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

OA/ID Number: 13616
Folder ID Number: 13616-007

Folder Title:
Lehigh Valley 2000 4/16/92 [OA 6100] [2]

Stack:	Row:	Section:	Shelf:	Position:
G	26	18	1	3

WHITE HOUSE STAFFING MEMORANDUM

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

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 <i>n/c</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
✓ SCOWCROFT <i>Retro 6538 boot leg</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	X MOORE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PETERSMEYER <i>n/c</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	X PORTER <i>n/c</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BROMLEY	<input type="checkbox"/>	<input type="checkbox"/>	ROGICH <i>n/c</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
✓ CALIO	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ROLLINS	<input checked="" type="checkbox"/>	<input type="checkbox"/>
X 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 <i>n/c</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	FINDLAY	<input type="checkbox"/>	<input checked="" type="checkbox"/>
✓ HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	KAUFMAN	<input type="checkbox"/>	<input checked="" type="checkbox"/>
			MCGROARTY	<input checked="" type="checkbox"/>	<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:

Calio - no
Leigh Ann - yes
Sherrill - yes
Pink - yes
Everyone called 3 times.

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

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.

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 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.

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

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.

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.

#

92 APR 14
add blurb about
youth apprenticeship
Program Announced
in Michigan today

OCA

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

A fact sheet was
sent around for
comment today.

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ALLENTOWN, PENNSYLVANIA
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see new evidence: History played out in the headlines. Old
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92 APR 14 P4:50

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

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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"/>
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REMARKS:

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RESPONSE:

See Comments pg. 5

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

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.

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 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.

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.

FYI. Lehigh Valley's exact school hours are 8:20-2:55. Really!! We called them.

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

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.

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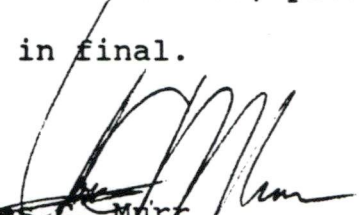
EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF MANAGEMENT AND BUDGET
WASHINGTON, D.C. 20503

92 APR 14 P2:15

NOTICE:

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

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


James C. Merr
Associate Director for
Legislative Reference
and Administration

WHITE HOUSE STAFFING MEMORANDUM

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"/>	<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:

See Comments

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

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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. //

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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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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 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.

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.

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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 at least the

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.

Go w Scully

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.

See insert (1) next page,

Scully / 5/78

see DOE these are their examples.

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.

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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

See change p. 7 for this point.

LEHIGH SPEECH: REPLACEMENT FOR THE SECOND PARAGRAPH ON PAGE 6

Saully
578

to help

Second, we've got to grant states and local school districts relief from Federal laws or regulations that limit their ability to improve our students' educational achievement and are not necessary to achieve national goals: give teachers and principals flexibility -- freedom to meet the goals of federal programs with (locally tailored project designs.)

do nothing

Right now, schools receiving federal funds from several programs must comply with a host of rules under each one. Taken together, complying with all these rules can make it harder, not easier, to raise student performance and meet program goals. We need to change the focus of federal programs from process to results. Until we succeed at the national level, we need to let teachers and principals do their best to make this shift at the local level.

Could anyone here disagree with that? How can we ask teachers to teach and then tie their hands?

↙

Note: a change like this is needed because of errors in the speech draft:

- o Formula grants, presumably here meaning mostly Chapter 1, do not impose "one size fits all solutions." They only move money in certain ways; they do not dictate, for example, teaching methods. One large program that has tougher process (but not educational content) requirements is Education of the Handicapped. The President has not proposed any changes to these so-called "procedural safeguards" of that Act.
- o Federal law does not specify any particular test (outmoded or modern), only that the test be "standardized" so that results are comparable across jurisdictions. Further, it lets states propose their own self-developed tests as long as the tests meet generic technical standards.
- o Federal law does not require "sprinkling" of remedial education. It encourages just the opposite by stressing service to those with greatest need, but many States choose to scatter funds widely to satisfy a political need to show more kids being served.

?

?

X
At my request, the private sector is raising millions to develop some very exciting new designs. And many of you have great ideas, too.

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 ^{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. //

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Sally / 5/78

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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

for the use of that money for
new legislative authorities for
reform.

9

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.

