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Enrolled Bill H.R. 5835 - Omnibus Budget
Reconciliation Act of 1990 and
Signing Statement
STATEMENT BY THE PRESIDENT

Today I am signing H.R. 5835, the "Omnibus Budget Reconciliation Act of 1990," the centerpiece of the largest deficit reduction package in history and an important measure for ensuring America's long-term economic growth. This bill is the result of long, hard work by the Administration and Congress. No one got everything he or she wanted, but the end product is a compromise that merits enactment.

H.R. 5835, and the discretionary spending caps associated with it, will achieve nearly \$500 billion -- almost half a trillion dollars -- in deficit reduction over the next five years. Over 70% of that deficit-reduction derives from outlay reductions; less than 30% from revenue increases. In addition, the bill enacts significant budget process reforms to ensure that the agreement is fulfilled, and that budgetary discipline is extended and strengthened.

Entitlement Reforms. The bill provides for the most comprehensive and substantial reform of mandatory "entitlement" programs ever -- about \$100 billion in savings from restructuring and reforms in the following major programs:

- o Farm programs;
- o Federal housing programs;
- o Student loan programs;
- o Veterans programs;
- o Postal subsidies;
- o Federal employee benefits; and
- o Medicare.

Discretionary Program Caps. The bill establishes five-year caps on overall discretionary spending that will result in savings of over \$180 billion. To keep domestic and international spending from growing any faster than inflation, the bill creates new automatic "mini-sequesters". The bill also provides for an orderly defense reduction without threatening national security.

Energy Security. The bill provides incentives for energy conservation, and for exploration and development of domestic energy resources.

Social Security. Social security is fully protected and taken off-budget.

Enforcement and Process Reform. The bill contains the toughest enforcement system ever. The Gramm-Rudman-Hollings sequester process is extended and strengthened with caps, mini-sequesters, and a new "pay-as-you-go" system.

313.2
6.2
18.2
24.2
7.7%
Real

~~47-9519~~
June '88
Post + Times
M.S.U.

Credit Reform. The bill implements a new Federal accounting and budgeting system to expose and limit previously hidden (and rapidly growing) liabilities.

Tax Changes. The bill includes a tax rate cut from 33% to 31% for about 3.5 million middle and upper-middle income taxpayers and an overall decrease in taxes paid by those with incomes under \$20,000. There are higher excise taxes on luxury items and limitations on itemized deductions and the personal exemption for higher income taxpayers. The total net tax changes comprise 28% of the deficit reduction package.

This bill creates the conditions that should allow future interest rates to be lower than they would be otherwise. Lower interest rates can benefit the entire economy. They can mean more housing starts; more Americans driving new cars; reductions in mortgage payments for homeowners; more long-term investment; greater productivity; and increased numbers of jobs.

In signing this landmark Act, I pledge the continuing best efforts of my Administration to maintain not only the letter, but the spirit of the new fiscal order for the Federal Government that is embodied in this agreement.

H.R. 5835 also contains child care provisions, strongly supported by this Administration, that will enlarge the opportunities of parents to obtain the child care they desire, including care that is provided by sectarian institutions if the parents so choose. The largest portion of this new child care program will come from tax credits to people -- as requested by the Administration. In addition, a Child Care and Development Block Grant program includes provisions for the issuance of child care certificates or vouchers that would enable parents to exercise their own judgment as to what type of child care best suits the particular needs of their own child.

I note my understanding of these child care provisions and sign the bill based on that understanding, as follows:

First, I understand that the definition of child care certificates in section 658P(2) ensures that states may not restrict parental choice by limiting the range of providers from whom parents may seek child care, using certificates as payment, and that such certificates shall not be considered to be grants or contracts.

Second, section 658N(a)(1)(B) specifically permits sectarian organizations that are child care providers to require that all of their employees adhere to the religious tenets and teachings of the organization and comply with rules forbidding the use of drugs or alcohol. As I understand it, the term "sectarian organization" in this provision includes religious organizations generally.

Third, as used in sections 658N(a)(2)(B) and 658N(a)(3)(B), the term "organization" means not only the particular provider, but also a broader association with which that provider may be identified.

Finally, all of the provisions of the Child Care and Development Block Grant program will be interpreted in light of the requirements of the establishment and free exercise clauses of the First Amendment.

I would also note certain constitutional difficulties in other titles of the Omnibus Budget Reconciliation Act. In particular, section 4117 of the bill requires the Secretary of Health and Human Services, in certain conditions, to treat the States of Nebraska and Oklahoma as single fee schedule areas for purposes of determining the adjusted historical payment basis and the fee schedule amount for physicians' services furnished on or after January 1, 1992. Such treatment is made to depend on the Secretary's receiving written expressions of support for treatment of the State as a single fee schedule area from each member of the congressional delegation from the State and from organizations representing urban and rural physicians in the State. This provision requires the Secretary to base a substantive decision on the allocation of federal benefits on the statements of members of Congressional delegations and other persons who are not appointed by the President. Therefore, it must be understood either (1) as an attempt to vest significant authority to execute federal law in those persons, in which case it violates the Appointments Clause, Article II, section 2; see Buckley v. Valeo, 424 U.S. 1 (1975); or (2) as an attempt to confer lawmaking power on individual members of Congress and others, in which case it violates Article I, section 7; see INS v. Chadha, 462 U.S. 919 (1983). Accordingly, this requirement is without legal force, and I am so instructing the Secretary of HHS. I am also instructing the Attorney General and the Secretary of HHS to prepare remedial legislation to amend this section for submission to the next session of Congress, so that the Act can be brought into compliance with the Constitution's requirements.

Further, the Constitution empowers the President to "recommend to [Congress] such Measures as he shall judge necessary and expedient." U.S. Const. Art. II, § 3. Several sections of the bill raise constitutional difficulties by appearing or purporting to impose requirements that the Executive Branch submit legislative proposals of a predetermined kind. The Executive Branch has consistently treated provisions of this type as advisory rather than as mandatory, and to avoid a constitutional question will so construe the provisions at issue here.

5.57.

289.

550B.

285 B - 5.0% GNP.

approx 5.0%?

289 (18)
313.2

5

294 25
319

$$\begin{array}{r} 25.90 \\ + 35 \\ \hline 300 \end{array}$$

$$\begin{array}{r} 300 \\ + 307 \\ \hline 300 \end{array}$$

$$\begin{array}{r} 313 \\ 319 \\ 335 \\ 352 \\ \hline 360 \end{array}$$

$$\begin{array}{r} 129 \\ + 1.57 \\ \hline 130.57 \end{array}$$

$$\begin{array}{r} 68 \\ \hline 110 \end{array}$$

McGroarty/Dooley
May 10, 1990
5:00 pm
[USC]

PRESIDENTIAL REMARKS: UNIVERSITY OF SOUTH CAROLINA COMMENCEMENT
COLUMBIA, SOUTH CAROLINA
MAY 12, 1990
10:00 A.M.

