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# FOIA MARKER

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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:** 13616  
**Folder ID Number:** 13616-006

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**Folder Title:**  
Lehigh Valley 2000 4/16/92 [OA 6100] [1]

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Stack:	Row:	Section:	Shelf:	Position:
<b>G</b>	<b>26</b>	<b>18</b>	<b>1</b>	<b>3</b>

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Christina

LEHIGH VALLEY 2000  
ALLENTOWN, PENNSYLVANIA  
APRIL 16, 1992  
1:00 P.M.

MASTER

THANK YOU HILDA -- OR I SHOULD SAY, MY FELLOW  
PRESIDENT. // LET ME RECOGNIZE OUR ABLE SECRETARY OF  
EDUCATION, LAMAR ALEXANDER. HOMETOWN CONGRESSMAN DON  
RITTER. MAYOR JOE DADDONA [DA-DOE-NA] OF ALLENTOWN.  
MAYOR KEN SMITH OF BETHLEHEM.

ED DONLEY -- DRIVING FORCE BEHIND LEHIGH VALLEY  
2000 AND CO-CHAIR OF PENNSYLVANIA 2000, WHICH KICKED  
OFF BACK IN OCTOBER. ANN SNYDER -- VALEDICTORIAN OF  
THE CLASS OF '92. OUR GUESTS WHO DID SUCH A GREAT JOB  
WITH THE GOALS. PRINCIPAL MIKE MEILINGER [MILE-INJER]  
FOR CALLING THIS SPECIAL ASSEMBLY TODAY.

MY THANKS TO THE PARENTS, THE TEACHERS AND THE  
STAFF. THANKS ALSO TO ALL THE FOLKS HERE FROM  
ALLENTOWN AND EASTON AND BETHLEHEM -- THE LEADING  
LIGHTS OF LEHIGH VALLEY. LAST BUT NOT LEAST, LET ME  
SAY HELLO TO THE STUDENTS OF DIERUFF HIGH. //

BAND  
\* SIGNS

\* 6 kids  
shook  
off

\* Glad Hilda's  
not running

\*

\*

\*

\*

IT'S ASTONISHING TO BE HERE WITH THE CLASS OF '92  
AS A GRADUATE OF THE CLASS OF '42. // I REALIZE THE  
WORLD I THOUGHT OF AS NEW -- FOR YOU IS, WELL, HISTORY.  
//

LOOK AT THE WORLD YOU'LL SOON CALL YOUR OWN -- AT  
THE PACE OF CHANGE WE'VE COME TO EXPECT: EACH DAY, WE  
SEE HISTORY PLAYED OUT IN THE HEADLINES. OLD EMPIRES  
EXPIRE -- NEW WORLDS ARE BORN. IN THE PAST SIX MONTHS  
ALONE, WE'VE SEEN THE BIRTH OF 18 NEW NATIONS. [WHO  
KNOWS HOW MANY THERE'LL BE BY THE TIME YOU TAKE THAT  
✓ BIG GEOGRAPHY FINAL.] *few wks from now*  
*stepped on*

BUT THE CHALLENGES WE FACE -- THE SHEER COMPLEXITY  
OF OUR WORLD -- CAN'T OBSCURE THE BASIC VALUES THAT  
GUIDE THIS NATION. TIMES CHANGE, BUT TRUTHS ENDURE.  
I'M TALKING ABOUT THE BIG ISSUES THAT SHAPE OUR WORLD -  
- ABOUT THE VALUES CLOSE TO HOME. EVERYTHING I'VE DONE  
-- I'VE DONE TO PRESERVE AND ADVANCE THREE PRECIOUS  
LEGACIES: STRONG FAMILIES. GOOD JOBS. A WORLD AT  
PEACE.

SECURING THOSE LEGACIES HAS BEEN MY MISSION AS PRESIDENT -- AND IT WILL BE MY MISSION TODAY AND EVERY DAY, ~~NOW AND FOR THE NEXT FOUR YEARS.~~ //

AS LONG AS I AM PRESIDENT.

RIGHT NOW, HERE IN ALLENTOWN AND ACROSS AMERICA, THE NUMBER ONE CONCERN IS THE ECONOMY -- AND TURNING THIS ECONOMY AROUND, CREATING JOBS, IS THE MISSION THAT MATTERS MOST. LISTEN TO WHAT PEOPLE SAY ABOUT THE ECONOMY. GET BENEATH THE COLD STATISTICS -- DOWN TO THE REAL HEART OF THIS ISSUE. PEOPLE WANT TO KNOW WHETHER THEY CAN KEEP THE JOB THEY'VE GOT -- AND WHETHER THEY'RE ON TRACK FOR A BETTER ONE. FOR THEIR KIDS -- FOR EACH ONE OF THE STUDENTS HERE TODAY -- PARENTS HAVE GOT GRANDER VISIONS: NOT JUST A JOB -- A CAREER. WORK THAT MEANS MORE THAN SIMPLY MAKING ENDS MEET: WORK THAT GIVES REAL MEANING TO YOUR LIFE. //

PEOPLE HAVE A RIGHT TO ASK: WHAT IS GOVERNMENT'S  
ROLE IN ALL OF THIS? / NO, WE CAN'T LEGISLATE THE  
AMERICAN DREAM. BUT GOVERNMENT CAN SERVE AS A CATALYST  
FOR CHANGE -- CLEARING AWAY THE OBSTACLES TO ECONOMIC  
GROWTH AND THE UNNECESSARY COSTS OF DOING BUSINESS.  
EXPANDING THE OPPORTUNITIES FOR AGGRESSIVE BUSINESSES  
AND ENTERPRISING INDIVIDUALS TO CREATE NEW JOBS.  
TRAINING AND EDUCATING OUR CHILDREN -- GIVING YOU THE  
TOOLS OF THOUGHT YOU'LL NEED TO COMPETE IN THE NEW  
WORLD ECONOMY. //

THE FATE OF AMERICA'S ECONOMIC FUTURE RESTS ON FIVE  
KEY REFORMS: ON FREE AND FAIR TRADE -- OUR ABILITY TO  
BREAK DOWN BARRIERS, OPEN NEW MARKETS TO AMERICAN  
GOODS. OUR FUTURE RESTS ON LEGAL REFORM -- ON ENDING  
THE EXPLOSION OF LITIGATION THAT STRAINS OUR PATIENCE  
AND SAPS OUR ECONOMY. ON HEALTH CARE REFORM -- OPENING  
UP ACCESS TO ALL AMERICANS, CONTROLLING THE RUN-AWAY  
COST OF HEALTH CARE WITHOUT SACRIFICING CHOICE AND  
QUALITY. ON GOVERNMENT REFORM -- BECAUSE ONLY IF WE  
REVERSE A GENERATION OF CREEPING BUREAUCRACY, ONLY IF  
WE RESTORE LIMITS TO GOVERNMENT, CAN WE RESTORE PUBLIC  
TRUST.

\*  
helping not  
solving

FINALLY, THE REASON I'VE COME TO LEHIGH VALLEY  
TODAY: OUR FUTURE DEPENDS ON EDUCATION REFORM -- ON  
OUR ABILITY TO REVOLUTIONIZE -- LITERALLY RE-INVENT OUR  
SCHOOLS. TO TAKE THAT REVOLUTION BEYOND THE FOUR WALLS  
OF THE CLASSROOM -- TRANSFORM OUR ATTITUDES AND IDEAS,  
THE WAY WE THINK ABOUT EDUCATION. //

AD-LIB  
RE: MTA  
3 Sept.


EDUCATION REPRESENTS A PERFECT COMMUNITY OF INTEREST: BETWEEN THE INDIVIDUAL AND SOCIETY -- BETWEEN ONE GENERATION AND THE NEXT. BETWEEN THE PROUD HISTORY WE MUST PASS ON -- AND THE PATH-BREAKING FUTURE WE MUST CREATE. // AND IN TERMS OF AMERICA'S ECONOMIC FUTURE -- EDUCATION IS NOTHING LESS THAN A MATTER OF ECONOMIC SURVIVAL. IT'S JUST THIS SIMPLE: BETTER SCHOOLS MEAN BETTER JOBS. //

YOU'VE SEEN THE NEWS STORIES. YOU'VE HEARD THE STATISTICS. ANYONE WHO WORRIES ABOUT SLACK PRODUCTIVITY OR A BAD BALANCE OF TRADE OUGHT TO BE ALARMED ABOUT OUR CHILDREN'S TEST SCORES. MILLIONS OF STUDENTS WORK HARD, MILLIONS OF DEDICATED TEACHERS DO THEIR BEST -- AND STILL, IN ONE TEST AFTER ANOTHER, AMERICA'S CHILDREN SCORE AT OR NEAR THE BOTTOM RANKS OF INTERNATIONAL ACHIEVEMENT. //

WE DON'T NEED ANOTHER TEST TO TELL US SOMETHING IS  
WRONG WITH THE STATE OF AMERICAN EDUCATION. FOR THE  
SAKE OF EVERY STUDENT HERE TODAY, WE'VE GOT TO SHAKE  
OFF ANY SENSE OF COMPLACENCY -- AND SHAKE UP THE STATUS  
QUO.

HERE IN LEHIGH VALLEY, THAT'S A LESSON YOU LEARNED  
YEARS AGO. YOU DIDN'T WAIT FOR WORD FROM WASHINGTON.  
YOU DIDN'T STAND BACK AND WATCH ANOTHER GENERATION OF  
KIDS GET LESS EDUCATION THAN THEY DESERVED. THIS  
COMMUNITY TOOK A DIRECT INTEREST IN WHAT WAS GOING ON  
IN THE CLASSROOM. THIS COMMUNITY TOOK ACTION. //

I TOOK OFFICE DETERMINED TO PUT THE POWER OF THE  
PRESIDENCY BEHIND CHANGE. MORE THAN TWO YEARS AGO, WE  
TOOK A STRONG FIRST STEP. WORKING TOGETHER WITH THE  
NATION'S GOVERNORS, WE SET SIX AMBITIOUS GOALS FOR THE  
YEAR 2000: EVERY AMERICAN CHILD MUST START SCHOOL  
READY TO LEARN. WE MUST RAISE THE HIGH-SCHOOL  
GRADUATION RATE TO 90%. WE MUST PUT IN PLACE A SYSTEM  
OF WORLD CLASS STANDARDS -- AND TESTS TO MEASURE  
STUDENTS' PROGRESS. WE MUST BE FIRST IN THE WORLD IN  
MATH AND SCIENCE. BY THE YEAR 2000, EVERY AMERICAN  
ADULT MUST BE LITERATE -- AND EVERY AMERICAN SCHOOL  
MUST BE FREE OF DRUGS, FREE FROM THE VIOLENCE THAT  
TODAY TOO OFTEN FOLLOWS OUR KIDS INTO THE CLASSROOM.  
LET ME SUM UP THE SIX GOALS THIS WAY: TOGETHER, BY THE  
YEAR 2000, WE MUST CREATE THE BEST SCHOOLS IN THE WORLD  
FOR OUR CHILDREN. //

A handwritten signature, possibly 'G. W. Bush', is written in the left margin. A large arrow points from the signature towards the text 'LET ME SUM UP THE SIX GOALS THIS WAY: TOGETHER, BY THE YEAR 2000, WE MUST CREATE THE BEST SCHOOLS IN THE WORLD FOR OUR CHILDREN.'.

LET ME SHARE A STORY LAMAR TOLD ME ABOUT A LITTLE GIRL, A 4TH GRADER NAMED ARIANE WILLIAMS. AT THE KICK-OFF FOR NEW ORLEANS 2000, SHE STOOD UP -- AND HERE'S WHAT SHE SAID: "THESE GOALS ARE NOT JUST THE PRESIDENT'S GOALS. THEY'RE NOT JUST THE GOVERNORS' GOALS. THEY ARE THE NATION'S GOALS." / THAT LITTLE GIRL GOT THE MESSAGE -- AND SO DO YOU.

*How in this valley*

GOALS DEFINE THE MISSION. THEY TELL US WHERE WE WANT TO GO -- NOT HOW TO GET THERE. THAT'S WHY, NEARLY ONE YEAR AGO TO THE DAY, I MAPPED OUT A STRATEGY I CALL AMERICA 2000: A PLAN TO REVOLUTIONIZE AMERICAN EDUCATION. TO BREAK THE MOLD -- AND FOR THE SAKE OF OUR CHILDREN, PUT AN END TO BUSINESS-AS-USUAL.

TWO DAYS FROM NOW, WE'LL MARK THE FIRST ANNIVERSARY OF AMERICA 2000. LET ME SHARE WITH YOU TODAY A KIND OF "REPORT CARD" ON WHAT WE'VE ACCOMPLISHED. / IN ONE YEAR'S TIME, WE'VE SEEN AMERICA 2000 CATCH FIRE ALL ACROSS THIS COUNTRY. ALREADY, 43 STATES AND MORE THAN 1000 COMMUNITIES -- FROM GRAND JUNCTION, COLORADO TO LEWISTON, MAINE -- HAVE JOINED THE AMERICA 2000 CRUSADE. EVERYWHERE, PEOPLE LIKE YOU ARE WORKING TO BREAK DOWN THE BARRIERS BETWEEN THE CLASSROOM AND THE COMMUNITY -- TO SPARK A GRASS-ROOTS REVOLUTION TO RE-INVENT THE AMERICAN SCHOOL.

BUT, YOU KNOW THAT STORY -- BECAUSE LEHIGH VALLEY HAS LED THE WAY. //

*stopped on it*

I WANT TO SHARE WITH YOU AN OLD AFRICAN PROVERB THAT'S THE MOTTO OF MINNESOTA 2000: "IT TAKES AN ENTIRE VILLAGE TO EDUCATE ONE CHILD."

X Bar. Bush  
family  
message  
ad. CBS - 11 -

AND THAT IS WHAT IT TAKES -- BECAUSE EDUCATION DOESN'T JUST HAPPEN IN THE CLASSROOM. IT DOESN'T START AT 8:20 EACH MORNING AND END AT 5 OF 3:00. ALL OF US LEAD BUSY LIVES -- BUT WE MUST NEVER BE TOO BUSY TO READ TO OUR KIDS. TO TEACH THEM RIGHT FROM WRONG. TO TAKE AN INTEREST IN THE THINGS THEY WORRY ABOUT AND WONDER AT -- TO LISTEN, REALLY LISTEN, TO WHAT THEY SAY. WE OWE IT TO OUR CHILDREN, AND TO OURSELVES, TO SEE THAT WE LIVE IN COMMUNITIES THAT CARE ABOUT EDUCATION -- COMMUNITIES WHERE LEARNING CAN HAPPEN.

YOU'VE GOT EVERY RIGHT TO ASK: WHAT CAN WASHINGTON DO TO HELP? HERE'S ONE WAY WE CAN. TODAY, I WANT TO ANNOUNCE A LEGISLATIVE INITIATIVE I CALL THE LIFETIME EDUCATION AND TRAINING ACCOUNT -- A PACKAGE OF GRANTS AND LINE OF CREDIT WORTH \$25,000 DOLLARS TO EVERY ELIGIBLE AMERICAN, TO FURTHER THEIR EDUCATION OR ACQUIRE NEW JOB SKILLS TO MAKE THE MOST OF THEIR ABILITIES. // I'VE SAID BEFORE IF WE WANT TO COMPETE IN THE 21ST CENTURY, WE'VE GOT TO BECOME A NATION OF STUDENTS.

TO DO THAT, WE'VE GOT TO TAKE A NEW APPROACH TO THE OLD NOTIONS OF "STUDENT AID." THINK OF THE WORKING MOM, BALANCING HER RESPONSIBILITY FOR HER FAMILY AND HER JOB AGAINST HER OWN HOPES FOR THE FUTURE. SHE'D TAKE ONE COLLEGE COURSE AT A TIME -- BUT SHE DOESN'T QUALIFY RIGHT NOW FOR THE GRANT OR LOAN THAT WOULD HELP PAY TUITION. OUR LIFETIME EDUCATION AND TRAINING ACCOUNT WOULD HELP HER GET BACK INTO THE CLASSROOM. / HERE'S THE MESSAGE FOR THE STUDENTS HERE TODAY -- AND FOR THEIR PARENTS, TOO: EDUCATION DOESN'T END WITH GRADUATION. LEARNING HAS GOT TO BE A LIFE-LONG PURSUIT. //

I CAME TO LEHIGH -- TO ONE OF THE FIRST COMMUNITIES TO JOIN THE AMERICA 2000 CRUSADE -- TO SET THE AGENDA FOR THE SECOND YEAR OF AMERICA 2000. OUR NEXT STEP FORWARD DEPENDS ON OUR SUCCESS IN BUILDING A CONSENSUS FOR CHANGE AROUND FOUR CORE IDEAS -- FOUR WAYS TO BUILD ON WHAT WE'VE BEGUN: TO TRANSFORM THE FEDERAL GOVERNMENT INTO A CATALYST FOR REAL EDUCATION REFORM.

