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Subseries: Chron File, 1989-1993

OA/ID Number: 13629
Folder ID Number: 13629-002

Folder Title:

State and Local GI Bill for Children 6/25/92 [OA 5809] [1]

Stack:	Row:	Section:	Shelf:	Position:
G	26	18	3	2

**G.I. BILL FOR CHILDREN \ SOUTH LAWN
THURSDAY, JUNE 25, 1992 \ 10:15 A.M.**

**VICE PRESIDENT AND MRS. QUAYLE. SECRETARY
ALEXANDER. MEMBERS OF CONGRESS. WELCOME, ALL OF YOU,
TO THE WHITE HOUSE. // I HAVE JUST COME FROM A
WORKING SESSION WITH PARENTS FROM MILWAUKEE. THEIR
DREAMS FOR THEIR CHILDREN ARE THE SAME DREAMS ALL OF US
HAVE. THEY WANT THEIR KIDS TO HAVE A FIRST-CLASS
EDUCATION.**

- 2 -

**THEY KNOW THAT A GOOD EDUCATION IS ABSOLUTELY ESSENTIAL
TO MAKING A GOOD LIVING, MAKING A GOOD LIFE.**

**LET ME TELL YOU WHAT ONE PARENT, JANETTE WILLIAMS,
TOLD ME ABOUT HER SON JAVON: "AT HIS OLD SCHOOL THAT
WAS CROWDED, HE USED TO GET SO BORED HE WOULD WALK OUT.
THANKS TO THE CHOICE PROGRAM IN MILWAUKEE, HE'S AT A
NEW SCHOOL.**

HE'S NOT DOING THOSE THINGS ANY MORE, HE'S DOING HIS HOMEWORK AND EVEN HELPING CLEAN UP THE CLASSROOM AFTER SCHOOL. THEY TOOK THE ENERGY AND TURNED IT AROUND."

GOVERNOR TOMMY THOMPSON IS HERE TODAY -- I'M SORRY POLLY WILLIAMS COULD NOT JOIN US HERE, BUT SHE'S AT HOME LOOKING AFTER HER MOTHER. TOGETHER, POLLY AND GOV. THOMPSON HAVE TAKEN THE LEAD IN HELPING PARENTS LIKE JANETTE WILLIAMS REALIZE HER DREAMS FOR JAVON -- CREATING SCHOLARSHIPS FOR 1,000 MILWAUKEE CHILDREN FROM LOW-INCOME FAMILIES SO THEY CAN ATTEND PRIVATE SCHOOLS.

THEIRS IS A BOLD EXPERIMENT: TO GIVE LOW-INCOME FAMILIES MORE OF THE SAME CHOICES OF SCHOOLS ALREADY AVAILABLE TO WEALTHIER FAMILIES.

MIKE JOYCE OF THE BRADLEY FOUNDATION WAS ALSO IN OUR MEETING. BRADLEY RECENTLY JOINED WITH OTHER FOUNDATIONS AND MILWAUKEE BUSINESSES TO RAISE \$3 MILLION DOLLARS, SO THAT MILWAUKEE'S LOW-INCOME FAMILIES WILL BE ABLE TO CHOOSE THEIR CHILDREN'S SCHOOLS -- INCLUDING RELIGIOUS SCHOOLS.

MIKE TOLD ME THIS MORNING THAT PARENTS PICKED UP EVERY ONE OF THE 4500 SCHOLARSHIP APPLICATIONS -- THE DAY AFTER THE SCHOLARSHIPS WERE ANNOUNCED. DON'T LET ANYBODY TELL YOU THAT THE PEOPLE OF MILWAUKEE DON'T CARE ABOUT THEIR KIDS' EDUCATION. //

NO ONE SHOULD UNDERESTIMATE WHAT IS AT STAKE HERE. A REVOLUTION IS UNDERWAY IN MILWAUKEE AND ACROSS THIS COUNTRY -- A REVOLUTION TO MAKE AMERICAN SCHOOLS THE BEST IN THE WORLD.

TOGETHER WITH THE NATION'S GOVERNORS, WE HAVE SET SIX AMBITIOUS NATIONAL EDUCATION GOALS -- AND IN 44 STATES AND FOURTEEN HUNDRED COMMUNITIES, WE HAVE LAUNCHED AMERICA 2000 TO MEET THOSE GOALS.

EVEN EARLIER STILL, IN JANUARY 1989, BEFORE I WAS SWORN IN AS PRESIDENT, I HELPED ORGANIZE THE WHITE HOUSE CONFERENCE ON CHOICE IN EDUCATION. WE BELIEVED THEN -- WE BELIEVE TODAY -- A FEW FUNDAMENTAL TRUTHS.

**WE BELIEVE THAT PARENTS ARE THEIR CHILDREN'S FIRST
TEACHERS. PARENTS, NOT BUREAUCRATS, KNOW WHAT'S BEST
FOR THEIR CHILDREN. // PARENTS, NOT THE GOVERNMENT,
SHOULD CHOOSE THEIR CHILDREN'S SCHOOLS. //**

**TODAY I AM PROPOSING THAT WE TAKE ANOTHER GIANT
STEP FORWARD IN THIS REVOLUTION.**

**I AM SENDING CONGRESS LEGISLATION THAT WOULD AUTHORIZE
AN AMBITIOUS DEMONSTRATION PROGRAM -- A HALF BILLION
NEW FEDERAL DOLLARS TO HELP COMMUNITIES ALL ACROSS
AMERICA GIVE \$1,000 SCHOLARSHIPS TO CHILDREN OF MIDDLE
AND LOW-INCOME FAMILIES -- SO THEY CAN CHOOSE WHICH
SCHOOL THEIR KIDS WILL ATTEND.**

**THIS REVOLUTION IS IN THE GREATEST AMERICAN
TRADITION. WE HAVE DONE THIS BEFORE -- AND IT HAS
WORKED.**

48 YEARS AGO THIS WEEK, PRESIDENT FRANKLIN D. ROOSEVELT SIGNED THE GI BILL, CREATING SCHOLARSHIPS THAT VETERANS COULD USE AT ANY COLLEGE -- ANY COLLEGE OF THEIR CHOICE. THE GI BILL CREATED OPPORTUNITY FOR AMERICANS WHO NEVER WOULD HAVE HAD IT -- AND IN DOING SO, IT HELPED TO CREATE THE BEST SYSTEM OF COLLEGES AND UNIVERSITIES IN THE WORLD.

AND NOW WE CAN DO IT AGAIN -- THIS TIME BY HELPING STATE AND LOCAL GOVERNMENTS CREATE THE BEST ELEMENTARY AND SECONDARY SCHOOLS IN THE WORLD.

THE GI BILL FOR CHILDREN WILL PROVIDE THAT HELP. THESE DOLLARS TO SPEND AT THE SCHOOLS OF THEIR CHOICE WILL BECOME THE MUSCLE PARENTS NEED TO CREATE THE BEST SCHOOLS FOR THEIR CHILDREN.

LET ME SAY TO THOSE WHO WILL ATTACK OUR SCHOOL CHOICE INITIATIVE ON THE GROUNDS THAT IT PERMITS GOVERNMENT MONEY TO GO TO RELIGIOUS SCHOOLS: YOU ARE WRONG. // THIS IS AID TO FAMILIES, NOT AID TO INSTITUTIONS.

NO ONE TOLD THE GIS THEY COULDN'T GO TO SMU OR NOTRE DAME OR YESHIVA OR HOWARD. I HAVEN'T HEARD MEMBERS OF CONGRESS SUGGEST THAT STUDENTS STOP USING THEIR PELL GRANTS AND GUARANTEED STUDENT LOANS AT BAPTIST COLLEGES OR PRESBYTERIAN SEMINARIES. I DON'T HEAR AN OUTCRY BECAUSE POOR CHILDREN AT CATHOLIC SCHOOLS GET THEIR LUNCH PAID FOR BY FEDERAL TAXPAYERS.

IN THE SAME WAY, PARENTS MUST BE FREE TO USE THIS MONEY AT THE SCHOOL THEY BELIEVE WILL BEST TEACH THEIR CHILD -- WHETHER THAT SCHOOL IS PUBLIC, PRIVATE OR RELIGIOUS.

AND LET ME MAKE THIS CLEAR: ACCEPTING STUDENTS WITH VOUCHERS DOES NOT MEAN A SCHOOL MUST SACRIFICE SCHOOL PRAYER. //

AND LET ME SAY THIS TO THOSE WHO STAND AGAINST EXTENDING SCHOOL CHOICE TO LOW- AND MIDDLE-INCOME FAMILIES: I SIMPLY DO NOT BUY THE IDEA THAT SOMEONE CANNOT MAKE A GOOD DECISION JUST BECAUSE THAT PERSON IS POOR. THAT IS THE SAME THING I HEARD WHEN WE PROPOSED CHILD CARE VOUCHERS FOR LOW-INCOME FAMILIES -- OR WHEN WE PROPOSED HELP FOR PUBLIC HOUSING TENANTS TO OWN THEIR OWN HOMES. I SAY: LET FAMILIES OWN THEIR OWN HOME, CHOOSE THEIR OWN SCHOOLS -- REGARDLESS OF THEIR INCOME.

GIVE THEM HELP IN CLIMBING THEIR OWN LADDER, SO THAT THEY TOO CAN GRAB A SHARE OF THE AMERICAN DREAM.

FINALLY, TO THOSE WHO CLAIM SCHOOL CHOICE WILL HURT THE PUBLIC SCHOOLS -- LET ME UNDERSCORE THIS POINT: ALL OF THIS NEW MONEY CAN GO TO PUBLIC SCHOOLS -- IF THAT'S WHERE STUDENTS CHOOSE TO GO. THAT DECISION WILL BE IN THE HANDS OF FAMILIES -- WHERE IT BELONGS. //

THERE ARE SEVERAL POINTS TO MAKE ABOUT MONEY. FIRST, I WANT TO MAKE IT ABSOLUTELY CLEAR THIS IS NOT A NEW FEDERAL ENTITLEMENT PROGRAM.

THE FEDERAL GOVERNMENT CAN NOT AFFORD ONE MORE ENTITLEMENT, EVEN FOR EDUCATION. AND I HAVE SAID MANY TIMES THAT MONEY ALONE IS NOT THE ANSWER. THE U.S. ALREADY SPENDS MORE PER STUDENT FOR SCHOOLS THAN ANY COUNTRY IN THE WORLD EXCEPT SWITZERLAND -- AND I DON'T HAVE TO TELL YOU WHERE WE STAND IN THE INTERNATIONAL RANKINGS OF EDUCATIONAL PERFORMANCE. WE NEED A REVOLUTION IN AMERICAN EDUCATION -- NOT MORE MONEY FOR THE STATUS QUO.

INVESTMENT IN OUR SCHOOLS WILL REMAIN PRIMARILY A STATE AND LOCAL RESPONSIBILITY. BUT FEDERAL SUPPORT FOR STATE AND LOCAL SCHOLARSHIPS CAN BE A CATALYST -- FOR SCHOOLS THAT ATTRACT CHOICE STUDENTS, IT WILL GIVE TEACHERS AND PRINCIPALS A WELCOME SOURCE OF NEW FUNDS. AND FOR OUR CHILDREN, CHOICE CAN HELP OPEN UP OPPORTUNITIES, CREATE GENUINE CHANGE IN OUR SCHOOLS.

FOR TOO LONG, WE'VE SHIELDED SCHOOLS FROM COMPETITION -- ALLOWED OUR SCHOOLS A DAMAGING MONOPOLY POWER OVER OUR CHILDREN.

THIS MONOPOLY TURNS STUDENTS INTO STATISTICS AND PARENTS INTO PAWNS. IT IS TIME WE BEGAN THINKING OF A SYSTEM OF PUBLIC EDUCATION IN WHICH MANY PROVIDERS OFFER A MARKETPLACE OF OPPORTUNITIES -- OPPORTUNITIES THAT GIVE ALL OF OUR CHILDREN CHOICES AND ACCESS TO THE BEST EDUCATION IN THE WORLD.

THE GI BILL FOR CHILDREN WILL MOVE AMERICA INEVITABLY IN THAT DIRECTION.

ABRAHAM LINCOLN ONCE SAID: "REVOLUTIONS DO NOT GO BACKWARD." MILWAUKEE IS NOT THE ONLY PLACE IN AMERICA OUR REVOLUTION IS UNDERWAY. LAST YEAR IN INDIANAPOLIS, PAT ROONEY AND THE EDUCATIONAL CHOICE CHARITABLE TRUST BEGAN TO OFFER TUITION VOUCHERS TO INDIANAPOLIS STUDENTS -- AND I UNDERSTAND A BUSLOAD OF PARENTS AND STUDENTS DROVE ALL NIGHT TO BE HERE TODAY. // IN SAN ANTONIO, THE CEO FOUNDATION HAS EARMARKED \$1.5 MILLION IN VOUCHERS FOR CHILDREN IN THEIR COMMUNITY.

AND IN CALIFORNIA, JOE ALIBRANDI AND THOUSANDS OF SUPPORTERS ARE PUSHING A BALLOT INITIATIVE TO PROVIDE A VOUCHER SCHOLARSHIP FOR EVERY SCHOOL-AGE CHILD IN THE STATE. // OVERALL, IN 1991, TEN STATES APPROVED SOME FORM OF NEW CHOICE LEGISLATION -- AND 37 STATES HAD CHOICE LEGISLATION PENDING IN ONE FORM OR ANOTHER.

AND I'VE BEEN TOLD TODAY THERE MAY JUST BE A FEW FOLKS HERE FROM PENNSYLVANIA. ///

IT MAY TAKE A FEW TRIES -- BUT I NEVER UNDERESTIMATE THE PERSISTENCE OF PARENTS: THE CHILDREN OF PENNSYLVANIA WILL / HAVE / SCHOOL / CHOICE. //

FROM CALIFORNIA TO EAST HARLEM -- FROM COAST TO COAST -- THE LEADERS OF THE SCHOOL CHOICE MOVEMENT ARE SPARKING A REVOLUTION IN AMERICAN EDUCATION. THEY ARE THE TRUE HEROES OF EDUCATION REFORM -- AND SOME OF THEM ARE HERE WITH US TODAY.

THEY AREN'T AFRAID TO STAND UP TO THE STATUS QUO -- TO SAY, LOUD AND CLEAR, THAT WHEN IT COMES TO EDUCATING OUR KIDS, BUSINESS-AS-USUAL ISN'T GOOD ENOUGH. // AND LET THERE BE NO MISTAKE: I AM PROUD TO STAND WITH YOU.

THIS REVOLUTION WILL SUCCEED /// -- IT WILL SUCCEED BECAUSE IT DRAWS ITS STRENGTH FROM THE VERY HEART OF THE AMERICAN CREED. WE HAVE NO TRUTH MORE ENDURING THAN THE IDEA THAT EVERY AMERICAN SHOULD HAVE THE OPPORTUNITY FOR A FIRST CLASS EDUCATION.

WE HAVE NO PRINCIPLES MORE IMPORTANT THAN FREEDOM, OPPORTUNITY AND CHOICE.

THANK YOU FOR THE WORK YOU'RE DOING FOR THIS NATION'S FUTURE -- AND MAY GOD BLESS THE UNITED STATES OF AMERICA.

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THE PRESIDENT HAS SEEN

6/25/92

Draft 4
June 23, 1992
5:00 p.m.
[GI]



PRESIDENTIAL REMARKS: G.I. BILL FOR KIDS
THE WHITE HOUSE
JUNE 25, 1992
10:15 A.M.

one change

[Acknowledgements.]

I have just come from a working session with parents from Milwaukee. Their dreams for their children are the same dreams all of us have. They want their kids to have a first-class education. They know that a good education is absolutely essential to making a good living, making a good life.

Let me tell you what Janette Williams told me about her son Javon Williams: ["At his old school that was crowded, he used to get so bored he would walk out. Thanks to the choice program in Milwaukee, he's at a new school. He's not doing those things any more; he's doing his homework and even helping clean up the classroom after school. They took the energy and turned it around."]

Governor Tommy Thompson and state Representative Polly Williams were also in our working session, along with Howard Fuller, the superintendent of Milwaukee schools. They have taken the lead in helping [Janette Williams] realize her dreams for [Javon] -- creating scholarships for 1,000 Milwaukee children from low-income families so they can attend private schools. Theirs is a bold experiment: to give low-income families more of the same choices of schools already available to wealthier families.

Representatives of the Bradley Foundation and several other Milwaukee businesses were also in our meeting. They recently pledged \$3 million to increase the number of ~~number of~~ educational choices -- including religious schools -- for Milwaukee's low-income families. They told me this morning that parents picked up every one of the 4500 applications -- the day after the scholarships were announced.

No one should underestimate what is at stake here. ~~You wouldn't know it to watch the evening news, but~~ ^A revolution is underway in Milwaukee and across this country -- a revolution to make American schools the best in the world. We have set six ambitious national education goals, and together with the nation's governors and 1400 communities, we have launched America 2000 to meet those goals.

And even earlier still, in January 1989, before I was sworn in as president, I helped organize the White House Conference on Choice in Education. We believed then -- we believe today -- a few fundamental truths. We believe that parents are their children's first teachers. Parents, not bureaucrats, know what's best for their children. Parents, not the government, should choose their children's schools.

Today I am proposing that we take another giant step forward in support of school choice. I am sending Congress legislation that would authorize an ambitious demonstration program -- a half billion new federal dollars to help cities all across America

give \$1,000 scholarships to children of middle and low-income families so they can choose which school their kids will attend.

This revolution is in the greatest American tradition. We have done this before -- and it has worked. 48 years ago this week, President Franklin D. Roosevelt signed the GI Bill, creating scholarships that veterans could use at any college -- any college of their choice. The GI Bill created opportunity for Americans who never would have had it -- and in doing so, it helped to create the best system of colleges and universities in the world.

And now we can do it again -- this time by helping state and local governments create the best elementary and secondary schools in the world. The GI Bill for Kids will provide that help. These dollars to spend at the schools of their choice will become the muscle parents need to create the best schools for their children.

Let me say to those who will attack our school choice initiative on the grounds that it permits government money to go to religious schools: You are mistaken. This is aid to families, not aid to institutions. No one told the GIs they couldn't go to SMU or Notre Dame or Yeshiva or Fisk. I haven't heard members of Congress suggest that students stop using their Pell grants and guaranteed student loans at Baptist Colleges or Presbyterian seminaries. I don't hear an outcry because poor children at Catholic schools get their lunch paid for by federal taxpayers. In the same way, parents must be free to use this money at the

school they believe will best teach their child -- whether that school is public, private or religious.

And let me say this to those who stand against extending school choice to low- and middle-income families: I simply do not buy the idea that someone cannot make a good decision just because that person is poor. That is the same thing I heard when we proposed child care vouchers for low-income families -- or when we proposed help for public housing tenants to own their own homes. I say: Let families own their own home, choose their own schools -- regardless of their income. Give them help in climbing their own ladder, so that they too can grab a share of the American Dream.