Thank you. President Holderman. Senators Thurmond and Hollings. Representatives Floyd Spence and Elizabeth Patterson. My dear friend Governor Carroll Campbell -- who's a tremendous partner to this President in our national crusade for excellence in education. //

And let me mention one USC alumnus who can't be here today. A good friend and a real fighter: Lee Atwater. Lee got his master's degree here. He tells me he's going to finish his Ph.D. -- and one day, he'd like to come back to his alma mater to join the faculty and teach here.

[[I know tickets were hard to come by today. Barbara's here -- thank goodness she's getting an honorary degree. It was the only way I could get her a seat.]]

[[And she's in great company with today's other recipients of honorary degrees. I don't know how many of you have heard me speak before, but being on stage with Andrew Lloyd Webber is as close as I'll ever get to a dramatic presentation.]] [[And Michael Eisner: The success he's achieved at Disney is the envy of CEOs world-wide. His secret is simple: just surround yourself with the best and brightest -- Dopey, Dumbo, Goofy.]]

And I salute him for his commitment to our "Points of Light" concept -- the best impulse of America: one American willing to pitch in to help another.

You've gone to school for four years -- the last thing you want to hear is one more long lecture -- but I wanted to use this great University as a forum for some serious foreign policy observations. // I've chosen to make each of my commencement speeches this spring a reflection on democratic change. Last week, at Oklahoma State, I focused on the new role of our Atlantic Alliance. Yesterday, at Texas A&I, I spoke about technology, and the vast frontier of space. This morning, I want to talk about a frontier of a different sort -- about the new world of freedom opening up in Eastern Europe. //

In the past year, one nation after another has pulled itself out from under communism, onto the threshold of democracy. Each has endured great suffering -- tremendous economic damage. We've all seen the images of long lines and empty shelves. But what we can't see so easily -- what's beneath the surface, but no less real -- is the moral damage: The deep scars on the spirit left by four decades of communist rule.

Because in these regimes, the human spirit was subject to systematic assault. Religion, morality, right and wrong -- any challenge to the rule of the State -- became the enemy of the State. // Believers were persecuted, churches and cemeteries razed. Citizens were turned against one another -- enlisted into the ranks of the regime's informers. Nothing stood outside the

reach of the regime -- not even the past. History was rewritten to suit the needs of the present -- yesterday's heroes air-brushed from the pages of history. Milan Kundera, the Czech author, called it "organized forgetting." //

Of course, these nations had laws. Courts. Constitutions. All in service to the State. / They had -- in name at least -- rights and freedoms. In reality -- the empty shell of liberty.

Not the rule of law -- but the perversion of law: rules made not to serve the will of the people, but the whim of the Party. That's how, in Romania, the law made it illegal for 3 or more people to have a conversation in the street. That's how, in another country, a man whose so-called "crime" was teaching others about religion -- was jailed for 6 months. The trumped-up charge: walking on flower beds. // We will never know how many dissidents were punished as "common criminals" -- and how many millions of others were frozen by fear into silence and submission.

That's the legacy -- the landscape of moral destruction. The tragic consequence of four decades of communist rule: a breakdown of trust. // From ancient times, the great minds have recognized the link between the law and trust. As Aristotle wrote: "Law is a pledge that the citizens of a state will do justice to one another." The bond that makes a collection of individuals into a community -- into a nation.

Fortunately, the moral destruction in Eastern Europe was not complete. Individuals somehow managed to maintain the inner

strength -- their moral compass. To sustain the will to break through the regime's wall of lies. They did so, as Vaclav Havel [VATS-lahv HA-vel] put it, by the simple act of "living in truth." They created "flying universities," where lecturers taught in private homes. They formed underground publishing houses and groups to monitor human rights -- an authentic "civil society" beyond the reach of the ruling establishment.

Today, the builders of those civil societies no longer live underground. They are the new leaders of Eastern Europe. And they've begun to build on the ruins of communist rule democratic systems based on trust.

Today, I want to focus on how America can help these nations secure their freedoms -- become a part of a Europe whole and free. Early this year, in the State of the Union, I talked about America's role as a shining example. About the importance of America -- not as a nation, but as an idea -- alive in the minds of men and women everywhere. That idea was, without doubt, a guiding force in the Revolution of '89. //

Let me share a story with you -- about a recent American visitor to Romania, who asked the people she met what they needed now -- what was most important to them. // This simple question produced some unexpected answers. In Timisoara, one woman pulled from her purse a worn copy of TV Guide, an issue from July 1987, containing a bicentennial copy of the U.S. Constitution. // She held it out to the American visitor. She said: "What we need -- is more of these."

learned how a vision of Utopia can become a hell on earth for millions of men and women. We've learned -- through hard experience -- that the only alternative to the tyranny of man is the rule of law. //

That's the essence of our version of Europe. A Europe where not only are the dictators dethroned. But where the rule of law -- reflecting the will of the people -- ensures the freedoms millions have fought so hard to gain. //

There is still work to be done. In the Baltic States where people struggle for the right to determine their own future -- we Americans -- so free to chart our own course -- identify with their hopes and aspirations. Ultimately, the Soviet Union itself will benefit from a Europe whole and free. Democracy and freedom threaten no one.

We sometimes hear today that with freedom's great triumph, America's work is done. Nothing could be further from the truth. I want to close today with a story about the enduring power of the American idea -- and the unfinished business that awaits the generation you represent.

It's about a town called Pilsen in Czechoslovakia -- a town that just last week celebrated the day, 45 years ago, when it was liberated by American troops. Of course, within a few short years, Pilsen's dream of freedom vanished behind the Iron Curtain -- and with it, the truth about that day in 1945. A generation grew up being taught that Pilsen had been freed not by the U.S. Army -- but by Soviet soldiers, dressed in American uniforms.

There, on the streets of Timisoara -- in a country where food is in short supply, where homes are without heat, and streets dark at night -- there, a woman pins her hopes on our Constitution. // What that Romanian woman wanted -- what all the nations of Eastern Europe aspire to -- is **democratic life based on justice and the rule of law.**

Poland, Czechoslovakia and Hungary stand now, in the spring of 1990, as America stood in the summer of 1787. Who will be their Franklins, their Washingtons? Their Hamiltons and Madisons -- their men and women of towering genius? **The nation-builders who will set in place the firm foundations of self-government?**

Some of them we know by name -- the heroes of the Revolution of '89. But for Eastern Europe's Constitution-builders, the work has only now begun. **Because the fate of freedom depends not just on the character of the people who govern -- but whether they themselves are governed by the rule of law.**

And just as the Framers of our own Constitution looked to the lessons of history -- Eastern Europe's new democracies will look to their own parliamentary past. To Europe's example. And of course, to our own American Constitution. That is why we must export our experience -- our two centuries of accumulated wisdom on the workings of free government. //

Already, we're actively engaged with Eastern Europe and the USSR -- with an on-going series of exchanges bringing jurists, parliamentarians and political leaders here to the U.S. to meet their American counterparts. And today, I am pleased to announce

four new initiatives -- four steps the U.S. will take to support democratic development in Eastern Europe.