FIRST, IF WE'RE SERIOUS ABOUT REACHING OUR GOALS, WE MUST SET WORLD CLASS STANDARDS IN FIVE CORE SUBJECTS -- AND ESTABLISH A SERIES OF VOLUNTARY AMERICAN ACHIEVEMENT TESTS TO MEASURE OUR CHILDREN'S PROGRESS.

SECOND, WE'VE GOT TO GRANT STATES AND LOCAL SCHOOL DISTRICTS RELIEF FROM FEDERAL RULES AND REGULATIONS THAT LIMIT THEIR ABILITY TO IMPROVE EDUCATIONAL ACHIEVEMENT AND DO NOTHING TO HELP US MEET OUR NATIONAL GOALS. OUR TEACHERS AND PRINCIPALS DESERVE FLEXIBILITY -- FREEDOM TO USE THEIR FRONT-LINE EXPERIENCE ON WHAT WORKS BEST IN THEIR SCHOOLS TO MEET FEDERAL GOALS.



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AD-LB

HAS ANYONE ASKED THE TEACHERS HERE TODAY: HOW CAN WE ASK YOU TO TEACH -- AND THEN TIE YOUR HANDS?

THIRD, WE'VE GOT TO LAUNCH A WIDE-OPEN EFFORT TO CREATE THOUSANDS OF NEW AMERICAN SCHOOLS -- STARTING WITH AT LEAST ONE IN EVERY CONGRESSIONAL DISTRICT ACROSS THE COUNTRY. RIGHT HERE IN LEHIGH VALLEY, YOU'RE HARD AT WORK ON YOUR PLAN TO MAKE THIS COMMUNITY HOME TO ITS OWN NEW AMERICAN SCHOOL.

THESE BREAK-THE-MOLD SCHOOLS WON'T CONFORM TO ANY ONE BLUEPRINT. SOME MAY MAKE A QUANTUM LEAP FORWARD INTO TOMORROW'S TECHNOLOGIES. OTHERS MAY SEEK TO REACH THE FUTURE BY RESTORING OLDER TRADITIONS, THE DISCIPLINE -- AND DISCIPLINES -- OF AN EARLIER ERA. / EACH ONE OF THESE SCHOOLS WOULD BE A LIVING EXAMPLE OF HOW WE CAN RE-INVENT AMERICAN EDUCATION. ALL WE NEED NOW FROM CONGRESS IS THE SEED MONEY TO HELP PEOPLE LIKE YOU TRANSLATE IDEAS INTO ACTION.

~~X~~ FOURTH, WE MUST CREATE AN INCENTIVE TO IMPROVE  
EDUCATION BY PROMOTING SCHOOL CHOICE. FOR FAR TOO  
LONG, WE'VE SHIELDED OUR SCHOOLS FROM COMPETITION --  
ALLOWED THE SYSTEM A DAMAGING MONOPOLY-POWER OVER  
STUDENTS. WELL, JUST AS MONOPOLIES ARE BAD FOR THE  
ECONOMY -- THEY'RE BAD FOR OUR KIDS. EVERY PARENT  
SHOULD HAVE THE POWER TO CHOOSE WHICH SCHOOL IS BEST  
FOR HIS CHILD -- PUBLIC, PRIVATE OR RELIGIOUS. //

LOOK AT AMERICA'S COLLEGE STUDENTS. OUR UNIVERSITY  
SYSTEM IS THE ENVY OF THE WORLD. EACH YEAR, WE MAKE  
OVER \$20 BILLION DOLLARS IN FEDERAL GRANTS AND LOANS  
DIRECTLY TO STUDENTS -- ONE OF EVERY TWO STUDENTS  
ENROLLED IN COLLEGE RIGHT NOW -- TO USE AT THE  
UNIVERSITY OF THEIR CHOICE. NO ONE ASKS WHETHER THEY  
ENROLL AT PENN OR PENN STATE -- AT VILLANOVA OR LEHIGH  
OR LAFAYETTE. IT'S TIME WE MAKE THE SAME CHOICE  
AVAILABLE TO ALL PARENTS FROM THE MOMENT THEIR CHILDREN  
GO TO SCHOOL. WHETHER IT'S THE PUBLIC SCHOOL ON YOUR  
STREET OR THE ONE ACROSS TOWN -- WHETHER IT'S PRIVATE  
OR PAROCHIAL, YESHIVA OR BIBLE SCHOOL: LET PARENTS --  
~~X~~ NOT THE GOVERNMENT -- DECIDE. //


MAKE  
THAT  
CHOICE

AND LET'S BE CLEAR: IF WE DENY PARENTS SCHOOL CHOICE -- LET'S RECOGNIZE WHO'S HURT WORST BY THE STATUS QUO. IT'S NOT THE WELL-TO-DO. IT'S NOT THE UPPER MIDDLE CLASS. IT'S NOT ANY ONE OF US WHO EVER WENT HOUSE-HUNTING WITH A MAP OF THE GOOD SCHOOL DISTRICTS. DENY PEOPLE SCHOOL CHOICE, AND THE ONES YOU HURT MOST ARE THE MIDDLE CLASS AND LOWER -- AND ESPECIALLY THE POOR.

THAT'S WHY CHOICE IS CATCHING ON IN SOME OF THE HARDEST-HIT NEIGHBORHOODS IN THIS NATION. TALK TO PARENTS SPEARHEADING THE SCHOOL CHOICE CRUSADE -- PEOPLE LIKE POLLY WILLIAMS IN MILWAUKEE. THEY'LL TELL YOU HOW THE LACK OF CHOICE LEFT THEM POWERLESS TO FORCE CHANGE -- HOW A PUBLIC SCHOOL BUREAUCRACY TURNED STUDENTS INTO STATISTICS AND PARENTS INTO PAWNS. LOOK AT MILWAUKEE TODAY -- PIONEERING SCHOOL CHOICE, GIVING POOR PARENTS CONTROL, AND POOR CHILDREN PRIDE. LOOK AT THE SCHOOLS IN EAST HARLEM -- WHERE TEACHERS PUT THEIR NAMES ON WAITING LISTS TO GET A CHANCE TO TEACH IN A CHOICE SCHOOL. THEY CAN'T WAIT TO STAND IN FRONT OF A CLASSROOM OF CHILDREN WHO WANT TO BE THERE -- WHO WANT TO LEARN.

CHOICE WORKS -- AND HERE'S WHY. WHEN OUR STUDENTS ARE A CAPTIVE AUDIENCE, OUR SCHOOLS HAVE NO INCENTIVE TO IMPROVE. SAY WHAT YOU WANT ABOUT REFORMING OUR SCHOOLS: IF YOU'RE FOR CHANGE -- YOU'RE FOR SCHOOL CHOICE. //

THESE FOUR IDEAS ARE GENERATING INTEREST AND ENTHUSIASM AMONG GOVERNORS AND MAYORS -- DEMOCRATS AND REPUBLICANS -- AMONG BUSINESS LEADERS FROM ED DONLEY AND THE ALLENTOWN-LEHIGH COUNTY CHAMBER OF COMMERCE, TO THE FORTUNE 500. AMONG TEACHERS AND STUDENTS AND PARENTS AND PRINCIPALS -- EVERYONE AT EVERY LEVEL WHO UNDERSTANDS THE NEED FOR CHANGE.

 EVERYONE, THAT IS, EXCEPT THE LEADERS OF THE U.S. CONGRESS. AT A MOMENT WHEN THE CONSENSUS FOR CHANGE SEEMS TO BE REACHING CRITICAL MASS, ON CAPITOL HILL YOU CAN WATCH THE LAST STAND OF THE STATUS QUO. FORCES THERE ARE WAGING A LAST-DITCH EFFORT TO PUT THE BRAKES ON CHANGE -- TO PRESERVE THE BUSINESS-AS-USUAL APPROACH THAT BROUGHT US THE PRESENT CRISIS IN EDUCATION.

THE MIND-SET UP ON CAPITOL HILL REMINDS ME OF A LETTER I GOT THE OTHER DAY FROM AN ELEMENTARY SCHOOL STUDENT -- A LITTLE GIRL NAMED HARUKA ABE: "I LIKE," SHE SAYS, "WHEN MY TEACHER READS MY CLASS SOME BOOKS - - BECAUSE EVERYBODY GETS SLEEPY."

*\* Reminds me of the way they are approaching.*

TAKE A LOOK AT THE BILL NOW WINDING ITS WAY THROUGH THE CONGRESS -- AT THE TIRED OLD IDEAS IT WANTS TO SUBSTITUTE FOR THE FOUR PATH-BREAKING IDEAS I MENTIONED A MOMENT AGO.

*1st TP →  
P 19*

~~AS PART OF AMERICA 2000,~~ I ASKED CONGRESS FOR FUNDS FOR NEW AMERICAN SCHOOLS. CONGRESS SAID NO -- NO TO FUNDING EVEN 1 PERCENT -- 535 -- OF 50,000 NEW AMERICAN SCHOOLS THIS NATION NEEDS. THEY WANT TO FUNNEL MORE FEDERAL DOLLARS INTO EXISTING BUSINESS-AS-USUAL STATE BUREAUCRACIES -- THE VERY SAME BUREAUCRACIES THAT PUT US WHERE WE ARE TODAY.

WE ASKED CONGRESS FOR AUTHORITY TO HELP DEVELOP  
WORLD CLASS STANDARDS AND AMERICAN ACHIEVEMENT TESTS -  
- TOOLS THAT WOULD HELP US MEASURE OUR STUDENTS'  
PROGRESS -- AND ASSESS THE RETURN WE'RE GETTING FOR OUR  
EDUCATION DOLLARS. CONGRESS SAID NO TO TESTING AND  
STANDARDS.

THE STATUS QUO CROWD  
ON CAPITOL HILL

WE ASKED THE CONGRESS FOR FLEXIBILITY FOR TEACHERS  
AND PRINCIPALS. CONGRESS SAID NO -- LET'S STICK TO THE  
STATUS QUO.

FINALLY, WE ASKED THE CONGRESS TO FUND PILOT  
PROGRAMS TO PROMOTE SCHOOL CHOICE -- PROGRAMS TO HELP  
POOR FAMILIES IN SIX AMERICAN CITIES. CONGRESS SAID NO  
TO SCHOOL CHOICE. //

SO TODAY, LET ME SERVE NOTICE TO THE EDUCATION  
LOBBY AND THEIR FRIENDS BACK ON CAPITOL HILL: ONE YEAR  
AGO, I ASKED YOU TO JOIN WITH ME IN A REVOLUTION -- TO  
BE A PART OF AMERICA 2000. THE TIME HAS COME TO GET  
"ON BOARD" -- OR STAY BEHIND. NO MORE BUSINESS-AS-  
USUAL. //

CONGRESS CAN DRAG ITS FEET -- BUT IT CAN'T STOP CHANGE. LEHIGH VALLEY IS LIVING PROOF OF THE WORDS OF THE GREAT ABRAHAM LINCOLN: "REVOLUTIONS DO NOT GO BACKWARD." THERE IS A TIME EARLY IN EVERY REVOLUTION WHEN THE STATUS QUO LOOKS STEADY AND STRONG -- AND THE FORCES THAT CHALLENGE IT WEAK AND WITHOUT EFFECT. AND THERE IS THE MOMENT WHEN THE FORCES OF CHANGE CARRY THE DAY -- THE BANKRUPTCY OF THE STATUS QUO STANDS REVEALED, AND THE WHOLE, HOLLOW HOUSE OF CARDS COLLAPSES.

THE REVOLUTION IN AMERICAN EDUCATION IS ALREADY UNDERWAY. IN LEHIGH VALLEY AND IN COMMUNITIES ALL ACROSS AMERICA, THE OLD WAYS ARE BEING ABANDONED, NEW IDEAS ADVANCED. THIS REVOLUTION WILL TRIUMPH FOR THE SIMPLEST AND THE STRONGEST OF REASONS: BECAUSE AMERICAN PARENTS WANT THE BEST FOR THEIR CHILDREN. BECAUSE THERE ISN'T A SINGLE CHILD ANYWHERE IN AMERICA WHO DOESN'T DESERVE THE BEST EDUCATION POSSIBLE. //

FROM OUR SCHOOLS TO OUR COURTS, FROM OUR HOSPITALS  
TO THE HALLS OF GOVERNMENT, FROM THE NEIGHBORHOODS  
OUTSIDE OUR DOOR TO THE REALITIES OF A NEW WORLD  
ECONOMY -- THE NEED FOR REFORM WON'T WAIT. THE ONLY  
ACCEPTABLE RESPONSE IS THE AMERICAN RESPONSE. WE MUST  
REKINDLE A REVOLUTION -- A REVOLUTION TO BRING CHANGE  
TO THE COUNTRY THAT'S CHANGED THE WORLD. //

*X*  
*Print*

THE AMERICAN PEOPLE HAVE MADE THEIR CHOICE. THE  
AMERICAN PEOPLE WANT CHANGE. //

THANK YOU ALL FOR THIS WARM WELCOME -- AND MAY GOD  
BLESS THE UNITED STATES OF AMERICA.

# # #

*Christina*

LEHIGH VALLEY 2000  
ALLENTOWN, PENNSYLVANIA  
APRIL 16, 1992  
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WORLD ECONOMY. //

THE FATE OF AMERICA'S ECONOMIC FUTURE RESTS ON FIVE KEY REFORMS: ON FREE AND FAIR TRADE -- OUR ABILITY TO BREAK DOWN BARRIERS, OPEN NEW MARKETS TO AMERICAN GOODS. OUR FUTURE RESTS ON LEGAL REFORM -- ON ENDING THE EXPLOSION OF LITIGATION THAT STRAINS OUR PATIENCE AND SAPS OUR ECONOMY. ON HEALTH CARE REFORM -- OPENING UP ACCESS TO ALL AMERICANS, CONTROLLING THE RUN-AWAY COST OF HEALTH CARE WITHOUT SACRIFICING CHOICE AND QUALITY. ON GOVERNMENT REFORM -- BECAUSE ONLY IF WE REVERSE A GENERATION OF CREEPING BUREAUCRACY, ONLY IF WE RESTORE LIMITS TO GOVERNMENT, CAN WE RESTORE PUBLIC TRUST.

FINALLY, THE REASON I'VE COME TO LEHIGH VALLEY TODAY: OUR FUTURE DEPENDS ON EDUCATION REFORM -- ON OUR ABILITY TO REVOLUTIONIZE -- LITERALLY RE-INVENT OUR SCHOOLS. TO TAKE THAT REVOLUTION BEYOND THE FOUR WALLS OF THE CLASSROOM -- TRANSFORM OUR ATTITUDES AND IDEAS, THE WAY WE THINK ABOUT EDUCATION. //

EDUCATION REPRESENTS A PERFECT COMMUNITY OF INTEREST: BETWEEN THE INDIVIDUAL AND SOCIETY -- BETWEEN ONE GENERATION AND THE NEXT. BETWEEN THE PROUD HISTORY WE MUST PASS ON -- AND THE PATH-BREAKING FUTURE WE MUST CREATE. // AND IN TERMS OF AMERICA'S ECONOMIC FUTURE -- EDUCATION IS NOTHING LESS THAN A MATTER OF ECONOMIC SURVIVAL. IT'S JUST THIS SIMPLE: BETTER SCHOOLS MEAN BETTER JOBS. //

YOU'VE SEEN THE NEWS STORIES. YOU'VE HEARD THE STATISTICS. ANYONE WHO WORRIES ABOUT SLACK PRODUCTIVITY OR A BAD BALANCE OF TRADE OUGHT TO BE ALARMED ABOUT OUR CHILDREN'S TEST SCORES. MILLIONS OF STUDENTS WORK HARD, MILLIONS OF DEDICATED TEACHERS DO THEIR BEST -- AND STILL, IN ONE TEST AFTER ANOTHER, AMERICA'S CHILDREN SCORE AT OR NEAR THE BOTTOM RANKS OF INTERNATIONAL ACHIEVEMENT. //

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YOU'VE GOT EVERY RIGHT TO ASK: WHAT CAN WASHINGTON DO TO HELP? HERE'S ONE WAY WE CAN. TODAY, I WANT TO ANNOUNCE A LEGISLATIVE INITIATIVE I CALL THE LIFETIME EDUCATION AND TRAINING ACCOUNT -- A PACKAGE OF GRANTS AND LINE OF CREDIT WORTH \$25,000 DOLLARS TO EVERY ELIGIBLE AMERICAN, TO FURTHER THEIR EDUCATION OR ACQUIRE NEW JOB SKILLS TO MAKE THE MOST OF THEIR ABILITIES. // I'VE SAID BEFORE IF WE WANT TO COMPETE IN THE 21ST CENTURY, WE'VE GOT TO BECOME A NATION OF STUDENTS.