There are several points to make about money. First, I want to make it absolutely clear this is not a new federal entitlement program. The federal government can not afford one more entitlement, even for education. And I have said many times that money alone is not the answer. The U.S. already spends more per student for schools than any country in the world except Switzerland -- and I don't have to tell you where we stand in the international rankings of educational performance. We need a revolution in American education -- not more money for the status quo.

Investment in our schools will remain primarily a state and local responsibility. But federal support for state and local scholarships for children of middle and low-income families can

be a catalyst -- it can help open up opportunities, create genuine change in our schools.

For too long, we've shielded schools from competition -- allowed our schools a damaging monopoly power over our children. This monopoly turns students into statistics and parents into pawns. It is time we began thinking of a system of public education in which many providers offer a marketplace of opportunities -- opportunities that give all of our children choices and access to the best education in the world.

The GI Bill for Children will move America inevitably in that direction.

[Janette Williams] and the parents I visited with this morning know that what was enough education for them isn't enough for their kids -- or for them, today. They know their children are growing up differently. They see teachers are stymied and kids are bored -- because schools are in a time warp, designed for another age.

They also know they have responsibilities to pay more attention, check the homework, turn off the television. That it's not just teachers, as the African proverb says, "It takes an entire village to educate one child." We're all in this together.

Abraham Lincoln once said: "Revolutions do not go backward." Milwaukee is not the only place in America our revolution is occurring. Last year in Indianapolis, Pat Rooney and the Choice Trust Fund began to offer tuition vouchers to

Indianapolis students. In San Antonio, the CEO Foundation has earmarked \$1.5 million in vouchers for children in their community. And in California, Joe Alibrandi and thousands of supporters are pushing a ballot initiative to provide a voucher scholarship for every school-age child in the state. //

Overall, in 1991, ten states approved some form of new choice legislation -- and 37 states had choice legislation pending in one form or another.

From California to East Harlem -- from coast to coast -- the leaders of the school choice movement are sparking a revolution in American education. They are the true heroes of education reform -- and some of them are here with us today. They aren't afraid to stand up to the status quo -- to say, loud and clear, that when it comes to educating our kids, business-as-usual isn't good enough. And let there be no mistake: I am proud to stand with you. //

This revolution will succeed -- because it draws its strength from the very heart of the American creed. We have no truth more enduring than the idea that every American should have the opportunity for a first class education. We have no principles more important than freedom, opportunity and choice.

Thank you for the work you're doing for this nation's future -- and may God bless the United States of America.

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WHITE HOUSE STAFFING MEMORANDUM

DATE: 6/23/92 ACTION/CONCURRENCE/COMMENT DUE BY: ---

SUBJECT: PRESIDENTIAL REMARKS: G.I. BILL FOR KIDS
THURSDAY, JUNE 25 - 10:15 a.m.

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

REMARKS:

The attached has been forwarded to the President.

RESPONSE:

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

THE WHITE HOUSE

WASHINGTON

June 23, 1992

02 JUN 23 P5:07

MEMORANDUM FOR THE PRESIDENT

THROUGH: DAVID DEMAREST *Me for DD*
FROM: ANDREW FERGUSON *af*
SUBJECT: G.I. BILL FOR KIDS

On Thursday, June 25th, at 10:15 a.m., you will deliver remarks (12 minutes) to an invited audience of 1,100 on the South Lawn. Your remarks introduce the G.I. Bill for Kids, explain your support for school choice, and describe this administration's long commitment to this reform.

Draft 4
June 23, 1992
5:00 p.m.
[GI]

PRESIDENTIAL REMARKS: G.I. BILL FOR KIDS
THE WHITE HOUSE
JUNE 25, 1992
10:15 A.M.

[Acknowledgements.]

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#

Dan
DEMAREST

MASTER

PLUS ATTACHED MEMOS FROM:

1. SKINNER
2. COUNSEL
3. KOLB
4. CABINET AFFAIRS - 2
5. OVP
6. PINK - 2

8:15 A, 23
8:15

Document No. 334268

WHITE HOUSE STAFFING MEMORANDUM

06/22

DATE: 06/19/92 ACTION/CONCURRENCE/COMMENT DUE BY: 1:00 p.m. Monday

SUBJECT: PRESIDENTIAL REMARKS: G. I. BILL FOR KIDS, 06/25

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	HORNER	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SKINNER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCBRIDE	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input 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"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CALIO	<input checked="" type="checkbox"/>	<input type="checkbox"/>	YEUTTER	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	FINDLAY	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCGROARTY	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	KAUFMAN	<input type="checkbox"/>	<input checked="" type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	FIRESTONE	<input type="checkbox"/>	<input checked="" type="checkbox"/>
			KILBERG	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

REMARKS:

Please provide any comments directly to Dan McGroarty no later than 1:00 p.m. on Monday, 06/22, with a copy to this office. Thanks.

To

RESPONSE:

- Let POTUS/Admin. take more credit for beginning & nurturing the choice movement. This sounds like we're latecomers.
- The speech is way too defensive. We can try to meet objections without love.

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

laying them out at such length.
I.e. don't say, "Some say 'X'.
That's wrong." simply undercut 'X'
without spelling it out.

③ I think the speech needs
to be a little sharper in
its ideological / political tone.
We should point out that
the other guy(s) is(are) wedded
to the special interests and
the education establishment.

THE WHITE HOUSE

WASHINGTON

June 22, 1992

MEMORANDUM FOR DAN MCGROARTY
SPECIAL ASSISTANT TO THE PRESIDENT FOR
SPEECHWRITING

FROM: ROBERT T. SWANSON *RS*
ASSISTANT COUNSEL TO THE PRESIDENT

SUBJECT: Speech on GI Bill for Kids

I have reviewed the attached Presidential remarks on the the "GI Bill for Kids." I have no legal objection to the speech. I have, however, marked a number of places in the speech where I believe substantial stylistic revisions would significantly improve the speech. In addition, I am concerned that the speech may be too long and lacks the appropriate focus on the key arguments that the President should be making. I also question whether the "consumer power" argument -- though a valid point -- is not too arcane and will not simply distract from the choice theme that is central to the President's legislation.

Dan--

Per our discussion earlier today, I'd recommend deleting or revising the first full paragraph on page four of the President's education speech (6/19/92 draft). There's too much detail here -- it makes the President sound like Grantsman-in-Chief. Also, there may be a concern about too much emphasis on the targeting aspect of this bill. I'd recommend keeping it simple by emphasizing the positive impact on low- and middle-income children.

Regards,


Charlie Kolb

6/22/92

82 JUN 22 4:48

Cabinet
Affairs

COMMENTS ON THE PROPOSED GI BILL FOR CHILDREN SPEECH

There are some well-crafted passages in this draft. But as it stands now, it doesn't sound forceful enough for so important an initiative. Here are half a dozen suggestions:

1. The speech is two to four pages too long.
2. The speech never seems to make the case of how choice, competition, etc. improves the quality of all schools. Nor does it persuade the audience the current system with all its anti-choice restrictions acts as a disincentive for schools to improve.
3. If the President is to be perceived as making a bold announcement, he has to speak more forcefully about the institutional opposition to school choice (teachers unions, local education bureaucrats, the Democratic Congress).
4. In general, the draft seems too conversational (especially at the critical points made pp 4-8). This style works for Secretary Alexander; but it doesn't seem to have enough authority for the President. He should characterize the anticipated opposition to the GI Bill for Kids as "myths" or "propaganda" created by people who don't trust parents to make the best choice for their children.
5. It's worth reminding the audience that this legislation is yet another bold education initiative by the President. The National Goals, America 2000, and the GI Bill should be laid out a consistent, strategic plan to improve our nation's schools.
6. The President should remind the audience of how the Congress has acted to prevent genuine change in Congress. He has proposed choice legislation in the past and Congress rebuffed him.

June 22, 1992

Cabinet
Affairs

Cabinet Affairs Comments -- GI Bill Speech

With regard to the proposed "GI Bill For Children" speech, we would like to submit the following alternate language:

[Acknowledgements,]

Over the next five months, the American people will be listening carefully to what we have to say about the future that we envision for this country. They want to know what makes us different from our opponents.

They should listen very carefully every time the issue of education comes up. Because it is on this question -- how our children are taught and how their schools are chosen -- that the line between this administration and our opponents is most clearly drawn.

I have just come from a working session with parents, teachers, and students from Milwaukee, and with several other key education reformers from around the country. These reformers are on the front lines of the battle to shake up the educational system in our country and really revolutionize it. And to do this, we cannot be afraid to challenge the educational establishment in this country.

Education reform is an issue that I have been involved with for a very long time. Before I was sworn in as President, in January 1989, I organized a White House conference on school choice. This conference highlighted the fact that school choice and real competition among schools, is a necessary part of improving the Nation's schools. Then, in my first year as President, we met with the Nation's Governors in Charlottesville, where we held an education summit. Out of this historic summit we developed the six goals for America 2000, our comprehensive education strategy which we submitted to Congress a year ago, but which they have to date failed to enact.

Reforming our educational system does not have to be a partisan issue. Unfortunately, our opponents have very different ideas than we do about schools; about the way our children are taught values; and about the educational status quo in this country.

But all of our differences can be summed up by our attitude toward school choice.

When this administration argues for School Choice, it argues that parents (rather than bureaucrats and politicians) should have the power to decide where their child goes to school. And it assumes that low-income, minority parents are just as competent to make that decision as middle class parents.

As it has for much of this century, Wisconsin has led the way on School Choice. As a result of the leadership of Governor Tommy Thompson and State Representative Polly Williams, hundreds of low-income children are attending private schools under Wisconsin's School Choice program.

Recently, the private sector has stepped forward to expand Choice. An educational revolution may have begun here on June 10 when the Lynde and Harry Bradley Foundation and leaders of the business community announced an extraordinary new plan to help low-income families send their children to private and parochial schools here in Milwaukee.

The reaction from those families was electrifying.

The day after the announcement, low-income parents picked up every one of the 4,500 applications for the program. Lines formed outside local Catholic schools and the foundations phone lines were jammed.

Don't let anybody ever tell you that inner city parents don't care about their children's education.

But this is just a beginning. We want to see every parent and every child able to attend the school of his or her choice.

I hope Wisconsin leads the way and I hope the rest of the nation quickly follows. Once begun, the movement to empower parents may well be unstoppable; it will be the Civil Rights Movement of the 1990s.

That is something our opponents do not understand.

They oppose empowering parents; they are dead set against giving poor, inner-city families the same options the better-off have had for years. As I said in April when I visited a school in Lehigh Valley, Pennsylvania: "For far too long, we've shielded our schools from competition," and "allowed the system a damaging monopoly power over students."

It must take years of ideological conditioning to believe that a low-income mother should have the choice to abort her child, but not to choose where that child goes to school.

No one can overstate what is at stake here.

Many of us can still remember when white racists stood in the schoolhouse door to block the doors of schools that black students wished to attend. For many Americans that scene inspired their commitment to achieving full and equal civil rights for all Americans -- regardless of race.

Today, the schoolhouse door is once again being blocked.

Black and low-income children are once again being kept out of schools they want to attend.

But this time, it is the opponents of School Choice who are standing in doorway.

Their reasons are different; but the result is the same. Too many black and lower-income children are being denied a quality education because members of the entrenched educational establishment think they know what's best for them.

Critics of School Choice say they are concerned about preserving public education. They worry that providing too much competition to the public schools will ruin them. They claim that School Choice means the end of public education.

History shows that they are wrong.

For decades now, students at Catholic, Lutheran, Baptist, and Jewish universities have received federal grants and support. The G.I. Bill made no distinction between public and sectarian institutions of higher learning.

And guess what? Public universities did not wither away; they were not abandoned. Instead, they have grown and flourished. Their experience has proved one thing: in education, competition works.

Today, I am calling on Congress to help create new state and local GI bills for children all across America. Specifically, I am asking Congress to appropriate a half a billion dollars to help state and local governments create \$1,000 scholarships so that low and middle income families will have the same educational choices that upper income families already have.

This legislation will also permit parents to use up to half of the thousand dollars for other academic programs that might be offered after school, on Saturdays, or in the summers. I believe this is one of the most powerful parts of the legislation. One of our greatest wastes is that our schools are closed so much of the time when children could be using them. Many of the

educators I see believe if they could offer academic programs in the afternoon or on Saturday children would flock to them. This is our chance to find out.

There is enough federal money in my proposal to provide \$1,000 dollar scholarships to all of the middle and low-income children in Milwaukee and 45 other cities the size of Trenton. This is enough money for a good demonstration grant, to find out what happens when children with families with less money have more of the same choices of schools that people with money have.

I believe I know exactly what will happen. We know because our experience with the GI Bill. We know because of our experience with federal grants and loans for college, which one of every two full time four year college students now have. Consumer power creates opportunity and better schools for all students.

[Janette Williams] and the other parents I visited with this morning know what the education that they received when they were children isn't enough for their kids -- or for them, today. They know their children are growing up in a much more complex world. They see that teachers are stymied and kids are bored because too many of our schools are in a time warp, designed for another age.

They also know they have responsibilities to pay more attention, check the homework, turn off the television. That it's not just teachers, as the African proverb says, "It takes an entire village to educate one child." We're all in this together.

There has never been a time in our history when more countries wanted to be like us, wanted to try our American dream. We have done better realizing our dream when we have remembered what is important to us, the principles that have bound us together, our most enduring values. We have no principles more important than freedom, opportunity and choice. We have no value more enduring than the idea that every American should have the opportunity for a first class education.

The opponents of school choice simply don't understand this. They make the fundamental error of confusing ends with means. They forget that the current system is merely the means to achieve the fundamental ends of public education: providing all children with a quality education.

So they find themselves defending the indefensible -- a bureaucratic monstrosity, monopoly financing, and a system of education that is demonstrably failing our poorest youngsters.



OFFICE OF THE VICE PRESIDENT
WASHINGTON

12 JUN 22 P 5: 44

NOTE TO DAN MCGOARTY

From: Bill Burrow, OVP

Re: President's Draft Speech for G.I. Bills for Kids

I spoke to Bill Kristol earlier today and we both thought the draft needed a significant shift in tone and focus.

- o The draft seems too defensive ie. "some will say" It needs to develop a sharper edge. The President has nothing to be defensive about. Among the three Presidential candidates and Congress, only the President has pushed for dramatic educational reforms. The President has lined up with parents who want to make the tough choices for their children and Congress has lined up with the crowd that believes parents (particularly low-income parents) shouldn't be allowed to make those tough choices. ←
ADD
- o The draft is too detailed with an overemphasis on how the bill works--detailed text is more appropriate for a transmittal letter to Congress. ←
- o It needs to be viewed as a tribute to the leaders (parents, teachers, businessman) of a grassroots movement--a grassroots movement that the President helped put into gear with the January '89 White House Conference on Choice and the September '89 Education Summit. This bill compliments the activities of this grassroots movement. ADD
- o The value of "choice" is not just consumer power--it is the parents' right to fulfill their central obligation to be the primary educators for their children.
- o The draft needs to be put into the context of other reforms the President has been pushing (budget, regulatory, health care, legal). These are reforms that Congress has been fighting every step of the way. The draft should signal that the President intends to continue to fight for these reforms during his second term. ADD



June 22, 1992

Memorandum to Dave Demarest

From: Jim Pinkerton
Re: GI Bills for Kids Draft

I think this is a very good draft. It takes the battle right to the opposition; which has presided over expenditures of nearly half a trillion dollars annually, yet given us an education system 21st in the world, according to the World Competitiveness Report (see attached clip).

The mentions of activists like Polly Williams, Howard Fuller are very helpful. So are the references to Pat Rooney and the CEO foundation for their point-of-light work in promoting school choice. Why not add a call from the President for other philanthropists to emulate them? Also, why not mention Benno Schmidt, who is leaving the President's alma mater to lead a new venture to improve American education through choice and competition?

As excited as we all are about improving education, I'm not sure that "revolution" is the best phrase for what we're doing (pg. 10) What's wrong with "profound reform"? Revolutions are not tea parties; they are inherently threatening. Our voters want the schools to get better, not get blown up!

Finally, we should conclude the speech with a taste of what the country has been thirsting for: a glimpse at all the good things that George Bush will do in his second term. Along the lines of "You ain't seen nothin' yet," the President could outline -- however sketchily -- an optimistic picture of a Second Hundred Days, beginning in 1993, in which he would initiate bold action in deficit reduction, health care, welfare reform, legal reform, etc.

###

Attachment

cc: Don McGroarty

1030 15th St. NW, Washington, DC 20005
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Japan Stays on Top, U.S. Falls in Competitiveness Rankings

For Release 8 p.m. EDT - Time set by source.

GENEVA (AP) - Japan remains the world's most competitive country, while the United States has dropped from second place to fifth, according to a report published Monday by two Swiss-based economic consulting firms.

The World Competitiveness Report said Germany rose from third to second place despite the costs of absorbing formerly communist eastern Germany and doubts about its future performance.

Switzerland was third, but the report said its performance was clouded by high inflation, rising unemployment, recession and uncertainty about its role in Europe.

The report rated Denmark as the most improved and moved it to fourth place from eighth. But that performance might be jeopardized by the Danes' rejection of the European Community's plan for economic and political union, the report said.

Singapore headed the list of newly industrialized countries for the fourth straight year of annual surveys compiled by the World Economic Forum and the International Institute for Management Development. It was rated far ahead of Taiwan, Hong Kong, Malaysia and South Korea.

The assessment is based on a nation's domestic economic strength, internationalization, government, infrastructure, finance, management, science and technology, and work force. It covers 37 countries and is based on surveys from international organizations and questionnaires to 18,000 executives.

The report said the strength of the Japanese economy remains unmatched even though its growth has slowed.

In terms of integration in the international economy, however, Japan fell from first to sixth because of protectionism and the slowing of export growth. Government policies also are having a less positive impact on the economy than in the past, and the financial markets are in turmoil, the report said.

"Nevertheless, Japan's lead in management, research and development and education remains unchallenged, even though the Japanese people are becoming impatient with the traditional hard-work lifestyle," the report said.

It said the United States dropped to fifth place because of the depth of its recession and structural problems in its economy. Government policies were rated worse for the economy than last year, and American companies received lower marks for management and their efforts in science and technology.

"Most alarming for long-term competitiveness is the U.S. drop in the quality of its people - from second position to seventh this year," the report said. "This is partly due to the current inability of the educational system to meet the needs of a competitive economy."

The report rated the U.S. educational system 21st overall, trailed only by Greece among the industrial nations. It ranked Ireland's schools as best suited for the needs of a competitive economy.))