Sully
/577

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reul/comp.
JB

Note: Not funds
That's a 1993 appropriation issue not yet joined

new authorities

We asked Congress for ~~funds~~ ^{new authorities} to develop World Class Standards and American Achievement Tests -- tools that would help us ^{help the nation} measure our students' progress -- and assess the return we're getting for our education dollars. ~~When it comes to making our schools more accountable,~~ ^{come part of the way} 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. ^{but}

Note: House passed - S, 2 has the test standards

Sally
/ 5/7/78

Finally, we asked the Congress to fund pilot programs to ^{help states and localities discover a variety of approaches 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. //

See
insert

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②
attached

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Insert ②

LEHIGH SPEECH: INSERT FOR PAGE 10

In the end, the Senate and House bills only want to "allow" you to set up costly, time consuming process. Both bills want you to wait many more years before tackling problems head on. School administrators, teachers, parents and business know the problems. They want the Federal government to give them help solving them. My proposals would bring you this help.

July 15/78

Note: The preceding sections say what the bill does not include. Proponents in House and Senate argue that their bills allow for the orderly development of long range plans to fix school problems. They presume that States and localities have never thought of their problems before, or tried to fix them.

This insert frames the difference between Congress and AMERICA 2000: process vs. action; long delay vs. immediate assault on problems.

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.

#

THE WHITE HOUSE
WASHINGTON

March 14, 1992

MEMORANDUM FOR SHERRIE ROLLINS

THROUGH: LEIGH ANN METZGER
FROM: JANE BARNETT LEONARD
SUBJECT: COMMENTS ON PRESIDENTIAL REMARKS,
LEHIGH VALLEY 2000

I have reviewed a staffed copy of the speech as well as the additional comments that Jeannie Bunton from Research inserted which include those made by Secretary Alexander's office and additional comments by Dan McGroarty.

The primary suggestion that Leigh Ann and I had was to add more examples and stories that would personalize the educational issues the President would be highlighting. Jeannie has already added several anecdotes that serve this purpose. Our only other concern was that an announcement be added i.e. G.I. Bill or Lifelong Learning Credits. It is my understanding that these are being explored.

Overall, we think that the speech covers the key issues that AMERICA 2000 stands for. It provides a strong foundation for the President to talk about education reform. The veto language in particular helps to let Congress know that the President means business...not business as usual!

Bob

Memorandum for Speechwriting Staff

From: Dan McGroarty

Regarding: *Lehigh 2000*

Please return your comments to Room 122 by:

2 pm

APR 13 1992

Today's Date: _____

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^{and reform} -- 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 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. ✓

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

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.

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. *Anyone can say they're for educational reform, but here's the test:* ~~Say what you want about reforming our schools:~~ If you're for change -- you're for school choice.

A direct dig at Clinton et al. 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. // *And to those who stand in the*

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

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*way, ~~to~~ I say
"Lead, follow, or get out
of the way."*

Carol

Memorandum for Speechwriting Staff

From: Dan McGroarty

Regarding: *Lehigh 2000*

**Please return your comments to Room
122 by:**

2pm

APR 13 1992

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McGroarty/Bunton
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→ What did they do? This sounds like it's going to lead into a story. --

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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. //

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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.

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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

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.

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.

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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. //

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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.

#

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. //

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#

2814

WHITE HOUSE STAFFING MEMORANDUM

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:

April 14, 1992

TO: DAN MCGROARTY

The NSC staff concurs with the draft presidential remarks as amended on page 8.

[Signature]
 Brent Scowcroft

cc: Phillip D. Brady

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

02 APR 13 P5:21

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

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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 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

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^S 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 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.

#

WHITE HOUSE STAFFING MEMORANDUM

92 APR 14 P4:30
 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"/>
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"/>	FINDLAY	<input type="checkbox"/>	<input checked="" type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	KAUFMAN	<input type="checkbox"/>	<input checked="" type="checkbox"/>
			MCGROARTY		<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:

No legal objection phoned to McGroarty per Nelson Lund,
 4/14/92

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

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. //
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.

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 NEW LEGISLATIVE INITIATIVE ^{I CALL THE} A LIFETIME EDUCATION AND TRAINING ACCOUNT -- A PACKAGE OF GRANTS AND LINE OF CREDIT WORTH AT LEAST \$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.

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. *THE STATUS quo crowd on C.H.*
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.

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and Landing of Aircraft Flying to or from Libya," pursuant to my authority under the Constitution and the laws of the United States of America, including the International Emergency Economic Powers Act, as amended (50 U.S.C. 1701, *et seq.*), the National Emergencies Act (50 U.S.C. 1601, *et seq.*), section 1114 of the Federal Aviation Act of 1958, as amended (49 U.S.C. App. 1514), section 5 of the United Nations Participation Act of 1945, as amended (22 U.S.C. 287c), and section 301 of title 3 of the United States Code. I am taking this action in implementation of United Nations Security Council Resolution No. 748 of March 31, 1992, and in order to take additional steps pursuant to the national emergency declared in Executive Order No. 12543 of January 7, 1986, in consequence of Libya's refusal to hand over the two men indicted in the explosion of Pan Am Flight 103 over Lockerbie, Scotland, and Libya's continued support for international terrorism. This report is being provided pursuant to section 401(b) of the National Emergencies Act (50 U.S.C. 1641(b)).

