

# Withdrawal/Redaction Sheet

## Clinton Library

| DOCUMENT NO.<br>AND TYPE | SUBJECT/TITLE                                           | DATE | RESTRICTION |
|--------------------------|---------------------------------------------------------|------|-------------|
| 001. resume              | Bethany Molinari Little; RE: address [partial] (1 page) | n.d. | P6/b(6)     |

/

### COLLECTION:

Clinton Presidential Records  
Domestic Policy Council  
Joshua Beck  
OA/Box Number: 18928

### FOLDER TITLE:

Public Papers of POTUS

2011-0894-S

msl80

### RESTRICTION CODES

#### Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

#### Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

LEVEL 1 - 14 OF 64 DOCUMENTS

Public Papers of the Presidents

August 31, 1998

CITE: 34 Weekly Comp. Pres. Doc. 1670

LENGTH: 4237 words

HEADLINE: Remarks During a Roundtable Discussion on Education in Herndon

BODY:

The President. Let me just say very briefly before I move on, you probably know this because you talked about how your school was growing. But I believe, Secretary Riley, I think it was last year was the first year that we actually had a school class from kindergarten through high school bigger than the baby boom generation. And this explosion of children into our schools has created enormous strains on school districts all across America.

I was in a school in Florida. I believe it had 17 trailers outside.

Fairfax County Superintendent of Schools Daniel A. Domenech. We have that beat, Mr. President. [Laughter]

The President. This was just one school, not a school district, and it was amazing. But there was an article in The Washington Post and in other newspapers over the weekend about the teacher shortage in America, and I'm very concerned about it. We have two proposals: One is to put 35,000 teachers in the most difficult and underserved areas in the country -- it's part of our budget -- the other would put 100,000 teachers out there across the country in the first 3 grades, to try to keep class size down below 20. And I think those things are very, very important.

One of the things I'm hoping I can do is to persuade the Congress in the next month to embrace the idea that we clearly have a national obligation now to support what is a national phenomenon, the explosion of the number of schoolchildren in our schools. So when you say what it did, it made me want to think about that.

I'd like to go on now to JoAnn Shackelford, because it seems to be a logical followup to what you said about the diversity of your student body and teaching people to read and this Saturday Program, which I'm very interested in. It sounds to me like something everybody ought to be doing.

Ms. Shackelford. Thank you. First of all, I wanted to tell you, welcome to our school. We're so excited you're here. Miss Freeman is a hard act to follow, so I won't try. But I do have a few things to ask for. [Laughter]

The President. Who picked this questioner? [Laughter]

[At this point, Ms. Shackelford, a reading specialist, expressed the faculty's conviction that students can learn to read by the third grade and described the Reading Recovery program, which involves additional teachers

working with the classroom teachers to help children with special needs, and the Excel Saturday program, which consists of high school student and teacher volunteers tutoring elementary school children on Saturdays. Ms. Shackelford expressed the need for more funding to expand the programs' outreach and suggested scholarships for high school tutors.]

The President. I'd just like to make a couple of observations. First of all, I'll think about this high school scholarship thing. The only high school scholarships directly for service, community service, we have are the ones that I announced at Penn State a couple of years ago, where we give a modest scholarship that's matched in the local community to one person for outstanding community service in high school.

So we now have 1,000 colleges and universities providing reading volunteers through the America Reads program to go into schools to help young children learn to read, and most of them are work study students. But a lot of them are not eligible for work study, and they just do it anyway. There may be something we can do on that, and I'll think about it.

The other thing I'd say is that I'm a big fan of the Reading Recovery program. And if you look at the research, it has about the best long-term results of any strategy. But there is a reason for it. It's very expensive, because it's so labor intensive. And it's something that maybe Secretary Riley wants to talk about this a little bit.

We've discussed before that whether the generalized assistance we give to school districts for supportive programs like this, or the States, which then the school districts get, should be more focused. And we've tried not to sort of pick and choose among the various reading strategies because of the limited amount of money and the large number of programs underway in the country.

But there's no question that the Reading Recovery strategy, particularly when you've got a lot of young people whose first language is not English, have had, I believe, the best long-term results, but it's because it's so labor intensive and is quite expensive and it's something we need to look at.

Dick, you want to say anything about this?

[Secretary of Education Richard W. Riley agreed with the President and praised the Reading Recovery program's contribution to national education goals.]

The President. Maybe we should go on now to, since we're talking about this subject, to Maria Gorski, who is a parent liaison. And you talked about involving the parents, so talk a little about that for us, Maria.

[Maria Gorski, liaison to parents of Spanish-speaking immigrant students, welcomed the President and expressed concern that many parents have difficulty helping their children with homework because of language barriers and lack of time. She asked the President to support the United Neighborhood program run by the Herndon Police Department, which offers tutoring by volunteers in the evenings.]