First, America will continue to act to advance economic freedom. In the past year, we've committed more than \$1 billion in direct economic assistance to Eastern Europe. We have extended loans and credits, opened our markets through Most Favored Nation status, and promoted American investment. Today, I'm pleased to announce yet another economic initiative: the Export Import Bank will provide Poland a new line of medium-term export credits and loan guarantees for purchasing machinery, technology and services from American suppliers.

Second, the U.S. will work to help ensure free and fair elections in Eastern Europe. Next week, we will send a presidential delegation to observe the elections in Romania -- and another team to next month's elections in Bulgaria.

Third, America will work to broaden the mandate of the CSCE -- the Conference on Security and Cooperation in Europe. Less than a month from now, as one of the 35 nations of the CSCE, the United States will take part in a conference on human rights -- including free elections, political pluralism, and the rule of law. I have instructed Ambassador Max Kampelman -- head of our delegation -- to seek a new consensus on these cornerstones of freedom, rights and democracy. As I said last week at Oklahoma State University, we must work within the CSCE to bring Eastern Europe's new democracies into the commonwealth of free nations.

//

Fourth and finally, we will work to strengthen the foundations of free society in Eastern Europe -- and I am pleased to announce today the creation of a Citizens Democracy Corps. Its first mission: to establish a center and clearing-house for American private sector assistance and volunteer activities in Eastern Europe. We know the real strength of our democracy is its citizens -- the collective strength of individual Americans. We're going to focus that energy where it can do the most good.

America has much to contribute -- much it can do to help these nations move forward on the path to democracy. We can help them build political systems based on:

Respect for individual freedoms. For the right to speak our mind, to live as we wish, and to worship as our conscience tells us we must. // Systems based on respect for property -- and the sanctity of contract. Laws that are necessary not to amass fortunes -- not to build towers of gold and greed. But to provide for ourselves, for our families. Systems that allow free associations -- trade unions, professional groups, political parties: the building blocks of free society. We've got to help the emerging democracies build legal systems that secure the procedural rights that preserve freedom. // And above all, a system that supports a strict equality of rights. One that guarantees that all men and women -- whatever their race or ancestry -- stand equal before the law. //

In this century, we've learned a painful truth -- about the monumental evil that can be done in the name of Humanity. We've

McGroarty/Dooley
March 5, 1991
6:00 pm
[JSC]

PRESIDENTIAL REMARKS: JOINT SESSION OF CONGRESS
THE CAPITOL
MARCH 6, 1990
9:00 PM

Mr. President. Mr. Speaker. Members of Congress: Five short weeks ago, I came to this House to speak to you about the State of the Union. We met then in time of war. Tonight, we meet in a world blessed by the promise of peace. //

From the moment OPERATION DESERT STORM commenced on January 16, until the time the guns fell silent at midnight one week ago, this nation has watched its sons and daughters with pride -- watched over them with prayer. // As Commander in Chief, I can report to you: our armed forces fought with honor and valor. As President, I can report to the nation -- mission accomplished.

No one nation can claim this hard-won victory for its own. It is a victory for every nation in the coalition -- and for the United Nations. It is a victory for the rule of law -- and for what is right. //

DESERT STORM's success also belongs to the team that so ably leads our Armed forces: our Secretary of Defense and our Chairman of the Joint Chiefs: Dick Cheney and Colin Powell. //

And of course, this victory belongs to someone whose responsibilities keep him from joining us tonight. I'm talking about the one the British now call the "Man of the Match" -- the tower of calm at the eye of DESERT STORM -- General Norman Schwarzkopf. ///

Let us not forget Saudi General Khalid, or Britain's General de la Billiere, or General Roquejoffre of France -- and all the others whose leadership played such a vital role. //

I thank the members of this Congress -- for once the battle was joined, support here for our troops was steady and strong. And above all, I thank those whose unfailing love and support sustained our courageous men and women in the field. I thank the American people. ///

Tonight, I come to this House to speak about our world -- our world after war.

The recent challenge could not have been clearer. Saddam Hussein was the villain -- Kuwait the victim. To the aid of this small country came nations from North America and Europe, from Asia and South America, from Africa and the Arab world -- all united against aggression. //

Our uncommon coalition fought in common cause. We must now work in common purpose -- to forge a future that should never again be held hostage to the darker side of human nature.

The work of peace begins with the liberation of Kuwait -- with a peace that makes a small nation whole. Throughout the Middle East, we must work to put to rest the ancient enmities that for so long have shattered the peace in this historic heart and crossroads of civilization. //

I am pleased to report tonight that the ceasefire is holding and appears to be secure. [[LATEST DEVELOPMENTS ON CEASEFIRE, POWs, etc.]]

Yes, Saddam Hussein remains in Iraq. But he walks amidst ruin. I can report to you: His war machine is crushed. // I can report to you: His ability to threaten mass destruction is itself destroyed. // And this I promise you: for all that they have done to their own people, to the Kuwaitis, and to the entire world -- Saddam and those around him are accountable. ///

All of us grieve for the victims of war. For the **people of Kuwait** -- and the suffering that scars the soul of that proud nation. For all our **fallen soldiers**, and their **families** -- for **all the innocents** caught up in this conflict. And for the people of Iraq -- my hope is that one day we will welcome them once more as friends into the community of nations -- for the people of Iraq have never been our enemy.

To all who know America, it will come as no surprise that our commitment to peace in the Middle East does not end with the liberation of Kuwait. //

So tonight, let me outline four key challenges to be met:

First, we must work together to create shared security arrangements in the region. Our friends and allies in the Middle East recognize that they will bear the bulk of the responsibility for regional security. But we want them to know that, **just as we stood with them to repel aggression -- so now America stands ready to work with them to secure the peace.**

What does this mean for the United States? It does not mean stationing U.S. ground forces on the Arabian Peninsula -- but it does mean, for example, American participation in joint

exercises -- involving both air and ground forces. And it means maintaining a capable U.S. naval presence in the region -- just as we have for over forty years.

All that we have accomplished in war will be in vain, if this nation fails to serve -- now and in the future -- as a force for peace and stability. //

Second, we must act to control the proliferation of weapons of mass destruction and the missiles used to deliver them. This calls for greater coordination among the suppliers of these deadly technologies. And it calls for greater cooperation among the states of the region to forego these and other modern weapons. It would be tragic if the nations of the Middle East and Persian Gulf were now, in the wake of war, to embark on a new arms race.

