**ACTION CODES:**

- A - Appropriate Action
- C - Comment/Recommendation
- D - Draft Response
- F - Furnish Fact Sheet to be used as Enclosure

- I - Info Copy Only/No Action Necessary
- R - Direct Reply w/Copy
- S - For Signature
- X - Interim Reply

**DISPOSITION CODES:**

- A - Answered
- B - Non-Special Referral
- C - Completed
- S - Suspended

**FOR OUTGOING CORRESPONDENCE:**

- Type of Response = Initials of Signer
- Code = "A"
- Completion Date = Date of Outgoing

Comments: \_\_\_\_\_

Keep this worksheet attached to the original incoming letter.  
Send all routing updates to Central Reference (Room 75, OEOB).  
Always return completed correspondence record to Central Files.  
Refer questions about the correspondence tracking system to Central Reference, ext. 2590.

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

REMARKS:

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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

31 NOV 19 A 9: 03

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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.

Ohio's history is intertwined with America's earliest decisions about what kind of nation we would be. During the first years of our independence, our founders resolved that the western territories would not be mere colonies of the thirteen original states. Instead, western settlers were assured the right to form new states with status equal to that of the original thirteen. On this we built our free society, with government close to the people and limited in power.

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."

One of the seminal ideas of our founders was 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. Americans always have sought to provide quality education as universally as possible. Throughout our history, schools have served the same public purpose, whether their organizers were 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 public education dollars at any school that renders public education. 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 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

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. Fort Hayes provides a superb four-year high school of the fine arts. Also at Fort Hayes, far-sighted organizations such as Battelle and Ross Laboratories are sponsoring science and vocational programs that result in good jobs immediately upon graduation.

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. I am looking forward to a

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 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've put fresh makeup on some liberal ideas that died of natural causes before you high school kids here were born.

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 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 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.

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

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 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, skill and discipline we'd want for ourselves if we faced their demanding future.

Thank you, and may God bless you.

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