TO DO THAT, WE'VE GOT TO TAKE A NEW APPROACH TO THE OLD NOTIONS OF "STUDENT AID." THINK OF THE WORKING MOM, BALANCING HER RESPONSIBILITY FOR HER FAMILY AND HER JOB AGAINST HER OWN HOPES FOR THE FUTURE. SHE'D TAKE ONE COLLEGE COURSE AT A TIME -- BUT SHE DOESN'T QUALIFY RIGHT NOW FOR THE GRANT OR LOAN THAT WOULD HELP PAY TUITION. OUR LIFETIME EDUCATION AND TRAINING ACCOUNT WOULD HELP HER GET BACK INTO THE CLASSROOM. / HERE'S THE MESSAGE FOR THE STUDENTS HERE TODAY -- AND FOR THEIR PARENTS, TOO: EDUCATION DOESN'T END WITH GRADUATION. LEARNING HAS GOT TO BE A LIFE-LONG PURSUIT. //

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FIRST, IF WE'RE SERIOUS ABOUT REACHING OUR GOALS, WE MUST SET WORLD CLASS STANDARDS IN FIVE CORE SUBJECTS -- AND ESTABLISH A SERIES OF VOLUNTARY AMERICAN ACHIEVEMENT TESTS TO MEASURE OUR CHILDREN'S PROGRESS.

SECOND, WE'VE GOT TO GRANT STATES AND LOCAL SCHOOL DISTRICTS RELIEF FROM FEDERAL RULES AND REGULATIONS THAT LIMIT THEIR ABILITY TO IMPROVE EDUCATIONAL ACHIEVEMENT AND DO NOTHING TO HELP US MEET OUR NATIONAL GOALS. OUR TEACHERS AND PRINCIPALS DESERVE FLEXIBILITY -- FREEDOM TO USE THEIR FRONT-LINE EXPERIENCE ON WHAT WORKS BEST IN THEIR SCHOOLS TO MEET FEDERAL GOALS.

HAS ANYONE ASKED THE TEACHERS HERE TODAY: HOW CAN WE ASK YOU TO TEACH -- AND THEN TIE YOUR HANDS?

THIRD, WE'VE GOT TO LAUNCH A WIDE-OPEN EFFORT TO CREATE THOUSANDS OF NEW AMERICAN SCHOOLS -- STARTING WITH AT LEAST ONE IN EVERY CONGRESSIONAL DISTRICT ACROSS THE COUNTRY. RIGHT HERE IN LEHIGH VALLEY, YOU'RE HARD AT WORK ON YOUR PLAN TO MAKE THIS COMMUNITY HOME TO ITS OWN NEW AMERICAN SCHOOL.

THESE BREAK-THE-MOLD SCHOOLS WON'T CONFORM TO ANY ONE BLUEPRINT. SOME MAY MAKE A QUANTUM LEAP FORWARD INTO TOMORROW'S TECHNOLOGIES. OTHERS MAY SEEK TO REACH THE FUTURE BY RESTORING OLDER TRADITIONS, THE DISCIPLINE -- AND DISCIPLINES -- OF AN EARLIER ERA. / EACH ONE OF THESE SCHOOLS WOULD BE A LIVING EXAMPLE OF HOW WE CAN RE-INVENT AMERICAN EDUCATION. ALL WE NEED NOW FROM CONGRESS IS THE SEED MONEY TO HELP PEOPLE LIKE YOU TRANSLATE IDEAS INTO ACTION.

FOURTH, WE MUST CREATE AN INCENTIVE TO IMPROVE EDUCATION BY PROMOTING SCHOOL CHOICE. FOR FAR TOO LONG, WE'VE SHIELDED OUR SCHOOLS FROM COMPETITION -- ALLOWED THE SYSTEM A DAMAGING MONOPOLY-POWER OVER STUDENTS. WELL, JUST AS MONOPOLIES ARE BAD FOR THE ECONOMY -- THEY'RE BAD FOR OUR KIDS. EVERY PARENT SHOULD HAVE THE POWER TO CHOOSE WHICH SCHOOL IS BEST FOR HIS CHILD -- PUBLIC, PRIVATE OR RELIGIOUS. //

LOOK AT AMERICA'S COLLEGE STUDENTS. OUR UNIVERSITY SYSTEM IS THE ENVY OF THE WORLD. EACH YEAR, WE MAKE OVER \$20 BILLION DOLLARS IN FEDERAL GRANTS AND LOANS DIRECTLY TO STUDENTS -- ONE OF EVERY TWO STUDENTS ENROLLED IN COLLEGE RIGHT NOW -- TO USE AT THE UNIVERSITY OF THEIR CHOICE. NO ONE ASKS WHETHER THEY ENROLL AT PENN OR PENN STATE -- AT VILLANOVA OR LEHIGH OR LAFAYETTE. IT'S TIME WE MAKE THE SAME CHOICE AVAILABLE TO ALL PARENTS FROM THE MOMENT THEIR CHILDREN GO TO SCHOOL. WHETHER IT'S THE PUBLIC SCHOOL ON YOUR STREET OR THE ONE ACROSS TOWN -- WHETHER IT'S PRIVATE OR PAROCHIAL, YESHIVA OR BIBLE SCHOOL: LET PARENTS -- NOT THE GOVERNMENT -- DECIDE. //

AND LET'S BE CLEAR: IF WE DENY PARENTS SCHOOL CHOICE -- LET'S RECOGNIZE WHO'S HURT WORST BY THE STATUS QUO. IT'S NOT THE WELL-TO-DO. IT'S NOT THE UPPER MIDDLE CLASS. IT'S NOT ANY ONE OF US WHO EVER WENT HOUSE-HUNTING WITH A MAP OF THE GOOD SCHOOL DISTRICTS. DENY PEOPLE SCHOOL CHOICE, AND THE ONES YOU HURT MOST ARE THE MIDDLE CLASS AND LOWER -- AND ESPECIALLY THE POOR.

THAT'S WHY CHOICE IS CATCHING ON IN SOME OF THE HARDEST-HIT NEIGHBORHOODS IN THIS NATION. TALK TO PARENTS SPEARHEADING THE SCHOOL CHOICE CRUSADE -- PEOPLE LIKE POLLY WILLIAMS IN MILWAUKEE. THEY'LL TELL YOU HOW THE LACK OF CHOICE LEFT THEM POWERLESS TO FORCE CHANGE -- HOW A PUBLIC SCHOOL BUREAUCRACY TURNED STUDENTS INTO STATISTICS AND PARENTS INTO PAWNS. LOOK AT MILWAUKEE TODAY -- PIONEERING SCHOOL CHOICE, GIVING POOR PARENTS CONTROL, AND POOR CHILDREN PRIDE. LOOK AT THE SCHOOLS IN EAST HARLEM -- WHERE TEACHERS PUT THEIR NAMES ON WAITING LISTS TO GET A CHANCE TO TEACH IN A CHOICE SCHOOL. THEY CAN'T WAIT TO STAND IN FRONT OF A CLASSROOM OF CHILDREN WHO WANT TO BE THERE -- WHO WANT TO LEARN.

CHOICE WORKS -- AND HERE'S WHY. WHEN OUR STUDENTS ARE A CAPTIVE AUDIENCE, OUR SCHOOLS HAVE NO INCENTIVE TO IMPROVE. SAY WHAT YOU WANT ABOUT REFORMING OUR SCHOOLS: IF YOU'RE FOR CHANGE -- YOU'RE FOR SCHOOL CHOICE. //

THESE FOUR IDEAS ARE GENERATING INTEREST AND ENTHUSIASM AMONG GOVERNORS AND MAYORS -- DEMOCRATS AND REPUBLICANS -- AMONG BUSINESS LEADERS FROM ED DONLEY AND THE ALLENTOWN-LEHIGH COUNTY CHAMBER OF COMMERCE, TO THE FORTUNE 500. AMONG TEACHERS AND STUDENTS AND PARENTS AND PRINCIPALS -- EVERYONE AT EVERY LEVEL WHO UNDERSTANDS THE NEED FOR CHANGE.

EVERYONE, THAT IS, EXCEPT THE LEADERS OF THE U.S. CONGRESS. AT A MOMENT WHEN THE CONSENSUS FOR CHANGE SEEMS TO BE REACHING CRITICAL MASS, ON CAPITOL HILL YOU CAN WATCH THE LAST STAND OF THE STATUS QUO. FORCES THERE ARE WAGING A LAST-DITCH EFFORT TO PUT THE BRAKES ON CHANGE -- TO PRESERVE THE BUSINESS-AS-USUAL APPROACH THAT BROUGHT US THE PRESENT CRISIS IN EDUCATION.

THE MIND-SET UP ON CAPITOL HILL REMINDS ME OF A LETTER I GOT THE OTHER DAY FROM AN ELEMENTARY SCHOOL STUDENT -- A LITTLE GIRL NAMED HARUKA ABE: "I LIKE," SHE SAYS, "WHEN MY TEACHER READS MY CLASS SOME BOOKS - - BECAUSE EVERYBODY GETS SLEEPY."

TAKE A LOOK AT THE BILL NOW WINDING ITS WAY THROUGH THE CONGRESS -- AT THE TIRED OLD IDEAS IT WANTS TO SUBSTITUTE FOR THE FOUR PATH-BREAKING IDEAS I MENTIONED A MOMENT AGO.

AS PART OF AMERICA 2000, I ASKED CONGRESS FOR FUNDS FOR NEW AMERICAN SCHOOLS. CONGRESS SAID NO -- NO TO FUNDING EVEN 1 PERCENT -- 535 -- OF 50,000 NEW AMERICAN SCHOOLS THIS NATION NEEDS. THEY WANT TO FUNNEL MORE FEDERAL DOLLARS INTO EXISTING BUSINESS-AS-USUAL STATE BUREAUCRACIES -- THE VERY SAME BUREAUCRACIES THAT PUT US WHERE WE ARE TODAY.

WE ASKED CONGRESS FOR AUTHORITY TO HELP DEVELOP WORLD CLASS STANDARDS AND AMERICAN ACHIEVEMENT TESTS - TOOLS THAT WOULD HELP US MEASURE OUR STUDENTS' PROGRESS -- AND ASSESS THE RETURN WE'RE GETTING FOR OUR EDUCATION DOLLARS. CONGRESS SAID NO TO TESTING AND STANDARDS.

WE ASKED THE CONGRESS FOR FLEXIBILITY FOR TEACHERS AND PRINCIPALS. CONGRESS SAID NO -- LET'S STICK TO THE STATUS QUO.

FINALLY, WE ASKED THE CONGRESS TO FUND PILOT PROGRAMS TO PROMOTE SCHOOL CHOICE -- PROGRAMS TO HELP POOR FAMILIES IN SIX AMERICAN CITIES. CONGRESS SAID NO TO SCHOOL CHOICE. //

SO TODAY, LET ME SERVE NOTICE TO THE EDUCATION LOBBY AND THEIR FRIENDS BACK ON CAPITOL HILL: ONE YEAR AGO, I ASKED YOU TO JOIN WITH ME IN A REVOLUTION -- TO BE A PART OF AMERICA 2000. THE TIME HAS COME TO GET "ON BOARD" -- OR STAY BEHIND. NO MORE BUSINESS-AS-USUAL. //

CONGRESS CAN DRAG ITS FEET -- BUT IT CAN'T STOP CHANGE. LEHIGH VALLEY IS LIVING PROOF OF THE WORDS OF THE GREAT ABRAHAM LINCOLN: "REVOLUTIONS DO NOT GO BACKWARD." THERE IS A TIME EARLY IN EVERY REVOLUTION WHEN THE STATUS QUO LOOKS STEADY AND STRONG -- AND THE FORCES THAT CHALLENGE IT WEAK AND WITHOUT EFFECT. AND THERE IS THE MOMENT WHEN THE FORCES OF CHANGE CARRY THE DAY -- THE BANKRUPTCY OF THE STATUS QUO STANDS REVEALED, AND THE WHOLE, HOLLOW HOUSE OF CARDS COLLAPSES.

THE REVOLUTION IN AMERICAN EDUCATION IS ALREADY UNDERWAY. IN LEHIGH VALLEY AND IN COMMUNITIES ALL ACROSS AMERICA, THE OLD WAYS ARE BEING ABANDONED, NEW IDEAS ADVANCED. THIS REVOLUTION WILL TRIUMPH FOR THE SIMPLEST AND THE STRONGEST OF REASONS: BECAUSE AMERICAN PARENTS WANT THE BEST FOR THEIR CHILDREN. BECAUSE THERE ISN'T A SINGLE CHILD ANYWHERE IN AMERICA WHO DOESN'T DESERVE THE BEST EDUCATION POSSIBLE. //

FROM OUR SCHOOLS TO OUR COURTS, FROM OUR HOSPITALS  
TO THE HALLS OF GOVERNMENT, FROM THE NEIGHBORHOODS  
OUTSIDE OUR DOOR TO THE REALITIES OF A NEW WORLD  
ECONOMY -- THE NEED FOR REFORM WON'T WAIT. THE ONLY  
ACCEPTABLE RESPONSE IS THE AMERICAN RESPONSE. WE MUST  
REKINDLE A REVOLUTION -- A REVOLUTION TO BRING CHANGE  
TO THE COUNTRY THAT'S CHANGED THE WORLD. //

THE AMERICAN PEOPLE HAVE MADE THEIR CHOICE. THE  
AMERICAN PEOPLE WANT CHANGE. //

THANK YOU ALL FOR THIS WARM WELCOME -- AND MAY GOD  
BLESS THE UNITED STATES OF AMERICA.

# # #

OLD

LEHIGH VALLEY 2000  
ALLENTOWN, PENNSYLVANIA  
APRIL 16, 1992  
1:00 P.M.

THANK YOU HILDA -- OR I SHOULD SAY, MY FELLOW  
PRESIDENT. // LET ME RECOGNIZE OUR ABLE SECRETARY OF  
EDUCATION, LAMAR ALEXANDER. HOMETOWN CONGRESSMAN DON  
RITTER. MAYOR JOE DADDONA [DA-DOE-NA] OF ALLENTOWN.  
MAYOR KEN SMITH OF BETHLEHEM.

ED DONLEY -- DRIVING FORCE BEHIND LEHIGH VALLEY  
2000 AND CO-CHAIR OF PENNSYLVANIA 2000, WHICH KICKED  
OFF BACK IN OCTOBER. ANN SNYDER -- VALEDICTORIAN OF  
THE CLASS OF '92. OUR GUESTS WHO DID SUCH A GREAT JOB  
WITH THE GOALS. PRINCIPAL MIKE MEILINGER [MILE-INJER]  
FOR CALLING THIS SPECIAL ASSEMBLY TODAY.

MY THANKS TO THE PARENTS, THE TEACHERS AND THE  
STAFF. THANKS ALSO TO ALL THE FOLKS HERE FROM  
ALLENTOWN AND EASTON AND BETHLEHEM -- THE LEADING  
LIGHTS OF LEHIGH VALLEY. LAST BUT NOT LEAST, LET ME  
SAY HELLO TO THE STUDENTS OF DIERUFF HIGH. //

IT'S ASTONISHING TO BE HERE WITH THE CLASS OF '92  
AS A GRADUATE OF THE CLASS OF '42. // I REALIZE THE  
WORLD I THOUGHT OF AS NEW -- FOR YOU IS, WELL, HISTORY.  
//

LOOK AT THE WORLD YOU'LL SOON CALL YOUR OWN -- AT  
THE PACE OF CHANGE WE'VE COME TO EXPECT: EACH DAY, WE  
SEE HISTORY PLAYED OUT IN THE HEADLINES. OLD EMPIRES  
EXPIRE -- NEW WORLDS ARE BORN. IN THE PAST SIX MONTHS  
ALONE, WE'VE SEEN THE BIRTH OF 18 NEW NATIONS. [WHO  
KNOWS HOW MANY THERE'LL BE BY THE TIME YOU TAKE THAT  
BIG GEOGRAPHY FINAL.]]