The President. Thank you. How many parents volunteer in this school? Do you

know how many?

[Principal Michele J. Freeman said there are about 500 volunteers in the course of a year. In addition, there are volunteers who work from home and send in materials for use at the school.]

The President. What about the children who have both parents work and maybe have two jobs? How do you work out time for them to meet with the teachers and --

[Ms. Gorski noted such meetings usually occur on Saturdays, and she tries to compensate for the parents' schedules.]

The President. What about -- how does the school work? What does the assistant principal do to make sure that there are no fires started and everybody sort of shows up more or less on time and all of that? [Laughter]

[Assistant Principal Jude Isaacson noted the staff's dedication to educating and nurturing every child, its training in "discipline-with-dignity" strategies, and its efforts to get to know the students' families through extra-curricular activities. She described the school's counselors aiding in peer mediation and conflict resolution and offering classes on parenting skills. Ms. Isaacson noted the school administration keeps a visible and proactive presence among the students; she described a program that helps children set and attain goals and a program called "Adopt-a-Cop," which involves local police having lunch with students and discussing safety awareness. She expressed pride in the school staff and their interaction with the community to foster discipline and safety.]

The President. Last week, I went up to Worcester, Massachusetts and released there this handbook that Secretary Riley and Attorney General Reno did for all the schools on trying to identify children that have problems and trying to prevent things from happening before they go too far. But I tried to emphasize to them that the schools -- still, schools are basically the safest places in the country for our kids. But when something goes wrong, it can be terribly tragic.

But I think it's important that the American people know that most schools have people like you in them and other people who are really working hard to do their part to help the children grow up in a safe, secure environment so they can learn. And I know Secretary Riley -- he mentioned the character education program -- he's been promoting that and worked hard for it ever since we've been here, and I thank him.

What about the teachers? It's about time we heard -- [inaudible] --

[First grade teacher Martha Bell noted that teachers look at the challenges each individual student brings to the classroom and, also, how to communicate with the parents. She stressed the need to convince middle and high school students that teaching is a rewarding career and urged funding for those who can't afford to attend higher education.]

The President. What's the most challenging thing that new teachers face -- first-year teachers?

## Public Papers of the Presidents

[Ms. Bell said it was a teacher's first conference with the parents, the development of a good rapport and the positive interaction with the parents.]

The President. I could use her in any number of positions -- [laughter] -- in the Federal Government. We've got an airplane strike in the Midwest I think you could settle -- [laughter] -- by tonight, and I'd appreciate it.

Principal Freeman. Mr. President, she's taken. [Laughter]

The President. But one of those parents who is sitting to your left, Mr. Lewis, you're the PTA president. First of all, I know this is not what you are going to say, but what do you do when you're not the PTA president, and why did you decide to do this?

[E. Tracey Lewis commended the President on his education policies. He told the President he works with Bill Milliken in the Communities in Schools program, the largest stay-in-school program in the Nation. Mr. Lewis stressed a citizen's obligation to the community and likened the Herndon Elementary School PTA to the President's theme of building bridges to the 21st century. He noted the PTA is about building a community context around the school and its students. He then outlined 10 guiding principles that direct the PTA's decisionmaking.]

The President. I would just like to say a couple of things and ask you one question. First of all, I want to thank you for your work with the Cities in Schools program. I brought it to Arkansas with Bill Milliken probably 15 years ago, and that's a long time ago. Secondly, I want to thank you for your work in the PTA and as a father who used to be an active participant in all our school events, I think it's a good thing to have men as well as women be present. And I think that's good.

How many members does your PTA have? How many parent members?

Mr. Lewis. Last year, 47 percent of the parent population of Herndon Elementary School were members of the PTA. This year, under the able leadership of Mary Mann, who is our vice president for membership, we expect to go to scale -- 100 percent. [Laughter]

The President. I'd say that's pretty good.

Ms. Mann. We think big here.

The President. Well, Mr. Superintendent, are all your schools like this? [Laughter]

[Superintendent Domenech welcomed the President and said the county has the Nation's 12th largest and best school system in America. He attributed the success to dedicated staff and community and to the diversity of the county's overall student body. He defined the challenges that confront the county as providing more facilities to handle over-crowding and obtaining better technology for the classroom. He described a program called, "Success by Eight," whereby all students are expected to be able to read by the time they are 8 years old. He stressed the need for smaller class sizes to achieve that goal and expressed hope for assistance from the President.]

The President. Well, let me say, I think this is a truly extraordinary school district. And I have done my part to promote you, you know, around the country. [Laughter] I always talk about what an amazing school district this is. Some of your schools, particular schools, are as diverse as any in America and a stunning array of people coming from different places. So I'm very impressed, and I thank you for what you're doing.

I wonder if -- Secretary Riley, would you like to say anything before I talk a little bit about the congressional agenda?