92 JUN 22 P12:06

PINKERTON COMMENTS -- BY PHONE

WHEN CUTTING, KEEP REFERENCES TO YESHIVA, ETC. AND TO
"PUBLIC, PRIVATE AND RELIGIOUS."

DMcA

Draft 1
June 19, 1992
1:45 p.m.
[GI]

2 JUN 19 11:57

PRESIDENTIAL REMARKS: G.I. BILL FOR KIDS
THE ROSE GARDEN
JUNE 25, 1992
10:15 A.M.

[Acknowledgements.]

I have just come from a working session with parents from Milwaukee. Their dreams for their children are the same dreams all of us have. They want their kids to have a first-class education. They know that a ^{solid (Kolb)} ~~good~~ education is absolutely essential to making a good living, making a good life.

Here is what Janette Williams told me about her son Javon Williams: ["At his old school that was crowded, he used to get so bored he would walk out. Thanks to the choice program in the ^(Peterson) Milwaukee he's at a new school. He's not doing those things any more, he's doing his homework and even helping clean up the classroom after school. They took the energy and turned it around."]

Governor Tommy Thompson and state Representative Polly Williams were also in our working session. They have taken the lead in helping [Janette Williams] realize her dreams for [Javon] -- creating \$2500 scholarships for 1,000 Milwaukee children from low-income families so they ^{can (Porter)} ~~could attend~~ non-religious ^{elkayzel} private schools. Governor Thompson and Representative Williams wanted to ^{provide (Porter)} ~~see what would happen~~ when children of poorer families ~~have more~~ ^(Porter)

(Note: Don't draw attention to the fact that Milwaukee scholarships higher (Morin x 4790) + (Seidler)

with (Porter) ² kids from higher income families
of the same choices of schools that people with money already (OMB)
wealthier (Porter) delete "with the" (Porter)
have.

Representatives of the Bradley Foundation and several other
Milwaukee businesses were also in our meeting. They recently
pledged \$3 million to expand further the number of families ^{receiving scholarships} and (Porter)
the number of choices ^{available (Porter)} -- including religious schools -- that low-
income Milwaukee families have. (Porter)

~~The efforts to change the status quo education system (Porter)~~
~~what has been happening in Milwaukee is truly a revolution~~
represent (Porter)
in American education.

Today I ~~am proposing~~ ^{repeat my call (Porter)} the private sector (OMB)
revolution. I ~~am sending~~ ^{transmitting to (Porter)} Congress legislation that would ^{to} in supporting
authorize ^(Kob) the spending ^{at Counsel + Kob} of half billion new federal dollars to

help cities like Milwaukee give \$1,000 scholarships to children
of middle and low-income families ^{other kids in other communities} so they can have more of the
same choices of all schools ^{higher income (OMB)} that families with money already
have. ^{to make choices about which school their child will} attend. (Porter)

This revolution is in the greatest American tradition.
undertook a similar effort some 48 years ago called ~~the~~
~~We have done this before and it has worked. We called it the GI~~
GI Bill. We want to help States do for children
what we did for veterans. (Morin x4790)

As World War II was coming to a close, 48 years ago this
week, President Franklin D. Roosevelt signed the GI Bill
creating scholarships that veterans could ^{use (Kob)} spend at any college.
Most of my generation went to college on the GI Bill -- the
college of our choice.

(OMB) Diane Ravitch, ^a the historian who is now our assistant
secretary of education, says that the GI Bill "was the most

in partnership with states
and the private sector
(Morin x4790)
This rhetoric must
support the fact that
existence

Should take credit - back to 1989 Conference.
(Blanner)

the phrase "now the war is over" makes it sound like an entitlement not a demonstration program (Porter)

~~successful piece of social legislation in our nation's history.~~

~~The GI bill (OMB)
It created opportunity for Americans who never would have had it (Porter)~~

At the end of World War II, only five percent of Americans had a college degree. It ~~gave our country~~ ^{helped provide training for our country's} a new generation of leaders. (Porter)

See Counsel's memo attached

The consumer power it gave veterans -- dollars to spend at the college of their choice -- helped to create the ^{World's (Porter)} best system of colleges and universities, ~~in the world.~~ (Porter)

Working in partnership with states and the private sector, we can do it again. (Morin X4790)

~~Now that the Cold War is over,~~ I am calling on America to

~~create new state and local GI bills for children -- to create scholarships for children of middle and low-income families that their families can use at the school of their choice. Just as we gave veterans consumer power that helped create the best system of higher education in the world, the federal government should~~

~~help state and local governments and the private sector give children of middle and low-income families consumer power that can help to create the best elementary and secondary schools in the world.~~ (Porter) ^{provide (Porter)} ^{education (OMB)} ^{World's (Porter)} ^{With the opportunity to make choices. (Porter)}

These dollars to spend at the schools of their choice become the muscle parents need to create the best schools for their children.

~~If we can put missiles down smokestacks, if our astronauts can capture a 4.5 ton satellite in space, then we can create the best schools in the world for our children and grandchildren.~~ (Porter)

repeated on pp. 9-10 (B. White X5880) (Kob)

~~Specifically, I have asked Congress to appropriate a half billion dollars to help a number of state and local~~ (OMB) (Kob)

If intended to reinforce point? OK.

governments create \$1,000 scholarships that middle and low-income children could spend at any lawfully operating elementary or secondary school.

(OMB)

For example, these new federal dollars would help a city like Milwaukee create \$1,000 dollar scholarships for every child of a family who makes less than the national median family income, which is roughly \$40,000 a year for a family of four. If Milwaukee applied for a grant to fund its own GI Bill for Children, it could receive \$50 million, enough to provide scholarships for 50,000 children from middle- and low-income families.

asked
Porter

(OMB)
(Kob)

INSERT P.5

from the Federal Government

For example would (OMB)

A Milwaukee could compete for the federal dollars in a demonstration grant with other state or local governmental units. There are only three conditions. First, in order to apply, the governmental unit would have to take substantial steps to provide a choice of schools to families within its jurisdiction. Second, families would be permitted -- must be permitted -- to spend the \$1000 federal scholarship at any participating school that they believe best meets the needs of their child. Third, the governmental unit must allow all lawfully operating schools in the area -- public, private, and religious -- to participate if they choose.

(B. White x 5880)

delete
redundant
in this
paragraph
(Porter)

(Porter)

The legislation that I am transmitting to Congress today also permits parents to use up to half of the thousand dollars for other academic programs that might be offered after school, on Saturdays, or during the summers. I believe this is one of the

too
detailed
(Skinner)

Scholar-
ship
(Porter)

(Note: most careful about promoting schools being open a lot more. You know - conservative views that the public estab. school estab. too much influence on kids etc.)

backward (Counsel)

Important (Counsel) elements (Porter) This will provide (Morin x 4790) most powerful parts of the legislation. One of our greatest opportunities to supplement & reinforce what wastes is that our schools are closed so much of the time when kids are learning during the school day. children could be using them. Many of the educators I see speak with (Porter)

believe if they could offer academic programs in the afternoon or on Saturday children would flock to them. This is our chance to find out.

There is enough federal money in my proposal to provide \$1,000 dollar scholarships to all of the middle and low-income children in Milwaukee and 45 other cities the size of Trenton.

MOVE TO PH (Porter)

(Note: Doubtful!)

This is enough money for a good demonstration grant, to find out what happens when children with families with less money have more of the same choices of schools that people with money have. I think I know (CMB) I believe I know exactly what will happen. We know because of our experience with the GI Bill. We know because of our experience with federal grants and loans for college, which one of every two full time four year college students now have.

awkward (Counsel)

Delete (Porter)

Consumer power creates opportunity and better schools for all students. We know because of efforts in cities like Milwaukee. (Morin x 4790)

See Counsel memo

A new system of state and local GI Bills for children would be a truly revolutionary change for elementary and secondary

education in America. It causes controversy and concern because it takes some risks. Let me talk about some of those concerns:

1. Some will say this mixes up church and state because it permits government money to go to religious schools -- that is wrong. This is aid to families, not aid to institutions. It is also good policy. No one told the GIs they couldn't go to SMU or

initiative does not adequately separate (Porter)

Too defensive (Skinner)

(Note: must be careful about promoting schools being viewed as a lot more important than the public school system. - concern views that the school system has too much influence on kids etc.)

Newarkward (Counsel)

This will provide (Morin x 4790) most powerful parts of the legislation. One of our greatest opportunities to supplement & reinforce what wastes is that our schools are closed so much of the time when kids are learning during the school day. children could be using them. Many of the educators I see speak with (Porter) believe if they could offer academic programs in the afternoon or on Saturday children would flock to them. This is our chance to find out.

MOVE TO PH (Porter)

There is enough federal money in my proposal to provide \$1,000 dollar scholarships to all of the middle and low-income children in Milwaukee and 45 other cities the size of Trenton.

(Note: Doubtful!)

Newarkward (Counsel)

This is enough money for a good demonstration of what happens when children with families with more of the same choices of schools that people I believe I know exactly what will happen of our experience with the GI Bill. We know from experience with federal grants and loans for every two full time four year college students

The only New Jersey site in the 100 largest school districts is Newark, which had just under 49,000 enrollment in 1989.

Deletes (Porter)

Consumer power creates opportunity and better students. We know because of effort in the Milwaukee. (Morin x 4790)

Trenton, therefore, has fewer than 31,000 enrollment (the size of the 100th largest district)

See Counsel's memo

A new system of state and local GI Bills be a truly revolutionary change for elementary

Since the Milwaukee example now eats 10% of the money (\$50M/\$500M), the other 45 would be quite small.

Too defensive

education in America. It causes controversy it takes some risks. Let me talk about some initiative we does

$450M / 45 = 10M$ average
 $10.0M$ grant = 10,000 kids

1. Some will say this mixes-up church permits government money to go to religious wrong. This is aid to families, not aid to institutions. also good policy. No one told the GIs they couldn't go to SMU or

If 10,000 kids represents 1/2 of the children in the LEA, we are talking about LEAs of 20,000 enrollment - hardly the size of Trenton! (White x 5880)

(Skinner)

Notre Dame or Yeshiva or Berea or Fisk. I haven't heard Congress suggesting that students stop ^{receiving (Porter)} taking Pell grants and guaranteed student loans to ^{attend (Porter)} Baptist Colleges or even Presbyterian seminaries. I don't hear an outcry because poor children who ^{have their (OMB)} attend Catholic schools ~~get a free lunch~~ paid for by federal tax payers. And I don't think Congress is about to repeal the voucher poor mothers have that can be spent at the day care center of their choice, public, private, or religious. We should let government money follow the child to any lawfully operating school that the parent feels does the best job of ^{teaching (Counsel)} helping the child.

2. Some will say letting parents choose will leave some children behind -- I simply do not buy this idea that someone cannot make a good decision just because he or she is poor. That is the same thing I heard when we proposed ^{child (OMB)} day care vouchers for ^{low income (OMB)} poor families or when we proposed ^{help for people to} that the poor own their homes. ^{families (OMB)} Let the poor own their own homes ^{find their own child care (OMB)} choose their own schools. Give them help in standing on their own two feet and building and climbing their own ladder so that they can grab a share of the American Dream.

3. Some believe that letting parents choose private schools will hurt public schools -- I believe the opposite will happen. Look at what has happened to colleges and universities over the last half century ^{partly (White x 5880)} as a result of the ^{funds (Porter)} enormous consumer power made available by the GI Bill and the Pell grants and student loans. 80 per cent of our college students attend public universities

(Note: Not really a good analogy. The GI Bill and Pell Grants opened access to any higher education for people who would otherwise not have gone. Access to education is not the issue in this GI Bill. The more apt analogy is to increased competition which makes everyone better. (White x 5880)

Defensive
"the poor" is derogatory (Morin x 4790)

seen members of (Porter)

Poorly articulated (Counsel)

Regardless of their income (Morin x 4790)

(Slimes)

in education that supports the structure
American education; we don't need a
Revolution -- more money for the status
quo. (Kolb)

and our public and private colleges together have become the best
in the world.

~~[I am glad that Howard Fuller, the Superintendent of
Milwaukee schools is here today. He is not afraid of choice.]
And I hope that he sees that this proposal for federal help for a
GI Bill for children in Milwaukee can build stronger public
schools. Today in Milwaukee, as in most of America, 90% of
children attend public schools. If Milwaukee applied for and
received a grant to fund its own GI Bill for Children, about \$45
billion, 90% of the grant, would probably go to the education of
children in the public schools. This would roughly double the
amount of federal aid from the Department of Education to the
Milwaukee public schools~~

Delete
(Porter)

Do not
raise this
(Skinner)

Note:
This change
is very important

will
not be
permitted

but it would also enhance
competition for good schools. (Lomb)
4. Some will say choice could be the door to racial
discrimination -- so that there can be no question about this, I
have put in this proposed legislation provisions of federal anti-
discrimination laws. ~~Under this legislation~~ schools that choose to discriminate
participate in this program. (Morin x4790)

5. There are several points to make about money. First, I
want to make it absolutely clear this is not a new federal
entitlement program. The federal government can not afford one
more entitlement, even for education. And I have said many times
that money alone is not the answer to our education problems.
The U.S. already spends more per student for schools than any
country in the world except Switzerland. We need ^a revolutions,
not more money for more of the same. ~~not more money for more of the same.~~
fight side by side with the states + the private sector
the original quo. (Kolb) (Morin x4790)

simply when we talk about revolutionary change,
we're talking about empowerment -- giving parents the power
over their children's education. And strong schools must
have support from the entire community -- not just government
or the education establishment. (Peterson)

But making real changes that create the best schools in the world can require new investment. Primarily that is a state and local responsibility. But federal support ~~for state and local~~ ^{to assist states and localities} scholarships for children of middle and low-income families can ^{in providing} ~~spend to~~ ^{OMB+Kob + Porter} create opportunity and change ^{IN (Porter)} our schools. It is an ^(white x 5880) appropriate and promising method of federal support for education.

Milwaukee is not the only place in America this revolution is occurring.

In 1991 in Indianapolis, ^{Pat Rooney and the Choice} ~~the Golden Rule Insurance Company~~ ^{Trust Fund (Kob)} began to offer tuition vouchers of up to \$800 to Indianapolis students. In the first year, over 700 students were given vouchers to attend any school of their choice. In San Antonio, ~~the CEO Foundation~~ has earmarked 1.5 million dollars in vouchers for up to half of any child's school tuition, up to a maximum of 750 dollars. The program will serve 840 children, with over 1,000 children on a waiting list. ^{Joe Alvarado and thousands of supporters are proposing} In California, ^{that (Kob)} a proposed ballot initiative would provide a voucher scholarship for every school age child in the state. Scholarships could be redeemed at ^(Kob) any public or private school that chooses to participate. In Vermont, school boards have sent children to private schools for 75 years. The second largest high school in New Hampshire, in Derry, is a private school with most of its students ^{supported} ~~paid for~~ by area school boards.

to East Harlem, coast-to-coast -- are leading a revolution to reform American education. They are true heroes + heroines -- some of whom are here in the Rose Garden today -- who aren't

Overall, in 1991, ten states approved some form of new choice legislation, and 37 states had choice legislation pending in one form or another. ^{to stand up} What they believe is best for America's schools + America's children. (Holb)

Instead of thinking just of public schools run by one single provider who assigns all except wealthy children to one specific school, it is time we began thinking of a system of public education with many providers offering a marketplace of opportunities that give all of our children choices and access to the best education in the world.

The GI Bill for Children in Milwaukee and in other cities will move America inevitably in that direction. (Porter)

~~There are risks, but we need revolutions and revolutions carry with them risks.~~

asked (Porter)

We need revolutions because our world is changing. [Janette Williams] and the parents I visited with this morning know what was enough education for them isn't enough for their kids -- or for them, today. They know their children are growing up differently. They see teachers are stymied and kids are bored.

~~because schools are in a time warp, designed for another age.~~ (Porter)

They also know they have responsibilities to pay more attention, check the homework, turn off the television. That it's not just teachers, as the African proverb says, "It takes an entire village to educate one child." We're all in this together.

That's why I have repeatedly called on all Americans to imitate the example of those points of light. The parents with whom I met this morning know that America

(OMB)

~~can do whatever it wants to do. That if we can put missiles down~~

Light in communities across the country: The neighborhood groups, the business partnerships, and the individual tutors + mentors who are helping to create excellent schools. I see some of them here this morning. (Porter)

(Porter)

lbr: seems odd to discuss America 2000 at this point when it was not mentioned earlier (Morin X4790)

(LMB)

~~smokestacks and capture a 4.5 million ton satellite in space, we can create the best schools in the world for our children and grandchildren. That we must change our schools to be the kind of country we want to be, and if their children are going to have the kind of life they want them to have.~~

repeats p. 3 white 5880

That ~~changing~~ our schools will require several revolutions at once.

That is why with all the Governors we have ~~created~~ very ambitious national education goals and a ten year community-by-community strategy to reach those goals called AMERICA 2000. established (LMB)

Revolution No. 1 is starting over, school by school, to create a new generation of break-the-mold New American Schools-- so students have choices among the best schools of the world. Some 700 design teams have submitted proposals to do just that.

~~the ministry of education~~

Revolution No. 2 is changing what we teach; helping educators and others create world-class standards and a voluntary system of national examinations -- call them American Achievement Tests -- so parents and communities can tell how their kids and schools are doing.

white 5880

Revolution No. 3 is getting the government off the teachers' backs. Teachers don't need a federal recipe book.

Revolution No. 4 is our state and local GI Bill for Children to get parents more involved, to give them consumer power -- dollars to spend at the schools of their choice -- ~~give them~~ muscle to help their kids, to make all schools better. (Porter)

Many Americans are anxious today because the world is changing. We should remember the ~~problems~~ ^{challenges face (Porter)} we have are not different than ~~the problems~~ ^{those (Porter)} people are having in every country in the world today. We should also remember that we have more capacity to ~~solve our problems~~ ^{find solutions to these challenges (Porter)} than any country in the world.

There has never been a time in our history when more countries wanted to be like us, wanted to try our American dream. We have done better realizing our dream when we have remembered what is most important to us, the principles that have bound us together, our most enduring values. We have no principles more important than freedom, ^{responsibility (Merin X 4790)} opportunity and choice. We have no value more enduring than the idea that every American should have the opportunity for a first class education.