BUT THE CHALLENGES WE FACE -- THE SHEER COMPLEXITY  
OF OUR WORLD -- CAN'T OBSCURE THE BASIC VALUES THAT  
GUIDE THIS NATION. TIMES CHANGE, BUT TRUTHS ENDURE.  
I'M TALKING ABOUT THE BIG ISSUES THAT SHAPE OUR WORLD -  
- ABOUT THE VALUES CLOSE TO HOME. EVERYTHING I'VE DONE  
-- I'VE DONE TO PRESERVE AND ADVANCE THREE PRECIOUS  
LEGACIES: STRONG FAMILIES. GOOD JOBS. A WORLD AT  
PEACE.

SECURING THOSE LEGACIES HAS BEEN MY MISSION AS PRESIDENT -- AND IT WILL BE MY MISSION TODAY AND EVERY DAY, NOW AND FOR THE NEXT FOUR YEARS. //

RIGHT NOW, HERE IN ALLENTOWN AND ACROSS AMERICA, THE NUMBER ONE CONCERN IS THE ECONOMY -- AND TURNING THIS ECONOMY AROUND, CREATING JOBS, IS THE MISSION THAT MATTERS MOST. LISTEN TO WHAT PEOPLE SAY ABOUT THE ECONOMY. GET BENEATH THE COLD STATISTICS -- DOWN TO THE REAL HEART OF THIS ISSUE. PEOPLE WANT TO KNOW WHETHER THEY CAN KEEP THE JOB THEY'VE GOT -- AND WHETHER THEY'RE ON TRACK FOR A BETTER ONE. FOR THEIR KIDS -- FOR EACH ONE OF THE STUDENTS HERE TODAY -- PARENTS HAVE GOT GRANDER VISIONS: NOT JUST A JOB -- A CAREER. WORK THAT MEANS MORE THAN SIMPLY MAKING ENDS MEET: WORK THAT GIVES REAL MEANING TO YOUR LIFE. //

PEOPLE HAVE A RIGHT TO ASK: WHAT IS GOVERNMENT'S  
ROLE IN ALL OF THIS? / NO, WE CAN'T LEGISLATE THE  
AMERICAN DREAM. BUT GOVERNMENT CAN SERVE AS A CATALYST  
FOR CHANGE -- CLEARING AWAY THE OBSTACLES TO ECONOMIC  
GROWTH AND THE UNNECESSARY COSTS OF DOING BUSINESS.  
EXPANDING THE OPPORTUNITIES FOR AGGRESSIVE BUSINESSES  
AND ENTERPRISING INDIVIDUALS TO CREATE NEW JOBS.  
TRAINING AND EDUCATING OUR CHILDREN -- GIVING YOU THE  
TOOLS OF THOUGHT YOU'LL NEED TO COMPETE IN THE NEW  
WORLD ECONOMY. //

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TAKE A LOOK AT THE BILL NOW WINDING ITS WAY THROUGH THE CONGRESS -- AT THE TIRED OLD IDEAS IT WANTS TO SUBSTITUTE FOR THE FOUR PATH-BREAKING IDEAS I MENTIONED A MOMENT AGO.

AS PART OF AMERICA 2000, I ASKED CONGRESS FOR FUNDS FOR NEW AMERICAN SCHOOLS. CONGRESS SAID NO -- NO TO FUNDING EVEN 1 PERCENT -- 535 -- OF 50,000 NEW AMERICAN SCHOOLS THIS NATION NEEDS. THEY WANT TO FUNNEL MORE FEDERAL DOLLARS INTO EXISTING BUSINESS-AS-USUAL STATE BUREAUCRACIES -- THE VERY SAME BUREAUCRACIES THAT PUT US WHERE WE ARE TODAY.

WE ASKED CONGRESS FOR AUTHORITY TO HELP DEVELOP WORLD CLASS STANDARDS AND AMERICAN ACHIEVEMENT TESTS - - TOOLS THAT WOULD HELP US MEASURE OUR STUDENTS' PROGRESS -- AND ASSESS THE RETURN WE'RE GETTING FOR OUR EDUCATION DOLLARS. CONGRESS SAID NO TO TESTING AND STANDARDS.

WE ASKED THE CONGRESS FOR FLEXIBILITY FOR TEACHERS AND PRINCIPALS. CONGRESS SAID NO -- LET'S STICK TO THE STATUS QUO.

FINALLY, WE ASKED THE CONGRESS TO FUND PILOT PROGRAMS TO PROMOTE SCHOOL CHOICE -- PROGRAMS TO HELP POOR FAMILIES IN SIX AMERICAN CITIES. CONGRESS SAID NO TO SCHOOL CHOICE. //

SO TODAY, LET ME SERVE NOTICE TO EDUCATION LOBBY AND THEIR FRIENDS BACK ON CAPITOL HILL: ONE YEAR AGO, I ASKED YOU TO JOIN WITH ME IN A REVOLUTION -- TO BE A PART OF AMERICA 2000. THE TIME HAS COME TO GET "ON BOARD" -- OR STAY BEHIND. NO MORE BUSINESS-AS-USUAL.

//

CONGRESS CAN DRAG ITS FEET -- BUT IT CAN'T STOP CHANGE. LEHIGH VALLEY IS LIVING PROOF OF THE WORDS OF THE GREAT ABRAHAM LINCOLN: "REVOLUTIONS DO NOT GO BACKWARD." THERE IS A TIME EARLY IN EVERY REVOLUTION WHEN THE STATUS QUO LOOKS STEADY AND STRONG -- AND THE FORCES THAT CHALLENGE IT WEAK AND WITHOUT EFFECT. AND THERE IS THE MOMENT WHEN THE FORCES OF CHANGE CARRY THE DAY -- THE BANKRUPTCY OF THE STATUS QUO STANDS REVEALED, AND THE WHOLE, HOLLOW HOUSE OF CARDS COLLAPSES.

THE REVOLUTION IN AMERICAN EDUCATION IS ALREADY UNDERWAY. IN LEHIGH VALLEY AND IN COMMUNITIES ALL ACROSS AMERICA, THE OLD WAYS ARE BEING ABANDONED, NEW IDEAS ADVANCED. THIS REVOLUTION WILL TRIUMPH FOR THE SIMPLEST AND THE STRONGEST OF REASONS: BECAUSE AMERICAN PARENTS WANT THE BEST FOR THEIR CHILDREN. BECAUSE THERE ISN'T A SINGLE CHILD ANYWHERE IN AMERICA WHO DOESN'T DESERVE THE BEST EDUCATION POSSIBLE. //

FROM OUR SCHOOLS TO OUR COURTS, FROM OUR HOSPITALS  
TO THE HALLS OF GOVERNMENT, FROM THE NEIGHBORHOODS  
OUTSIDE OUR DOOR TO THE REALITIES OF A NEW WORLD  
ECONOMY -- THE NEED FOR REFORM WON'T WAIT. THE ONLY  
ACCEPTABLE RESPONSE IS THE AMERICAN RESPONSE. WE MUST  
REKINDLE A REVOLUTION -- A REVOLUTION TO BRING CHANGE  
TO THE COUNTRY THAT'S CHANGED THE WORLD. //

THE AMERICAN PEOPLE HAVE MADE THEIR CHOICE. THE  
AMERICAN PEOPLE WANT CHANGE. //

THANK YOU ALL FOR THIS WARM WELCOME -- AND MAY GOD  
BLESS THE UNITED STATES OF AMERICA.

# # #

LEHIGH VALLEY 2000  
ALLENTOWN, PENNSYLVANIA  
APRIL 16, 1992  
1:00 P.M.

THANK YOU HILDA -- OR I SHOULD SAY, MY FELLOW  
PRESIDENT. // LET ME RECOGNIZE OUR ABLE SECRETARY OF  
EDUCATION, LAMAR ALEXANDER. HOMETOWN CONGRESSMAN DON  
RITTER. MAYOR JOE DADDONA [DA-DOE-NA] OF ALLENTOWN.  
MAYOR KEN SMITH OF BETHLEHEM.

ED DONLEY -- DRIVING FORCE BEHIND LEHIGH VALLEY  
2000 AND CO-CHAIR OF PENNSYLVANIA 2000, WHICH KICKED  
OFF BACK IN OCTOBER. ANN SNYDER -- VALEDICTORIAN OF  
THE CLASS OF '92. OUR GUESTS WHO DID SUCH A GREAT JOB  
WITH THE GOALS. PRINCIPAL MIKE MEILINGER [MILE-INJER]  
FOR CALLING THIS SPECIAL ASSEMBLY TODAY.

MY THANKS TO THE PARENTS, THE TEACHERS AND THE  
STAFF. THANKS ALSO TO ALL THE FOLKS HERE FROM  
ALLENTOWN AND EASTON AND BETHLEHEM -- THE LEADING  
LIGHTS OF LEHIGH VALLEY. LAST BUT NOT LEAST, LET ME  
SAY HELLO TO THE STUDENTS OF DIERUFF HIGH. //

IT'S ASTONISHING TO BE HERE WITH THE CLASS OF '92  
AS A GRADUATE OF THE CLASS OF '42. // I REALIZE THE  
WORLD I THOUGHT OF AS NEW -- FOR YOU IS, WELL, HISTORY.  
//

LOOK AT THE WORLD YOU'LL SOON CALL YOUR OWN -- AT  
THE PACE OF CHANGE WE'VE COME TO EXPECT: EACH DAY, WE  
SEE HISTORY PLAYED OUT IN THE HEADLINES. OLD EMPIRES  
EXPIRE -- NEW WORLDS ARE BORN. IN THE PAST SIX MONTHS  
ALONE, WE'VE SEEN THE BIRTH OF 18 NEW NATIONS. [WHO  
KNOWS HOW MANY THERE'LL BE BY THE TIME YOU TAKE THAT  
BIG GEOGRAPHY FINAL.]

BUT THE CHALLENGES WE FACE -- THE SHEER COMPLEXITY  
OF OUR WORLD -- CAN'T OBSCURE THE BASIC VALUES THAT  
GUIDE THIS NATION. TIMES CHANGE, BUT TRUTHS ENDURE.  
I'M TALKING ABOUT THE BIG ISSUES THAT SHAPE OUR WORLD -  
- ABOUT THE VALUES CLOSE TO HOME. EVERYTHING I'VE DONE  
-- I'VE DONE TO PRESERVE AND ADVANCE THREE PRECIOUS  
LEGACIES: STRONG FAMILIES. GOOD JOBS. A WORLD AT  
PEACE.

SECURING THOSE LEGACIES HAS BEEN MY MISSION AS  
PRESIDENT -- AND IT WILL BE MY MISSION TODAY AND EVERY  
DAY, NOW AND FOR THE NEXT FOUR YEARS. //

*+ Every*

RIGHT NOW, HERE IN ALLENTOWN AND ACROSS AMERICA,  
THE NUMBER ONE CONCERN IS THE ECONOMY -- AND TURNING  
THIS ECONOMY AROUND, CREATING JOBS, IS THE MISSION THAT  
MATTERS MOST. LISTEN TO WHAT PEOPLE SAY ABOUT THE  
ECONOMY. GET BENEATH THE COLD STATISTICS -- DOWN TO  
THE REAL HEART OF THIS ISSUE. PEOPLE WANT TO KNOW  
WHETHER THEY CAN KEEP THE JOB THEY'VE GOT -- AND  
WHETHER THEY'RE ON TRACK FOR A BETTER ONE. FOR THEIR  
KIDS -- FOR EACH ONE OF THE STUDENTS HERE TODAY --  
PARENTS HAVE GOT GRANDER VISIONS: NOT JUST A JOB -- A  
CAREER. WORK THAT MEANS MORE THAN SIMPLY MAKING ENDS  
MEET: WORK THAT GIVES REAL MEANING TO YOUR LIFE. //

PEOPLE HAVE A RIGHT TO ASK: WHAT IS GOVERNMENT'S  
ROLE IN ALL OF THIS? / NO, WE CAN'T LEGISLATE THE  
AMERICAN DREAM. BUT GOVERNMENT CAN SERVE AS A CATALYST  
FOR CHANGE -- CLEARING AWAY THE OBSTACLES TO ECONOMIC  
GROWTH AND THE UNNECESSARY COSTS OF DOING BUSINESS.  
EXPANDING THE OPPORTUNITIES FOR AGGRESSIVE BUSINESSES  
AND ENTERPRISING INDIVIDUALS TO CREATE NEW JOBS.  
TRAINING AND EDUCATING OUR CHILDREN -- GIVING YOU THE  
TOOLS OF THOUGHT YOU'LL NEED TO COMPETE IN THE NEW  
WORLD ECONOMY. //

THE FATE OF AMERICA'S ECONOMIC FUTURE RESTS ON FIVE KEY REFORMS: ON FREE AND FAIR TRADE -- OUR ABILITY TO BREAK DOWN BARRIERS, OPEN NEW MARKETS TO AMERICAN GOODS. OUR FUTURE RESTS ON LEGAL REFORM -- ON ENDING THE EXPLOSION OF LITIGATION THAT STRAINS OUR PATIENCE AND SAPS OUR ECONOMY. ON HEALTH CARE REFORM -- OPENING UP ACCESS TO ALL AMERICANS, CONTROLLING THE RUN-AWAY COST OF HEALTH CARE WITHOUT SACRIFICING CHOICE AND QUALITY. ON GOVERNMENT REFORM -- BECAUSE ONLY IF WE REVERSE A GENERATION OF CREEPING BUREAUCRACY, ONLY IF WE RESTORE LIMITS TO GOVERNMENT, CAN WE RESTORE PUBLIC TRUST.

FINALLY, THE REASON I'VE COME TO LEHIGH VALLEY TODAY: OUR FUTURE DEPENDS ON EDUCATION REFORM -- ON OUR ABILITY TO REVOLUTIONIZE -- LITERALLY RE-INVENT OUR SCHOOLS. TO TAKE THAT REVOLUTION BEYOND THE FOUR WALLS OF THE CLASSROOM -- TRANSFORM OUR ATTITUDES AND IDEAS, THE WAY WE THINK ABOUT EDUCATION. //

EDUCATION REPRESENTS A PERFECT COMMUNITY OF INTEREST: BETWEEN THE INDIVIDUAL AND SOCIETY -- BETWEEN ONE GENERATION AND THE NEXT. BETWEEN THE PROUD HISTORY WE MUST PASS ON -- AND THE PATH-BREAKING FUTURE WE MUST CREATE. // AND IN TERMS OF AMERICA'S ECONOMIC FUTURE -- EDUCATION IS NOTHING LESS THAN A MATTER OF ECONOMIC SURVIVAL. IT'S JUST THIS SIMPLE: BETTER SCHOOLS MEAN BETTER JOBS. //

YOU'VE SEEN THE NEWS STORIES. YOU'VE HEARD THE STATISTICS. ANYONE WHO WORRIES ABOUT SLACK PRODUCTIVITY OR A BAD BALANCE OF TRADE OUGHT TO BE ALARMED ABOUT OUR CHILDREN'S TEST SCORES. MILLIONS OF STUDENTS WORK HARD, MILLIONS OF DEDICATED TEACHERS DO THEIR BEST -- AND STILL, IN ONE TEST AFTER ANOTHER, AMERICA'S CHILDREN SCORE AT OR NEAR THE BOTTOM RANKS OF INTERNATIONAL ACHIEVEMENT. //

WE DON'T NEED ANOTHER TEST TO TELL US SOMETHING IS WRONG WITH THE STATE OF AMERICAN EDUCATION. FOR THE SAKE OF EVERY STUDENT HERE TODAY, WE'VE GOT TO SHAKE OFF ANY SENSE OF COMPLACENCY -- AND SHAKE UP THE STATUS QUO.