Iraq requires special vigilance. Until Iraq convinces the world of its peaceful intentions -- that its leaders will not use new revenues to rearm Iraq and rebuild its menacing war machine - - Iraq must not have access to the instruments of war. ///

Third, we must work to create new opportunities for peace and stability in the Middle East. On the night I announced OPERATION DESERT STORM, I expressed my hope that out of the horrors of war might come new momentum for peace. // In the conflict just concluded, Israel and many of the Arab states have for the first time found themselves confronting the same aggressor. We have learned in the modern age, geography cannot guarantee security -- and that security does not come from

military power alone. There can be no substitute for negotiations -- the tactics of terror lead nowhere. We must do all that we can to close the gap between Israel and the Arab states -- and between Israelis and Palestinians.

All of us know the depth of bitterness that makes the dispute between Israel and its neighbors one of the world's most painful and intractable. In 1948 and 1956 -- in '67 and again in '73 -- in 1982 in Lebanon, and today in the violence of the West Bank and Gaza -- hostility has spilled over into bloodshed and open conflict. // For too long, the passage of time in the Middle East has been measured by wars waged. //

By now, it should be plain to all that peacemaking in the Middle East requires compromise from all parties. At the same time, peace brings real benefits to everyone. A comprehensive peace must be grounded in United Nations Security Resolutions 242 and 338 and the principle of territory for peace. This principle must be elaborated to provide for Israel's security and recognition, and at the same time for legitimate Palestinian political rights. Anything else would fail the twin tests of fairness and security. Let us bury the legacy of the 1967 conflict, once and for all. The time has come to put an end to Arab-Israeli enmity. //

History has shown that this task will be far from easy. But I guarantee you one thing: there will be no greater advocate of peace in the Middle East than this President. //

Fourth, we must foster economic development for the sake of peace and progress. The Persian Gulf and Middle East form a region rich in natural resources -- with a wealth of untapped human potential. The challenge is to promote open trade and investment -- and achieve economic growth and opportunity for all people of the region. //

By meeting these four challenges -- shared security arrangements, controlling weapons of mass destruction, ending Arab-Israeli enmity, and fostering economic development -- we can build a framework for peace. / I have asked **Secretary of State Baker** to go to the Middle East, to conduct a new round of consultations. He will go to listen, to probe, to offer suggestions -- to advance the search for peace and stability. I have also asked him to raise the plight of the hostages held in Lebanon. We have not forgotten them -- we will not forget them. ///

To all the challenges that confront this region of the world, there is no single solution -- no solely American answer. **But we can make a difference. America will work tirelessly as a catalyst for positive change.** //

The consequences of this conflict reach far beyond the confines of the Middle East. // Twice before in this century, an entire world waged wars against aggression. Twice this century, out of the horrors of war emerged hope for a more peaceful world. Twice before, those hopes proved to be a distant dream, beyond the grasp of man. Until now, the world we've known

has been a world divided -- a world of barbed wire and concrete block, conflict and Cold War. ///

Now, we can see a new world coming into view. A world where the United Nations -- freed from the clash of ideologies -- is poised to fulfill the historic vision of its founders. A world in which there is the very real prospect of a new world order, where the conduct of nations is guided by the rule of law. In the words of Winston Churchill, a "world order" in which "the principles of justice and fair play... protect the weak against the strong...." A world in which freedom and respect for human rights find a home among all nations. //

The Gulf war put this new world to its first test. / And my fellow Americans: We passed that test. //

For the sake of our principles -- for the sake of the Kuwaiti people -- we stood our ground. // Because the world would not look the other way -- Mr. Ambassador, tonight, Kuwait is free. ///

Tonight, as our troops begin to come home --let us recognize that the hard work of freedom **still calls us forward.** / We've learned the hard lessons of history. The victory over Iraq was not "a war to end all wars." This new world order does not mean an era of perpetual peace.

But our victory sends a clear signal. To any dictator -- to any would-be tyrant, anywhere in the world, the message is clear: Aggression will not stand. ///

Our success in the Gulf will shape not only the new world order we seek -- but our mission here at home. //

In the war just ended, there were clear-cut objectives -- time tables -- and, above all, an overriding imperative to achieve results. We must bring that same sense of self-discipline -- that same sense of urgency -- to the way we meet challenges here at home.

We can build on our successes -- and complete the unfinished business that remains. Last year, we passed a Crime Bill that made a start in the right direction. This year, we've sent to Congress our comprehensive crime package. Last year, we passed the Air Transport Act. This year, we've sent up our new Highway Bill -- the Surface Transportation Act. In 1990, we enacted an historic Clean Air Act -- now we've sent forward a National Energy Strategy. Last year, we passed a Child Care Bill that put power in the hands of parents. Today, we're ready to do the same thing with our schools, and expand choice in education. //

It's time to finish the job. Tonight, I call on Congress to move forward aggressively on the domestic front. Let's begin with education, transportation and crime -- and let's commit ourselves to passing forward-looking legislation without delay. If our forces managed to win the ground war in 100 hours -- then surely, we can pass this legislation in 100 days. // Let that be a promise we make tonight to the American people. //

Five weeks ago, when I spoke in this House about the State of our Union, I asked all of you: if we can selflessly confront

evil for the sake of good in a land so far away -- then surely we can make this land all that it should be. // In the time since then, the brave men and women of DESERT STORM accomplished more than even they may realize. **They set out to confront an enemy abroad -- and in the process, they transformed a nation at home.**

Think of the way they went about their mission -- with confidence and quiet pride. // Think about their sense of duty -- about **all they taught us -- about our values.** About ourselves. //

We hear so often about our young people in turmoil -- how our children fall short -- how our schools fail us. How American products and American workers are second-class. // Well, don't you believe it. // The America we saw in DESERT STORM was first-class talent -- using first-class technology and text-book tactics. The excellence embodied in the Patriot missile -- and the patriots who made it work. And soldiers who know about honor and bravery and duty and country -- and the world-shaking power of these simple words. // There is something noble and majestic about the pride -- about the patriotism -- that we feel tonight.

So, to everyone here -- and everyone watching at home -- think about how we can honor the men and women of DESERT STORM.

Let us honor them with our gratitude -- I ask the Congress to join with me in proclaiming a special day of thanksgiving, [DATE].

Let us comfort the families of the fallen -- and remember each precious life lost. //

Let us learn from them as well. Let us honor those who have served us / by serving others. //

Let us honor them as individuals -- men and women of every race, all creeds and colors -- by setting the face of this nation against discrimination, against bigotry and hate. ///

I'm sure many of you saw on television the unforgettable scene of four terrified Iraqi soldiers surrendering. They emerged from their bunker -- broken, tears streaming from their eyes, fearing the worst. / And then there was the American sergeant. Remember what he said? "It's okay. You're all right now. // You're all right now." //

That scene says a lot about America -- a lot about who we are. // Americans are a humble people. We are a good people - a generous people. A people who believe in justice. Let us always be humble and good and generous and just in all we do.