A new system of state and local GI Bills for Children in ~~Milwaukee and~~ ^(Porter) cities and towns across America will give more of the same opportunities for a first class education to children from middle and low-income families ^(White X 5880) ~~with less money~~ than children from families ~~with money~~ already have. ^{weather (Porter)}

I can think of nothing that could do more to extend the ~~line~~ ^{changes has} American revolution or expand the American dream. ^{BE CITED AND RIDICULED AS}

(Note: "families with less # # # money" is an odd way to characterize families covered in this bill - \$40,000 or less - the suggested change is in line with text on page 2)

(White X 5880)

IS (GRADY 4844)

MASTER

PLUS ATTACHED MEMOS FROM:

1. SKINNER
2. COUNSEL
3. KOLB
4. CABINET AFFAIRS - 2
5. OVP
6. PINK - 2

8:15 A, 23
V

Document No. 334268

WHITE HOUSE STAFFING MEMORANDUM

06/22

DATE: 06/19/92 ACTION/CONCURRENCE/COMMENT DUE BY: 1:00 p.m. Monday

SUBJECT: PRESIDENTIAL REMARKS: G. I. BILL FOR KIDS, 06/25

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	HORNER	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SKINNER	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	MCBRIDE	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input 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"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CALIO	<input checked="" type="checkbox"/>	<input type="checkbox"/>	YEUTTER	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	FINDLAY	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCGROARTY	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	KAUFMAN	<input type="checkbox"/>	<input checked="" type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	FIRESTONE	<input type="checkbox"/>	<input checked="" type="checkbox"/>
			KILBERG	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

REMARKS:

Please provide any comments directly to Dan McGroarty no later than 1:00 p.m. on Monday, 06/22, with a copy to this office. Thanks.

To _____

RESPONSE:

- Let POTUS/Admin. take more credit for beginning & nurturing the choice movement. This sounds like we're latecomers.
- The speech is way too defensive. We can try to meet objections without over

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

laying them out at such length.
I.e. don't say, "Some say 'X'.
That's wrong." Simply undercut 'X'
without spelling it out.

③ I think the speech needs
to be a little sharper in
its ideological / political tone.
We should point out that
the other guy(s) is(are) wedded
to the special interests and
the education establishment.

THE WHITE HOUSE

WASHINGTON

June 22, 1992

MEMORANDUM FOR DAN MCGROARTY
SPECIAL ASSISTANT TO THE PRESIDENT FOR
SPEECHWRITING

FROM: ROBERT T. SWANSON *RTS*
ASSISTANT COUNSEL TO THE PRESIDENT

SUBJECT: Speech on GI Bill for Kids

I have reviewed the attached Presidential remarks on the the "GI Bill for Kids." I have no legal objection to the speech. I have, however, marked a number of places in the speech where I believe substantial stylistic revisions would significantly improve the speech. In addition, I am concerned that the speech may be too long and lacks the appropriate focus on the key arguments that the President should be making. I also question whether the "consumer power" argument -- though a valid point -- is not too arcane and will not simply distract from the choice theme that is central to the President's legislation.

Dan--

Per our discussion earlier today, I'd recommend deleting or revising the first full paragraph on page four of the President's education speech (6/19/92 draft). There's too much detail here -- it makes the President sound like Grantsman-in-Chief. Also, there may be a concern about too much emphasis on the targeting aspect of this bill. I'd recommend keeping it simple by emphasizing the positive impact on low- and middle-income children.

Regards,


Charlie Kolb

6/22/92

92 JUN 22 4:48

*Cabinet
Affairs*

COMMENTS ON THE PROPOSED GI BILL FOR CHILDREN SPEECH

There are some well-crafted passages in this draft. But as it stands now, it doesn't sound forceful enough for so important an initiative. Here are half a dozen suggestions:

1. The speech is two to four pages too long.
2. The speech never seems to make the case of how choice, competition, etc. improves the quality of all schools. Nor does it persuade the audience the current system with all its anti-choice restrictions acts as a disincentive for schools to improve.
3. If the President is to be perceived as making a bold announcement, he has to speak more forcefully about the institutional opposition to school choice (teachers unions, local education bureaucrats, the Democratic Congress).
4. In general, the draft seems too conversational (especially at the critical points made pp 4-8). This style works for Secretary Alexander; but it doesn't seem to have enough authority for the President. He should characterize the anticipated opposition to the GI Bill for Kids as "myths" or "propaganda" created by people who don't trust parents to make the best choice for their children.
5. It's worth reminding the audience that this legislation is yet another bold education initiative by the President. The National Goals, America 2000, and the GI Bill should be laid out a consistent, strategic plan to improve our nation's schools.
6. The President should remind the audience of how the Congress has acted to prevent genuine change in Congress. He has proposed choice legislation in the past and Congress rebuffed him.

June 22, 1992

*Cabinet
Affairs*

Cabinet Affairs Comments -- GI Bill Speech

With regard to the proposed "GI Bill For Children" speech, we would like to submit the following alternate language:

[Acknowledgements,]

Over the next five months, the American people will be listening carefully to what we have to say about the future that we envision for this country. They want to know what makes us different from our opponents.

They should listen very carefully every time the issue of education comes up. Because it is on this question -- how our children are taught and how their schools are chosen -- that the line between this administration and our opponents is most clearly drawn.

I have just come from a working session with parents, teachers, and students from Milwaukee, and with several other key education reformers from around the country. These reformers are on the front lines of the battle to shake up the educational system in our country and really revolutionize it. And to do this, we cannot be afraid to challenge the educational establishment in this country.

Education reform is an issue that I have been involved with for a very long time. Before I was sworn in as President, in January 1989, I organized a White House conference on school choice. This conference highlighted the fact that school choice and real competition among schools, is a necessary part of improving the Nation's schools. Then, in my first year as President, we met with the Nation's Governors in Charlottesville, where we held an education summit. Out of this historic summit we developed the six goals for America 2000, our comprehensive education strategy which we submitted to Congress a year ago, but which they have to date failed to enact.

Reforming our educational system does not have to be a partisan issue. Unfortunately, our opponents have very different ideas than we do about schools; about the way our children are taught values; and about the educational status quo in this country.

But all of our differences can be summed up by our attitude toward school choice.

When this administration argues for School Choice, it argues that parents (rather than bureaucrats and politicians) should have the power to decide where their child goes to school. And it assumes that low-income, minority parents are just as competent to make that decision as middle class parents.

As it has for much of this century, Wisconsin has led the way on School Choice. As a result of the leadership of Governor Tommy Thompson and State Representative Polly Williams, hundreds of low-income children are attending private schools under Wisconsin's School Choice program.

Recently, the private sector has stepped forward to expand Choice. An educational revolution may have begun here on June 10 when the Lynde and Harry Bradley Foundation and leaders of the business community announced an extraordinary new plan to help low-income families send their children to private and parochial schools here in Milwaukee.

The reaction from those families was electrifying.

The day after the announcement, low-income parents picked up every one of the 4,500 applications for the program. Lines formed outside local Catholic schools and the foundations phone lines were jammed.

Don't let anybody ever tell you that inner city parents don't care about their children's education.

But this is just a beginning. We want to see every parent and every child able to attend the school of his or her choice.

I hope Wisconsin leads the way and I hope the rest of the nation quickly follows. Once begun, the movement to empower parents may well be unstoppable; it will be the Civil Rights Movement of the 1990s.

That is something our opponents do not understand.

They oppose empowering parents; they are dead set against giving poor, inner-city families the same options the better-off have had for years. As I said in April when I visited a school in Lehigh Valley, Pennsylvania: "For far too long, we've shielded our schools from competition," and "allowed the system a damaging monopoly power over students."

It must take years of ideological conditioning to believe that a low-income mother should have the choice to abort her child, but not to choose where that child goes to school.

-3-

No one can overstate what is at stake here.

Many of us can still remember when white racists stood in the schoolhouse door to block the doors of schools that black students wished to attend. For many Americans that scene inspired their commitment to achieving full and equal civil rights for all Americans -- regardless of race.

Today, the schoolhouse door is once again being blocked.

Black and low-income children are once again being kept out of schools they want to attend.

But this time, it is the opponents of School Choice who are standing in doorway.

Their reasons are different; but the result is the same. Too many black and lower-income children are being denied a quality education because members of the entrenched educational establishment think they know what's best for them.

Critics of School Choice say they are concerned about preserving public education. They worry that providing too much competition to the public schools will ruin them. They claim that School Choice means the end of public education.

History shows that they are wrong.

For decades now, students at Catholic, Lutheran, Baptist, and Jewish universities have received federal grants and support. The G.I. Bill made no distinction between public and sectarian institutions of higher learning.

And guess what? Public universities did not wither away; they were not abandoned. Instead, they have grown and flourished. Their experience has proved one thing: in education, competition works.

Today, I am calling on Congress to help create new state and local GI bills for children all across America. Specifically, I am asking Congress to appropriate a half a billion dollars to help state and local governments create \$1,000 scholarships so that low and middle income families will have the same educational choices that upper income families already have.

This legislation will also permit parents to use up to half of the thousand dollars for other academic programs that might be offered after school, on Saturdays, or in the summers. I believe this is one of the most powerful parts of the legislation. One of our greatest wastes is that our schools are closed so much of the time when children could be using them. Many of the

-4-

educators I see believe if they could offer academic programs in the afternoon or on Saturday children would flock to them. This is our chance to find out.

There is enough federal money in my proposal to provide \$1,000 dollar scholarships to all of the middle and low-income children in Milwaukee and 45 other cities the size of Trenton. This is enough money for a good demonstration grant, to find out what happens when children with families with less money have more of the same choices of schools that people with money have.

I believe I know exactly what will happen. We know because our experience with the GI Bill. We know because of our experience with federal grants and loans for college, which one of every two full time four year college students now have. Consumer power creates opportunity and better schools for all students.

[Janette Williams] and the other parents I visited with this morning know what the education that they received when they were children isn't enough for their kids -- or for them, today. They know their children are growing up in a much more complex world. They see that teachers are stymied and kids are bored because too many of our schools are in a time warp, designed for another age.

They also know they have responsibilities to pay more attention, check the homework, turn off the television. That it's not just teachers, as the African proverb says, "It takes an entire village to educate one child." We're all in this together.

There has never been a time in our history when more countries wanted to be like us, wanted to try our American dream. We have done better realizing our dream when we have remembered what is important to us, the principles that have bound us together, our most enduring values. We have no principles more important than freedom, opportunity and choice. We have no value more enduring than the idea that every American should have the opportunity for a first class education.

The opponents of school choice simply don't understand this. They make the fundamental error of confusing ends with means. They forget that the current system is merely the means to achieve the fundamental ends of public education: providing all children with a quality education.

So they find themselves defending the indefensible -- a bureaucratic monstrosity, monopoly financing, and a system of education that is demonstrably failing our poorest youngsters.



OFFICE OF THE VICE PRESIDENT
WASHINGTON

92 JUN 22 P5:44

NOTE TO DAN MCGOARTY

From: Bill Burrow, OVP

Re: President's Draft Speech for G.I. Bills for Kids

I spoke to Bill Kristol earlier today and we both thought the draft needed a significant shift in tone and focus.

- o The draft seems too defensive ie. "some will say" It needs to develop a sharper edge. The President has nothing to be defensive about. Among the three Presidential candidates and Congress, only the President has pushed for dramatic educational reforms. The President has lined up with parents who want to make the tough choices for their children and Congress has lined up with the crowd that believes parents (particularly low-income parents) shouldn't be allowed to make those tough choices. ←
ADD
- o The draft is too detailed with an overemphasis on how the bill works--detailed text is more appropriate for a transmittal letter to Congress. ←
- o It needs to be viewed as a tribute to the leaders (parents, teachers, businessman) of a grassroots movement--a grassroots movement that the President helped put into gear with the January '89 White House Conference on Choice and the September '89 Education Summit. This bill compliments the activities of this grassroots movement. ADD
- o The value of "choice" is not just consumer power--it is the parents' right to fulfill their central obligation to be the primary educators for their children.
- o The draft needs to be put into the context of other reforms the President has been pushing (budget, regulatory, health care, legal). These are reforms that Congress has been fighting every step of the way. The draft should signal that the President intends to continue to fight for these reforms during his second term. ADD



June 22, 1992

Memorandum to Dave Demarest

From: Jim Pinkerton
Re: GI Bills for Kids Draft

I think this is a very good draft. It takes the battle right to the opposition; which has presided over expenditures of nearly half a trillion dollars annually, yet given us an education system 21st in the world, according to the World Competitiveness Report (see attached clip).

The mentions of activists like Polly Williams, Howard Fuller are very helpful. So are the references to Pat Rooney and the CEO foundation for their point-of-light work in promoting school choice. Why not add a call from the President for other philanthropists to emulate them? Also, why not mention Benno Schmidt, who is leaving the President's alma mater to lead a new venture to improve American education through choice and competition?

As excited as we all are about improving education, I'm not sure that "revolution" is the best phrase for what we're doing (pg. 10) What's wrong with "profound reform"? Revolutions are not tea parties; they are inherently threatening. Our voters want the schools to get better, not get blown up!

Finally, we should conclude the speech with a taste of what the country has been thirsting for: a glimpse at all the good things that George Bush will do in his second term. Along the lines of "You ain't seen nothin' yet," the President could outline -- however sketchily -- an optimistic picture of a Second Hundred Days, beginning in 1993, in which he would initiate bold action in deficit reduction, health care, welfare reform, legal reform, etc.

###

Attachment

cc: Dan McGroarty

Japan Stays on Top, U.S. Falls in Competitiveness Rankings

For Release 8 p.m. EDT - Time set by source.

GENEVA (AP) - Japan remains the world's most competitive country, while the United States has dropped from second place to fifth, according to a report published Monday by two Swiss-based economic consulting firms.

The World Competitiveness Report said Germany rose from third to second place despite the costs of absorbing formerly communist eastern Germany and doubts about its future performance.

Switzerland was third, but the report said its performance was clouded by high inflation, rising unemployment, recession and uncertainty about its role in Europe.

The report rated Denmark as the most improved and moved it to fourth place from eighth. But that performance might be jeopardized by the Danes' rejection of the European Community's plan for economic and political union, the report said.

Singapore headed the list of newly industrialized countries for the fourth straight year of annual surveys compiled by the World Economic Forum and the International Institute for Management Development. It was rated far ahead of Taiwan, Hong Kong, Malaysia and South Korea.

The assessment is based on a nation's domestic economic strength, internationalization, government, infrastructure, finance, management, science and technology, and work force. It covers 37 countries and is based on surveys from international organizations and questionnaires to 18,000 executives.

The report said the strength of the Japanese economy remains unmatched even though its growth has slowed.

In terms of integration in the international economy, however, Japan fell from first to sixth because of protectionism and the slowing of export growth. Government policies also are having a less positive impact on the economy than in the past, and the financial markets are in turmoil, the report said.

"Nevertheless, Japan's lead in management, research and development and education remains unchallenged, even though the Japanese people are becoming impatient with the traditional hard-work lifestyle," the report said.

It said the United States dropped to fifth place because of the depth of its recession and structural problems in its economy. Government policies were rated worse for the economy than last year, and American companies received lower marks for management and their efforts in science and technology.

"Most alarming for long-term competitiveness is the U.S. drop in the quality of its people - from second position to seventh this year," the report said. "This is partly due to the current inability of the educational system to meet the needs of a competitive economy."

The report rated the U.S. educational system 21st overall, trailed only by Greece among the industrial nations. It ranked Ireland's schools as best suited for the needs of a competitive economy.))

92 JUN 22 P12:06

PINKERTON COMMENTS -- BY PHONE

WHEN CUTTING, KEEP REFERENCES TO YESHIVA, ETC. AND TO
"PUBLIC, PRIVATE AND RELIGIOUS."

DMG

2 JUN 19 1:57

Draft 1
June 19, 1992
1:45 p.m.
[GI]

PRESIDENTIAL REMARKS: G.I. BILL FOR KIDS
THE ROSE GARDEN
JUNE 25, 1992
10:15 A.M.

[Acknowledgements.]

I have just come from a working session with parents from Milwaukee. Their dreams for their children are the same dreams all of us have. They want their kids to have a first-class education. They know that a ^{solid (K&L)} good education is absolutely essential to making a good living, making a good life.

Here is what Janette Williams told me about her son Javon Williams: ["At his old school that was crowded, he used to get so bored he would walk out. Thanks to the choice program in the ^(Peters) Milwaukee he's at a new school. He's not doing those things any more, he's doing his homework and even helping clean up the classroom after school. They took the energy and turned it around."]

Governor Tommy Thompson and state Representative Polly Williams were also in our working session. They have taken the lead in helping [Janette Williams] realize her dreams for [Javon] -- creating ~~\$2500~~ scholarships for 1,000 Milwaukee children from low-income families so they ^{can (Porter)} could attend non-religious private schools. Governor Thompson and Representative Williams wanted to ^{provide (Porter)} see what would happen when children of poorer families have more ^(Porter)

(Note: Don't draw attention to the fact that Milwaukee Scholarships higher (Morin x 4790) + (Seidley)

with (Porter)

of the same choices of schools that ~~people with money already~~ have.

2 Kids from higher income families (OMB)
wealthier (Porter) & delete "with \$" (Porter)

Representatives of the Bradley Foundation and several other Milwaukee businesses were also in our meeting. They recently pledged \$3 million to expand further the number of families and the number of choices -- including religious schools -- that low-income Milwaukee families have.

receiving scholarships (Porter)
available (Porter) to (Porter)

~~The efforts to change the status quo education system~~ what has been happening in Milwaukee is truly a revolution in American education.

Today I am proposing that the federal government join that revolution. I am sending Congress legislation that would

repeat my call (Porter) the private sector (OMB) transmitting to (Porter) to in supporting

authorize the spending of half billion new federal dollars to help cities like Milwaukee give \$1,000 scholarships to children of middle and low-income families so they can have more of the same choices of all schools that families with money already have.

can have the (OMB) other kids in other communities higher income (OMB) families so they can have the opportunity attend. (Porter)

This revolution is in the greatest American tradition. We have done this before and it has worked. We called it the GI Bill. We want to help States do for children what we did for veterans. (Morin X4790)

As World War II was coming to a close, 48 years ago this week, President Franklin D. Roosevelt signed the GI Bill creating scholarships that veterans could spend at any college. Most of my generation went to college on the GI Bill -- the college of our choice.

Diane Ravitch, the historian who is now our assistant secretary of education, says that the GI Bill "was the most

Should take credit - back to 1989 conference. (Skinner)

in partnership with states and the private sector (Morin X4790)
This rhetoric must support the fact that entitlement

The phrase "now the Cold War is over" makes it sound like an entitlement not a demonstration program (Porter)

(OMB)

~~successful piece of social legislation in our nation's history.~~

The GI bill (OMB)

~~It created opportunity for Americans who never would have had it.~~ (Porter)

At the end of World War II, only five percent of Americans had a college degree. It ~~gave our country~~ ^{helped provide training for our country's} a new generation of leaders. (Porter)

See Counsel's memo attached

The consumer power it gave veterans -- dollars to spend at the college of their choice -- helped to create the ^{World's} best system of colleges and universities. ~~in the world.~~ (Porter)

Working in partnership with states and the private sector, we can do it again. (Morin X4790)

~~Now that the Cold War is over,~~ I am calling on America to

(OMB)

~~create new state and local GI bills for children -- to create scholarships for children of middle and low-income families that their families can use at the school of their choice. Just as we gave veterans consumer power that helped create the best system of higher education in the world, the federal government should~~

~~help state and local governments and the private sector~~ ^{provide} give

~~children of middle and low-income families~~ ^{education} ~~consumer power that can help to create the best elementary and secondary schools~~ ^{With the opportunity to make choices.} ~~in the world.~~ (Porter)

These dollars to spend at the schools of their choice become the muscle parents need to create the best schools for their children.