HERE IN LEHIGH VALLEY, THAT'S A LESSON YOU LEARNED YEARS AGO. YOU DIDN'T WAIT FOR WORD FROM WASHINGTON. YOU DIDN'T STAND BACK AND WATCH ANOTHER GENERATION OF KIDS GET LESS EDUCATION THAN THEY DESERVED. THIS COMMUNITY TOOK A DIRECT INTEREST IN WHAT WAS GOING ON IN THE CLASSROOM. THIS COMMUNITY TOOK ACTION. //

I TOOK OFFICE DETERMINED TO PUT THE POWER OF THE PRESIDENCY BEHIND CHANGE. MORE THAN TWO YEARS AGO, WE TOOK A STRONG FIRST STEP. WORKING TOGETHER WITH THE NATION'S GOVERNORS, WE SET SIX AMBITIOUS GOALS FOR THE YEAR 2000: EVERY AMERICAN CHILD MUST START SCHOOL READY TO LEARN. WE MUST RAISE THE HIGH-SCHOOL GRADUATION RATE TO 90%. WE MUST PUT IN PLACE A SYSTEM OF WORLD CLASS STANDARDS -- AND TESTS TO MEASURE STUDENTS' PROGRESS. WE MUST BE FIRST IN THE WORLD IN MATH AND SCIENCE. BY THE YEAR 2000, EVERY AMERICAN ADULT MUST BE LITERATE -- AND EVERY AMERICAN SCHOOL MUST BE FREE OF DRUGS, FREE FROM THE VIOLENCE THAT TODAY TOO OFTEN FOLLOWS OUR KIDS INTO THE CLASSROOM. LET ME SUM UP THE SIX GOALS THIS WAY: TOGETHER, BY THE YEAR 2000, WE MUST CREATE THE BEST SCHOOLS IN THE WORLD FOR OUR CHILDREN. //

LET ME SHARE A STORY LAMAR TOLD ME ABOUT A LITTLE GIRL, A 4TH GRADER NAMED ARIANE WILLIAMS. AT THE KICK-OFF FOR NEW ORLEANS 2000, SHE STOOD UP -- AND HERE'S WHAT SHE SAID: "THESE GOALS ARE NOT JUST THE PRESIDENT'S GOALS. THEY'RE NOT JUST THE GOVERNORS' GOALS. THEY ARE THE NATION'S GOALS." / THAT LITTLE GIRL GOT THE MESSAGE -- AND SO DO YOU.

GOALS DEFINE THE MISSION. THEY TELL US WHERE WE WANT TO GO -- NOT HOW TO GET THERE. THAT'S WHY, NEARLY ONE YEAR AGO TO THE DAY, I MAPPED OUT A STRATEGY I CALL AMERICA 2000: A PLAN TO REVOLUTIONIZE AMERICAN EDUCATION. TO BREAK THE MOLD -- AND FOR THE SAKE OF OUR CHILDREN, PUT AN END TO BUSINESS-AS-USUAL.

TWO DAYS FROM NOW, WE'LL MARK THE FIRST ANNIVERSARY OF AMERICA 2000. LET ME SHARE WITH YOU TODAY A KIND OF "REPORT CARD" ON WHAT WE'VE ACCOMPLISHED. / IN ONE YEAR'S TIME, WE'VE SEEN AMERICA 2000 CATCH FIRE ALL ACROSS THIS COUNTRY. ALREADY, 43 STATES AND MORE THAN 1000 COMMUNITIES -- FROM GRAND JUNCTION, COLORADO TO LEWISTON, MAINE -- HAVE JOINED THE AMERICA 2000 CRUSADE. EVERYWHERE, PEOPLE LIKE YOU ARE WORKING TO BREAK DOWN THE BARRIERS BETWEEN THE CLASSROOM AND THE COMMUNITY -- TO SPARK A GRASS-ROOTS REVOLUTION TO RE-INVENT THE AMERICAN SCHOOL.

BUT, YOU KNOW THAT STORY -- BECAUSE LEHIGH VALLEY HAS LED THE WAY. //

I WANT TO SHARE WITH YOU AN OLD AFRICAN PROVERB THAT'S THE MOTTO OF MINNESOTA 2000: "IT TAKES AN ENTIRE VILLAGE TO EDUCATE ONE CHILD."

AND THAT IS WHAT IT TAKES -- BECAUSE EDUCATION DOESN'T JUST HAPPEN IN THE CLASSROOM. IT DOESN'T START AT 8:20 EACH MORNING AND END AT 5 OF 3:00. ALL OF US LEAD BUSY LIVES -- BUT WE MUST NEVER BE TOO BUSY TO READ TO OUR KIDS. TO TEACH THEM RIGHT FROM WRONG. TO TAKE AN INTEREST IN THE THINGS THEY WORRY ABOUT AND WONDER AT -- TO LISTEN, REALLY LISTEN, TO WHAT THEY SAY. WE OWE IT TO OUR CHILDREN, AND TO OURSELVES, TO SEE THAT WE LIVE IN COMMUNITIES THAT CARE ABOUT EDUCATION -- COMMUNITIES WHERE LEARNING CAN HAPPEN.

YOU'VE GOT EVERY RIGHT TO ASK: WHAT CAN WASHINGTON DO TO HELP? HERE'S ONE WAY WE CAN. TODAY, I WANT TO ANNOUNCE A LEGISLATIVE INITIATIVE I CALL THE LIFETIME EDUCATION AND TRAINING ACCOUNT -- A PACKAGE OF GRANTS AND LINE OF CREDIT WORTH \$25,000 DOLLARS TO EVERY ELIGIBLE AMERICAN, TO FURTHER THEIR EDUCATION OR ACQUIRE NEW JOB SKILLS TO MAKE THE MOST OF THEIR ABILITIES. // I'VE SAID BEFORE IF WE WANT TO COMPETE IN THE 21ST CENTURY, WE'VE GOT TO BECOME A NATION OF STUDENTS.

TO DO THAT, WE'VE GOT TO TAKE A NEW APPROACH TO THE OLD NOTIONS OF "STUDENT AID." THINK OF THE WORKING MOM, BALANCING HER RESPONSIBILITY FOR HER FAMILY AND HER JOB AGAINST HER OWN HOPES FOR THE FUTURE. SHE'D TAKE ONE COLLEGE COURSE AT A TIME -- BUT SHE DOESN'T QUALIFY RIGHT NOW FOR THE GRANT OR LOAN THAT WOULD HELP PAY TUITION. OUR LIFETIME EDUCATION AND TRAINING ACCOUNT WOULD HELP HER GET BACK INTO THE CLASSROOM. / HERE'S THE MESSAGE FOR THE STUDENTS HERE TODAY -- AND FOR THEIR PARENTS, TOO: EDUCATION DOESN'T END WITH GRADUATION. LEARNING HAS GOT TO BE A LIFE-LONG PURSUIT. //

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WORLD CLASS STANDARDS AND AMERICAN ACHIEVEMENT TESTS -  
- TOOLS THAT WOULD HELP US MEASURE OUR STUDENTS'  
PROGRESS -- AND ASSESS THE RETURN WE'RE GETTING FOR OUR  
EDUCATION DOLLARS. ~~MUCH MORE SLOW~~ CONGRESS SAID NO TO TESTING AND  
STANDARDS.

GO  
SLOW

BUSINESS AS USUAL WOULD  
SMILING GO SLOW -

WE ASKED THE CONGRESS FOR FLEXIBILITY FOR TEACHERS  
AND PRINCIPALS. CONGRESS SAID NO -- LET'S STICK TO THE  
STATUS QUO.

FINALLY, WE ASKED THE CONGRESS TO FUND PILOT  
PROGRAMS TO PROMOTE SCHOOL CHOICE -- PROGRAMS TO HELP  
POOR FAMILIES IN SIX AMERICAN CITIES. CONGRESS SAID NO  
TO SCHOOL CHOICE. //

SO TODAY, LET ME SERVE NOTICE TO THE EDUCATION  
LOBBY AND THEIR FRIENDS BACK ON CAPITOL HILL: ONE YEAR  
AGO, I ASKED YOU TO JOIN WITH ME IN A REVOLUTION -- TO  
BE A PART OF AMERICA 2000. THE TIME HAS COME TO GET  
"ON BOARD" -- OR STAY BEHIND. NO MORE BUSINESS-AS-  
USUAL. //

CONGRESS CAN DRAG ITS FEET -- BUT IT CAN'T STOP CHANGE. LEHIGH VALLEY IS LIVING PROOF OF THE WORDS OF THE GREAT ABRAHAM LINCOLN: "REVOLUTIONS DO NOT GO BACKWARD." THERE IS A TIME EARLY IN EVERY REVOLUTION WHEN THE STATUS QUO LOOKS STEADY AND STRONG -- AND THE FORCES THAT CHALLENGE IT WEAK AND WITHOUT EFFECT. AND THERE IS THE MOMENT WHEN THE FORCES OF CHANGE CARRY THE DAY -- THE BANKRUPTCY OF THE STATUS QUO STANDS REVEALED, AND THE WHOLE, HOLLOW HOUSE OF CARDS COLLAPSES.

THE REVOLUTION IN AMERICAN EDUCATION IS ALREADY UNDERWAY. IN LEHIGH VALLEY AND IN COMMUNITIES ALL ACROSS AMERICA, THE OLD WAYS ARE BEING ABANDONED, NEW IDEAS ADVANCED. THIS REVOLUTION WILL TRIUMPH FOR THE SIMPLEST AND THE STRONGEST OF REASONS: BECAUSE AMERICAN PARENTS WANT THE BEST FOR THEIR CHILDREN. BECAUSE THERE ISN'T A SINGLE CHILD ANYWHERE IN AMERICA WHO DOESN'T DESERVE THE BEST EDUCATION POSSIBLE. //

FROM OUR SCHOOLS TO OUR COURTS, FROM OUR HOSPITALS  
TO THE HALLS OF GOVERNMENT, FROM THE NEIGHBORHOODS  
OUTSIDE OUR DOOR TO THE REALITIES OF A NEW WORLD  
ECONOMY -- THE NEED FOR REFORM WON'T WAIT. THE ONLY  
ACCEPTABLE RESPONSE IS THE AMERICAN RESPONSE. WE MUST  
REKINDLE A REVOLUTION -- A REVOLUTION TO BRING CHANGE  
TO THE COUNTRY THAT'S CHANGED THE WORLD. //

THE AMERICAN PEOPLE HAVE MADE THEIR CHOICE. THE  
AMERICAN PEOPLE WANT CHANGE. //

THANK YOU ALL FOR THIS WARM WELCOME -- AND MAY GOD  
BLESS THE UNITED STATES OF AMERICA.

# # #

SECURING THOSE LEGACIES HAS BEEN MY MISSION AS  
PRESIDENT -- AND IT WILL BE MY MISSION TODAY AND EVERY  
DAY AS LONG AS I AM PRESIDENT. //

RIGHT NOW, HERE IN ALLENTOWN AND ACROSS AMERICA,  
THE NUMBER ONE CONCERN IS THE ECONOMY -- AND TURNING  
THIS ECONOMY AROUND, CREATING JOBS, IS THE MISSION THAT  
MATTERS MOST. LISTEN TO WHAT PEOPLE SAY ABOUT THE  
ECONOMY. GET BENEATH THE COLD STATISTICS -- DOWN TO  
THE REAL HEART OF THIS ISSUE. PEOPLE WANT TO KNOW  
WHETHER THEY CAN KEEP THE JOB THEY'VE GOT -- AND  
WHETHER THEY'RE ON TRACK FOR A BETTER ONE. FOR THEIR  
KIDS -- FOR EACH ONE OF THE STUDENTS HERE TODAY --  
PARENTS HAVE GOT GRANDER VISIONS: NOT JUST A JOB -- A  
CAREER. WORK THAT MEANS MORE THAN SIMPLY MAKING ENDS  
MEET: WORK THAT GIVES REAL MEANING TO YOUR LIFE. //

*Pres  
to Promote*

THE MIND-SET UP ON CAPITOL HILL REMINDS ME OF A LETTER I GOT THE OTHER DAY FROM AN ELEMENTARY SCHOOL STUDENT -- A LITTLE GIRL NAMED HARUKA ABE: "I LIKE," SHE SAYS, "WHEN MY TEACHER READS MY CLASS SOME BOOKS - - BECAUSE EVERYBODY GETS SLEEPY."

TAKE A LOOK AT THE BILL NOW WINDING ITS WAY THROUGH THE CONGRESS -- AT THE TIRED OLD IDEAS IT WANTS TO SUBSTITUTE FOR THE FOUR PATH-BREAKING IDEAS I MENTIONED A MOMENT AGO.

AS PART OF AMERICA 2000, WE ASKED CONGRESS FOR AUTHORITY TO HELP DEVELOP WORLD CLASS STANDARDS AND AMERICAN ACHIEVEMENT TESTS -- TOOLS THAT WOULD HELP US MEASURE OUR STUDENTS' PROGRESS -- AND ASSESS THE RETURN WE'RE GETTING FOR OUR EDUCATION DOLLARS. THE STATUS QUO CROWD ON CAPITOL HILL SAID ~~NO~~ TO TESTING AND STANDARDS.

MOVED  
#

SLOW DOWN

I ASKED CONGRESS FOR FUNDS FOR NEW AMERICAN SCHOOLS. CONGRESS SAID NO -- NO TO FUNDING EVEN 1 PERCENT -- 535 -- OF 50,000 NEW AMERICAN SCHOOLS THIS NATION NEEDS. THEY WANT TO FUNNEL MORE FEDERAL DOLLARS INTO EXISTING BUSINESS-AS-USUAL STATE BUREAUCRACIES -- THE VERY SAME BUREAUCRACIES THAT PUT US WHERE WE ARE TODAY.

*MOVED FROM PG 18.*

WE ASKED THE CONGRESS FOR FLEXIBILITY FOR TEACHERS AND PRINCIPALS. CONGRESS SAID NO -- LET'S STICK TO THE STATUS QUO.

FINALLY, WE ASKED THE CONGRESS TO FUND PILOT PROGRAMS TO PROMOTE SCHOOL CHOICE -- PROGRAMS TO HELP POOR FAMILIES IN SIX AMERICAN CITIES. CONGRESS SAID NO TO SCHOOL CHOICE. //

SO TODAY, LET ME SERVE NOTICE TO THE EDUCATION LOBBY AND THEIR FRIENDS BACK ON CAPITOL HILL: ONE YEAR AGO, I ASKED YOU TO JOIN WITH ME IN A REVOLUTION -- TO BE A PART OF AMERICA 2000. THE TIME HAS COME TO GET "ON BOARD" -- OR STAY BEHIND. NO MORE BUSINESS-AS-USUAL. //

THE WHITE HOUSE

WASHINGTON

April 14, 1992

MEMORANDUM FOR THE PRESIDENT

THROUGH: DAVID F. DEMAREST  
FROM: DAN MC GROARTY  
SUBJECT: PROPOSED REMARKS FOR LEHIGH VALLEY 2000

I. SUMMARY

On Thursday, April 16 at 1:00 p.m. you will deliver remarks to 2,000 members of the Lehigh Valley community, in the Dieruff High School gymnasium in Allentown, Pennsylvania. Lehigh Valley was one of the first communities to accept the America 2000 challenge.

The audience includes over 1,300 Dieruff ninth through twelfth graders, 400 Lehigh Valley 2000 task force members, business leaders, parents, teachers and elected officials.

II. DISCUSSION

Your remarks, (approximately 20 minutes / teleprompter) focus on the fifth reform -- education. Please note that you speak two days before the first anniversary of America 2000.

You announce a new initiative, Lifetime Earning Credits, on page 6.

McGroarty/Bunton  
April 14, 1992  
6:00 pm  
[LEHIGH]

PRESIDENTIAL REMARKS: LEHIGH VALLEY 2000  
ALLENTOWN, PENNSYLVANIA  
APRIL 16, 1992  
1:00 P.M.

My thanks to the parents, the teachers and the staff.  
Thanks also to all the folks here from Allentown and Easton and  
Bethlehem -- the leading lights of Lehigh Valley. Last but not  
least, let me say hello to the students of Dieruff High. //

It's astonishing to be here with the Class of '92 as a  
graduate of the Class of '42. // I realize the world I thought  
of as new -- for you is, well, history. //

Look at the world you'll soon call your own -- at the pace  
of change we've come to expect: each day, we see history played  
out in the headlines. Old empires expire -- new worlds are born.  
In the past six months alone, we've seen the birth of 18 new  
nations. [[Who knows how many there'll be by the time you take  
that big geography final.]]

But the challenges we face -- the sheer complexity of our  
world -- can't obscure the basic values that guide this Nation.  
Times change, but truths endure. I'm talking about the big  
issues that shape our world -- about the values close to home.  
Everything I've done -- I've done to preserve and advance three  
precious legacies: strong families. Good jobs. A world at  
peace.