[Secretary Riley announced the availability within days of guidebooks on early warning signals to help detect school violence before it takes place. He then commended the members of the roundtable for their participation in the discussion.]

The President. Didn't they do a great job? [Applause]

[At this point, Secretary Riley introduced the President.]

The President. The way I was prepared for this, I was supposed to go up there to the podium and give a little talk, and it's way too past that. [Laughter] We've had too much fun. But what I would like to do is to outline to you -- there are six things that the Congress should pass that are in my budget that don't break the balanced budget, that are in our balanced budget, that they can pass or not pass in the next few days that I think would really help our children a lot. Five of them bear directly on our schools, one indirectly.

But I'd like to just mention them so you would know, because I would like to see them get broad bipartisan support. I don't really believe we're best served when education is a partisan issue. I think we're best served when it's an American issue that crosses party lines.

First of all, I have given Congress a plan for smaller classes, better-trained teachers, and more modern schools. Let's begin with the teacher shortage. You know what's acute here; it is profound in many places. Now, let me say one other word of introduction. There has been what I consider to be a legitimate question raised of me by many Members of Congress who say, "Well, now, look Mr. President, you're trying to get the Federal Government into financing things that the Federal Government has never before financed. We've never been into building or repairing schools, for example -- there are many States in this country where the States don't even do that, where it all has to be done at the local level -- or putting 100,000 teachers out there for smaller classes in the early grades."

My answer is as follows: Number one, it's hard to think of a more important national issue. Number two, I'm not doing anything to interfere with the local direction of the schools or the States' constitutional responsibility to set the framework of public education. And number three, in some places like this district, the level of growth, and in other places the level of poverty, make it simply inconceivable that they can achieve these objectives otherwise.

So I think if we have the money, this is what we ought to do. But I want to prepare you in case any of you feel moved by the spirit to call or write your

Congressman or Senator. [Laughter] There is a legitimate historic pattern here where they'll say, "Well, you know, President Clinton's got a lot of energy, but he may have gone too far this time because the Federal Government's never done this." There is a reason we're doing it now. There's reason we're doing it now. We have to prove that our elementary and secondary schools can be uniformly as excellent as our colleges and universities are and give all of our kids world-class education. And unless we do this, I am convinced there won't be the resources out there to get the job done.

So let me say first of all, the teacher shortage. I've asked Congress to pass a plan to help school districts hire 100,000 new teachers, all trained, tested, and certified by State education authorities, targeted to smaller classes in the early grades. Again, where all the research shows, there are permanent gains if kids get the kind of individual attention they need in the early grades.

I've also asked them to help me support better teacher training programs not directed by Washington, those things that all of you know work, all educators know work. There is not today in my opinion a sufficient commitment to helping teachers continue to improve their skills, upgrade their skills, work with other teachers, to have the time necessary to try to continue to improve, to avoid burnout under all the pressures that they're under. When I go out and talk to educators, there's really a lot of support for increased investment in teacher training. So I hope that Congress will fully fund this class size reduction program. It would get us down to an average of 18 children per class once we do it.

The second problem is, it's hard to have a small class without a classroom. [Laughter] What did you call them, learning cottages? Learning cottages. That sounds like someplace you're sent when you misbehave -- [laughter] -- learning cottages. Anyway, so I have also presented a plan to help to modernize or build new, 5,000 schools. Next Tuesday, when I get back from my trip, the Secretary and I and others are going to hold school modernization days all across America to highlight our proposal which would provide tax credit to build or modernize or rebuild 5,000 public schools.

I have been to schools in this country where whole floors were closed because they were so old. But they're wonderful buildings. Structurally, no one could afford to build such buildings today because of the cost of construction. But if you go to an inner-city school, for example, think of what message it gives a 7-year-old child to walk up the steps of a school where the paint's peeling off and the windows are broken. Think of the message you're sending your child -- you want to say, "Oh, every child is a treasure," all these things that your PTA president said; I believe every one of them. But sometimes, the actions speak louder than words. You can tell those children that, but if they have to keep walking up steps into broken-down buildings, do they really think we believe it?

The other day, I was in Philadelphia in a school -- the average school building, the average age of school buildings in Philadelphia is 65 years. That's the average age. Now, the good news is, those structures, by and large, are magnificent. The bad news is, a whole lot of them are in terrible shape, and I think it's a worthy investment. I think it's a worthy investment of our money.

## Public Papers of the Presidents

So, we want to give fast-growing districts like this one and districts with good structures but old, run-down buildings the chance they need to go forward. So that's the first: more teachers for smaller classes and more classes.

Second, we want to fully fund my plan to equip our Nation's classrooms with computers and cutting-edge educational software and to train teachers to be there to make sure that the technology is properly used. I want to hook up every classroom and library in the entire country to the Internet by the year 2000 and make sure that the software is good and that the teachers are trained to make the most of it. And we have to help you do that. You shouldn't have to fully fund that.