(Porter)

~~If we can put missiles down smokestacks, if our astronauts can capture a 4.5 ton satellite in space, then we can create the best schools in the world for our children and grandchildren.~~

repeated on pp. 9-10 (S. White X5880) (Kob)

(OMB)

Specifically, I have asked Congress to appropriate a half billion of dollars to help a number of state and local

(Kob)

If intended to reinforce point? OK.

governments create \$1,000 scholarships that middle and low-income children could spend at any lawfully operating elementary or secondary school.

(Combs)

For example, these new federal dollars would help a city like Milwaukee create \$1,000 dollar scholarships for every child of a family who makes less than the national median family income, which is roughly \$40,000 a year for a family of four. If Milwaukee applied for a grant to fund its own GI Bill for children, it could receive \$50 million, enough to provide scholarships for 50,000 children from middle- and low-income families.

Wiskerd
(Porter)

(Combs)
(Kolb)

INSERT P. 5

from the Federal Government

For example (would Combs)

A Milwaukee could compete for the federal dollars in a demonstration grant with other state or local governmental units. There are only three conditions. First, in order to apply, the governmental unit would have to take substantial steps to provide a choice of schools to families within its jurisdiction. Second, families would be permitted -- must be permitted -- to spend the \$1000 federal scholarship at any participating school that they believe best meets the needs of their child. Third, the governmental unit must allow all lawfully operating schools in the area -- public, private, and religious -- to participate if they choose.

major (B. White x 5880)

delete
redundancy
in this
paragraph
(Porter)

Too
detailed
(Skinner)

The legislation that I am transmitting to Congress today also permits parents to use up to half of the thousand dollars for other academic programs that might be offered after school, on Saturdays, or during the summers. I believe this is one of the

Scholar-
ship
(Porter)

(Note: most careful about promoting schools being open a lot more views that you know - conservative the public estab. too much influence on kids etc.)

backward (Counsel)

5
important (Counsel) elements (Porter) This will provide (Morin x 4790)
most powerful parts of the legislation. One of our greatest opportunities to supplement & reinforce what wastes is that our schools are closed so much of the time when kids are learning during the school day. children could be using them. Many of the educators I see speak with (Porter)

believe if they could offer academic programs in the afternoon or on Saturday children would flock to them. This is our chance to find out.

MOVE TO P4 (Porter)

There is enough federal money in my proposal to provide \$1,000 dollar scholarships to all of the middle and low-income children in Milwaukee and 45 other cities the size of Trenton.

(Note: Doubtful!)

awkward (Counsel)

Delete (Porter)

See Counsel's memo

Too defensive

(Skinner)

This is enough money for a good demonstration what happens when children with families with more of the same choices of schools that people I believe I know exactly what will happen of our experience with the GI Bill. We know experience with federal grants and loans for of every two full time four year college student Consumer power creates opportunity and better students. We know because of effective like Milwaukee. (Morin x 4790)

The only New Jersey site in the 100 largest school districts is Newark, which had just under 49,000 enrollment in 1989.

Trenton, therefore, has fewer than 31,000 enrollment (the size of the 100th largest district).

Since the Milwaukee example now cuts 10% of the money (\$50M/\$500M), the other 45 would be quite small.

$450M / 45 = 10M$ average
 $10.0M$ grant = 10,000 kids

If 10,000 kids represents 1/2 of the children in the LEA, we are talking about LEAs of 20,000 enrollment - hardly the size of Trenton! (White x 5880)

A new system of state and local GI Bill: would be a truly revolutionary change for elementary

education in America. It causes controversy:

it takes some risks. Let me talk about some initiative does

1. Some will say this mixes up church permits government money to go to religious wrong. This is aid to families, not aid to institutions.

also good policy. No one told the GIs they couldn't go to SMU or

Notre Dame or Yeshiva or Berea or Fisk. I haven't ~~heard~~ ^{seen members of (Porter)} Congress ^{receiving (Porter)} suggesting that students ~~stop taking~~ ^{attend (Porter)} Pell grants and guaranteed student loans to Baptist Colleges or even Presbyterian seminaries. I don't hear an outcry because poor children who ^{have their (OMB)} attend Catholic schools ~~get a free lunch~~ paid for by federal tax payers. And I don't think Congress is about to repeal the voucher poor mothers have that can be spent at the day care center of their choice, public, private, or religious. We should let government money follow the child to any lawfully operating school that the parent feels does the best job of ^{teaching (Counsel)} helping the IF child.

2. Some will say letting parents choose will leave some children behind -- I simply do not buy this idea that someone cannot make a good decision just because he or she is poor. That is the same thing I heard when we proposed ^{child (OMB)} day care vouchers for ^{low income (OMB)} poor families or when we proposed ^{help for} that the poor ^{people to} own their homes. ^{families (OMB)} Let the poor own their own home, ^{find their own child care (OMB)} choose their own schools. Give them help in standing on their own two feet and building and climbing their own ladder so that they can grab a share of the American Dream.

3. Some believe that letting parents choose private schools will hurt public schools -- I believe the opposite will happen. Look at what has happened to colleges and universities over the last half century ^{partly (White x 5880)} as a result of the ^{finds (Porter)} enormous consumer power made available by the GI Bill and the Pell grants and student loans. 80 per cent of our college students attend public universities

Too Defensive

"the poor" is derogatory (Morin x 4790)

Note: Too Defensive

(Skinner)

Poorly articulated (Counsel)

Regardless of their income (Morin x 4790)

(Note: Not really a good analogy. The GI Bill and Pell Grants opened access to any higher education for people who would otherwise not have gone. Access to education is not the issue in this GI Bill. The more apt analogy is to increased competition which makes everyone better (White x 5880))

in education that reforms + restructures
American education; we don't need a
Revolution -- more money for the status
quo. (Kolb)

and our public and private colleges together have become the best
in the world.

[I am glad that Howard Fuller, the Superintendent of
Milwaukee schools is here today. He is not afraid of choice.]
And I hope that he sees that this proposal for federal help for a
GI Bill for Children in Milwaukee can build stronger public
schools. Today in Milwaukee, as in most of America, 90% of
children attend public schools. If Milwaukee applied for and
received a grant to fund its own GI Bill for Children, about \$45
million, 90% of the grant, would probably go to the education of
children in the public schools. This would roughly double the
amount of federal aid from the Department of Education to the
Milwaukee public schools.

Delete
(Porter)
Do not
raise this.
(Skinner)

Note:
This change
is very important
will
not be
permitted

4. Some will say choice could be the door to racial
discrimination -- so that there can be no question about this, I
have put in this proposed legislation provisions of federal anti-
discrimination laws. Under this legislation, schools that choose to discriminate
participate in this program. (Morin X4790)

5. There are several points to make about money. First, I
want to make it absolutely clear this is not a new federal
entitlement program. The federal government can not afford one
more entitlement, even for education. And I have said many times
that money alone is not the answer to our education problems.
The U.S. already spends more per student for schools than any
country in the world except Switzerland. We need revolutions,
fought side by side with states + the private sector,
not more money for more of the same. (Morin X4790)

simple When we talk about revolutionary change,
we're talking about empowerment -- giving parents the power
over their children's education. And strong schools must
have support from the entire community -- not just government
or the education establishment (Peterson)

But making real changes that create the best schools in the world can require new investment. Primarily that is a state and local responsibility. But federal support ^{to assist states and localities} ~~for state and local~~ ^{in providing} scholarships for children of middle and low-income families can ^{state} ~~depend to~~ ^{OMB+Kob + Porter} create opportunity and change ^{in (Porter)} our schools. It is an ^(white x 5880) appropriate and promising method of federal support for education.

Milwaukee is not the only place in America this revolution is occurring.

In 1991 in Indianapolis, ^{Pat Rooney and the Choice Trust Fund (Kob)} ~~the Golden Rule Insurance Company,~~ began to offer tuition vouchers of up to \$800 to Indianapolis students. In the first year, over 700 students were given vouchers to attend any school of their choice. In San Antonio, ~~the CEO Foundation~~ has earmarked 1.5 million dollars in vouchers for up to half of any child's school tuition, up to a maximum of 750 dollars. The program will serve 840 children, with over 1,000 children on a waiting list. In California, ^{Joe Alvarado and thousands of supporters are proposing a...} ~~a proposed~~ ^{that (Kob)} ballot initiative would provide a voucher scholarship for every school age child in the state. Scholarships could be redeemed at any public or private school that chooses to participate. In Vermont, school boards have sent children to private schools for 75 years. The second largest high school in New Hampshire, in Derry, is a private school with most of its students ^{supported} ~~paid for~~ by area school boards.

The leaders of choice nationally -- from CA to East Harlem, coast-to-coast -- are leading a revolution to reform American education. They are true heroes + heroines -- some of whom are here in the Rose Garden today -- who aren't

Overall, in 1991, ten states approved some form of new choice legislation, and 37 states had choice legislation pending in one form or another. ^{to stand up for} what they believe is best for America's schools + America's children. (Holby)

Instead of thinking just of public schools run by one single provider who assigns all except wealthy children to one specific school, it is time we began thinking of a system of public education with many providers offering a marketplace of opportunities that give all of our children choices and access to the best education in the world.

The GI Bill for Children in Milwaukee and in other cities will move America inevitably in that direction. (Porter)

awake and (Porter) There are risks, but we need revolutions and revolutions carry with them risks.

We need revolutions because our world is changing. [Janette Williams] and the parents I visited with this morning know what was enough education for them isn't enough for their kids -- or for them, today. They know their children are growing up differently. They see teachers are stymied and kids are bored, because schools are in a time warp, designed for another age. (Porter)

They also know they have responsibilities to pay more attention, check the homework, turn off the television. That it's not just teachers, as the African proverb says, "It takes an entire village to educate one child." We're all in this together. That's why I have repeatedly called on all

Americans to imitate the example of those parents of The parents with whom I met this morning know that America can do whatever it wants to do. **ACHIEVE ITS GREATEST ASPIRATIONS.** (Porter) That if we can put missiles down

Light in communities across the country: The neighborhood groups, the business partnerships, and the individual tutors + mentors who are helping to create excellent schools. I see some of them here this morning. (Porter)

(Porter)

~~smokestacks and capture a 4.5 million ton satellite in space, we can create the best schools in the world for our children and grandchildren. That we must change our schools to be the kind of country we want to be, and if their children are going to have the kind of life they want them to have.~~

repeats p. 3
white (5880)

(OMB)

to provide our (Porter)

with a productive

and fulfilling life. (Porter)

That ~~changing~~ our schools will require several revolutions at once.

That is why with all the Governors we have ~~created~~ very ambitious national education goals and a ten year community-by-community strategy to reach those goals called AMERICA 2000.

established (K016)

Revolution No. 1 is starting over, school by school, to create a new generation of break-the-mold New American Schools-- so students have choices among the best schools of the world.

Some 700 design teams have submitted proposals to do just that.

the privately funded NASOC to

Revolution No. 2 is changing what we teach; helping educators and others create world-class standards and a voluntary system of national examinations -- call them American Achievement Tests -- so parents and communities can tell how their kids and schools are doing.

white X 5880

Revolution No. 3 is getting the government off the teachers' backs. Teachers don't need a federal recipe book.

Revolution No. 4 is our state and local GI Bill for Children to get parents more involved, to give them consumer power -- dollars to spend at the schools of their choice -- ~~give them muscle to help their kids,~~ to make all schools better.

(Porter)

(Porter)

NR: Seems odd to discuss America 2000 at this point when it was not mentioned earlier (Morin X4790)

Many Americans are anxious today, because the world is changing. We should remember the ~~problems~~ ^{challenges face (Porter)} we have are not different than ~~the problems~~ ^{those (Porter)} people are having in every country in the world today. We should also remember that we have more capacity to ~~solve our problems~~ ^{find solutions to these challenges (Porter)} than any country in the world.

There has never been a time in our history when more countries wanted to be like us, wanted to try our American dream. We have done better realizing our dream when we have remembered what is most important to us, the principles that have bound us together, our most enduring values. We have no principles more important than freedom, ^{responsibility (Marin X 4790)} opportunity and choice. We have no value more enduring than the idea that every American should have the opportunity for a first class education.

A new system of state and local GI Bills for Children in ~~Milwaukee~~ ^{e (Porter)} and cities and towns across America will give more of the same opportunities for a first class education to children from middle and low-income families (white X 5880) ~~with less money~~ ^{weather (Porter)} than children from families with money already have.

I can think of nothing that could do more to extend the American revolution or expand the American dream.

→ CHANGES LAST LINES - WILL BE CITED AND RIDICULED AS IS (GRADY 4844)

(Note: "families with less # # # money" is an odd way to characterize families covered in this bill - \$40,000 or less - the suggested change is in line with text on page 2)

(white X 5880)

MASTER

PLUS ATTACHED MEMOS FROM:

1. SKINNER
2. COUNSEL
3. KOLB
4. CABINET AFFAIRS - 2
5. OVP
6. PINK - 2

8:15 P.M. 2/7
8:15

WHITE HOUSE STAFFING MEMORANDUM

06/22

DATE: 06/19/92 ACTION/CONCURRENCE/COMMENT DUE BY: 1:00 p.m. Monday

SUBJECT: PRESIDENTIAL REMARKS: G. I. BILL FOR KIDS, 06/25

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	HORNER	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SKINNER	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	MCBRIDE	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input 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"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CALIO	<input checked="" type="checkbox"/>	<input type="checkbox"/>	YEUTTER	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	FINDLAY	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCGROARTY	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	KAUFMAN	<input type="checkbox"/>	<input checked="" type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	FIRESTONE	<input type="checkbox"/>	<input checked="" type="checkbox"/>
			KILBERG	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

REMARKS:
Please provide any comments directly to Dan McGroarty no later than 1:00 p.m. on Monday, 06/22, with a copy to this office. Thanks.

To _____

RESPONSE:

① Let POTUS/Admin. take more credit for beginning & nurturing the choice movement. This sounds like we're latecomers.

② The speech is way too defensive. We can try to meet objections without for

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

laughing don't say, "same say, 'X'"
 I.e. don't say, "same say, 'X'"
 that were. "simply without spelling it out.
 I think the speech needs to be a little sharper in its ideological / political tone. We should point out that other guys (is) are wedded to the special interests and to the education establishment.

③

THE WHITE HOUSE

WASHINGTON

June 22, 1992

MEMORANDUM FOR DAN MCGROARTY
SPECIAL ASSISTANT TO THE PRESIDENT FOR
SPEECHWRITING

FROM: ROBERT T. SWANSON *RS*
ASSISTANT COUNSEL TO THE PRESIDENT

SUBJECT: Speech on GI Bill for Kids

I have reviewed the attached Presidential remarks on the the "GI Bill for Kids." I have no legal objection to the speech. I have, however, marked a number of places in the speech where I believe substantial stylistic revisions would significantly improve the speech. In addition, I am concerned that the speech may be too long and lacks the appropriate focus on the key arguments that the President should be making. I also question whether the "consumer power" argument -- though a valid point -- is not too arcane and will not simply distract from the choice theme that is central to the President's legislation.

Dan--

Per our discussion earlier today, I'd recommend deleting or revising the first full paragraph on page four of the President's education speech (6/19/92 draft). There's too much detail here -- it makes the President sound like Grantsman-in-Chief. Also, there may be a concern about too much emphasis on the targeting aspect of this bill. I'd recommend keeping it simple by emphasizing the positive impact on low- and middle-income children.

Regards,


Charlie Kolb

6/22/92

82 JUN 22 4:48

Cabinet
Affairs

COMMENTS ON THE PROPOSED GI BILL FOR CHILDREN SPEECH

There are some well-crafted passages in this draft. But as it stands now, it doesn't sound forceful enough for so important an initiative. Here are half a dozen suggestions:

1. The speech is two to four pages too long.
2. The speech never seems to make the case of how choice, competition, etc. improves the quality of all schools. Nor does it persuade the audience the current system with all its anti-choice restrictions acts as a disincentive for schools to improve.
3. If the President is to be perceived as making a bold announcement, he has to speak more forcefully about the institutional opposition to school choice (teachers unions, local education bureaucrats, the Democratic Congress).
4. In general, the draft seems too conversational (especially at the critical points made pp 4-8). This style works for Secretary Alexander; but it doesn't seem to have enough authority for the President. He should characterize the anticipated opposition to the GI Bill for Kids as "myths" or "propaganda" created by people who don't trust parents to make the best choice for their children.
5. It's worth reminding the audience that this legislation is yet another bold education initiative by the President. The National Goals, America 2000, and the GI Bill should be laid out a consistent, strategic plan to improve our nation's schools.
6. The President should remind the audience of how the Congress has acted to prevent genuine change in Congress. He has proposed choice legislation in the past and Congress rebuffed him.

June 22, 1992

Cabinet
Affairs

Cabinet Affairs Comments -- GI Bill Speech

With regard to the proposed "GI Bill For Children" speech, we would like to submit the following alternate language:

[Acknowledgements,]

Over the next five months, the American people will be listening carefully to what we have to say about the future that we envision for this country. They want to know what makes us different from our opponents.

They should listen very carefully every time the issue of education comes up. Because it is on this question -- how our children are taught and how their schools are chosen -- that the line between this administration and our opponents is most clearly drawn.

I have just come from a working session with parents, teachers, and students from Milwaukee, and with several other key education reformers from around the country. These reformers are on the front lines of the battle to shake up the educational system in our country and really revolutionize it. And to do this, we cannot be afraid to challenge the educational establishment in this country.

Education reform is an issue that I have been involved with for a very long time. Before I was sworn in as President, in January 1989, I organized a White House conference on school choice. This conference highlighted the fact that school choice and real competition among schools, is a necessary part of improving the Nation's schools. Then, in my first year as President, we met with the Nation's Governors in Charlottesville, where we held an education summit. Out of this historic summit we developed the six goals for America 2000, our comprehensive education strategy which we submitted to Congress a year ago, but which they have to date failed to enact.

Reforming our educational system does not have to be a partisan issue. Unfortunately, our opponents have very different ideas than we do about schools; about the way our children are taught values; and about the educational status quo in this country.

But all of our differences can be summed up by our attitude toward school choice.

When this administration argues for School Choice, it argues that parents (rather than bureaucrats and politicians) should have the power to decide where their child goes to school. And it assumes that low-income, minority parents are just as competent to make that decision as middle class parents.