Securing those legacies has been my mission as President -- and it will be my mission today and every day, now and for the next four years. //

Right now, here in Allentown and across America, the number one concern is the economy -- and turning this economy around, creating jobs, is the mission that matters most. Listen to what people say about the economy. Get beneath the cold statistics -- down to the real heart of this issue. People want to know whether they can keep the job they've got -- and whether they're on track for a better one. For their kids -- for each one of the students here today -- parents have got grander visions: not just a job -- a career. Work that means more than simply making ends meet: Work that gives real meaning to your life. //

People have a right to ask: what is government's role in all of this? / No, we can't legislate the American Dream. But government can serve as a catalyst for change -- clearing away the obstacles to economic growth and the unnecessary costs of doing business. Expanding the opportunities for aggressive businesses and enterprising individuals to create new jobs. Training and educating our children -- giving you the tools of thought you'll need to compete in the new world economy. //

The fate of America's economic future rests on five key reforms: On free and fair trade -- our ability to break down barriers, open new markets to American goods. Our future rests on legal reform -- on ending the explosion of litigation that strains our patience and saps our economy. On health care reform

-- opening up access to all Americans, controlling the run-away cost of health care without sacrificing choice and quality. On government reform -- because only if we reverse a generation of creeping bureaucracy, only if we restore limits to government, can we restore public trust.

Finally, the reason I've come to Lehigh Valley today: our future depends on education reform -- our ability to revolutionize -- literally re-invent our schools. //

Education represents a perfect community of interest: between the individual and society -- between one generation and the next. Between the proud history we must pass on -- and the path-breaking future we must create. // And in terms of America's economic future -- education is nothing less than a matter of economic survival. //

You've seen the news stories. You've heard the statistics. Anyone who worries about slack productivity or a bad balance of trade ought to be alarmed about our children's test scores. Millions of students work hard, millions of dedicated teachers do their best -- and still, in one test after another, America's children score at or near the bottom ranks of international achievement. //

We don't need another test to tell us something is wrong with our schools. For the sake of every student here today, we've got to shake off any sense of complacency -- and shake up the status quo.

Here in Lehigh Valley, that's a lesson you learned years ago. You didn't wait for word from Washington. You didn't stand back and watch another generation of kids get less education than they deserved. This community took a direct interest in what was going on in the classroom. This community took action. //

I took office determined to put the power of the Presidency behind change. More than two years ago, we took a strong first step. Working together with the nation's Governors, we set six ambitious goals for the year 2000: We agreed we must raise the high-school graduation rate to 90%. We must be first in the world in math and science. We must put in place a system of World Class Standards -- and tests to measure students' progress. By the year 2000, every American adult must be literate. Every American child must start school ready to learn -- and every American school must be free of drugs, free from the violence that today too often follows our kids into the classroom. Let me sum up the six goals this way: Together, by the year 2000, we must create the best schools in the world for our children. //

Let me share a story Lamar told me about a little girl, a 4th Grader named Ariane Williams. At the kick-off for New Orleans 2000, she stood up -- and here's what she said: "These goals are not just my goals. They're not just the Governors' goals. They are the nation's goals." / That little girl got the message -- and so do you.

Goals define the mission. They tell us where we want to go -- not how to get there. That's why, nearly one year ago to the

day, I mapped out a strategy I call America 2000: a plan to revolutionize American education. To put an end to business as usual: to break the mold -- build a new generation of American schools.

Two days from now, we'll mark the first anniversary of America 2000. Let me share with you today a kind of "report card" on what we've accomplished. / In one year's time, we've seen America 2000 catch fire all across this country. Already, 43 states and more than 1000 communities -- from Grand Junction, Colorado to Lewiston, Maine -- have joined the America 2000 crusade. Everywhere, people like you are working to break down the barriers between the classroom and the community -- to spark a grass-roots revolution to re-invent the American school.

But, you know that story -- because Lehigh Valley has led the way. //

I want to share with you an old African proverb that's the motto of Minnesota 2000: "It takes an entire village to educate one child."

And that is what it takes -- because education doesn't just happen in the classroom. It doesn't start at 8:20 each morning and end at 5 to 3:00. All of us lead busy lives -- but we must never be too busy to read to our kids. To teach them right from wrong. To take an interest in the things they worry about and wonder at -- to listen, really listen, to what they say. We owe it to our children, and to ourselves, to see that we live in

communities that care about education -- communities where learning can happen.

You've got every right to ask: What can Washington do to help? Here's one way we can. Today, I want to announce a new legislative initiative: a Lifetime Education and Training Account -- a line of credit, a package of grants and loans worth \$25,000 dollars to every eligible American, to use to further their education or acquire new job skills to make the most of their abilities. // I've said before if we want to compete in the 21st Century, we've got to become a nation of students.

To do that, we've got to take a new approach to the old notions of "student aid." Think of the working Mom, balancing her responsibility for her family and her job against her own hopes for the future. She'd take one college course at a time - - but she doesn't qualify right now for the grant or loan that would help pay tuition. Our Lifetime Education and Training Account would help her get back into the classroom. / Here's the message for the students here today -- and for their parents, too: Education doesn't end with graduation. Learning has got to be a life-long pursuit. //

I came to Lehigh -- to one of the first communities to join the America 2000 crusade -- to set the agenda for the second year of America 2000. Our next step forward depends on our success in building a consensus for change around four core ideas -- four ways to build on what we've begun: to transform the federal government into a catalyst for real education reform.

First, if we're serious about reaching our goals, we must set World Class Standards in five core subjects -- and establish a series of voluntary American Achievement Tests to measure our children's progress.

Second, we've got to grant states and local school districts relief from Federal rules and regulations that limit their ability to improve educational achievement and do nothing to help us meet our national goals. Our teachers and principals deserve flexibility -- freedom to use their front-line experience on what works best in their schools to meet federal goals.

Right now, federal rules force schools to stick with outdated tests -- rather than go with new ones and risk the loss of millions of dollars in federal funds. In other cases, federal restrictions result in sprinkling remedial instruction in equal but ineffective amounts across large numbers of children -- instead of focusing enough time and energy to make a real difference for kids who need it most.

Has anyone asked the teachers here today: does that make sense? How can we ask you to teach -- and then tie your hands?

Third, we've got to launch a wide-open effort to create New American Schools -- at least one in every Congressional District across the country. Lehigh Valley is hard at work on its plan to make this community home to its own New American School.

These break-the-mold schools won't conform to any one blueprint. Some may make a quantum leap forward into tomorrow's technologies. Others may seek to reach the future by restoring

older traditions, the discipline -- and disciplines -- of an earlier era. Each one of these schools would be a laboratory of learning -- a living example of how we can re-invent American education. All we need now from Congress is the seed money to help people like you translate ideas into action.

Fourth, we must create an incentive to improve education by promoting school choice. For far too long, we've shielded our schools from competition -- allowed the system a damaging monopoly-power over students. Well, just as monopolies are bad for the economy -- they're bad for our kids. Every parent should have the power to choose which school is best for his child -- public, private or religious. //

Look at America's college students. Our university system is the envy of the world. Each year, we make over \$20 billion dollars in federal grants and loans directly to students -- to use at the university of their choice. No one asks whether they enroll at Penn or Penn State -- at Villanova or Lehigh or Lafayette. It's time we make the same choice available to all parents from the moment their children go to school. Whether it's public or parochial school, yeshiva or bible school -- let parents, not the government, decide. //

And let's be clear: if we deny parents school choice -- let's recognize who's hurt worst by the status quo. It's not the well-to-do. It's not the upper middle class. It's not any one of us who ever went house-hunting with a map of the good school

districts. / Deny people school choice, and the ones you hurt most are the Middle Class and lower -- and especially the poor.

That's why choice is catching on in some of the hardest-hit neighborhoods in this nation. Talk to parents spearheading the school choice crusade -- people like Polly Williams in Milwaukee. They'll tell you how the lack of choice left them powerless to force change -- how a public school bureaucracy turned students into statistics and parents into pawns. Look at Milwaukee today -- pioneering school choice, giving poor parents control, and poor children pride. Look at the schools in East Harlem -- where teachers put their names on waiting lists to get a chance to teach in a choice school. They can't wait to stand in front of a classroom of children who want to be there -- who want to learn.

Choice works -- and here's why. When our students are a captive audience, our schools have no incentive to improve. What competition brings to the economy -- choice can bring to education. Say what you want about reforming our schools: If you're for change -- you're for school choice.

These four ideas are generating interest and enthusiasm among Governors and mayors -- Democrats and Republicans -- among business leaders from Ed Donley and the Allentown-Lehigh County Chamber of Commerce, to the Fortune 500. Among teachers and students and parents and principals -- everyone at every level who understands the need for change.

Everyone, that is, except the leaders of the U.S. Congress.

At a moment when the consensus for change seems to be

reaching critical mass, on Capitol Hill you can watch the last stand of the status quo. Forces there are waging a last-ditch effort to put the brakes on change -- to preserve the business-as-usual approach that brought us the present crisis in education.

Take a look at the bill now winding its way through the Congress -- and what it does to the four path-breaking ideas I mentioned a moment ago.

As part of America 2000, I asked Congress for funds for New American Schools -- \$545 million from now until 1994. Last year, Congress set aside \$100 million dollars for 1992 -- and set a deadline of April 1 to decide how the money would be used. This month, that self-imposed deadline came and went -- wiping out any chance for Congress to make a start on New American Schools this year. For 1993, the House plans more of the same: the bill under consideration right now would funnel more than \$800 million into existing business-as-usual state bureaucracies -- and not a penny for the new experimental schools we need and the American people want.

We asked Congress for authority to help develop World Class Standards and American Achievement Tests -- tools that would help us measure our students' progress -- and assess the return we're getting for our education dollars. / The House of Representatives is threatening an amendment to deny the Education Department the right to fund even a study of standards or tests.

Finally, we asked the Congress to fund pilot programs to promote school choice -- programs to help poor families in six American cities. Under heavy pressure from the education lobby, House and Senate leaders have stripped any mention of school choice out of their bills. //

Instead of supporting America 2000, the bill Congress claims will help our schools is an exercise in cynicism -- call it the Status Quo Schools Act of 1992. So today, let me serve notice to education lobby and their friends back on Capitol Hill: I will not let Congress spend a billion dollars on a business-as-usual bill -- and call it education reform. [[ If Congress wants to side with status quo schools -- Congress can count on a veto. ]]

Congress can drag its feet -- but it can't stop change. Lehigh Valley is living proof of the words of the great Abraham Lincoln: "Revolutions do not go backward." There is a time early in every revolution when the status quo looks steady and strong -- and the forces that challenge it weak and without effect. And there is the moment when the forces of change carry the day -- the bankruptcy of the status quo stands revealed, and the whole, hollow house of cards collapses.

The revolution in American education is already underway. In Lehigh Valley and in communities all across America, the old ways are being abandoned, new ideas advanced. This revolution will triumph for the simplest and the strongest of reasons: because American parents want the best for their children.

Because there isn't a single child anywhere in America who doesn't deserve the best education possible. //

From our schools to our courts, from our hospitals to the halls of government, from the neighborhoods outside our door to the realities of a new world economy -- the need for reform won't wait. The only acceptable response is the American response. We must rekindle a revolution -- a revolution to bring change to the country that's changed the world. //

The American people have made their choice. The American people want change. //

Thank you all for this warm welcome -- and may God bless the United States of America.

# # #

# WHITE HOUSE STAFFING MEMORANDUM

DATE: 4/15/92 ACTION/CONCURRENCE/COMMENT DUE BY: \_\_\_\_\_

SUBJECT: PRESIDENTIAL REMARKS: LEHIGH VALLEY 2000  
ALLENTOWN, PENNSYLVANIA  
THURSDAY, APRIL 16, 1992

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	HORNER	<input type="checkbox"/>	<input type="checkbox"/>
SKINNER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCBRIDE	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MOORE	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DARMAN	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PETERSMEYER	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PORTER	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BROMLEY	<input type="checkbox"/>	<input type="checkbox"/>	ROGICH	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CALIO	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROLLINS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SMITH	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	YEUTTER	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	FINDLAY	<input type="checkbox"/>	<input checked="" type="checkbox"/>
HOLIDAY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	KAUFMAN	<input type="checkbox"/>	<input checked="" type="checkbox"/>
			MCGROARTY		

REMARKS:

The attached has been forwarded to the President.

RESPONSE:

*See comments on p. 6, 7, 10, 11.*

*Thanks.*

*Paul Bonfonta  
04/15*

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

THE WHITE HOUSE

WASHINGTON

02 APR 14 P6:12

April 14, 1992

MEMORANDUM FOR THE PRESIDENT

THROUGH: DAVID F. DEMAREST  
FROM: DAN MC GROARTY  
SUBJECT: PROPOSED REMARKS FOR LEHIGH VALLEY 2000

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II. DISCUSSION

Your remarks, (approximately 20 minutes / teleprompter) focus on the fifth reform -- education. Please note that you speak two days before the first anniversary of America 2000.

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McGroarty/Bunton  
April 14, 1992  
6:00 pm  
[LEHIGH]

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ALLENTOWN, PENNSYLVANIA  
APRIL 16, 1992  
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My thanks to the parents, the teachers and the staff.

Thanks also to all the folks here from Allentown and Easton and Bethlehem -- the leading lights of Lehigh Valley. Last but not least, let me say hello to the students of Dieruff High. //

It's astonishing to be here with the Class of '92 as a graduate of the Class of '42. // I realize the world I thought of as new -- for you is, well, history. //

Look at the world you'll soon call your own -- at the pace of change we've come to expect: each day, we see history played out in the headlines. Old empires expire -- new worlds are born. In the past six months alone, we've seen the birth of 18 new nations. [[Who knows how many there'll be by the time you take that big geography final.]]

But the challenges we face -- the sheer complexity of our world -- can't obscure the basic values that guide this Nation. Times change, but truths endure. I'm talking about the big issues that shape our world -- about the values close to home. Everything I've done -- I've done to preserve and advance three precious legacies: strong families. Good jobs. A world at peace.

Securing those legacies has been my mission as President -- and it will be my mission today and every day, now and for the next four years. //

Right now, here in Allentown and across America, the number one concern is the economy -- and turning this economy around, creating jobs, is the mission that matters most. Listen to what people say about the economy. Get beneath the cold statistics -- down to the real heart of this issue. People want to know whether they can keep the job they've got -- and whether they're on track for a better one. For their kids -- for each one of the students here today -- parents have got grander visions: not just a job -- a career. Work that means more than simply making ends meet: Work that gives real meaning to your life. //

People have a right to ask: what is government's role in all of this? / No, we can't legislate the American Dream. But government can serve as a catalyst for change -- clearing away the obstacles to economic growth and the unnecessary costs of doing business. Expanding the opportunities for aggressive businesses and enterprising individuals to create new jobs. Training and educating our children -- giving you the tools of thought you'll need to compete in the new world economy. //

The fate of America's economic future rests on five key reforms: On free and fair trade -- our ability to break down barriers, open new markets to American goods. Our future rests on legal reform -- on ending the explosion of litigation that strains our patience and saps our economy. On health care reform

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Let me share a story Lamar told me about a little girl, a 4th Grader named Ariane Williams. At the kick-off for New Orleans 2000, she stood up -- and here's what she said: "These goals are not just my goals. They're not just the Governors' goals. They are the nation's goals." / That little girl got the message -- and so do you.

Goals define the mission. They tell us where we want to go -- not how to get there. That's why, nearly one year ago to the

day, I mapped out a strategy I call America 2000: a plan to revolutionize American education. To put an end to business as usual: to break the mold -- build a new generation of American schools.

Two days from now, we'll mark the first anniversary of America 2000. Let me share with you today a kind of "report card" on what we've accomplished. / In one year's time, we've seen America 2000 catch fire all across this country. Already, 43 states and more than 1000 communities -- from Grand Junction, Colorado to Lewiston, Maine -- have joined the America 2000 crusade. Everywhere, people like you are working to break down the barriers between the classroom and the community -- to spark a grass-roots revolution to re-invent the American school.

But, you know that story -- because Lehigh Valley has led the way. //

I want to share with you an old African proverb that's the motto of Minnesota 2000: "It takes an entire village to educate one child."

And that is what it takes -- because education doesn't just happen in the classroom. It doesn't start at 8:20 each morning and end at 5 to 3:00. All of us lead busy lives -- but we must never be too busy to read to our kids. To teach them right from wrong. To take an interest in the things they worry about and wonder at -- to listen, really listen, to what they say. We owe it to our children, and to ourselves, to see that we live in

communities that care about education -- communities where learning can happen.