Third, I want to strengthen the charter school movement. There are some school districts that have been greatly advanced by letting teachers and others get together and start new schools within the framework of the school district where the whole district's not reforming, but they want to try something new. We've got now about almost 1,000 of those schools out there. When I became President, there was only one in the whole country. When I was talking about it in 1992, I might have been trying to explain the theory of relativity. Everybody thought I was nuts. [Laughter] But now, first we had one, now we've got nearly 1,000, and if my budget passes, we'll have 3,000 funded by the year 2000.

Fourth, I want to continue to open the doors of college to all Americans who will work for it by reauthorizing the Higher Education Act. Now, that doesn't mean anything, so let me tell you what that means, that reauthorization. [Laughter]

This legislation will help more children reach their potential by improving teacher education. It will help struggling communities to hire 35,000 well-qualified teachers. It will expand mentoring programs, something that you've already said is important to you. It will reduce interest rates on student loans. It will extend Pell grants and the Federal work-study program. We've taken it from 700,000 work-study positions to a million in 3 years. So these things are very important.

You know, we have provided for lower interest rates on student loans, better repayment, 300,000 more work-study slots, and now tax credits worth about \$ 1,500 a year for the first 2 years of college, and then for junior and senior year and graduate school. I am determined that when I leave office, no American will ever, ever walk away from college because of the cost. We can open the doors of college to everybody who is qualified, and it's important.

Fifth, let's go back to what we were talking about on reading. We want to pass a bipartisan early literacy bill to help to train teachers and mobilize an army of volunteer tutors, because as I said, we already have 1,000 colleges participating in this program. And I think it's very, very important.

Sixth, we have a general program to strengthen our schools that would expand Head Start, strengthen after-school programs for hundreds of thousands of children. This is a huge deal in areas with a lot of juvenile crime, with a lot of dangerous streets, with a lot of gangs. These after-school programs and summer school programs have dramatically reduced student problems while increasing student achievement, and I think that's very, very important.

We have a special initiative aimed at Hispanic young people because the school dropout rate is still much higher for Hispanics than for any other group, largely because of language barriers and economic problems. And we also have in this package program I just mentioned our safe and drug-free schools program. We've tried to take the initiatives that we know work in schools like this one and make sure they are in every single school in America.

Now, the bill that the House Republican majority has proposed falls short of these goals in every single one of these areas. But it's not too late. The bill has to be considered in the Senate; then both the Senate and the House must vote on it. So I would implore you, without regard to your political party, just to contact your Members of Congress, your Senators, and ask them to support this agenda. We have the money.

We have worked hard to balance the budget. We've worked hard to show fiscal discipline, to get the economy going again. There is no more important area in which to spend the money now that we have it, and so I hope you will help us to do that.

Let me just say one final thing. The Senate tomorrow takes up the summer jobs program. Now, that's not for this summer, but -- the one we just passed -- but for the summer about to come. It provides more than 500,000 young people a chance to work. It is a godsend to this country. And because of the funding -- Federal-funded summer jobs program -- we have a lot of places which we are able then to go out and get other people to put up money to expand the program. For reasons I do not understand, the House committee wants to disband it, and I think it would be a disastrous error.

It comes up in the Senate tomorrow, and again, this is fundamentally an education issue, because if kids get in trouble over the summer or they have problems and they don't have something to do or if they need the money and they can't earn it, it increases the chances that they'll drop out. So I hope that you will also support the summer jobs program. The Senate is taking it up quite soon. I believe the Senate, across party lines, will vote to extend it, but we need help.

So I just wanted to close by trying to close this circle here. We started in this roundtable talking about what you are doing to give to children in your charge the future they deserve and a future America desperately needs for them to have. But we think we have a role here if we're going to build those bridges to the 21st century. And I've done my best to define that role based on 20 years now of working with people in education. I think it's a good agenda. Secretary Riley and I, ourselves, started working together almost 20 years ago on public education. I guess next year will be our 20th anniversary of working together on these things when we were young Governors.

I know that you know that there are things we should do, and I believe if we don't be harsh and political in our rhetoric, we talk about our children and what we know to be true of education, we can get a listening ear among enough thoughtful Republicans to join our Democrats to build a bipartisan coalition to do what the National Government should do to help make possible more stories like the ones we've heard around this table today. That is my whole goal. And I know that we won't have all the stories we need unless we also do our part. So I ask you: Whatever you can do to contact your Representatives and Senators,

## Public Papers of the Presidents

whatever you can do to make it clear that these are not partisan issues, these are people issues, and that our future is riding on it. If you can do that, I would be very grateful. And thank you for what you do here every day.