As it has for much of this century, Wisconsin has led the way on School Choice. As a result of the leadership of Governor Tommy Thompson and State Representative Polly Williams, hundreds of low-income children are attending private schools under Wisconsin's School Choice program.

Recently, the private sector has stepped forward to expand Choice. An educational revolution may have begun here on June 10 when the Lynde and Harry Bradley Foundation and leaders of the business community announced an extraordinary new plan to help low-income families send their children to private and parochial schools here in Milwaukee.

The reaction from those families was electrifying.

The day after the announcement, low-income parents picked up every one of the 4,500 applications for the program. Lines formed outside local Catholic schools and the foundations phone lines were jammed.

Don't let anybody ever tell you that inner city parents don't care about their children's education.

But this is just a beginning. We want to see every parent and every child able to attend the school of his or her choice.

I hope Wisconsin leads the way and I hope the rest of the nation quickly follows. Once begun, the movement to empower parents may well be unstoppable; it will be the Civil Rights Movement of the 1990s.

That is something our opponents do not understand.

They oppose empowering parents; they are dead set against giving poor, inner-city families the same options the better-off have had for years. As I said in April when I visited a school in Lehigh Valley, Pennsylvania: "For far too long, we've shielded our schools from competition," and "allowed the system a damaging monopoly power over students."

It must take years of ideological conditioning to believe that a low-income mother should have the choice to abort her child, but not to choose where that child goes to school.

No one can overstate what is at stake here.

Many of us can still remember when white racists stood in the schoolhouse door to block the doors of schools that black students wished to attend. For many Americans that scene inspired their commitment to achieving full and equal civil rights for all Americans -- regardless of race.

Today, the schoolhouse door is once again being blocked.

Black and low-income children are once again being kept out of schools they want to attend.

But this time, it is the opponents of School Choice who are standing in doorway.

Their reasons are different; but the result is the same. Too many black and lower-income children are being denied a quality education because members of the entrenched educational establishment think they know what's best for them.

Critics of School Choice say they are concerned about preserving public education. They worry that providing too much competition to the public schools will ruin them. They claim that School Choice means the end of public education.

History shows that they are wrong.

For decades now, students at Catholic, Lutheran, Baptist, and Jewish universities have received federal grants and support. The G.I. Bill made no distinction between public and sectarian institutions of higher learning.

And guess what? Public universities did not wither away; they were not abandoned. Instead, they have grown and flourished. Their experience has proved one thing: in education, competition works.

Today, I am calling on Congress to help create new state and local GI bills for children all across America. Specifically, I am asking Congress to appropriate a half a billion dollars to help state and local governments create \$1,000 scholarships so that low and middle income families will have the same educational choices that upper income families already have.

This legislation will also permit parents to use up to half of the thousand dollars for other academic programs that might be offered after school, on Saturdays, or in the summers. I believe this is one of the most powerful parts of the legislation. One of our greatest wastes is that our schools are closed so much of the time when children could be using them. Many of the

educators I see believe if they could offer academic programs in the afternoon or on Saturday children would flock to them. This is our chance to find out.

There is enough federal money in my proposal to provide \$1,000 dollar scholarships to all of the middle and low-income children in Milwaukee and 45 other cities the size of Trenton. This is enough money for a good demonstration grant, to find out what happens when children with families with less money have more of the same choices of schools that people with money have.

I believe I know exactly what will happen. We know because our experience with the GI Bill. We know because of our experience with federal grants and loans for college, which one of every two full time four year college students now have. Consumer power creates opportunity and better schools for all students.

[Janette Williams] and the other parents I visited with this morning know what the education that they received when they were children isn't enough for their kids -- or for them, today. They know their children are growing up in a much more complex world. They see that teachers are stymied and kids are bored because too many of our schools are in a time warp, designed for another age.

They also know they have responsibilities to pay more attention, check the homework, turn off the television. That it's not just teachers, as the African proverb says, "It takes an entire village to educate one child." We're all in this together.

There has never been a time in our history when more countries wanted to be like us, wanted to try our American dream. We have done better realizing our dream when we have remembered what is important to us, the principles that have bound us together, our most enduring values. We have no principles more important than freedom, opportunity and choice. We have no value more enduring than the idea that every American should have the opportunity for a first class education.

The opponents of school choice simply don't understand this. They make the fundamental error of confusing ends with means. They forget that the current system is merely the means to achieve the fundamental ends of public education: providing all children with a quality education.

So they find themselves defending the indefensible -- a bureaucratic monstrosity, monopoly financing, and a system of education that is demonstrably failing our poorest youngsters.



OFFICE OF THE VICE PRESIDENT
WASHINGTON

12 JUN 22 P 5: 44

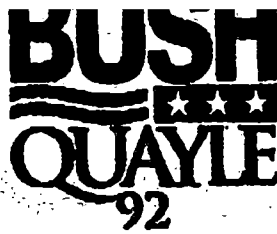
NOTE TO DAN MCGOARTY

From: Bill Burrow, OVP

Re: President's Draft Speech for G.I. Bills for Kids

I spoke to Bill Kristol earlier today and we both thought the draft needed a significant shift in tone and focus.

- o The draft seems too defensive ie. "some will say" It needs to develop a sharper edge. The President has nothing to be defensive about. Among the three Presidential candidates and Congress, only the President has pushed for dramatic educational reforms. The President has lined up with parents who want to make the tough choices for their children and Congress has lined up with the crowd that believes parents (particularly low-income parents) shouldn't be allowed to make those tough choices. ADD
- o The draft is too detailed with an overemphasis on how the bill works--detailed text is more appropriate for a transmittal letter to Congress. ADD
- o It needs to be viewed as a tribute to the leaders (parents, teachers, businessman) of a grassroots movement--a grassroots movement that the President helped put into gear with the January '89 White House Conference on Choice and the September '89 Education Summit. This bill compliments the activities of this grassroots movement. ADD
- o The value of "choice" is not just consumer power--it is the parents' right to fulfill their central obligation to be the primary educators for their children.
- o The draft needs to be put into the context of other reforms the President has been pushing (budget, regulatory, health care, legal). These are reforms that Congress has been fighting every step of the way. The draft should signal that the President intends to continue to fight for these reforms during his second term. ADD



June 22, 1992

Memorandum to Dave Demarest

From:

Jim Pinkerton

Re:

GI Bills for Kids Draft

I think this is a very good draft. It takes the battle right to the opposition; which has presided over expenditures of nearly half a trillion dollars annually, yet given us an education system 21st in the world, according to the World Competitiveness Report (see attached clip).

The mentions of activists like Polly Williams, Howard Fuller are very helpful. So are the references to Pat Rooney and the CEO foundation for their point-of-light work in promoting school choice. Why not add a call from the President for other philanthropists to emulate them? Also, why not mention Benno Schmidt, who is leaving the President's alma mater to lead a new venture to improve American education through choice and competition?

As excited as we all are about improving education, I'm not sure that "revolution" is the best phrase for what we're doing (pg. 10) What's wrong with "profound reform"? Revolutions are not tea parties; they are inherently threatening. Our voters want the schools to get better, not get blown up!

Finally, we should conclude the speech with a taste of what the country has been thirsting for: a glimpse at all the good things that George Bush will do in his second term. Along the lines of "You ain't seen nothin' yet," the President could outline -- however sketchily -- an optimistic picture of a Second Hundred Days, beginning in 1993, in which he would initiate bold action in deficit reduction, health care, welfare reform, legal reform, etc.

###

Attachment

bcc: Don McGroarty

1030 15th St. NW, Washington, DC 20005
Paid for by Bush-Quayle '92 Primary Committee, Inc.
Printed on Recycled Paper

Japan Stays on Top, U.S. Falls in Competitiveness Rankings

For Release 8 p.m. EDT - Time set by source.

GENEVA (AP) - Japan remains the world's most competitive country, while the United States has dropped from second place to fifth, according to a report published Monday by two Swiss-based economic consulting firms.

The World Competitiveness Report said Germany rose from third to second place despite the costs of absorbing formerly communist eastern Germany and doubts about its future performance.

Switzerland was third, but the report said its performance was clouded by high inflation, rising unemployment, recession and uncertainty about its role in Europe.

The report rated Denmark as the most improved and moved it to fourth place from eighth. But that performance might be jeopardized by the Danes' rejection of the European Community's plan for economic and political union, the report said.

Singapore headed the list of newly industrialized countries for the fourth straight year of annual surveys compiled by the World Economic Forum and the International Institute for Management Development. It was rated far ahead of Taiwan, Hong Kong, Malaysia and South Korea.

The assessment is based on a nation's domestic economic strength, internationalization, government, infrastructure, finance, management, science and technology, and work force. It covers 37 countries and is based on surveys from international organizations and questionnaires to 18,000 executives.

The report said the strength of the Japanese economy remains unmatched even though its growth has slowed.

In terms of integration in the international economy, however, Japan fell from first to sixth because of protectionism and the slowing of export growth. Government policies also are having a less positive impact on the economy than in the past, and the financial markets are in turmoil, the report said.

"Nevertheless, Japan's lead in management, research and development and education remains unchallenged, even though the Japanese people are becoming impatient with the traditional hard-work lifestyle," the report said.

It said the United States dropped to fifth place because of the depth of its recession and structural problems in its economy. Government policies were rated worse for the economy than last year, and American companies received lower marks for management and their efforts in science and technology.

"Most alarming for long-term competitiveness is the U.S. drop in the quality of its people - from second position to seventh this year," the report said. "This is partly due to the current inability of the educational system to meet the needs of a competitive economy."

The report rated the U.S. educational system 21st overall, trailed only by Greece among the industrial nations. It ranked Ireland's schools as best suited for the needs of a competitive economy.))

32 JUN 22 P12: 06

PINKERTON COMMENTS -- BY PHONE

WHEN CUTTING, KEEP REFERENCES TO YESHIVA, ETC. AND TO
"PUBLIC, PRIVATE AND RELIGIOUS."

DMC

2 JUN 19 11:57

Draft 1
June 19, 1992
1:45 p.m.
[GI]

PRESIDENTIAL REMARKS: G.I. BILL FOR KIDS
THE ROSE GARDEN
JUNE 25, 1992
10:15 A.M.

[Acknowledgements.]

I have just come from a working session with parents from Milwaukee. Their dreams for their children are the same dreams all of us have. They want their kids to have a first-class education. They know that a ^{solid (K&IB)} ~~good~~ education is absolutely essential to making a good living, making a good life.

Here is what Janette Williams told me about her son Javon Williams: ["At his old school that was crowded, he used to get so bored he would walk out. Thanks to the choice program in the ^(Porter) Milwaukee he's at a new school. He's not doing those things any more, he's doing his homework and even helping clean up the classroom after school. They took the energy and turned it around."]

Governor Tommy Thompson and state Representative Polly Williams were also in our working session. They have taken the lead in helping [Janette Williams] realize her dreams for [Javon] -- creating \$2500 scholarships for 1,000 Milwaukee children from low-income families so they ^{can (Porter)} ~~could attend~~ non-religious ^{elementary} private schools. Governor Thompson and Representative Williams wanted to ^{provide (Porter)} ~~see what would happen~~ when children of poorer families ~~have more~~ ^(Porter)

(Note: Don't draw attention to the fact that Milwaukee Scholarships higher (Morin x 4790) + (Seidler)

(Porter)

with (Porter) of the same choices of schools that ² kids from higher income families wealthier (Porter) ~~people with money already~~ (OMB) delete "with" (Porter) have.

Representatives of the Bradley Foundation and several other Milwaukee businesses were also in our meeting. They recently pledged \$3 million to expand further the number of families ^{receiving scholarships} and (Porter) the number of choices ^{available} (Porter) -- including religious schools -- that low-income Milwaukee families have. (Porter)

The efforts to change the status quo education system (Porter) what has been happening in Milwaukee is truly a revolution represent (Porter) in American education.

Today I ^{repeat my call} (Porter) ~~am proposing~~ that the federal government ^{the private sector} (OMB) ~~transmitting to~~ (Porter) ^{to} join that revolution. I am ~~sending~~ Congress legislation that would ^{in supporting} authorize the spending of half billion new federal dollars to help cities like Milwaukee give \$1,000 scholarships to children of middle and low-income families so they ^{other kids in other communities} can have the (OMB) ~~same choices of all schools~~ that families with money already ^{higher income} (OMB) have. ^{families so they can have the opportunity} to make choices about which school their child will attend. (Porter)

This revolution is in the greatest American tradition. We ~~undertook~~ a similar effort some 48 years ago called the GI Bill. We ~~have done this before and it has worked. We called it the GI~~ bill. We want to help States do for children what we did for veterans. (Morin x4790)

As World War II was coming to a close, 48 years ago this week, President Franklin D. Roosevelt signed the GI Bill creating scholarships that veterans could ^{use} (Kolb) spend at any college. Most of my generation went to college on the GI Bill -- the college of our choice.

(OMB) Diane Ravitch, ^a the historian who is now our assistant secretary of education, says that the GI Bill "was the most

Should take credit - back to 1989 conference. (Blanner)

in partnership with states and the private sector (Morin x4790) can have the (OMB) higher income (OMB) families so they can have the opportunity attend. (Porter) This rhetoric must be supported by the fact that

over makes it sound like an entitlement not a demonstration program (Porter)

~~(OMB) successful piece of social legislation in our nation's history.~~

~~The GI bill (OMB) It created opportunity for Americans who never would have had it (Porter)~~

At the end of World War II, only five percent of Americans had a college degree. It ~~gave our country~~ ^{helped provide training for our country's} a new generation of leaders. (Porter)

See Counsel's memo attached

The consumer power it gave veterans -- dollars to spend at the college of their choice -- helped to create the ^{World's (Porter)} best system of colleges and universities, ~~in the world.~~ (Porter)

Working in partnership with states and the private sector, we can do it again. (Morin X4790) (OMB)

~~Now that the Cold War is over, I am calling on America to~~

~~(OMB) create new state and local GI bills for children -- to create scholarships for children of middle and low-income families that their families can use at the school of their choice. Just as we~~

~~gave veterans consumer power that helped create the best system of higher education in the world, the federal government should help state and local governments and the private sector~~ ^{provide (Porter)}

~~children of middle and low-income families~~ ^{education (OMB)} can help to create the ^{World's (Porter)} best elementary and secondary schools ^{With the opportunity to make choice (Porter)} in the world. (Porter)

These dollars to spend at the schools of their choice become the muscle parents need to create the best schools for their children. (Porter)

~~If we can put missiles down smokestacks, if our astronauts can capture a 4.5 ton satellite in space, then we can create the best schools in the world for our children and grandchildren.~~

repeated on pp. 9-1 (B.W.H. X5880) (Kob)

~~(OMB) Specifically, I have asked Congress to appropriate a half billion dollars to help a number of state and local~~ (Kob)

If intended to reinforce point - OK

(ComB)
governments create \$1,000 scholarships that middle and low-income children could spend at any lawfully operating elementary or secondary school.

Wiskind (Porter)
(ComB) (Kolb)

For example, these new federal dollars would help a city like Milwaukee create \$1,000 dollar scholarships for every child of a family who makes less than the national median family income, which is roughly \$40,000 a year for a family of four. If Milwaukee applied for a grant to fund its own GI Bill for children, it could receive \$50 million, enough to provide scholarships for 50,000 children from middle- and low-income families. **INSERT P.5**

For example would ComB → *from the Federal Government*

A Milwaukee could compete for the federal dollars in a demonstration grant with other state or local governmental units.

revised (B. White x 5880)
There are only three conditions. First, in order to apply, the governmental unit would have to take substantial steps to provide a choice of schools to families within its jurisdiction. Second, families would be permitted -- must be permitted -- to spend the \$1000 federal scholarship at any participating school that they believe best meets the needs of their child. Third, the governmental unit must allow all lawfully operating schools in the area -- public, private, and religious -- to participate if they choose.

delete redundancy in this paragraph (Porter)

Too detailed (Skinner)

(Porter)
The legislation that I am transmitting to Congress today also permits parents to use up to half of the thousand dollars for other academic programs that might be offered after school, on Saturdays, or *during (Porter)* in the summers. I believe this is one of the

scholarship (Porter)

(Note: Most careful be: promoting schools being a lot more to know - concern views that the public school estab. too much influence on kids etc.)

Outward (Counsel)

Important (Counsel) elements (Porter) This will provide (Morin x 4790)
most powerful parts of the legislation. One of our greatest opportunities to supplement & reinforce what wastes is that our schools are closed so much of the time when kids are learning during the school day. children could be using them. Many of the educators I see speak with (Porter)

believe if they could offer academic programs in the afternoon or on Saturday children would flock to them. This is our chance to find out.

There is enough federal money in my proposal to provide \$1,000 dollar scholarships to all of the middle and low-income children in Milwaukee and 45 other cities the size of Trenton.

(Note: Doubtful!)

This is enough money for a good demonstration grant, to find out what happens when children with families with less money have more of the same choices of schools that people with money have.

MOVE TO PH (Porter)

Awkward (Counsel)

I think I know (Counsel) I believe I know exactly what will happen. We know because of our experience with the GI Bill. We know because of our experience with federal grants and loans for college, which one of every two full time four year college students now have.

Deletes (Porter)

Consumer power creates opportunity and better schools for all students. We know because of efforts in cities like Milwaukee. (Morin x 4790)

See Counsel's memo

A new system of state and local GI Bills for children would be a truly revolutionary change for elementary and secondary

education in America. It causes controversy and concern because it takes some risks. Let me talk about some of those concerns:

Too defensive

- 1. Some will say this ~~mixes up~~ church and state because it ~~initiate~~ we does not adequately separate (Porter) permits government money to go to religious schools -- that is wrong. This is aid to families, not aid to institutions. It is also good policy. No one told the GIs they couldn't go to SMU or

(Skinner)

(Note: must be careful about promoting schools being open a lot more views that the public school system too much influence w/ols etc.)

Richard (Counsel)

Important (Counsel) elements (Porter) This will provide (Morin x 4790) One of our greatest opportunities to supplement & reinforce what

~~wastes is that our schools are closed so much of the time when kids are learning during the school day. children could be using them. Many of the educators I see speak with (Porter)~~

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There is enough federal money in my proposal to provide \$1,000 dollar scholarships to all of the middle and low-income children in Milwaukee and 45 other cities the size of Trenton.

(Note: Doubtful!)

This is enough money for a good demonstration:

what happens when children with families with more of the same choices of schools that people think I know (Counsel) I believe I know exactly what will happen

The only New Jersey site in the 100 largest school districts is Newark, which had just under 49,000 enrollment in 1989.

of our experience with the GI Bill. We know from experience with federal grants and loans for every two full time four year college students

Trenton, therefore, has fewer than 31,000 enrollment (the size of the 100 largest districts)

Consumer power creates opportunity and better students. We know because of effort like Milwaukee. (Morin x 4790)

Since the Milwaukee example now eats 10% of the money (\$30M/\$300M), the other 45 would be quite small.