You've got every right to ask: What can Washington do to help? Here's one way we can. Today, I want to announce a new legislative initiative: a <sup>new</sup> Lifetime Education and Training Account -- a line of credit, ~~a package of grants and loans~~ worth \$25,000 dollars to every eligible American, to use to further their education or acquire new job skills to make the most of their abilities. // I've said before if we want to compete in the 21st Century, we've got to become a nation of students. To do that, we've got to take a new approach to the old notions of "student aid." Think of the working Mom, balancing her responsibility for her family and her job against her own hopes for the future. She'd take one college course at a time - but she doesn't qualify right now for the grant or loan that would help pay tuition. Our Lifetime Education and Training Account would help her get back into the classroom. / Here's the message for the students here today -- and for their parents, too: Education doesn't end with graduation. Learning has got to be a life-long pursuit. //

(Ed.)

to allow existing grant and loans to be available to American men and women taking as little as one course at a time

NO - See Porter / Rae Nelson

I came to Lehigh -- to one of the first communities to join the America 2000 crusade -- to set the agenda for the second year of America 2000. Our next step forward depends on our success in building a consensus for change around four core ideas -- four ways to build on what we've begun: to transform the federal government into a catalyst for real education reform.

First, if we're serious about reaching our goals, we must set World Class Standards in five core subjects -- and establish a series of voluntary American Achievement Tests to measure our children's progress.

Second, we've got to grant states and local school districts relief from Federal rules and regulations that limit their ability to improve educational achievement and do nothing to help us meet our national goals. Our teachers and principals deserve flexibility -- freedom to use their front-line experience on what works best in their schools to meet federal goals.

Right now, federal rules force schools to stick with outdated tests -- rather than go with new ones and risk the loss of millions of dollars in federal funds. In other cases, federal restrictions result in sprinkling remedial instruction in equal but ineffective amounts across large numbers of children -- instead of focusing enough time and energy to make a real difference for kids who need it most.

Has anyone asked the teachers here today: does that make sense? How can we ask you to teach -- and then tie your hands?

Third, we've got to launch a wide-open effort to create New American Schools -- at least one in every Congressional District across the country. Lehigh Valley is hard at work on its plan to make this community home to its own New American School.

These break-the-mold schools won't conform to any one blueprint. Some may make a quantum leap forward into tomorrow's technologies. Others may seek to reach the future by restoring

Inaccurate  
Education  
spoke  
w/  
Research.

older traditions, the discipline -- and disciplines -- of an earlier era. Each one of these schools would be a laboratory of learning -- a living example of how we can re-invent American education. All we need now from Congress is the seed money to help people like you translate ideas into action.

Fourth, we must create an incentive to improve education by promoting school choice. For far too long, we've shielded our schools from competition -- allowed the system a damaging monopoly-power over students. Well, just as monopolies are bad for the economy -- they're bad for our kids. Every parent should have the power to choose which school is best for his child -- public, private or religious. //

Look at America's college students. Our university system is the envy of the world. Each year, we make over \$20 billion dollars in federal grants and loans directly to students -- to use at the university of their choice. No one asks whether they enroll at Penn or Penn State -- at Villanova or Lehigh or Lafayette. It's time we make the same choice available to all parents from the moment their children go to school. Whether it's public or parochial school, yeshiva or bible school -- let parents, not the government, decide. //

And let's be clear: if we deny parents school choice -- let's recognize who's hurt worst by the status quo. It's not the well-to-do. It's not the upper middle class. It's not any one of us who ever went house-hunting with a map of the good school

districts. / Deny people school choice, and the ones you hurt most are the Middle Class and lower -- and especially the poor.

That's why choice is catching on in some of the hardest-hit neighborhoods in this nation. Talk to parents spearheading the school choice crusade -- people like Polly Williams in Milwaukee. They'll tell you how the lack of choice left them powerless to force change -- how a public school bureaucracy turned students into statistics and parents into pawns. Look at Milwaukee today -- pioneering school choice, giving poor parents control, and poor children pride. Look at the schools in East Harlem -- where teachers put their names on waiting lists to get a chance to teach in a choice school. They can't wait to stand in front of a classroom of children who want to be there -- who want to learn.

Choice works -- and here's why. When our students are a captive audience, our schools have no incentive to improve. What competition brings to the economy -- choice can bring to education. Say what you want about reforming our schools: If you're for change -- you're for school choice.

These four ideas are generating interest and enthusiasm among Governors and mayors -- Democrats and Republicans -- among business leaders from Ed Donley and the Allentown-Lehigh County Chamber of Commerce, to the Fortune 500. Among teachers and students and parents and principals -- everyone at every level who understands the need for change.

Everyone, that is, except the leaders of the U.S. Congress.

At a moment when the consensus for change seems to be

reaching critical mass, on Capitol Hill you can watch the last stand of the status quo. Forces there are waging a last-ditch effort to put the brakes on change -- to preserve the business-as-usual approach that brought us the present crisis in education.

Take a look at the bill now winding its way through the Congress -- and what it does to the four path-breaking ideas I mentioned a moment ago.

As part of America 2000, I asked Congress for funds for New American Schools -- \$545 million from now until 1994. Last year, Congress set aside \$100 million dollars for 1992 -- and set a deadline of April 1 to decide how the money would be used. This month, that self-imposed deadline came and went -- wiping out any chance for Congress to make a start on New American Schools this year. For 1993, the House plans more of the same: the bill under consideration right now would funnel more than \$800 million into existing business-as-usual state bureaucracies -- and penny for the new experimental schools we need and the American people want.

(Ed.)  
for America 2000 activities  
because of the bills design,  
(Ed.)

We asked Congress for authority to help develop World Class Standards and American Achievement Tests -- tools that would help us measure our students' progress -- and assess the return we're getting for our education dollars. / The House of Representatives is threatening an amendment to deny the Education Department the right to fund even a study of standards or tests.

Finally, we asked the Congress to fund pilot programs to promote school choice -- programs to help poor families in six American cities. Under heavy pressure from the education lobby, House and Senate leaders have stripped any mention of school choice out of their bills. //

(Ed.)

for all schools

X 510  
L. Affinis

Instead of supporting America 2000, the bill Congress claims will help our schools is an exercise in cynicism -- call it the Status Quo Schools Act of 1992. So today, let me serve notice to education lobby and their friends back on Capitol Hill: I will not let Congress spend a billion dollars on a business-as-usual bill -- and call it education reform. [[ If Congress wants to side with status quo schools -- Congress can count on a veto. ]]

Congress can drag its feet -- but it can't stop change. Lehigh Valley is living proof of the words of the great Abraham Lincoln: "Revolutions do not go backward." There is a time early in every revolution when the status quo looks steady and strong -- and the forces that challenge it weak and without effect. And there is the moment when the forces of change carry the day -- the bankruptcy of the status quo stands revealed, and the whole, hollow house of cards collapses.

The revolution in American education is already underway. In Lehigh Valley and in communities all across America, the old ways are being abandoned, new ideas advanced. This revolution will triumph for the simplest and the strongest of reasons: because American parents want the best for their children.

Because there isn't a single child anywhere in America who doesn't deserve the best education possible. //

From our schools to our courts, from our hospitals to the halls of government, from the neighborhoods outside our door to the realities of a new world economy -- the need for reform won't wait. The only acceptable response is the American response. We must rekindle a revolution -- a revolution to bring change to the country that's changed the world. //

The American people have made their choice. The American people want change. //

Thank you all for this warm welcome -- and may God bless the United States of America.

# # #

## LEGISLATIVE AFFS.

10

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De/lowe

11

Finally, we asked the Congress to fund pilot programs to promote school choice -- programs to help poor families in six American cities. Under heavy pressure from the education lobby, House and Senate leaders ~~have stripped~~ <sup>refused to accept</sup> any mention of school choice out of their bills. // (inaccurate)

Instead of supporting America 2000, the bill Congress claims will help our schools is an exercise in cynicism -- call it the Status Quo Schools Act of 1992. So today, let me serve notice to education lobby and their friends back on Capitol Hill: I will not let Congress spend a billion dollars on a business-as-usual bill -- and call it education reform. [[ If Congress wants to side with status quo schools -- Congress can count on a veto. ]]

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The revolution in American education is already underway. In Lehigh Valley and in communities all across America, the old ways are being abandoned, new ideas advanced. This revolution will triumph for the simplest and the strongest of reasons: because American parents want the best for their children.

This language depends on POTUS decision memo.

12

Because there isn't a single child anywhere in America who doesn't deserve the best education possible. //

From our schools to our courts, from our hospitals to the halls of government, from the neighborhoods outside our door to the realities of a new world economy -- the need for reform won't wait. The only acceptable response is the American response. We must rekindle a revolution -- a revolution to bring change to the country that's changed the world. //

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Thank you all for this warm welcome -- and may God bless the United States of America.

# # #

Document No. 321639SS

92 APR 14 P2: 3<sup>3</sup> WHITE HOUSE STAFFING MEMORANDUM

DATE: 4/13/92 ACTION/CONCURRENCE/COMMENT DUE BY: TUESDAY, 4/14/92 3:00

SUBJECT: PRESIDENTIAL REMARKS: LEHIGH VALLEY 2000  
ALLENTOWN, PA - 4/16/92

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	HORNER	<input type="checkbox"/>	<input type="checkbox"/>
SKINNER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCBRIDE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	MOORE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PETERSMEYER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BROMLEY	<input type="checkbox"/>	<input type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CAEIG	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ROLLINS	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	YEUTTER	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>FINDLAY</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>KAUFMAN</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
			<u>MCGROARTY</u>		<input checked="" type="checkbox"/>

REMARKS:

x6218

Please forward your comments directly to Dan McGroarty, Rm. 122, x2930, no later than 3:00 p.m., TUESDAY, APRIL 14, with a copy to this office. Thank you.

RESPONSE:

*See comments pp. 7-10. Please let us know if changes on pp. 9-10 will not be incorporated.*

*Bolton 4/14 2:15 pm  
OLA*

PHILLIP D. BRADY  
Assistant to the President  
and Staff Secretary

02 APR 13 P5:21

McGroarty/Bunton  
April 13, 1992  
5:00 pm  
[LEHIGH]

PRESIDENTIAL REMARKS: LEHIGH VALLEY 2000  
ALLENTOWN, PENNSYLVANIA  
APRIL 16, 1992  
1:00 P.M.

My thanks to the parents, the teachers and the staff.  
Thanks also to all the folks here from Allentown and Easton and  
Bethlehem -- the leading lights of Lehigh Valley. Last but not  
least, let me say hello to the students of Dieruff High. //

It's astonishing to be here with the Class of '92 as a  
graduate of the Class of '42. // I realize the world I thought  
of as new -- for you is, well, history. //

Look at the world you'll soon call your own. Each day we  
see new evidence: History played out in the headlines. Old  
empires expire -- new worlds are born. In the past six months  
alone, we've seen the birth of 18 new nations. [[Who knows how  
many there'll be by the time you take that big geography final.]]

But the challenges we face -- the sheer complexity of our  
world -- can't obscure the basic values that guide this Nation.  
Times change, but truths endure. I'm talking about the big  
issues that shape our world -- about the values close to home.  
Everything I've done -- I've done to preserve and advance three  
precious legacies: strong families. Good jobs. A world at  
peace.

2

Securing those legacies has been my mission as President -- and it will be my mission today and every day, now and for the next four years. //

Right now, here in Allentown and across America, the number one concern is the economy -- and turning this economy around, creating jobs, is the mission that matters most. Listen to what people say about the economy. Get beneath the cold statistics -- down to the real heart of this issue. People want to know whether they can keep the job they've got -- and whether they're on track for a better one. For their kids -- for each one of the students here today -- they've got grander visions: not just a job -- a career. Work that means more than simply making ends meet: Work that gives real meaning to your life. //

People have a right to ask: what is government's role in all of this? / No, we can't legislate the American Dream. But government can serve as a catalyst for change -- clearing away the obstacles to economic growth and the unnecessary costs of doing business. Expanding the opportunities for aggressive businesses and enterprising individuals to create new jobs. Training and educating our children -- giving you the tools of thought you'll need to compete in the new world economy. //

The fate of America's economic future rests on five pillars: On free and fair trade -- our ability to break down barriers, open new markets to American goods. Our future rests on legal reform -- on ending the explosion of litigation that strains our patience and saps our economy. On health care reform -- opening

3

up access to all Americans, controlling the run-away cost of health care without sacrificing choice and quality. On government reform -- because only if we reverse a generation of creeping buraaucracy, only if we restore limits to government, can we restore public trust.

Finally, the reason I've come to Lehigh Valley today: our future depends on education reform -- our ability to revolutionize -- literally re-invent our schools: to prepare a new generation for the challenges of the next century.

Education represents a perfect community of interest: between the individual and society -- between one generation and the next. Between the proud history we must pass on -- and the path-breaking future we must create. // And in terms of America's economic future -- education is nothing less than a matter of economic survival. //

You've seen the news stories. You've heard the bleak statistics. Anyone who worries about slack productivity or a bad balance of trade ought to be alarmed about our children's test scores. Millions of students work hard, millions of dedicated teachers do their best -- and still, in one test after another, America's children score at or near the bottom ranks of international achievement. //

We don't need another test to tell us something is wrong with our schools. For the sake of every student here today, we've got to shake off any sense of complacency -- and shake up the status quo.

4

Here in Lehigh Valley, that's a lesson you learned years ago. You didn't wait for word from Washington. You didn't stand back and watch another generation of kids get less education than they deserved. This community took a direct interest in what was going on in the classroom. This community took action. //

I took office determined to put the power of the Presidency behind change. More than two years ago, we took a strong first step. Working together with the nation's Governors, we set six ambitious goals for the year 2000: We agreed we must raise the high-school graduation rate to 90%. We must be first in the world in math and science. We must put in place a system of World Class Standards -- and tests to measure students' progress. By the year 2000, every American adult must be literate. Every American child must start school ready to learn -- and every American school must be free of drugs, free from the violence that today too often follows our kids into the classroom.

Let me make this clear: These goals are not just my goals. They're not just the Governor's goals. They are the nation's goals -- and more than that, they are the hope of the next generation.

Goals define the mission. They tell us where we want to go -- not how to get there. That's why, nearly one year ago to the day, I mapped out a strategy I call America 2000: a plan to revolutionize American education. To put an end to business as usual: to break the mold -- build a new generation of American schools.

5

Two days from now, we'll mark the first anniversary of America 2000. Let me share with you today a kind of "report card" on what we've accomplished. / In one year's time, we've seen America 2000 catch fire all across this country. Already, 43 states and more than 1000 communities -- from Grand Junction, Colorado to Lewiston, Maine -- have joined the America 2000 crusade. Everywhere, people like you are working to break down the barriers between the classroom and the community -- to spark a grass-roots revolution to re-invent the American school.

But, you know that story -- because Lehigh Valley has led the way.

I want to share with you an old African proverb that's the motto of Minnesota 2000: "It takes an entire village to educate one child."

And that is what it takes -- because education doesn't just happen in the classroom. It doesn't start at 9 a.m. and end at 3. We owe it to our children and to ourselves to see that we live in communities that care about education -- communities where learning can happen.

Today, I came to Lehigh -- to one of the first communities to join the America 2000 crusade -- to say the time has come to carry the revolution to the national level. Taking that step depends on our success in building a consensus for change around four core ideas -- four ways to transform the federal government into a catalyst for real education reform.

6

First, if we're serious about reaching our goals, we must set World Class Standards in five core subjects -- and establish a series of voluntary American Achievement Tests to measure our children's progress.

Second, we've got to grant states and local school districts relief from the rigid formula-grant approach that forces a one-size-fits-all solution on our schools: allowing teachers and principals flexibility -- freedom to apply federal resources to fit local circumstances.

Right now, federal rules force schools to stick with outdated tests -- rather than go with new ones and risk the loss of millions of dollars in federal funds. In other cases, federal restrictions result in sprinkling remedial instruction in equal but ineffective amounts across large numbers of children -- instead of focusing enough time and energy to make a real difference for kids who need it most.

Has anyone asked the teachers here today: does that make sense? How can we ask you to teach -- and then tie your hands?

Third, we've got to launch a wide-open experiment to create New American Schools -- at least one in every Congressional District across the country. Lehigh Valley is hard at work on its plan to make this community home to its own New American School.