Thank you.

NOTE: The President spoke at 12:45 p.m. in the gymnasium at Herndon Elementary School. In his remarks, he referred to William E. Milliken, president, Communities in Schools, Inc. (formerly, Cities in Schools, Inc.).

LANGUAGE: ENGLISH

LOAD-DATE: October 7, 1998

LEVEL 1 - 26 OF 64 DOCUMENTS

Public Papers of the Presidents

January 9, 1998

CITE: 34 Weekly Comp. Pres. Doc. 37

LENGTH: 3196 words

HEADLINE: Remarks to Teachers, Parents, and Students of High Schools in Houston, Texas

BODY:

Thank you. Let's give Ronald another hand. Didn't he do a great job? [Applause] Thank you very much. Let me say, first of all, thank you for the warm welcome; thank you for coming. I welcome all the students here from all the schools around the area, the college and university presidents. And I understand we also have the student body presidents from the University of Houston, Texas Southern, Prairie View, and I believe the University of Texas at Austin. I welcome all of them here.

I also want to say a special word of thanks to the AmeriCorps volunteers because I believe all of us should serve, and I believe we should give more young people the chance to serve in their community and then help them go on to college if they do.

I'd also like to thank Secretary Riley for his work and for being here with me today. And I want to say a special word of appreciation to your Congresswoman, Sheila Jackson Lee. She is a remarkable person. She has supported the efforts that I have done my best to make on your behalf to improve education and to improve economic opportunities, to reach out to the rest of the world and make America strong in the 21st century. She has done a remarkable job, and I'm honored to be in her district today.

I'd also like to thank Congressman Lampson for coming. And I want to say a special word of appreciation to your new mayor, Lee Brown, and thank him publicly for his service in my Cabinet. We could nearly have a Cabinet meeting today, we almost have a quorum because our former Treasury Secretary, your former Senator, Lloyd Bentsen, and his wife, B.A., are here, clearly one of the most successful Treasury Secretaries in the entire history of the United States. You should be very proud of that.

And lastly, of course, I want to thank your immediate former mayor, Bob Lanier, and his wonderful wife, Elyse, for their friendship to me and for their service to the city of Houston. I have told people all across the United States, I have never met a more gifted public servant than Bob Lanier.

Before I get into my comments about education, let me try to put it into some larger context. I wanted to have all the young people here today because I wanted this to be a meeting about your future. I thank my friend, Jennifer Holiday, for coming here to sing and for that magnificent song she sang just before I came out. There really is a dream out there with your name on it, but you have to go get it. And I want you to see your dreams and your life against

## Public Papers of the Presidents

a larger landscape of America's dream and America's life. We already have one foot in the 21st century, and it's a time that will be very, very different from the immediate past. How will it be different? Well, you know and you see and you feel it here in Texas.

First of all, there will be the phenomenon of globalization. People and products and ideas and information will move rapidly across national borders, both the borders that touch us like Texas and Mexico and the borders that are beyond the oceans that require us to fly or to communicate in cyberspace.

Secondly, there is a phenomenal revolution in information and science and technology. Not only can children in Houston communicate with children in Australia on the Internet or go into libraries in Europe to do research, but the very mysteries of the human gene are being unraveled now in ways that offer breathtaking possibilities, to preserve the quality and the length of human life, to fight back disease, and to bring people together at a higher level of humanity than we've ever known. That's all very encouraging.

We also know that as the borders between people break down, we're more vulnerable to the problems of other people, and our neighbors are more than just the people that live next door to us; people all around the world are our neighbors now. We see a remarkable spread of malaria, for example, around the world, and a lot of people getting it in airports and bringing it to other countries as they travel between airports. We know that chemical and biological weapons can be made in small quantities and can do a lot of damage, and people can carry them around across national borders. So we know that not only with our possibilities but also with our problems, our challenges, we are more interdependent. And yet, we have to depend more on ourselves, as well. That's why education is so important.

My goal for your country when I'm gone from the Presidency and all you young people are living out your lives is that you will live in a new century in which the American dream is alive and well for every single person who's responsible enough to work for it; in which your country is still the world's leading force for peace and freedom and prosperity, recognizing that we can't do it alone, that we have to do it as partners on good terms with as many people who share our values as possible; and finally, and key to the whole thing, that we will go forward as one America, across all the lines that divide us -- the racial lines, the regional lines, the income lines, the lines of ethnicity and religion -- every single separation.

We'll say, okay, we've got a lot of differences in this country, and that makes us more interesting. It makes life more interesting. We respect those differences. We celebrate those differences. But there are fundamental values that bind us together as Americans that make us one country, stronger than ever in a new world.