A new system of state and local GI Bills be a truly revolutionary change for elementary education in America. It causes controversy

450M/45 = 10M each
10.0M grant = 10,000 kids

it takes some risks. Let me talk about some initiatives we do

If 10,000 kids represents 1/2 of the children in the LEA, we are talking about LEAs of 20,000 enrollment - hardly the size of Trenton (White x 5880)

1. Some will say this ~~mixes up church~~ permits government money to go to religious wrong. This is aid to families, not aid to institutions.

also good policy. No one told the GIs they couldn't go to SMU or

MOVE TO PH (Porter)

Askward (Counsel)

Deleter (Porter)

See Counsel's memo

Too defensive

(Skinner)

Notre Dame or Yeshiva or Berea or Fisk. I haven't heard Congress suggesting that students stop ^{receiving (Porter)} taking Pell grants and guaranteed student loans to ^{attend (Porter)} Baptist Colleges or even Presbyterian seminaries. I don't hear an outcry because poor children who ^{have their (LMB)} attend Catholic schools ~~get a free lunch paid for by federal tax payers.~~ And I don't think Congress is about to repeal the voucher poor mothers have that can be spent at the day care center of their choice, public, private, or religious. We should let government money follow the child to any lawfully operating school that the parent feels does the best job of ^{teaching (Counsel)} helping their child.

2. Some will say letting parents choose will leave some children behind -- I simply do not buy this idea that someone cannot make a good decision just because he or she is poor. That is the same thing I heard when we proposed ^{child (LMB)} day care vouchers for ^{low income (LMB)} poor families or when we proposed ^{help for people to} that the poor own their homes. ^{families (LMB)} Let the poor own their own homes, ^{find their own child care (LMB)} choose their own schools. Give them help in standing on their own two feet and building and climbing their own ladder so that they can grab a share of the American Dream.

3. Some believe that letting parents choose private schools will hurt public schools -- I believe the opposite will happen. Look at what has happened to colleges and universities over the last half century ^(White x 5880) as a result of the ^{finds (Porter)} enormous consumer power made available by the GI Bill and the Pell grants and student loans. 80 per cent of our college students attend public universities

(Note: Not really a good analogy. The GI Bill and Pell Grants opened access to any higher education for people who would otherwise not have gone. Access to education is not the issue in this GI Bill. The more apt analogy is to increased competition which makes everyone better. (White x 5880)

100 DEFENSIVE
"the poor" is derogatory (Morin x 4790)

seen members of (Porter)

Poorly articulated (Counsel)

regardless of their income (Morin x 4790)

(Blaine)

in education
American education; We don't need a
Revolution -- more money for the status
quo. (Kolb)

and our public and private colleges together have become the best
in the world.

~~[I am glad that Howard Fuller, the Superintendent of
Milwaukee schools is here today. He is not afraid of choice.]
And I hope that he sees that this proposal for federal help for a
GI Bill for Children in Milwaukee can build stronger public
schools. Today in Milwaukee, as in most of America, 90% of
children attend public schools. If Milwaukee applied for and
received a grant to fund its own GI Bill for Children, about \$45
billion, 90% of the grant, would probably go to the education of
children in the public schools. This would roughly double the
amount of federal aid from the Department of Education to the
Milwaukee public schools]~~

Delete
(Porter)

Do not
raise this
(Skinner)

Note:

This change
is very important

will
not be
permitted

but it would also enhance
competition for good schools. (OMB)
4. Some will say choice could be the door to racial
discrimination -- so that there can be no question about this, I
have put in this proposed legislation provisions of federal anti-
discrimination laws. Schools that choose to discriminate
will not be permitted to participate in this program. (Morin X4790)

5. There are several points to make about money. First, I
want to make it absolutely clear this is not a new federal
entitlement program. The federal government can not afford one
more entitlement, even for education. And I have said many times
that money alone is not the answer to our education problems.
The U.S. already spends more per student for schools than any
country in the world except Switzerland. We need a
revolutionary change, fought side by side with the states + the private sector
not more money for more of the same. (Morin X4790)

Simply when we talk about revolutionary change,
we're talking about empowerment -- giving parents the power
over their children's education. And strong schools must
have support from the entire community -- not just government
or the education establishment (Petras)

But making real changes that create the best schools in the world can require new investment. Primarily that is a state and local responsibility. But federal support for state and local scholarships for children of middle and low-income families can ~~be used to~~ ^{state} ~~create~~ ^{OMB + Kolb + Porter} opportunity and change our schools. It is an ^{IN (Porter)} appropriate and promising method of federal support for education. ^(white x 5880)

Milwaukee is not the only place in America this revolution is occurring.

In 1991 in Indianapolis ^{Pat Roney and the Choice} ~~the Golden Rule Insurance Company~~ ^{Trust Fund (KSLB)} began to offer tuition vouchers of up to \$800 to Indianapolis students. In the first year, over 700 students were given vouchers to attend any school of their choice. In San Antonio, ~~the CEO Foundation~~ has earmarked 1.5 million dollars in vouchers for up to half of any child's school tuition, up to a maximum of 750 dollars. The program will serve 840 children, with over 1,000 children on a waiting list. In California, ^{Joe Alvarado and thousands of supporters are pro} ~~a proposed~~ ^{that (KSLB)} ballot initiative would provide a voucher scholarship for every school age child in the state. Scholarships could be redeemed at any public or private school that chooses to participate. In Vermont, school boards have sent children to private schools for 75 years. The second largest high school in New Hampshire, in Derry, is a private school with most of its students ^{supported} ~~paid for~~ by area school boards.

→ to East Harlem, coast-to-coast — are leading a revolution to reform American education. They are true heroes + heroines — some of whom are here in the Rose Garden today — who aren't

Overall, in 1991, ten states approved some form of new choice legislation, and 37 states had choice legislation pending in one form or another. ^{to stand up for} what they believe is best for America's schools + America's children. (Holt)

Instead of thinking just of public schools run by one single provider who assigns all except wealthy children to one specific school, it is time we began thinking of a system of public education with many providers offering a marketplace of opportunities that give all of our children choices and access to the best education in the world.

The GI Bill for Children in Milwaukee and in other cities ^(Porter) will move America inevitably in that direction.

^{asked (Porter)} ~~There are risks, but we need revolutions and revolutions carry with them risks.~~

We need revolutions because our world is changing. [Janette Williams] and the parents I visited with this morning know what was enough education for them isn't enough for their kids -- or for them, today. They know their children are growing up differently. They see teachers are stymied and kids are bored. ~~because schools are in a time warp, designed for another age.~~ ^(Porter)

They also know they have responsibilities to pay more attention, check the homework, turn off the television. That it's not just teachers, as the African proverb says, "It takes an entire village to educate one child." We're all in this together.

That's why I have repeatedly called on all Americans to imitate the example of those parents of ^(OMB) the parents with whom I met this morning know that America

~~can achieve its greatest aspirations. (Porter)~~ ~~that if we can put missiles down~~

→ Light in communities across the country: The neighborhood groups, the business partnerships, and the individual tutors + mentors who are helping to create excellent schools. I see some of them here this morning. (Porter)

(Porter)

~~rocketships and capture a 4.5 million ton satellite in space, we can create the best schools in the world for our children and grandchildren. That we must change our schools to be the kind of country we want to be, and if their children are going to have the kind of life they want them to have.~~

repeat p. 3 white 5880

and fulfilling life. (Porter)

to provide the (Porter) with a productive

~~That~~ changing our schools will require several revolutions at once.

That is why with all the Governors we have ~~created~~ ^{established (Kals)} very ambitious national education goals and a ten year community-by-community strategy to reach those goals called AMERICA 2000.

Revolution No. 1 is starting over, school by school, to create a new generation of break-the-mold New American Schools-- so students have choices among the best schools of the world. Some 700 design teams have submitted proposals to do just that.

Revolution No. 2 is changing what we teach; helping educators and others create world-class standards and a voluntary system of national examinations -- call them American Achievement Tests -- so parents and communities can tell how their kids and schools are doing.

Revolution No. 3 is getting the government off the teachers' backs. Teachers don't need a federal recipe book.

Revolution No. 4 is our state and local GI Bill for Children to get parents more involved, to give them consumer power -- dollars to spend at the schools of their choice -- ~~give them~~ ^(Porter) muscle to help their kids, ^(Porter) to make all schools better.

NOTE: Seems odd to discuss America 2000 at this point when it was not mentioned earlier (Morin 84790)

Many Americans are anxious today, because the world is changing. We should remember the ~~problems~~ ^{Challenges face (Porter)} we have are not different than ~~the problems~~ ^{those (Porter)} people are having in every country in the world today. We should also remember that we have more capacity to ~~solve our problems~~ ^{find solutions to these challenges (Porter)} than any country in the world.

There has never been a time in our history when more countries wanted to be like us, wanted to try our American dream. We have done better realizing our dream when we have remembered what is most important to us, the principles that have bound us together, our most enduring values. We have no principles more important than freedom, ^{responsibility (Main X 4790)} opportunity and choice. We have no value more enduring than the idea that every American should have the opportunity for a first class education.

A new system of state and local GI Bills for Children in ~~Milwaukee and cities~~ ^(Porter) and towns across America will give more of the same opportunities for a first class education to children from middle and low-income families ^(White X 5880) ~~with less money~~ than children from families with money already ^(Porter) have. ^{Weather (Porter)}

I can think of nothing that could do more to extend the ~~the~~ ^{CHANGES L} American revolution or expand the American dream. ^{AND BE CITED}

(Note: "families with less # # # money" is an odd way to characterize families covered in this bill - \$40,000 or less - the suggested change is in line with text on page 2)

(White X 5880)

AND RIDICULED AS IS (GRADY 4844)

THE WHITE HOUSE
WASHINGTON

*Cleared by phone w/ Lee Liberman:
— DWG*

And let me make this clear: Accepting students with
vouchers does not mean a school must sacrifice school prayer. //

92 JUN 24 5:04



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FAX COVER SHEET

MESSAGE

TO: Dan McGroarty

FAX NUMBER: 4562983

FROM: Leslie Ardit

[Large empty rectangular box for message content]

Draft 4
June 23, 1992
5:00 p.m.
[GI]

PRESIDENTIAL REMARKS: G.I. BILL FOR KIDS *Children*
THE WHITE HOUSE
JUNE 25, 1992
10:15 A.M.

[Acknowledgements.]

I have just come from a working session with parents from Milwaukee. Their dreams for their children are the same dreams all of us have. They want their kids to have a first-class education. They know that a good education is absolutely essential to making a good living, making a good life.

Let me tell you what Janette Williams told me about her son Javon Williams:—"At his old school that was crowded, he used to get so bored he would walk out. Thanks to the choice program in Milwaukee, he's at a new school. He's not doing those things any more, he's doing his homework and even helping clean up the classroom after school. They took the energy and turned it around."

Governor Tommy Thompson and ^{the legislature} state Representative ~~Polly Williams~~ *Williams* were also in our working session, along with ~~Howard Fuller~~ *Howard Fuller*, the superintendent of Milwaukee schools. They have taken the lead in helping ^{David & Connie Fraser & hundreds of other parents} [Janette Williams] realize ^{her} ~~her~~ dreams for ^{their} ~~their~~ children *their children* by creating scholarships for 1,000 Milwaukee children from low-income families so they can attend private schools. There is a bold experiment: to give low-income families more of the same choices of schools already available to wealthier families.

[Polly Williams has been a catalyst for change in Milwaukee. She couldn't be with us today because her mother is ill. But I spoke w/ her on the phone today and

Representatives of the Bradley Foundation and several other Milwaukee businesses were also in our meeting. They recently pledged \$3 million to increase the number of number of educational choices -- including religious schools -- for Milwaukee's low-income families. They told me this morning that parents picked up every one of the 4500 applications -- the day after the scholarships were announced.

No one should underestimate what is at stake here. You wouldn't know it to watch the evening news, but a revolution is underway in Milwaukee and across this country -- a revolution to make American schools the best in the world. We have set six ambitious national education goals, and together with the nation's governors and 1400 communities, we have launched America 2000 to meet those goals. *in 44 states*

~~And even earlier still,~~ in January 1989, before I was sworn in as president, I helped organize the White House Conference on Choice in Education. We believed then -- we believe today -- a few fundamental truths. We believe that parents are their children's first teachers. Parents, not bureaucrats, know what's best for their children. Parents, not the government, should choose their children's schools.

Today I am proposing that ~~we take another giant step forward~~ *bold* in support of school choice. I am sending Congress legislation that would authorize an ambitious demonstration program -- a half billion new federal dollars *this year* to help *communities* all across America.

NO -
Go w/
L.A.'s change

the federal government join this revolution that is sweeping the country.

give \$1,000 scholarships to children of middle and low-income families so they can choose which school their kids will attend.

This revolution is in the greatest American tradition.

We have done this before -- and it has worked. 48 years ago this week, President Franklin D. Roosevelt signed the GI Bill, creating scholarships that veterans could use at any college -- any college of their choice. The GI Bill created opportunity for Americans who never would have had it -- and in doing so, it helped to create the best system of colleges and universities in the world.

many

school
as my generation

school

And now we can do it again -- this time by helping state and local governments create the best elementary and secondary schools in the world. The GI Bill for kids will provide that help. These dollars to spend at the schools of their choice will become the muscle parents need to create the best schools for their children.

Children

✓

Let me say to those who will attack our ~~school choice~~ initiative on the grounds that it permits government money to go to religious schools: You are mistaken. This is aid to families, not aid to institutions. No one told the GIs they couldn't go to SMU or Notre Dame or Yeshiva or Fisk. I haven't heard members of Congress suggest that students stop using their Pell grants and guaranteed student loans at Baptist Colleges or Presbyterian seminaries. I don't hear an outcry because poor children at Catholic schools get their lunch paid for by federal taxpayers. In the same way, parents must be free to use this money at the

this

→

school they believe will best teach their child -- whether that school is public, private or religious.

And let me say this to those who stand against extending school choice to low- and middle-income families: I ~~simply do not~~ *reject* ~~buy~~ the idea that someone cannot make a good decision just because that person is poor. That is the same thing I heard when we proposed child care vouchers for low-income families -- or when we proposed help for public housing tenants to own their own homes. I say: Let families own their own home, choose their own schools -- regardless of their income. Give them help in climbing their own ladder, so that they too can grab a share of the American Dream.

(LA's insert → *here* attached) 4a

There are several points to make about money. First, I want to make it absolutely clear this is not a new federal entitlement program. *This nation does not need* ~~The federal government can not afford~~ one more entitlement, even for education. And I have said many times that money alone is not the answer. The U.S. already spends more per student for schools than any country in the world except Switzerland -- and I don't have to tell you where we stand in the international rankings of educational performance. We need a revolution in American education -- not more money for the status quo.

Investment in our schools will remain primarily a state and local responsibility. But federal support for state and local scholarships for children of middle and low-income families can

4a

2. Some say that poor families can't be trusted to make good decisions about their children. I say that poor families want the same thing for their children that every family wants, the best possible education, their best opportunity for a share of the American dream.

3. Some say that letting parents choose all schools will hurt public schools--Our experience has been just the reverse. After a half century of the GI Bill and Pell grants and federal loans--which can be spent at any college--our public colleges are the best in the world and attract nearly 80 per cent of all the students in higher education.

It is important to remember that all of this new federal money can go to public schools, if the public schools can attract the students. Milwaukee schools, for example, today

receive about \$22 million each year in education grants from the federal government. Our GI Bill for Kids proposals offers Milwaukee \$72 million in new money for the education of those same children. .

One more point: just so that there can be no question about this, I have put in this proposed legislation provisions of federal anti-discrimination laws. The GI Bill for Kids is about opening doors for children, not closing them.

We must change our schools if America to be the kind of country we want it to be. That is why we have set six such ambitious national education goals. That is why we have created America 2000, a partnership with the Governors and 1400

4A's
insert

*and give teachers and principals
new funds at the school
site to*

5

be a catalyst -- it can help open up opportunities, create genuine change in our schools.

For too long, we've shielded schools from competition -- allowed our schools a damaging monopoly power over our children. This monopoly turns students into statistics and parents into pawns. It is time we began thinking of a system of public education in which many providers offer a marketplace of opportunities -- opportunities that give all of our children choices and access to the best education in the world.

The GI Bill for Children will move America *dramatically and* inevitably in that direction.

NO

[Janette Williams] and the parents I visited with this morning know that what was enough education for them isn't enough for their kids -- or for them, today. They know their children are growing up differently. They see teachers are stymied and kids are bored -- because schools are in a time warp, designed for another age.

They also know they have responsibilities to pay more attention, check the homework, turn off the television. That it's not just teachers, as the African proverb says, "It takes an entire village to educate one child." We're all in this together.

Abraham Lincoln once said: "Revolutions do not go backward." Milwaukee is not the only place in America our revolution is occurring. Last year in Indianapolis, Pat Rooney and the Choice Trust Fund began to offer tuition vouchers to

And I understand a bus load of parents and students who have benefited from this program drove all night to be here.

6

Indianapolis students. In San Antonio, the CEO Foundation has earmarked \$1.5 million in vouchers for children in their community. And in California, Joe Alibrandi and thousands of supporters are pushing a ballot initiative to provide a voucher scholarship for every school-age child in the state. // Overall, in 1991, ten states approved some form of new choice legislation -- and 37 states had choice legislation pending in one form or another.

Pennsylvania

are transforming

From California to ~~East~~ ^{Pennsylvania} ~~Michigan~~ -- from coast to coast -- the leaders of the school choice movement are sparking a revolution in American education. They are the true heroes of education reform -- and some of them are here with us today. They aren't afraid to stand up to the status quo -- to say, loud and clear, that when it comes to educating our kids, business-as-usual isn't good enough. And let there be no mistake: I am proud to stand with you. //

This revolution will succeed -- because it draws its strength from the very heart of the American creed. We have no truth more enduring than the idea that every American should have the opportunity for a first class education. We have no principles more important than freedom, opportunity and choice.

Thank you for the work you're doing for this nation's future -- and may God bless the United States of America.

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Draft 5
June 24, 1992
3:00 p.m.
[GI]

PRESIDENTIAL REMARKS: G.I. BILL FOR CHILDREN
THE WHITE HOUSE
JUNE 25, 1992
10:15 A.M.

Welcome, all of you, to the White House. // I have just come from a working session with parents from Milwaukee. Their dreams for their children are the same dreams all of us have. They want their kids to have a first-class education. They know that a good education is absolutely essential to making a good living, making a good life.

Let me tell you what Janette Williams told me about her son Javon Williams: ["At his old school that was crowded, he used to get so bored he would walk out. Thanks to the choice program in Milwaukee, he's at a new school. He's not doing those things any more, he's doing his homework and even helping clean up the classroom after school. They took the energy and turned it around."]