Security Council Resolution No. 748 imposes mandatory, multilateral sanctions by member states against Libya, effective April 15, 1992, if certain conditions are not met. Because the United States already maintains a comprehensive embargo against Libya pursuant to Executive Orders Nos. 12543 and 12544, implemented in the Libyan Sanctions Regulations, 31 C.F.R. Part 550, the only provision in Resolution No. 748 requiring implementation in the United States is that containing restrictions on aircraft en route to or from Libya. The Executive order provides that no aircraft may "take off from, land in, or overfly the United States, if the aircraft, as part of the same flight or as a continuation of that flight, is destined to land in or has taken off from the territory of Libya."

U.S. sanctions already cover other measures called for in Resolution No. 748, including its prohibitions on the supply of aircraft and aircraft components; the engineering or maintenance servicing of Libyan aircraft or aircraft components; the certification of airworthiness for Libyan aircraft; the insuring of, or payment of new insurance claims relating to Libyan aircraft; the provision of arms

and related materials; the granting of licensing arrangements for the manufacture, maintenance, or production of, or maintenance technology for, arms and related material; and the furnishing of military advisory services. Resolution No. 748 also calls on governments to reduce the number and level of Libyan diplomats in their territory; prevent the operation of Libyan Arab Airlines offices; and deny entry to or expel Libyan nationals who have been denied entry to or expelled from other countries for involvement in terrorist activities.

I have sent the enclosed order fully implementing Resolution No. 748 to the *Federal Register* for publication.

Sincerely,

George Bush

Note: Identical letters were sent to Thomas S. Foley, Speaker of the House of Representatives, and Dan Quayle, President of the Senate.

**Remarks to the Lehigh Valley 2000
Community in Allentown,
Pennsylvania**
April 16, 1992

My fellow president, thank you very, very much. [Laughter] This is a nonpolitical appearance if there is any such thing in a strange political year. But let me just say this: I'm very glad that Hilda is not running for President this year. [Laughter] And thank you for your introduction.

And may I congratulate all six of these guys that spelled out the six educational goals, reminding us of what our national goals are. And I asked one of them if he was nervous. He shook me off, said no. I don't believe him, but—[laughter]—they did a first-class job, all of them, every one of them.

And may I pay my respects to our very able Secretary of Education Lamar Alexander, former Governor, now challenging this country with America 2000, and doing a superb job for all the American people; and at my side in the United States Congress, caring deeply about education, telling me over and over again about the changes and

the wonder that's taking place right here in the valley, Don Ritter, your Congressman. He's doing a first-class job in Washington.

May I salute Mayors Daddona and Smith, the mayor of Allentown and the mayor of Bethlehem, and of course, pay my respect to Ed Donley, a driving force behind Lehigh Valley 2000 and cochair of Pennsylvania 2000, and my respect also to she who led us in the Pledge, Ann Snyder, the valedictorian of the class of '92. Ann, thank you; our guests who did such a great job with the goals, Mike Meilinger, the principal, and I thank him for calling this special assembly today and getting a lot of you out of class. You ought to be grateful to him. My special thanks to the parents and 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, with special thanks to the band. It was first-class music. Thank you all very, very much.

I don't know who is in charge of signs around this place, but they did a first-class job, all through the building and everywhere else. And 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, well, it's history. But look now at the world you'll soon call your own, at the pace of change that we've come to expect. Each day we see history played out in the headlines, literally. Old empires expire; new worlds are born. In the past 6 months alone, 6 months, we've seen the birth of 18 new nations. Who knows how many there will be by the time you take your big geography final a few weeks from now.

But the challenges we face, the sheer complexity of our world, cannot obscure the basic values that guide this Nation. Times change but truths, fundamental truths endure. I'm talking about the big issues that shape our world, about the values close to home. Everything I've tried to do and done to preserve and advance three precious legacies: strong families, good jobs, and a world at peace. These are my goals. They should be all of ours. Securing those legacies has been my mission as President, and it's going to be my

mission today and every day as long as I am President of the United States.

You know, 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; get 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, great hopes: 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, for enterprising individuals to create new jobs, training and educating our children, giving you the tools of thought you'll need to compete in this new, exciting world economy.