That's why I was profoundly honored when your former mayor, your present mayor, the Congresswoman, Phil, Carol, and so many others banded together to defeat Proposition A, and I was glad to actually come out and do my little part in that, not because I held all the answers to all the problems regarding all of our racial differences but because I know one thing: As your President, I have spent an enormous amount of time, the time you gave me to be President, trying to do what I could to save lives and stop people from killing each other over

their racial, their ethnic, and their religious differences.

I see people in nations in Africa engaging in tribal warfare, when they're all so poor it breaks my heart, and I think, if only they would join hands to try to lift their children up, how much better would they be. I see my people in Northern Ireland still arguing over what happened 600 years ago between the Catholics and the Protestants, when the young people say, "We worship the same God. It's about time we started acting like it. Let's build a better future together." I see people in Bosnia -- Serbs, Croatsians, Muslims, Western Christians, Orthodox Christians, and followers of Muhammad -- who shared the same piece of land for hundreds of years and lived for decades in this century in peace, slaughtered each other for years, and now we're trying to get them back together. And they have to learn to lay down their hatreds.

If we want to lead that kind of world away from that sort of thing, we have to set a good example. We have to prove that on every street corner in this country, in every school in this country, in every workplace in this country, in every apartment house in this country, we not only say we believe we are one America and none of us are any better than anybody else in the eyes of God, we have to live like it. We have to live like it.

And finally, just in a few days, I'm going to see the Prime Minister of Israel and the head of the Palestinian Liberation Organization, Mr. Arafat, to try to end the longstanding differences in the Middle East. The beginning of the world's monotheistic religions, Judaism, Islam, and Christianity, all in that little piece of land, nearly everybody in America -- not all of us but most of us trace our faith's roots to that place. Isn't it unbelievable that people still are fighting over that, when if they would say, "We are the children of one God. Why can't we be one people and share this land of milk and honey together?"

So I say that one of the reasons I challenge people to engage in citizen service, one of the reasons why I was so proud to be introduced by Ronald Cotton, is not just because he's a valedictorian, not just because he's going to be a doctor, not just because I might need him to fix my heart one day -- [laughter] -- but because as busy as he is, he still does his citizen service. That's what we all should do. If he's got time to do it, the rest of us should have time to do it.

Now, what's all that got to do with education? You need to understand all this if you're going to make the most of the 21st century. It can be the brightest, best time in all of human history, but it will only work for America because this is a democracy, where we think everybody should have an opportunity. It will only work if everybody has a chance to walk across that bridge to the 21st century together, if we all have a chance.

That's what's special about America. That's how we got started. We believe nobody ought to get an unfair advantage, everybody ought to have a chance, and if people need a hand up, we ought to give it to them. That's what we believe as Americans. Now, the problem is, in this world we're living in, where the pace of change and the scope of change is greater than ever before, where the world is crowding in on you as never before, there is nothing anybody else can do for you unless you're willing to make your own dream by the development of your own mind.

Therefore, the 21st century will not only be known as the information age, the age of science and technology, it will also be known by ordinary people as the education age because what you know will depend -- will determine in large measure the scope of your life in the new era.

It's always been an advantage to have an education. But what I want you to understand now is it's not just an advantage; it is a necessity. Let me just give you a couple of statistics. Two decades ago, college graduates made about 40 percent more than people with a high school diploma. Today, in less than 20 years, the gap has gone to 75 percent.

Over a lifetime, people who have 2 years of college will make a quarter of a million dollars more than high school graduates. Each additional year of college after high school means a 10-percent increase in yearly earnings for people. If you graduate from college, you're much, much, much more likely now to get a pension with health care, with other benefits, and where the income goes up, instead of staying the same or actually declining, as against inflation.

We have learned as a people, therefore, that the more we invest in education and the higher the quality is, the faster our economy grows as a whole. In the last 2 years -- one of the things I'm proudest of is not only that we're now over 14 million new jobs in the 5 years I've been privileged to be your President, with a 24-year low in unemployment, but in the last 2 years, more than half of the new jobs coming into this economy have paid above average wages. That's the good news. But the challenging news is, you can't get those jobs unless you have the requisite education.

And let me say again, this is about more than money. This is not just about money; this is about our ability to be strong as a nation. You want America to lead the world? Do you really believe we can maintain the world's strongest defense, the world's strongest economy, the world's strongest diplomatic force unless we are the world's best educated people? There is no way. Do you want us to set an example for other people about how we should live and have good values? We also have to have smart enough minds and be sophisticated enough to figure out how to handle the honest differences that we have.

We have honest differences. That's what makes life interesting. We wouldn't have to have elections if we didn't have any differences. [Laughter] We have honest differences. But we have to figure out, how do we handle our differences in ways that we grow stronger, we grow richer, we improve the quality of life, and we strengthen our values?