These break-the-mold schools won't conform to any one blueprint. Some may make a quantum leap forward into tomorrow's technologies. Others may seek to reach the future by restoring

7

older traditions, the discipline -- and disciplines -- of an earlier era. Each one of these schools would be a laboratory of learning -- an experimental attempt to re-invent American education. All we need now is the seed money to translate ideas into action.

Fourth, we must create an incentive to improve education by promoting school choice. For far too long, we've shielded our schools from competition -- allowed the system a damaging monopoly-power over students. Well, just as monopolies are bad for the economy -- they're bad for our kids. Every parent should have the power to choose which school is best for his child -- public, private or religious. //

Look at America's college students. Our university system is the envy of the world. Each year, we make over \$15 billion dollars in federal grants and loans directly to students -- to use at the university of their choice. No one asks whether they enroll at Penn State or USC -- at SMU or Notre Dame. It's time we make the same choice available to all parents from the moment their children go to school. Whether it's <sup>public or</sup> parochial school, or yeshiva or bible school -- let parents, not the government, decide. //

And let's be clear: if we deny parents school choice -- let's recognize who's hurt worst by the status quo. It's not the well-to-do. It's not the upper middle class. It's not any one of us who ever went house-hunting with a map of the good school



Suggested insert  
somewhere

8

Give poor kids the same  
choice of schools as the  
well-to-do have.

districts. / Deny people school choice, and the ones you hurt most are the Middle Class and lower -- and especially the poor.

That's why choice is catching on in some of the hardest-hit neighborhoods in this nation. Talk to parents spearheading the school choice crusade -- people like Polly Williams in Milwaukee. They'll tell you how the lack of choice left them powerless to force change -- how a public school bureaucracy turned students into statistics and parents into pawns. Look at Milwaukee today -- pioneering school choice, giving poor parents control, and poor children pride. // Look at the schools in East Harlem -- where teachers put their names on waiting list to get a chance to teach in a choice school. They can't wait to stand in front of a classroom of children who want to be there -- who want to learn.

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Everyone, that is, except the leaders of the U.S. Congress.

At a moment when the consensus for change seems to be

9

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Take a look at the bill now winding its way through the Congress -- and what it does to the four path-breaking ideas I mentioned a moment ago.

As part of America 2000, I asked Congress for funds for New American Schools -- \$545 million from now until 1994. Last year, Congress set aside \$100 million dollars for New American Schools in 1992 -- and set a deadline of April 1 to decide how the money would be used. This month, that self-imposed deadline came and went -- wiping out any chance to make a start on New American Schools this year. Next year, the House bill would funnel more than \$800 million into existing business-as-usual state bureaucracies -- and not a penny for the new experimental schools we need.

We asked Congress for funds to develop World Class Standards and American Achievement Tests -- tools that would help us measure our students' progress -- and assess the return we're getting for our education dollars. When it comes to making our schools more accountable, the U.S. Senate has stonewalled and the House ~~is threatening an amendment to deny the Education Department the right to fund even a study of standards or tests.~~

will not accept our proposals  
for higher standards and voluntary tests

see  
Scally  
OMB

⊛ Wordings will have to await Presidential decision on strategy. Possible alternative: "that will be unacceptable."

BRACKETS

Finally, we asked the Congress to fund pilot programs to promote school choice. Under heavy pressure from the education lobby, House and Senate leaders <sup>refuse to include</sup> ~~have stripped~~ any mention of school choice <sup>in</sup> ~~out of~~ their bills. //

NO - see Sen V/OMF

Instead of supporting America 2000, the bill Congress claims will help our schools is an exercise in cynicism -- call it the Status Quo Schools Act of 1992. So today, let me serve notice to education lobby and their friends back on Capitol Hill: I will not let Congress spend a billion dollars on a business-as-usual bill -- and call it education reform. If Congress wants to side with status quo schools -- [Congress can count on a veto] //

⊛

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11

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The American people have made their choice. The American people want change. //

Thank you all for this warm welcome -- and may God bless the United States of America.

# # #

**WHITE HOUSE STAFFING MEMORANDUM**

92 APR 14 A10: 32

DATE: 4/13/92 ACTION/CONCURRENCE/COMMENT DUE BY: TUESDAY, 4/14/92 3:00p

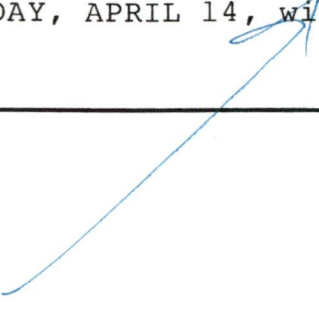
SUBJECT: PRESIDENTIAL REMARKS: LEHIGH VALLEY 2000  
ALLENTOWN, PA - 4/16/92

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	HORNER	<input type="checkbox"/>	<input type="checkbox"/>
SKINNER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCBRIDE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	MOORE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PETERSMEYER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BROMLEY	<input type="checkbox"/>	<input type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CALIO	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ROLLINS	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	YEUTTER	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>FINDLAY</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>KAUFMAN</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
			<u>MCGROARTY</u>		<input checked="" type="checkbox"/>

**REMARKS:**

Please forward your comments directly to Dan McGroarty, Rm. 122, x2930, no later than 3:00 p.m., TUESDAY, APRIL 14, with a copy to this office. Thank you.

**RESPONSE:**

To 

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

32 APR 13 P5:21

McGroarty/Bunton  
April 13, 1992  
5:00 pm  
[LEHIGH]

PRESIDENTIAL REMARKS: LEHIGH VALLEY 2000  
ALLENTOWN, PENNSYLVANIA  
APRIL 16, 1992  
1:00 P.M.

My thanks to the parents, the teachers and the staff.

Thanks also to all the folks here from Allentown and Easton and Bethlehem -- the leading lights of Lehigh Valley. Last but not least, let me say hello to the students of Dieruff High. //

It's astonishing to be here with the Class of '92 as a graduate of the Class of '42. // I realize the world I thought of as new -- for you is, well, history. //

Look at the world you'll soon call your own. Each day we see new evidence: History played out in the headlines. Old empires expire -- new worlds are born. In the past six months alone, we've seen the birth of 18 new nations. [[Who knows how many there'll be by the time you take that big geography final.]]

But the challenges we face -- the sheer complexity of our world -- can't obscure the basic values that guide this Nation. Times change, but truths endure. I'm talking about the big issues that shape our world -- about the values close to home. Everything I've done -- I've done to preserve and advance three precious legacies: strong families. Good jobs. A world at peace.

Securing those legacies has been my mission as President -- and it will be my mission today and every day, now and for the next four years. //

Right now, here in Allentown and across America, the number one concern is the economy -- and turning this economy around, creating jobs, is the mission that matters most. Listen to what people say about the economy. Get beneath the cold statistics -- down to the real heart of this issue. People want to know whether they can keep the job they've got -- and whether they're on track for a better one. For their kids -- for each one of the students here today -- they've got grander visions: not just a job -- a career. Work that means more than simply making ends meet: Work that gives real meaning to your life. //

People have a right to ask: what is government's role in all of this? / No, we can't legislate the American Dream. But government can serve as a catalyst for change -- clearing away the obstacles to economic growth and the unnecessary costs of doing business. Expanding the opportunities for aggressive businesses and enterprising individuals to create new jobs. Training and educating our children -- giving you the tools of thought you'll need to compete in the new world economy. //

The fate of America's economic future rests on five pillars: On free and fair trade -- our ability to break down barriers, open new markets to American goods. Our future rests on legal reform -- on ending the explosion of litigation that strains our patience and saps our economy. On health care reform -- opening

up access to all Americans, controlling the run-away cost of health care without sacrificing choice and quality. On government reform -- because only if we reverse a generation of creeping bureaucracy, only if we restore limits to government, can we restore public trust.

Finally, the reason I've come to Lehigh Valley today: our future depends on education reform -- our ability to revolutionize -- literally re-invent our schools: to prepare a new generation for the challenges of the next century.

Education represents a perfect community of interest: between the individual and society -- between one generation and the next. Between the proud history we must pass on -- and the path-breaking future we must create. // And in terms of America's economic future -- education is nothing less than a matter of economic survival. //

You've seen the news stories. You've heard the ~~break~~ statistics. Anyone who worries about slack productivity or a bad balance of trade ought to be alarmed about our children's test scores. Millions of students work hard, millions of dedicated teachers do their best -- and still, in one test after another, America's children ~~score at or near the bottom ranks of~~ international achievement. //

We don't need another test to tell us something is wrong with our schools. For the sake of every student here today, we've got to shake off any sense of complacency -- and shake up the status quo.

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②

Here in Lehigh Valley, that's a lesson you learned years ago. You didn't wait for word from Washington. You didn't stand back and watch another generation of kids get less education than they deserved. This community took a direct interest in what was going on in the classroom. This community took action. //

I took office determined to put the power of the Presidency behind change. More than two years ago, we took a strong first step. Working together with the nation's Governors, we set six ambitious goals for the year 2000: We agreed we must raise the high-school graduation rate to 90%. We must be first in the world in math and science. We must put in place a system of World Class Standards -- and tests to measure students' progress. By the year 2000, every American adult must be literate. Every American child must start school ready to learn -- and every American school must be free of drugs, free from the violence that today too often follows our kids into the classroom.

Let me make this clear: These goals are not just my goals. They're not just the Governor's goals. They are the nation's goals -- and more than that, they are the hope of the next generation.

Goals define the mission. They tell us where we want to go -- not how to get there. That's why, nearly one year ago to the day, I mapped out a strategy I call America 2000: a plan to revolutionize American education. To put an end to business as usual: to break the mold -- build a new generation of American schools.

Two days from now, we'll mark the first anniversary of America 2000. Let me share with you today a kind of "report card" on what we've accomplished. / In one year's time, we've seen America 2000 catch fire all across this country. Already, 43 states and more than 1000 communities -- from Grand Junction, Colorado to Lewiston, Maine -- have joined the America 2000 crusade. Everywhere, people like you are working to break down the barriers between the classroom and the community -- to spark a grass-roots revolution to re-invent the American school.

But, you know that story -- because Lehigh Valley has led the way.

I want to share with you an old African proverb that's the motto of Minnesota 2000: "It takes an entire village to educate one child."

And that is what it takes -- because education doesn't just happen in the classroom. It doesn't start at 9 a.m. and end at 3. We owe it to our children and to ourselves to see that we live in communities that care about education -- communities where learning can happen.

Today, I came to Lehigh -- to one of the first communities to join the America 2000 crusade -- to say the time has come to carry the revolution to the national level. Taking that step depends on our success in building a consensus for change around four core ideas -- four ways to transform the federal government into a catalyst for real education reform.

First, if we're serious about reaching our goals, we must set World Class Standards in five core subjects -- and establish a series of voluntary American Achievement Tests to measure our children's progress.

Second, we've got to grant states and local school districts relief from the rigid formula-grant approach that forces a one-size-fits-all solution on our schools: allowing teachers and principals flexibility -- freedom to apply federal resources to fit local circumstances.

Right now, federal rules force schools to stick with outdated tests -- rather than go with new ones and risk the loss of millions of dollars in federal funds. In other cases, federal restrictions result in sprinkling remedial instruction in equal but ineffective amounts across large numbers of children -- instead of focusing enough time and energy to make a real difference for kids who need it most.

Has anyone asked the teachers here today: does that make sense? How can we ask you to teach -- and then tie your hands?

Third, we've got to launch a wide-open experiment to create New American Schools -- at least one in every Congressional District across the country. Lehigh Valley is hard at work on its plan to make this community home to its own New American School.

These break-the-mold schools won't conform to any one blueprint. Some may make a quantum leap forward into tomorrow's technologies. Others may seek to reach the future by restoring

older traditions, the discipline -- and disciplines -- of an earlier era. Each one of these schools would be a laboratory of learning -- an experimental attempt to re-invent American education. All we need now is the seed money to translate ideas into action.

Fourth, we must create an incentive to improve education by promoting school choice. For far too long, we've shielded our schools from competition -- allowed the system a damaging monopoly-power over students. Well, just as monopolies are bad for the economy -- they're bad for our kids. Every parent should have the power to choose which school is best for his child -- public, private or religious. //

Look at America's college students. Our university system is the envy of the world. Each year, we make over \$15 billion dollars in federal grants and loans directly to students -- to use at the university of their choice. No one asks whether they enroll at Penn State or USC -- at SMU or Notre Dame. It's time we make the same choice available to all parents from the moment their children go to school. Whether it's parochial school or yeshiva or bible school -- let parents, not the government, decide. //

And let's be clear: if we deny parents school choice -- let's recognize who's hurt worst by the status quo. It's not the well-to-do. It's not the upper middle class. It's not any one of us who ever went house-hunting with a map of the good school

USC is

a private school - that was it intended that way?

NB: revising schools names

districts. / Deny people school choice, and the ones you hurt most are the Middle Class and lower -- and especially the poor.

That's why choice is catching on in some of the hardest-hit neighborhoods in this nation. Talk to parents spearheading the school choice crusade -- people like Polly Williams in Milwaukee. They'll tell you how the lack of choice left them powerless to force change -- how a public school bureaucracy turned students into statistics and parents into pawns. Look at Milwaukee today -- pioneering school choice, giving poor parents control, and poor children pride. // Look at the schools in East Harlem -- where teachers put their names on waiting lists to get a chance to teach in a choice school. They can't wait to stand in front of a classroom of children who want to be there -- who want to learn. *Roston*

Choice works -- and here's why. When our students are a captive audience, our schools have no incentive to improve. What competition brings to the economy -- choice can bring to education. Say what you want about reforming our schools: If you're for change -- you're for school choice.

These four ideas are generating interest and enthusiasm among Governors and mayors -- Democrats and Republicans -- among business leaders from Ed Donley and the Allentown-Lehigh County Chamber of Commerce, to the Fortune 500. Among teachers and students and parents and principals -- everyone at every level who understands the need for change.

Everyone, that is, except the leaders of the U.S. Congress.

At a moment when the consensus for change seems to be

reaching critical mass, on Capitol Hill you can watch the last stand of the status quo. Forces there are waging a last-ditch effort to put the brakes on change -- to preserve the business-as-usual approach that brought us the present crisis in education.

Take a look at the bill now winding its way through the Congress -- and what it does to the four path-breaking ideas I mentioned a moment ago.

As part of America 2000, I asked Congress for funds for New American Schools -- \$545 million from now until 1994. Last year, Congress set aside \$100 million dollars for New American Schools in 1992 -- and set a deadline of April 1 to decide how the money would be used. This month, that self-imposed deadline came and went -- wiping out any chance to make a start on New American Schools this year. Next year, the House bill would funnel more than \$800 million into existing business-as-usual state bureaucracies -- and not a penny for the new experimental schools we need.

We asked Congress for funds to develop World Class Standards and American Achievement Tests -- tools that would help us measure our students' progress -- and assess the return we're getting for our education dollars. When it comes to making our schools more accountable, the U.S. Senate has stonewalled -- and the House is threatening an amendment to deny the Education Department the right to fund even a study of standards or tests.

Finally, we asked the Congress to fund pilot programs to promote school choice. Under heavy pressure from the education lobby, House and Senate leaders have stripped any mention of school choice out of their bills. //

Instead of supporting America 2000, the bill Congress claims will help our schools is an exercise in cynicism -- call it the Status Quo Schools Act of 1992. So today, let me serve notice to education lobby and their friends back on Capitol Hill: I will not let Congress spend a billion dollars on a business-as-usual bill -- and call it education reform. If Congress wants to side with status quo schools -- Congress can count on a veto. //

Congress can drag its feet -- but it can't stop change. Lehigh Valley is living proof of the words of the great Abraham Lincoln: "Revolutions do not go backward." There is a time early in every revolution when the status quo looks steady and strong -- and the forces that challenge it weak and without effect. And there is the moment when the forces of change carry the day -- the bankruptcy of the status quo stands revealed, and the whole, hollow house of cards collapses.

The revolution in American education is already underway. In Lehigh Valley and in communities all across America, the old ways are being abandoned, new ideas advanced. This revolution will prevail for the simplest and the strongest of reasons: because American parents want the best for their children. Because there isn't a single child anywhere in America who doesn't deserve the best education possible. //

From our schools to our courts, from our hospitals to the halls of government, from the neighborhoods outside our door to the realities of a new world economy -- the need for reform won't wait. The only acceptable response is the American response. We must rekindle a revolution -- a revolution to bring change to the country that's changed the world. //

The American people have made their choice. The American people want change. //

Thank you all for this warm welcome -- and may God bless the United States of America.

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