The fate of America's economic future rests on five key reforms:

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. We're suing each other too much. We ought to be helping each other more;

On health care reform, opening up access to all Americans, controlling the run-away cost of health care without sacrificing choice and without sacrificing the best quality health care in the entire world;

And then on Government reform, because only if we reverse a generation of creeping bureaucracy and only if we restore limits to Government can we restore public trust;

Finally, the reason I've come here to the valley today: Our future depends on education reform, on our ability to revolutionize, literally reinvent our schools, to take that revolution beyond the four walls of the class-

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room, transform our attitudes and ideas, the way we think about education.

And I wish every adult and every kid could have been with me a few minutes ago as some of the leaders, business and education leaders assembled, civic leaders, to tell me about this exciting change taking place right here in Lehigh Valley.

Education: it 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 the test scores. Millions of students work hard; millions of dedicated teachers doing their very 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; we've got to shake up the status quo.

Now, in a sense, I'm preaching to the choir because here in Lehigh Valley that's a lesson you learned long ago, years ago. But you didn't wait for word from Washington, DC. 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 came together. This community took action.

I took office determined to put the power of the Presidency behind change. More than 2 years ago, we took a strong first step. Working together with the Nation's Governors, Democrat and Republican alike, we set six ambitious goals for the year 2000. It never had been done before. Every American child must start school ready to learn. We must raise the high school graduation rate to 90 percent. 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 that our Secretary, Lamar, told me about a little girl, a fourth grader named Ariane Williams. At the kickoff for New Orleans 2000 down in Louisiana, she stood up, and here's what she said, "These goals are not just the President's goals. They're not just the Governor's goals. They are the Nation's goals." That little girl got the message, and so do you here in this valley. Goals define the mission. They tell us where we want to go, not how to get there.

That's why, as I was reminded at this meeting I told you about, nearly one year ago today, I mapped out a strategy I call America 2000, a plan to revolutionize American education. Then I heard the progress that had been made before that even began, to break the mold and, for the sake of our children, put an end to business as usual. Two days from now, we're going to mark the first anniversary of America 2000. Let me share with you today a kind of report card, if you will, on what we've accomplished. In one year's time, we've seen America 2000 literally catch fire all across this country. Already, 43 States and more than 1,000 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 grassroots revolution to reinvent, not just rework but to literally reinvent the American school. But you know that story because, once again, 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. All of us lead busy lives, but we must never be too busy to read to our kids. And if I might ad lib something in here, I am very, very proud of Barbara Bush for set-

ting an example about how families ought to stay together and how families ought to read to their kids. Parents ought to read to their kids.

And we must never be too busy to teach them right from wrong, to take an interest in the things that they worry about and wonder at, and 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?" Well, here's one way we can. Today, I want to announce a new legislative initiative that I call the "lifetime education and training account," a package of grants and line of credit worth \$25,000 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 mother, 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: Education doesn't end with graduation; learning has got to be a lifelong 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 education goals. And parenthetically, I'm told by the leaders I met with today that the Governor of this State has granted such regulatory flexibility and regulatory relief to this community effort here. Our teachers and our principals deserve flexibility, freedom to use their front-line experience on what works best in their schools to meet these national 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 all across the United States. Right here in Lehigh Valley, you're hard at work on your plan to make this community home to its own new American school. I heard the exciting proposals on that today. These break-the-mold schools won't conform to any one blueprint. Some may make a quantum leap forward into tomorrow's technologies. Others might 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 reinvent 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 our colleges; look at America's colleges; look at the students. Our university system is the envy of the world. Each year, we make over \$20 billion 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 State or Pennsylvania University or 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

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one across town, whether it's private, paro-
chial, yeshiva, or Bible school, let parents,
not the Government, make that choice.

And let's be clear. If we deny parents
school choice, if we deny that choice, let's
recognize who's hurt worst by the status quo.
It's not the well-to-do. It's not the rich guy.
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 peo-
ple school choice, and the ones you hurt most
are the middle class and lower—and espe-
cially the poor.

That's why choice is catching on in some
of the hardest-hit neighborhoods in this Na-
tion. Talk to parents that are spearheading
the school choice crusade, people like now-
famous Polly Williams in Milwaukee. They'll
tell you how the lack of choice left them pow-
erless to force change and how a public
school bureaucracy turned students into sta-
tistics and parents into pawns. Look at Mil-
waukee today, pioneering school choice, giv-
ing poor parents control and poor children
a sense of pride. Look at the schools closer
to home, 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 are for school choice. These
four ideas are generating interest and enthu-
siasm among Governors and mayors, Demo-
crats, Republicans, liberals, conservatives,
among business leaders—Ed Donley right
here and the Allentown-Lehigh County
Chamber of Commerce to the Fortune
500—among teachers and students and par-
ents and principals, everyone at every level
who understands the need for change.