///

Soon, our troops will begin the march we've all been waiting for -- their march home. // Let it remind us that those who have gone before are linked with us in the long line of freedom's march. Americans have always tried to serve -- to sacrifice nobly for what we believe to be right. That proves that we can come together with respect and compassion to serve a larger purpose. //

[[Tonight, I want to announce that during the week of May 11th the nation will celebrate the return of our troops.]] Every Main Street in every city and town in America will welcome them,

with open arms. They may have missed **Thanksgiving** and **Christmas** -- but I can tell you this: for them and for their families, the day they come home will be a **holiday they'll never forget.** //

In a very real sense, **this victory belongs to them** -- to the privates and the pilots, to the sergeants and the supply officers, to the men and women in the machines, and the men and women who made them work. It belongs to the 101st Airborne. The 2nd Marine. To the 24th Mechanized -- the Wisconsin and the Saratoga -- the 1st Tactical Fighter Wing. This victory belongs to the finest fighting force this nation has ever known. ///

Let us honor those who have served us -- those who have shown us all that America means to the world -- by making certain that we here are worthy of them. ///

May God bless this great nation -- the United States of America.

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cultivate in ourselves -- in everything we do -- that same sense of humanity. A saving sense of humility -- and let that kind and generous spirit shine forth in all that America does. //

The fruits of this victory are far more than a free Kuwait. By defending one nation's right to exist -- we made every nation more secure. // It is that willingness to act together that is the world's best hope for lasting peace. ///

Finally, let us pray that this **pain** and **loss** and **tragedy** will move man to seek peace with all his strength.

Together, we rejoice -- but we do not rest. We give thanks -- bind up our wounds -- and begin anew the hard work of freedom, at home and around the world. //

// Let history mark this moment as a turning point in pursuit of peace.

Let's recognize right here and now what that means for our own defenses. It's time to turn away from politics-as-usual -- from the temptation to protect unneeded weapons systems and obsolete bases. It's time to put an end to micro-managing security assistance programs. It's time to enact a national energy strategy that reduces our vulnerability to foreign oil. In short, it is time to rise above the parochial and the pork-barrel -- and do what's necessary and right. //

McGroarty/Dooley
April 17, 1991
11 a.m.
[EDSTRAT]

PRESIDENTIAL REMARKS: NATIONAL EDUCATION STRATEGY
THE EAST ROOM
APRIL 18, 1991
2:00 P.M.

[Introductory acknowledgements.] My thanks to you for joining me here. I've asked all of you -- **Governors, educators, business and labor leaders, members of Congress -- and especially Rae Ellen McKee, the national teacher of the year, who is here with 10 of the previous 11 teachers of the year** // -- to join me at the White House today. Together, we will underscore the importance of a challenge destined to define the America we'll know in the next century.

For those of you close to my age, the 21st Century has always been a kind of shorthand for the distant future -- the place we put our most far-off hopes and dreams. Today, the 21st Century races toward us. Anyone who wonders what that century will look like can find the answer -- in America's classrooms.

Nothing better defines what we are -- and what we will become -- than the education of our children. To quote the landmark case, Brown v. Board of Education, "It is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education."

Education has always meant opportunity. Today, education determines not just which students will succeed, but also which nations will thrive in a world united in pursuit of freedom and enterprise. //

Think about the changes transforming our world: the collapse of communism and Cold War. The advent -- and acceleration -- of the information age. Down through history, we've defined resources as soil and stones -- land and the riches buried beneath. No more: our greatest natural resource lies within ourselves -- our intelligence -- ingenuity -- the capacity of the human mind. Nations that nurture ideas will move forward in years to come. Nations that stick to stale old notions and ideologies will falter and fail.

I'm here to say **America will move forward.** The time for all the reports and rankings -- for all the studies and surveys about what's wrong in our schools -- is past.

If we want to keep America competitive in the coming century -- we must stop convening panels to report the obvious -- and we must accept responsibility for educating everyone among us, regardless of background or disability.

If we want America to remain a leader, a force for good in the world -- we must lead the way in educational innovation.

If we want to combat crime and drug abuse -- if we want to create hope and opportunity in the bleak corners of this country where there is now nothing but **defeat and despair** -- we must dispell the darkness with the enlightenment that a sound and well-rounded education produces. //

Think about every problem, every challenge we face today. The solution to each starts with education.

For the sake of the future -- of our children and our nation -- we must transform America's schools. The days of the status quo are over. //

Across this country, people have started to transform the American school. They know that the time for talk, talk is over. Their slogan is: Don't dither. Just do it.

Let's push the reform effort forward -- use each experiment, each advance, to build for the next American Century -- new schools for a new world. //

As a first step in this strategy, we must challenge not only the methods and the means we've used in the past -- but also the yardsticks we've used to measure our progress.

Let's stop trying to measure progress in terms of money spent. We spend 33% more per pupil in 1991 than we did in 1981 - - 33% more in real, constant dollars -- and I don't think there's a person anywhere who would say we've seen a 33% improvement in our schools' performance.

Dollar bills don't educate students. Education depends on committed communities -- determined to be places where learning will flourish. Committed teachers -- freed from non-educational burdens. Committed parents -- determined to support excellence. Committed students -- excited about school and learning. To those who want to see real improvement in American education, I say: There will be no renaissance without revolution. //

We who would be revolutionaries must accept responsibility for our schools. For too long, we've adopted a "no fault"

approach to education: Someone else is always to blame. And while we point fingers, students suffer. Well, there's no place for a no fault attitude in our schools. It's time we held our schools -- and ourselves -- accountable for results.

Until now, we've treated education like a manufacturing process, assuming that if the gauges seemed right -- if we had good pay scales, the right pupil-teacher ratios -- good students would pop out of our schools. It's time to turn things around -- to focus on students. To set standards for our schools -- and let teachers and principals figure out how best to meet them. //

We've made a good beginning by setting the nation's sights on six ambitious National Education Goals -- and setting for our target the year 2000. Our goals have been forged in partnership with this nation's Governors -- and they're well known to everyone in this room. For those who need a refresher course [[- there may be a quiz on this later--]] let me list those goals right now. // By 2000, we've got to

One: Ensure that every child starts school ready to learn;

Two: Raise the high school graduation rate to 90 percent;

Three: Ensure that each student leaving the 4th, 8th and 12th grades can demonstrate competence in five core subjects.