Governor Tommy Thompson and state Representative Polly Williams were also in our working session, along with Howard Fuller, the superintendent of Milwaukee schools. They have taken the lead in helping [Janette Williams] realize her dreams for [Javon] -- creating scholarships for 1,000 Milwaukee children from low-income families so they can attend private schools. There is a bold experiment: to give low-income families more of the same choices of schools already available to wealthier families.

← not there
not there

Representatives of the Bradley Foundation and several other Milwaukee businesses were also in our meeting. They recently pledged \$3 million to increase the number of ~~number~~ of educational choices -- including religious schools -- for Milwaukee's low-income families. They told me this morning that parents picked up every one of the 4500 applications -- the day after the scholarships were announced.

Don't let anybody tell you that the people in Milwaukee don't care about their children's education. Milwaukee's inner city don't care.

No one should underestimate what is at stake here. You wouldn't know it to watch the evening news, but a revolution is underway in Milwaukee and across this country -- a revolution to make American schools the best in the world. Together with the Nation's Governors, we have set six ambitious national education goals -- and in 44 states and fourteen hundred communities, we have launched America 2000 to meet those goals.

Even earlier still, in January 1989, before I was sworn in as president, I helped organize the White House Conference on Choice in Education. We believed then -- we believe today -- a few fundamental truths. We believe that parents are their children's first teachers. Parents, not bureaucrats, know what's best for their children. Parents, not the government, should choose their children's schools. //

Today I am proposing that we take another giant step forward in this revolution. I am sending Congress legislation that would authorize an ambitious demonstration program -- a half billion new federal dollars to help communities all across America give

\$1,000 scholarships to children of middle and low-income families so they can choose which school their kids will attend.

This revolution is in the greatest American tradition. We have done this before -- and it has worked. 48 years ago this week, President Franklin D. Roosevelt signed the GI Bill, creating scholarships that veterans could use at any college -- any college of their choice. The GI Bill created opportunity for Americans who never would have had it -- and in doing so, it helped to create the best system of colleges and universities in the world.

And now we can do it again -- this time by helping state and local governments create the best elementary and secondary schools in the world. The GI Bill for Children will provide that help. These dollars to spend at the schools of their choice will become the muscle parents need to create the best schools for their children.

Let me say to those who will attack our school choice initiative on the grounds that it permits government money to go to religious schools: You are mistaken. This is aid to families, not aid to institutions. No one told the GIs they couldn't go to SMU or Notre Dame or Yeshiva or Howard. I haven't heard members of Congress suggest that students stop using their Pell grants and guaranteed student loans at Baptist Colleges or Presbyterian seminaries. I don't hear an outcry because poor children at Catholic schools get their lunch paid for by federal taxpayers. In the same way, parents must be free to use this money at the

school they believe will best teach their child -- whether that school is public, private or religious.

And let me say this to those who stand against extending school choice to low- and middle-income families: I simply do not buy the idea that someone cannot make a good decision just because that person is poor. That is the same thing I heard when we proposed child care vouchers for low-income families -- or when we proposed help for public housing tenants to own their own homes. I say: Let families own their own home, choose their own schools -- regardless of their income. Give them help in climbing their own ladder, so that they too can grab a share of the American Dream.

Finally, to those who claim school choice will hurt the public schools -- let me underscore this point: all of this new money can go to public schools -- if that's where students choose to go. // *That decision will be in the hands of parents -- where it belongs,*

There are several points to make about money. First, I want to make it absolutely clear this is not a new federal entitlement program. The federal government can not afford one more entitlement, even for education. And I have said many times that money alone is not the answer. The U.S. already spends more per student for schools than any country in the world except Switzerland -- and I don't have to tell you where we stand in the international rankings of educational performance. We need a revolution in American education -- not more money for the status quo.

Investment in our schools will remain primarily a state and local responsibility. But federal support for state and local scholarships can be a catalyst -- for schools that attract choice students, it will give teachers and principals a welcome source of new funds. And for our children, choice can help open up opportunities, create genuine change in our schools.

And for parents, it means the power to make a decision how and where their children learn.

For too long, we've shielded schools from competition -- allowed our schools a damaging monopoly power over our children. This monopoly turns students into statistics and parents into pawns. It is time we began thinking of a system of public education in which many providers offer a marketplace of opportunities -- opportunities that give all of our children choices and access to the best education in the world.

The GI Bill for Children will move America inevitably in that direction.

Janette Williams and the parents I visited with this morning know that what was enough education for them isn't enough for their kids -- or for them, today. They know their children are growing up differently. They see teachers are stymied and kids are bored -- because schools are in a time warp, designed for another age.

They also know they have responsibilities to pay more attention, check the homework, turn off the television. That it's not just teachers, as the African proverb says, "It takes an entire village to educate one child." We're all in this together.

Abraham Lincoln once said: "Revolutions do not go backward." Milwaukee is not the only place in America our revolution is ^{underway.} occurring. Last year in Indianapolis, Pat Rooney and the Choice Trust Fund began to offer tuition vouchers to Indianapolis students -- and I understand a busload of parents and students drove all night to be here today. // In San Antonio, the CEO Foundation has earmarked \$1.5 million in vouchers for children in their community. And in California, Joe Alibrandi and thousands of supporters are pushing a ballot initiative to provide a voucher scholarship for every school-age child in the state. // Overall, in 1991, ten states approved some form of new choice legislation -- and 37 states had choice legislation pending in one form or another.

And I've been told today there may just be a few folks here from Pennsylvania. /// It may take a few tries -- but I never underestimate the persistence of parents: the children of Pennsylvania will have school choice. //

From California to East Harlem -- from coast to coast -- the leaders of the school choice movement are sparking a revolution in American education. They are the true heroes of education reform -- and some of them are here with us today. They aren't afraid to stand up to the status quo -- to say, loud and clear, that when it comes to educating our kids, business-as-usual isn't good enough. And let there be no mistake: I am proud to stand with you. //

And make no mistake about this: 7

~~This~~^{our} revolution will succeed // -- ^{it will succeed} because it draws its strength from the very heart of the American creed. We have no truth more enduring than the idea that every American should have the opportunity for a first class education. We have no principles more important than freedom, opportunity and choice.

Thank you for the work you're doing for this nation's future -- and may God bless the United States of America.

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Dept. of Education comments received by Cabinet Affairs.

92 JUN 24 P2:56

Draft 4
June 23, 1992
5:00 p.m.
[GI]

PRESIDENTIAL REMARKS: G.I. BILL FOR KIDS - Children
THE WHITE HOUSE
JUNE 25, 1992
10:15 A.M.

[Acknowledgements.]

I have just come from a working session with parents from Milwaukee. Their dreams for their children are the same dreams all of us have. They want their kids to have a first-class education. They know that a good education is absolutely essential to making a good living, making a good life.

Let me tell you what Janette Williams told me about her son Javon Williams: ["At his old school that was crowded, he used to get so bored he would walk out. Thanks to the choice program in Milwaukee, he's at a new school. He's not doing those things any more, he's doing his homework and even helping clean up the classroom after school. They took the energy and turned it around."]

Governor Tommy Thompson and ^{the legislature} state Representative Polly Williams ~~were also in our working session, along with Howard Fuller, the superintendent of Milwaukee schools.~~ They have taken the lead in helping ^{David & Connie Fraser & hundreds of other parents} [Janette Williams] realize ^{her} dreams for ^{their} children by creating scholarships for 1,000 Milwaukee children from low-income families so they can attend private schools. This is a bold experiment: to give low-income families more of the same choices of schools already available to wealthier families.

[Polly Williams has been a catalyst for change in Milwaukee. She couldn't be with us today because her mother is ill. But I spoke with her on the phone today and...]

Representatives of the Bradley Foundation and several other Milwaukee businesses were also in our meeting. They recently pledged \$3 million to increase the number of number of educational choices -- including religious schools -- for Milwaukee's low-income families. They told me this morning that parents picked up every one of the 4500 applications -- the day after the scholarships were announced.

No one should underestimate what is at stake here. You wouldn't know it to watch the evening news, but a revolution is underway in Milwaukee and across this country -- a revolution to make American schools the best in the world. We have set six ambitious national education goals, and together with the nation's governors and 1400 communities, we have launched America 2000 to meet those goals.

in 44 states

~~And even earlier still,~~ in January 1989, before I was sworn in as president, I helped organize the White House Conference on Choice in Education. We believed then -- we believe today -- a few fundamental truths. We believe that parents are their children's first teachers. Parents, not bureaucrats, know what's best for their children. Parents, not the government, should choose their children's schools.

the federal government join this revolution that is sweeping the country

Today I am proposing that ~~we take another giant step forward~~ *bold* in support of school choice. I am sending Congress legislation that would authorize an ~~ambitious demonstration program~~ *this year* a half billion new federal dollars ~~to help cities~~ *communities* all across America

3

give \$1,000 scholarships to children of middle and low-income families so they can choose which school their kids will attend.

This revolution is in the greatest American tradition.

We have done this before -- and it has worked. 48 years ago this week, President Franklin D. Roosevelt signed the GI Bill, creating scholarships that veterans could use at any ~~college~~ ^{school} -- any ~~college~~ ^{school} of their choice. The GI Bill created opportunity for ^{OS my generation} Americans who never would have had it -- and in doing so, it helped to create the best system of colleges and universities in the world.

And now we can do it again -- this time by helping state and local governments create the best elementary and secondary schools in the world. The GI Bill for ^{Children} kids will provide that help. These dollars to spend at the schools of their choice will become the muscle parents need to create the best schools for their children.

Let me say to those who will attack our ~~school choice~~ ^{this} initiative on the grounds that it permits government money to go to religious schools: You are mistaken. This is aid to families, not aid to institutions. No one told the GIs they couldn't go to SMU or Notre Dame or Yeshiva or Fisk. I haven't heard members of Congress suggest that students stop using their Pell grants and guaranteed student loans at Baptist colleges or Presbyterian seminaries. I don't hear an outcry because poor children at Catholic schools get their lunch paid for by federal taxpayers. In the same way, parents must be free to use this money at the

school they believe will best teach their child -- whether that school is public, private or religious.

And let me say this to those who stand against extending school choice to low- and middle-income families: I ~~simply do not~~ ^{reject} buy the idea that someone cannot make a good decision just because that person is poor. That is the same thing I heard when we proposed child care vouchers for low-income families -- or when we proposed help for public housing tenants to own their own homes. I say: Let families own their own home, choose their own schools -- regardless of their income. Give them help in climbing their own ladder, so that they too can grab a share of the American Dream.

(LA's INSERT → ^{here} attached) 4a

There are several points to make about money. First, I want to make it absolutely clear this is not a new federal entitlement program. ^{This nation does not need} ~~The federal government can not afford~~ one more entitlement, even for education. And I have said many times that money alone is not the answer. The U.S. already spends more per student for schools than any country in the world except Switzerland -- and I don't have to tell you where we stand in the international rankings of educational performance. We need a revolution in American education -- not more money for the status quo.

Investment in our schools will remain primarily a state and local responsibility. But federal support for state and local scholarships for children of middle and low-income families can

4a

2. Some say that poor families can't be trusted to make good decisions about their children. I say that poor families want the same thing for their children that every family wants, the best possible education, their best opportunity for a share of the American dream.

3. Some say that letting parents choose all schools will hurt public schools--Our experience has been just the reverse. After a half century of the GI Bill and Pell grants and federal loans--which can be spent at any college--our public colleges are the best in the world and attract nearly 80 per cent of all the students in higher education.

It is important to remember that all of this new federal money can go to public schools, if the public schools can attract the students. Milwaukee schools, for example, today

receive about \$22 million each year in education grants from the federal government. Our GI Bill for Kids proposals offers Milwaukee \$72 million in new money for the education of those same children. .

One more point: just so that there can be no question about this, I have put in this proposed legislation provisions of federal anti-discrimination laws. The GI Bill for Kids is about opening doors for children, not closing them.

We must change our schools if America to be the kind of country we want it to be. That is why we have set six such ambitious national education goals. That is why we have created America 2000, a partnership with the Governors and 1400

AA's
insert

*and give teachers and principals
new funds at the school
site to*

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be a catalyst -- it can help open up opportunities, ^Acreate genuine change in our schools.

For too long, we've shielded schools from competition -- allowed our schools a damaging monopoly power over our children. This monopoly turns students into statistics and parents into pawns. It is time we began thinking of a system of public education in which many providers offer a marketplace of opportunities -- opportunities that give all of our children choices and access to the best education in the world.

The GI Bill for Children will move America ^{dramatically and} inevitably in that direction.

[Janette Williams] and the parents I visited with this morning know that what was enough education for them isn't enough for their kids -- or for them, today. They know their children are growing up differently. They see teachers are stymied and kids are bored -- because schools are in a time warp, designed for another age.

They also know they have responsibilities to pay more attention, check the homework, turn off the television. That it's not just teachers, as the African proverb says, "It takes an entire village to educate one child." We're all in this together.

Abraham Lincoln once said: "Revolutions do not go backward." Milwaukee is not the only place in America our revolution is occurring. Last year in Indianapolis, Pat Rooney and the Choice Trust Fund began to offer tuition vouchers to

And I understand a bus load of parents and students who have benefited from this program drove all night to be here.

Indianapolis students. In San Antonio, the CEO Foundation has earmarked \$1.5 million in vouchers for children in their community. And in California, Joe Alibrandi and thousands of supporters are pushing a ballot initiative to provide a voucher scholarship for every school-age child in the state. // Overall, in 1991, ten states approved some form of new choice legislation -- and 37 states had choice legislation pending in one form or another.

Pennsylvania

are transforming

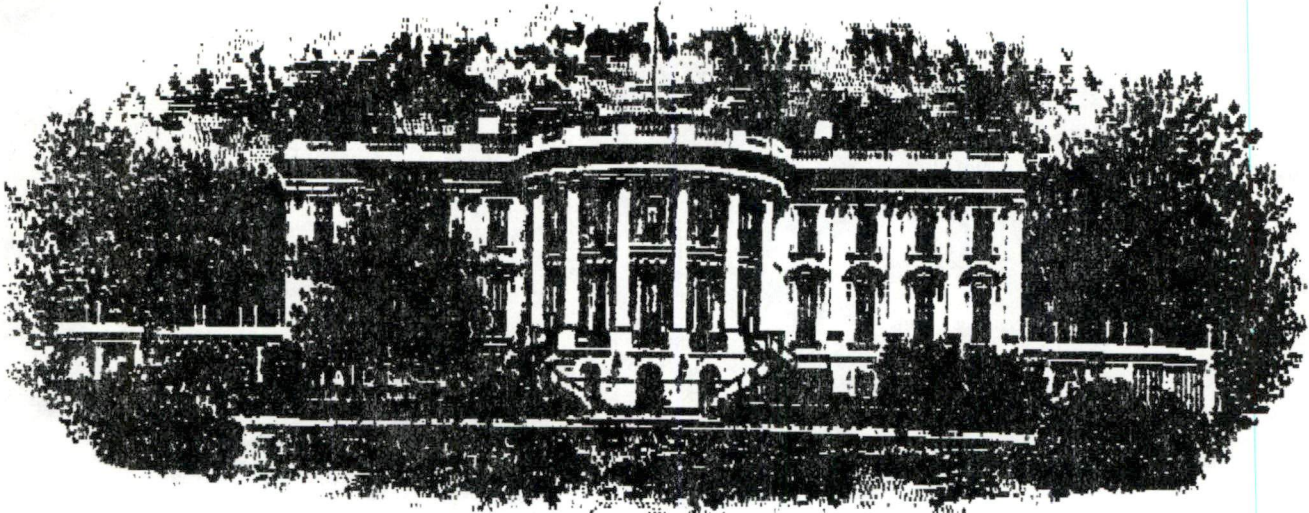
From California to ~~East Hampton~~ -- from coast to coast -- the leaders of the school choice movement are sparking a revolution in American education. They are the true heroes of education reform -- and some of them are here with us today. They aren't afraid to stand up to the status quo -- to say, loud and clear, that when it comes to educating our kids, business-as-usual isn't good enough. And let there be no mistake: I am proud to stand with you. //

Challenge
protectors of the

This revolution will succeed -- because it draws its strength from the very heart of the American creed. We have no truth more enduring than the idea that every American should have the opportunity for a first class education. We have no principles more important than freedom, opportunity and choice.

Thank you for the work you're doing for this nation's future -- and may God bless the United States of America.

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6218

FACSIMILE TRANSMITTAL SHEET

NUMBER OF PAGES INCLUDING COVER 2

DATE June 23, 1992

TO Dan / Christina

FAX NUMBER _____

COMMENTS _____

FROM Chris Reed

OFFICE NUMBER _____

22 June '92

To: Kris Dee
From: John Yahner
Re: POTUS REMARKS: GI BILL FOR CHILDREN

As we discussed, the numbers in the Milwaukee examples need to be revised, and I've included some other minor additions for your consideration:

Page 4, para 2, should read--"If Milwaukee applied for a grant to fund its own GI Bill for Children, it could receive as much as \$72 million, enough to provide scholarships for 72,000 children from middle- and low-income families."

Page 5, para 2,--"...children in Milwaukee and 43 other cities the size of Trenton."

Page 6, para 3, right before the last line on the page--"...and studenttu~~ns~~ssitiss1947pd89; 88% of our college students..."

Page 7, para 2,--"If Milwaukee applied for and received a grant to fund its own GI Bill for Children, about \$65 million, up to 90% of its grant, would probably go to the education of children in the public schools. This would roughly double the amount of ..."

Page 10, para 1, line 1--"a 4.5 ton satellite" (delete "million").

Page 10, para 3, "...ambitious national education goals, and a nine year community-by-community..." (not "ten" year)

Any problems, just call me at 401-3383. Thanks.

WHITE HOUSE STAFFING MEMORANDUM

06/22

DATE: 06/19/92 ACTION/CONCURRENCE/COMMENT DUE BY: 1:00 p.m. Monday

SUBJECT: PRESIDENTIAL REMARKS: G. I. BILL FOR KIDS, 06/25

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	HORNER	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SKINNER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCBRIDE	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input 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"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CALIO	<input checked="" type="checkbox"/>	<input type="checkbox"/>	YEUTTER	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	FINDLAY	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCGROARTY	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	KAUFMAN	<input type="checkbox"/>	<input checked="" type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	FIRESTONE	<input type="checkbox"/>	<input checked="" type="checkbox"/>
			KILBERG	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

REMARKS:

Please provide any comments directly to Dan McGroarty no later than 1:00 p.m. on Monday, 06/22, with a copy to this office. Thanks.

RESPONSE:

See comments

NOTE: these comments are in addition to comments already provided by Tom Sully.

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



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

6-22-92

92 JUN 22 P4:04

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.

A handwritten signature in black ink, appearing to read "James C. Murr".

James C. Murr
Associate Director for
Legislative Reference
and Administration