It is not just about money. We will not succeed in the world of the 21st century unless we dramatically improve the quality of education that all of our children get from kindergarten through high school, and unless we have larger numbers of people going on to college and succeeding, not only because you have to know more but because -- well, look what's happening. Look at the Internet. How many of you young people have ever used the Internet? How many of you have ever logged on to the Internet? Look at all these hands up.

Now, let me tell you something. Five years ago, when I became President -- just 5 years ago -- the Internet was still virtually the private property of research scientists. It started out as a little Government project so that

research scientists could communicate with each other and share the latest data. And a young person in his twenties basically figured out that this thing could have great commercial applications, great educational potential. It was unbelievable. And all of a sudden, all these young people in their twenties were becoming multimillionaires, some of them worth hundreds of millions of dollars, figuring out how to use the Internet for education and for business purposes.

Now, it's staggering. Hundreds of thousands of new home pages are added to the Internet every month. It's probably the fastest growing communications institution in all of human history. And just 5 years ago, nobody knew what it was. I say that to make this point. The reason you need a good education is not just so when you get out of college you know what you're supposed to know; you have to be able to learn for a lifetime, and then to apply what you know. So that education is much more dynamic than it used to be. Think of the Internet. That's a good model, more and more things coming on. It's hard to keep up. You've got to keep learning about it. That's the way all work is going to be.

And that's why we're here. Now, we've worked hard to do what we could to improve our schools, to say: We ought to have high standards; we ought to push proven reforms; we ought to connect every classroom and library to the Internet by the year 2000; we ought to make sure that nobody gets out of the third grade without being able to read independently. That's what the America Reads program is all about. We ought to make sure that everybody that needs it is in a good Head Start program or other preschool program. We ought to make sure that after school and on the weekends our young people have something to do and something to say yes to so they have good lives and don't get in trouble. Houston was a leading force in proving that works.

But then after all that is said and done, we have got to get more people to go on to college. Now, I have done my best to fulfill a commitment I made to the American people when I ran for President, which is that we would open the doors of college to everyone. Last year when we passed the balanced budget agreement, we agreed for the first time in 50 years to have a huge increase in help for people to go to college, the biggest increase since the GI bill when the soldiers came home from World War II, 50 years ago.

Here's what it does, here's what you can look forward to, every one of you, now: For the first 2 years of college, a family can get a \$ 1,500 a year tax credit per person in the first 2 years of college. That makes community college virtually free to virtually all Americans. In the junior and senior year, for graduate school, you can get another \$ 1,000 tax cut.

If parents begin to save for their children's education in an education IRA, they can not only save the money, and it won't be subject to taxes when they save it, but then they can draw it out and what it earns, and it won't be subject to taxes either. I don't think we need to tax the money people save for a college education. It will enable ordinary people to save for a college education.

We had the biggest expansion in Pell grant scholarships in 20 years for deserving students, kids who need that. We rewrote the student loan program so you can get the loans quicker, and you can pay them back easier. I don't know

## Public Papers of the Presidents

how many young people I used to meet when I was Governor that said, you know, "I'm going to have to drop out of college because I'll never be able to afford to pay my loans back. I want to be a teacher. I want to be a police officer. I'm not going to make a lot of money. I can't pay my loans back." Now, under our direct loan program, you get to pay your loans back limited to a percentage of the money you earn when you get out of college, so it will never bankrupt you. We have opened the doors of college to all Americans.

One hundred thousand young people now have been in the AmeriCorps program earning money to go to college and serving in their communities. And today I announced that in the budget I am going to send up to Congress next month, we will actually ask for funding for one million work-study students, for people who are trying to work their way through college. We have opened the doors of college for all Americans.

That's opportunity, but opportunity never works without responsibility. So I want every young person here to remember this. We can open the door, but you have to walk through. And that means, first of all, you've got to finish high school, and you've got to make sure when you finish you know what you're supposed to know so the diploma you have means something. And then you have to keep your sights high. Remember, there is a dream out there with your name on it. And we're trying to open the door to the dream, but you've still got to walk through and seize it. You still have to walk across the bridge to your own future. You still have to build your own future.

But what I believe with all my heart is that you will live in the most interesting, exciting, kaleidoscopically diverse time in human history if we are wise and good and we continue to be the Nation that is the world's best hope for peace and freedom, the Nation that reaches out to others in principled interdependence, a people that learn to live together as one America, a people of responsible citizenship who can seize the opportunities that are out there. That's the America we're trying to build for you. But in the end, you will determine whether that's the America that lives in the 21st century. You can do it, and I know you will.

Thank you, and God bless you all.

NOTE: The President spoke at 5:55 p.m. in the General Assembly Hall at the George Brown Convention Center. In his remarks, he referred to Ronald Cotton, student, Robert E. DeBakey High School for Health Professionals; singer Jennifer Holiday; Prime Minister Binyamin Netanyahu of Israel; and Chairman Yasser Arafat of the Palestinian Authority. A tape was not available for verification of the content of these remarks. This item was not received in time for publication in the appropriate issue.