Four: Make our students first in the world in math and science achievement;

Five: Ensure that every American adult is literate, and has the skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship;

And Six: Liberate every American school from drugs and violence, so that schools encourage learning. //

Our strategy to meet these noble, national goals is founded in common sense -- and common values. It's **ambitious** -- and yet, with **hard work, it's within our reach**. And -- I can outline our strategy in one paragraph. Here it is:

For today's students, we must make existing schools better and more accountable. **For tomorrow's students** -- the next generation -- we must create a new generation of American schools. **For all of us** -- for the adults who think our school days are over -- we've got to become a nation of students -- recognize that learning is a lifelong process. Finally, **outside our schools**, we must cultivate communities where learning can happen. // That's our strategy.

You know, people who want Washington to "solve" our educational problems are missing the point. We can lend appropriate help through such programs as Head Start. But what happens **here in Washington** won't matter half as much as what happens in **each school, each local community, and each home**. Still, the federal government will serve as a **catalyst for change in several ways**:

Working closely with the Governors, we will define new World Class Standards for schools, teachers and students in the **five core subjects**: math and science, English, history and geography.

We will develop **voluntary national tests** for 4th, 8th and 12th Graders in the five core subjects. These American

Achievement Tests will tell parents and educators -- politicians and employers -- just how well our schools are doing. I am determined to have the first of these tests -- for 4th Graders -- in place by the time school starts in September 1993. //

And for high-school seniors, let's add another incentive -- a distinction sure to attract the attention of colleges and companies in every community across the country: a Presidential Citation to students who excel on the 12th Grade test. //

We can encourage educational excellence by encouraging parental choice. The concept of choice draws its strength from the principle at the very heart of the democratic idea. Every adult American has the right to vote -- the right to decide where to work -- where to live. It's time parents were free to choose the schools their children attend. This approach will create the competitive climate that stimulates excellence in our private and parochial schools as well.

//

But the centerpiece of our national education strategy is not a program or a test. It's a challenge: To re-invent American education -- to design New American Schools for the year 2000 and beyond.

This idea is simple but powerful: put America's special genius for invention to work for America's schools.

I will challenge communities to become what we will call America 2000 communities. Governors will honor communities with this designation if the communities embrace the national education goals, create local strategies for reaching them,

devise report cards for measuring progress, and agree to encourage and support one of the new generation of American schools.

We must also foster educational innovation. I am delighted to announce today that America's business leaders -- under the leadership of Paul O'Neill -- will create the New American Schools Development Corporation: a private sector research and development fund of at least \$150 million dollars to generate innovation in education. This fund offers an open challenge to the dreamers and doers eager to re-invent and reinvigorate our schools.

With the results of this R&D in hand, I will urge Congress to provide one million dollars in start-up funds for each of 535 New American Schools -- at least one in every congressional district -- and to have them up and running by 1996. //

The New American Schools must be more than rooms full of children seated at computers. If we mean to prepare our children for life, classrooms also must cultivate values and good character -- give real meaning to right and wrong. //

We ask only two things: that their students meet the new national standards for the five core subjects and that outside of the costs of the initial R&D, the schools operate on a budget comparable to conventional schools. //

The architects of the New American Schools should break the mold. Build for the next century. Re-invent the American school. No question should be off-limits -- no answers assumed.

We're not after one single solution for every school. We're interested in finding every way to make schools better.

There's a special place in inventing the New American School for the corporate community -- business and labor. I invite you to work with us not simply to transform our schools, but to transform every American adult into a student. Fortunately, we have a secret weapon in America's system of colleges and universities -- the finest in the world.

The corporate community can take the lead by creating a voluntary private system of World Standards for the workplace. Employers should set up Skill Centers where workers can seek advice and learn new skills. But most importantly, every company and every labor union must bring the worker into the classroom - - and bring the classroom into the workplace. We'll encourage every Federal agency to do the same. And to prove no one's ever too old to learn, I'll become a student again myself. I'll soon start trying to become more proficient on the computer.///

The workplace isn't the only place we must improve opportunities for education. Across this nation, we must cultivate communities where children can learn. Communities where the school is more than a refuge -- more than a solitary island of calm amid chaos. Where the school is the living center of a community where people care for each other and their futures -- not just in the school but in the neighborhood. Not just in the classroom, but in the home.

Our challenge amounts to nothing less than a revolution in American education -- a battle for our future. Now, I ask all Americans to be points of light in the crusade that counts most - - the crusade to prepare our children and ourselves for the exciting future that looms ahead.

What I've spoken about this afternoon are the broad strokes of our national education strategy: **accountable schools for today -- a new generation of schools for tomorrow. A nation of students committed to a lifetime of learning -- in communities where all our children can learn. //**

There are four people here today who **symbolize each element of this strategy** -- and point the way forward for our reforms.

Four of our guests **symbolize each element of this strategy:**

Esteban Pagan, Steve, an award-winning 8th grade student in science and history at East Harlem Tech - a choice school.

Mike Hopkins, "Lead Teacher" at the Saturn School in St. Paul, Minnesota, where teachers have helped re-invent the American school.

David Kelley -- a high-tech troubleshooter at the Michelin Tire plant in Greenville, South Carolina. David has spent the equivalent of **one full year** of his four years at Michelin back at his college expanding his skills.

Finally, **Michelle Moore** of Missouri -- a single mother active in Missouri's **Parents as Teachers** program. She wants her year-old son Alston to arrive for his first day of school **ready to learn. ///**

For these four people -- and for all the others like them -
- the revolution in American education has already begun.

Now, I ask all Americans to be points of light in the
crusade that counts most -- the crusade to prepare our children
and ourselves for the exciting future that looms ahead.

At any moment, in every mind, the miracle of learning
beckons us all. Between now and the year 2000, there is not one
moment -- or one miracle -- to waste. //

Thank you -- and may God bless the United States of America.

#

CLOSE HOLD

Document No. _____

WHITE HOUSE STAFFING MEMORANDUM

02 FEB 14 P3:25

DATE: 2/14/92 ACTION/CONCURRENCE/COMMENT DUE BY: 3:00 PM TODAY

SUBJECT: PRESIDENTIAL REMARKS: PINKERTON ACADEMY

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

REMARKS:

Please forward your comments directly to Tony Snow, Rm. 122, x2930, no later than 3:00 PM TODAY, with a copy to this office. Thank you.

RESPONSE:

Line 2/14

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

CLOSE HOLD

McGroarty/Bunton
February 14, 1992
12:00 noon

02 FEB 14 P12 [RADLY]

PRESIDENTIAL REMARKS: PINKERTON ACADEMY
DERRY, NEW HAMPSHIRE
FEBRUARY 15, 1992
7:00 P.M.

[Introductory acknowledgements.] Governor Gregg. // Hats off to the parents, students and staff of Pinkerton Academy for opening the gym for tonight's event. Thanks to Restless Heart for sending a little music our way. [[It's great to hear some Country & Western. It's so much better than listening to the Democrats sing the Blues.]]