Everyone, that is, except the leaders of the
United States Congress. At a moment when
the consensus for change seems to be reach-
ing 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 mindset up

on Capitol Hill reminds me of a letter I got
the other day from an elementary school stu-
dent, a little girl named Haruka Abe. "I like,"
she says, "when my teacher reads my class
some books because everybody gets sleepy."
[Laughter] Well, it reminds me of Capitol
Hill and the way they're approaching change.
Take a look at the bill that's now winding
its way through the Congress, the tired old
ideas, tried and failed, that it wants to sub-
stitute for the four path-breaking ideas I
mentioned a moment ago.

As part of America 2000, we asked Con-
gress for authority to help develop world-
class standards and American achievement
tests, tools that would help us measure our
students' progress, help families understand
where their kids might stand, and assess the
return we're getting for our education dol-
lars. And the status quo crowd up there on
Capitol Hill said "slow down" to testing and
standards. I asked Congress for funds for this
new American schools. Congress said no, no
to even funding one percent, 535 of 50,000
new American schools that this Nation needs.
They want to funnel more Federal dollars
into these existing mandated business-as-
usual State bureaucracies, the very same bu-
reaucracies that put us where we are today.
And we asked the Congress for flexibility for
teachers, flexibility for principals. And Con-
gress said, "No, let's stick to the status quo."
And finally, we asked the Congress to fund
pilot programs to promote school choice,
programs to help poor families in six Amer-
ican cities. And Congress said no to school
choice.

So today, let me just serve notice on the
lobby, on the education lobby and their
friends back on Capitol Hill: One year ago,
I asked you to join with me in a revolution,
a revolution to be part of America 2000. The
time has come to get on board or get out
of the way and stay behind. No more busi-
ness as usual. Congress can drag its feet, but
it cannot stop change.

Lehigh Valley is living proof of the words
of the great Abraham Lincoln, "Revolutions
do not go backward." There's a time early
in every revolution when the status quo looks
steady and strong and the forces that chal-
lenge it weak and without effect. And there's
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 pushed aside. They're 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 and also because there isn't a single child anywhere in the United States of 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 the 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. And you here in Lehigh Valley can proudly say, "We are out front for fundamental, constructive change."

Thank you all for this wonderful day of learning, this warm welcome. Any may God bless the United States of America. Thank you very much.

Note: The President spoke at 12:35 p.m. at Dieruff High School. In his remarks, he referred to Hilda Rivas, senior class president of Dieruff High School.

Executive Order 12802—Waiver Under the Trade Act of 1974 With Respect to Byelarus, Kyrgyzstan, and the Russian Federation

April 16, 1992

By the authority vested in me as President by the Constitution and the laws of the United States of America, including section 402(c)(2) of the Trade Act of 1974, as amended ("Act") (19 U.S.C. 2432(c)(2)), which continues to apply to the Republic of Byelarus, the Republic of Kyrgyzstan, and the Russian Federation pursuant to section 402(d) of the

Act, and having made the report to the Congress required by section 402(c)(2) of the Act, I hereby waive the application of sections 402(a) and 402(b) of the Act with respect to the Republic of Byelarus, the Republic of Kyrgyzstan, and the Russian Federation.

George Bush

The White House,
April 16, 1992.

[Filed with the Office of the Federal Register, 2:52 p.m., April 16, 1992]

Note: This Executive order was published in the Federal Register on April 20.

Nomination of Roger A. McGuire To Be United States Ambassador to Guinea-Bissau

April 16, 1992

The President today announced his intention to nominate Roger A. McGuire, of Ohio, a career member of the Senior Foreign Service, class of Counselor, to be Ambassador Extraordinary and Plenipotentiary of the United States of America to the Republic of Guinea-Bissau. He would succeed William H. Jacobsen, Jr.

Currently Mr. McGuire serves as Principal Officer at the American Consulate in Porto Alegre, Brazil. Prior to this, he served as Chargé d'Affaires at the American Embassy in Windhoek, Namibia, 1990; Director of the U.S. Liaison Office in Windhoek, Namibia, 1989-90; and Deputy Examiner of the Board of Examiners of the Foreign Service, 1988-90. In addition, he served as Deputy Director of the Office of West African Affairs at the U.S. Department of State, 1986-88; and Political Officer at the American Embassy in Lusaka, Zambia, 1983-86.

Mr. McGuire graduated from Beloit College (B.A., 1965) and the University of Wisconsin (M.A., 1967). He was born July 1, 1943, in Troy, OH. Mr. McGuire is married, has two children, and resides in Brazil.