And of course, my thanks to my good friend Arnold. [[Arnold's working on a new film about Congress: He calls it The Procrastinator. / But you know, I may just take a tip from the Kindergarten Cop. When Congress doesn't behave -- take away their recess.]]

I thank all of you for coming from the four corners of New Hampshire to Derry on this Saturday night. You're here for the same reason I'm here -- together, we're going to make things happen.

And if anyone can, we can. From the fall of the Berlin Wall to the last gasp of Imperial Communism -- from the four decades of the Cold War to the forty days of Desert Storm -- America has led the way. America has changed the world. //

Now the change -- and the challenge -- have come home. Time after time, we lifted ourselves up. Time after time, we asked more of ourselves -- more of each other.

Each time, America met the challenge.

This time, America will do it again. //

So if New Hampshire's looking for someone to lead the way, look my way. I've set the mission. I've laid out the plan. And I won't rest -- until the job is done. //

Next Tuesday, New Hampshire makes its choice. You take part in this state's proud tradition as first in the nation. You know this is serious business. You understand the importance of your vote. You go to the polls -- not to send a signal. Not to register a protest. You go to the polls to pick a President.

The first order of business in this election is the economy. Count on this: I will fight to get this economy moving again -- to get New Hampshire back on the road to recovery.

Three weeks ago I laid out my plan, to New Hampshire and the nation. My plan cuts taxes for American families. It boosts investment -- creates new jobs. It will help restore the value of real estate -- and it will take an axe to wasteful government spending.

You know what I think: My plan is just what the economy ordered. But when it comes down to me and the other candidates, here's the only difference that counts: I have a plan -- and they don't have a clue.

Everyone knows we've got to work fast to get the economy up on its feet. But listen to the other side: they're pushing protectionism -- escape from economic reality. They say they're going to play defense. They're going to fight back. / Sounds

tough -- until you think about it. It's not the school-yard bully -- it's the boy who wants to take his ball and go home.

Well, America's not that kind of country.

We're not a nation that locks the doors, pulls down the shades and tells the world to go away. / Our national symbol isn't the ostrich -- it's the eagle. ///

Never in this nation's long history has America turned its back on a challenge -- and we won't start now. We don't cut and run -- we compete.

To succeed economically at home -- you've got to lead economically abroad. And the world must know: America is in it to win.

You see: I believe in the American worker. / Let's not build walls. Let's open markets -- help our workers go head-to-head. When they do, the world will see: The American worker can out-think, out-produce and out-perform the competition -- anywhere, / anytime. //

I ask the people of New Hampshire to remember: change brings new challenges. But character endures.

Yes, times have changed -- but this year in New Hampshire you still hear the same old song. The leaves turn, the snow falls -- the candidates come. They descend on your communities - - knock on your doors, shake hands, share a cup of coffee -- and they tell you what they think you want to hear.

Well neighbor to neighbor, let me say: They can walk I-93 from the North Country all the way to Nashua -- but they still can't get it right.

Whatever the question, whatever the problem, they've got one answer: more government. // They say: Let the government tell you where you can send your kids to school. Let the government run day-care. Let the government tell you when the doctor is in.

Oh yes, and while you're at it: let the government take a little more in taxes.

When you're working hard, worrying about how to keep your job -- they've got no answer. But lose your paycheck -- well, then they're ready: they'll give you a government check. //

But for all the time they've spent, I don't see that message getting anywhere. Not here -- not in New Hampshire. When they say government-knows-best -- I say: New Hampshire knows better.

New Hampshire has it right: limit government -- not freedom.

That's the principle -- and here's the first rule of reform: everything you need to know about the federal government in one sentence: Government's too big -- and it spends too much. //

I will fight for welfare reform -- and I will fight against the system that provides for the body but saps the soul. We must tie welfare to the work ethic -- and revive a sense of responsibility. //

I will fight for a revolution in American education -- and I will fight against the status quo that wants to sink more money

into schools that just don't work. I say: Put children first -
- give parents school choice.

I will fight for choice in child care -- and I will fight against any plan that warehouses our kids in some brave new child care bureaucracy. Put parents first -- preserve the values closest to home.

I will fight for health care for all Americans -- and I will fight against any scheme that puts government between you and your doctor. National health care would be a national disaster. I will not give the last rites to the best-quality health care system in the world.

I will fight for the family -- against the forces that make it weak. Because when the family comes first -- America is first. //

It all comes down to next Tuesday. Don't let anyone tell you it doesn't matter. Because you don't just choose a candidate -- you choose a future, set the course this country will follow for the next five years. Here's what I know about this country's future: No matter how tough times are now -- America's best day always lies ahead. / I believe that now. I'll believe it every day I live -- because that's the great glory of America. //

I felt it today, from Nashua to New Boston and each stop in between. The people of New Hampshire -- like citizens all across this country -- are ready to move ahead, ready to move forward to meet a new American destiny.

Everyone sees the need for change. Everyone feels the excitement. Everyone is impatient to begin. //

Everyone, that is -- except the Congress. //

Nearly three years ago, I called on Congress to pass a nonsense crime bill. Three years, and no action. Almost three years ago, I asked Congress to join the revolution in education. Three years -- no action. Three times in three years, I sent Congress a growth package. Three times it's gone up -- and three times it's gone nowhere.

And then Congress complains that nothing gets done.

It's been more than two weeks now since I sent up my action plan -- my seven-point package to stimulate economic growth. Two weeks -- and where's Congress? Well, I say: Ring the bell: Recess is over.

[[Now, I know Congress can't do it overnight.

...That's why I gave them 52 days. ///]]

But they say: The deadline is arbitrary.

They say: The deadline is too early.

They say: The deadline is unfair. //

You know what I say.

The deadline is March 20. ///

I challenge the Congress: Don't bury my plan in some subcommittee / don't declare it D.O.A. / don't resort to parliamentary tricks to make my plan vanish without a trace. // I say to the leaders who control the Congress: bring my plan to

the floor. Put my plan to a vote. Pass my plan -- and get this economy moving again. //

But you know, I can't do it without your help. So I ask all of you -- all your neighbors across New Hampshire: Send a message to the Congress. Tell them America is ready to move. Tell them the time has come to act. //

Thank you, New Hampshire, for your trust and support. And God bless this great land we share -- the United States of America.

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McGroarty/Bunton
April 2, 1992
11:00 am
[ASNE]

PRESIDENTIAL REMARKS: AMERICAN SOCIETY OF NEWSPAPER EDITORS
J.W. MARRIOT
APRIL 9, 1992
1:45 P.M.

{Acknowledgements/Introductory section.} I understand I'm on the "undercard" for the Brown-Clinton bout tomorrow.

Even in the age of VCRs and CNN, it's still possible to stir passion with the printed word. //

(....Look around the world today.) Think of the Page One stories of the past few years. Our victory in the Cold War, / the collapse of imperial communism, / the liberation of Kuwait, the great Revolutions of '89 that brought down the Berlin Wall - - and brought a new world of freedom to Eastern Europe. Think of the role this nation played in every one of these great triumphs -- the sacrifices we made, the sense of mission that carried us through.

Each day brings new changes: new nations, new realities -- new hopes and new horizons. Yes, dictators have given way to democracy -- and yet dangers remain. We've put an end to a long era of military confrontation -- and entered a new age of economic competition. But the challenges we face -- the sheer complexity of our world -- can't obscure the basic values that guide this Nation. Times change, but truths endure. I'm talking about the big issues that shape our world -- about the values close to home. Everything I've done -- I've done to preserve and

advance three precious legacies: strong families. Good jobs. A world at peace.

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

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

(I want to speak today about government's role in all of this.) / No, we can't legislate the American Dream. But government can serve as an agent for change -- clearing away the obstacles to economic growth and the unnecessary costs of doing business. Expanding the opportunities for aggressive businesses and enterprising individuals to create new jobs. Training and educating our children -- giving them the tools of thought they'll need to compete in the new world economy. //

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

and saps our economy. On health care reform -- opening up access to all Americans, controlling the run-away cost of health care without sacrificing choice and quality. Government reform -- because only if we reverse a generation of creeping bureaucracy, only if we restore limits to government, can we restore public trust. Finally, our future depends on education reform -- our ability to revolutionize -- literally re-invent our schools: prepare a new generation for the challenges of the next century.

To meet that challenge, we've got to turn our backs on the status quo -- and set our sights on change. Today, I want to focus on one reform that can shape the future right now. Talk to people: ask them what they see as critical to their child's future. Over and over, all the hopes and dreams rest on one word: education. //

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

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

Today, the problem's evident to anyone who picks up a newspaper. If we fail to act -- a generation from now, the problem will be: will there be anyone who picks a newspaper up?

Something is wrong with our schools. Recognizing that fact is the first step toward reform. For the sake of our students, we've got to shake off any sense of complacency -- and shake up the status quo. It's the reason behind the education strategy I call America 2000 -- a plan to help this country put an end to business as usual -- to break the mold -- build a new generation of American schools.

One year ago this month, 2000: First in the world in math and science -- and we should have in place a system of World Class Standards and tests to measure students' progress. By the year 2000, every American adult must be literate, every American child must be ready to learn the day they first walk into the classroom -- and every American school must be free of drugs, free of the violence that today too often follows our kids into the classroom.

These goals are not my goals. They're not the Governor's goals. They are the nation's goals. //

America 2000 is built on four ideas:

We asked the Congress for funds to develop World Class Standards in five core subjects -- and to establish a series of voluntary American Achievement Tests to measure our children's progress.

We asked the Congress for relief from the rigid formula-grant approach that forces a one-size-fits-all solution on our schools -- for the freedom to give teachers and principals in every state and school district flexibility to apply resources where they're needed most. [Example of adverse affect of formula grants.] *Houston*

We asked Congress for half-a-billion dollars to fund the first New American Schools -- at least one in every Congressional District across the country. These schools could make a quantum leap into tomorrow's technologies -- or they could make a return to the traditions, to the discipline and disciplines that marked the schools of an earlier era. Each one of these schools would be a laboratory of learning -- an experimental effort to re-invent American education.

For far too long, we've shielded our schools from competition -- allowed the system a damaging monopoly-power over students. Well, just as monopolies are bad for the economy -- they're bad for education. *B*

That's why America 2000 includes a common-sense idea called school choice: every parent should have the power to choose which school is best for his child -- public, private or religious. //

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

P. 3: change →

I've been talking
about the Spillovers —
Reforms.

education:

→ jobs.

employers can't be
asked
to refrain.

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

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

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

////////////////////

The America 2000 crusade is catching fire all across the country. Already, 43 states and more than 1000 communities -- the cities and towns your papers serve -- have joined the crusade to transform American education. But here in Washington, D.C., the battle is far from over. Forces right now are waging a last-ditch effort to put the brakes on change -- to preserve the business-as-usual approach the present crisis in education.

more
cup

4/2/92: Sec. Alexander

Bob Slavin - Johns Hopkins

Funded by OER.

"Break-the mold. Success for all" theory.

prevention, not remediation

• How to prevent kids from falling behind?

- 1) tutoring - certified teachers.
- 2) identify kids w/ physical/family circumstances that impede learning
- 3) "relentlessness" - assessments.

Funded by Ch. 1 dollars.

They are now poorly schools, qualified for Ch. 1 funds.

every 8 weeks for reading.

costs: "maintaining gains is cheap & easy"

Family support team. Counselors?

Implications for Ch. 1 projects:

Skewed assessments: Failing kids helps NCE gains. reading

Ch. 1 should offer a range of programs. fund staff development

Obstacles:

Federal Requirements. - or state-local interpretations of... (checkmark)

give \$ to school - to be spent as they determine.

Deduc: "a kid's full-time job."

4.5% of kids "learning disabled" 70+ or above

Slavin: could be less than 1%....

Brummauro

401-3078

At a time when change is imperative, Congressional leadership is captive of the special interests. Too many members march in lock-step with the N.E.A. monopoly -- folks who long ago left the blackboard for the Beltway life, and left the real world of parents, teachers and students far behind. //

Take a look at the bill now winding its way through the Congress. Under the influence of the edu-crats, House and Senate leaders have ignored the strategy I mapped out in America 2000.

Because Congress failed to act by their own April 1 deadline -- our break-the-mold project lost \$100 million dollars we could have used this year. If the House has its way, funded this project in name only -- funnelling more than \$800 million into existing business-as-usual state bureaucracies -- and not a penny for the experimental schools we need.

Finally, Congress stripped out any mention of school choice from their bill. The bill they claim will help our schools is an exercise in cynicism -- call it the Status Quo Schools Act of 1992. They're going to paint anyone who opposes their bill as an enemy of education -- and let election-year pressure do the rest. Well, it won't work -- because when it comes to their children's schools, the American people are too smart for that.

So today let me serve notice to education lobby and their friends on Capitol Hill: No more business as usual.... It'll be just like you learned in civics class: for every bad bill, there's a veto. //

The revolution in American education is already underway. In our states, in our communities -- in individual schools -- the old ways are being abandoned, . There is nothing even Congress can do to stop it.

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

Here's what I know about this country's future: No matter how tough times get -- no matter what trials we face -- America's best day always lies ahead. / I believed that when I was a boy. I believe it now. I'll believe it every day I live -- because that's the great glory of America. //

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

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a world of learning.