LANGUAGE: ENGLISH

LOAD-DATE: February 11, 1998

LEVEL 1 - 34 OF 64 DOCUMENTS

Public Papers of the Presidents

October 31, 1997

CITE: 33 Weekly Comp. Pres. Doc. 1693

LENGTH: 710 words

HEADLINE: Remarks at Lighthouse Elementary School in Jupiter, Florida

BODY:

Thank you. Thank you very much. Thank you. Hello! Well, I finally made it. First, you know, I hurt my leg, and I couldn't come. And this morning, I got up at 5:30, and I was getting ready to come here, and I thought, I'm going to be able to keep my promise to the children at Lighthouse Elementary. Then we got to the airport, and it was so foggy in Washington that I couldn't see my hand before me, and we had to wait for 2 hours to take off. So I made you late, and now you are a little bit wet. [Laughter] But you look beautiful to me, and I thank you for making me feel so welcome. Thank you.

I want to thank Congressman Deutsch and Congressman Foley for coming with me, and, Mayor, thank you for making me feel so welcome. Principal Hukill, thank you for what you said. And I thought Jessica did a wonderful job introducing me, didn't you?

I'd also like to thank the people who are here from the Palm Beach County Literacy Coalition, Palm Beach America Reads. The district president of the Miami Dade Community College, Dr. Padron, is here, I think. And I thank you all for being here. And I thank the middle school band for being here. I hope you'll play me some music when I'm finished speaking. I want to hear you.

I am so glad to be here with all of you today, because one of my most important responsibilities as President is to do everything I can to see that you get a world-class education. You know you are living in a world that is dominated by computers and technology. But you also live in a world which you can't fully enjoy them unless you can read well, unless you can do basic math, unless you can learn the things that your teachers are trying to teach you.

And about a year ago I tried to think of what I wanted to say to America in one sentence about our schools. And it is that I want an America in which every 8-year-old child can read a good book on his or her own, in which every 12-year-old can log on to the Internet, in which every 18-year-old, without regard to their family's income, can go to college, and every adult can keep on learning for a lifetime. Will you help me make that kind of America? Will you do that?

I want to thank all of the people here who helped Lighthouse Elementary succeed, to show that every school, to succeed, needs to be a community school or, as my wife says, a school where the whole village is involved in helping children learn. There are 250 volunteers who contribute at least a thousand hours of their time to the students and the teachers every month. That's wonderful. If every school could say that, education in America would be much

better. You should be proud of yourselves.

I also want to congratulate the students here who participate in the Sunshine State Readers program and read 15 books a month and write reports on them. I wish I still had time to read 15 books a month. You will never regret it. And if you don't read that much a month, every one of you should do whatever you can to read more. You will learn a lot and help yourselves, and it's a lot of fun.

Let me finally say that we are going to do everything we can in Washington to help make sure that a college education will be there for you if you'll work hard at school and learn what you need to know. We want to help your families send you to college. We want to help get high standards in the later grades as well. But in the end, it all depends on every one of you, what's in your heart and what's in your mind.

When you were singing your school song today and you felt good doing it, that's the way I want you to feel when you're in class. I want you to be proud of what you can learn, and I want you to believe that every one of you was given a mind by God that can learn. You can all learn. You can all do better. You can all learn more.

So be brave and have a good time and make the most of your education. And thank you so much for making me feel so welcome today.

God bless you all.

NOTE: The President spoke at 1:16 p.m. on the athletic field. In his remarks, he referred to Mayor Karen Golonka of Jupiter; Una Hukill, principal, Lighthouse Elementary School; and Jessica Haft, student, who introduced the President; and Eduardo Padron, president, Miami-Dade Community College.

LANGUAGE: ENGLISH

LOAD-DATE: December 02, 1997

LEVEL 1 - 35 OF 64 DOCUMENTS

Public Papers of the Presidents

October 28, 1997

CITE: 33 Weekly Comp. Pres. Doc. 1668

LENGTH: 1967 words

HEADLINE: Remarks at the Oscar Mayer Elementary School in Chicago

BODY:

Thank you very much. Thank you, Evaline, and thank you, Mary. Thank you, Maggie Sullivan. Mr. Blitstein, thank you for welcoming me here.

I have been officially welcomed. [Laughter] I have my Oscar Mayer wiener here. When Hillary was teaching me about Chicago so long ago, we learned to sing the Oscar Mayer song. [Laughter]

Congressman, Mayor, Mr. Chico, Mr. Wallace, Ms. Buckney, Alderman Bernardina, Alderman O'Connor, Recorder White. I don't know if my friend John Stroger is here or not, but if he is, hello. I am delighted to be here today.

As all of you know, I'm sure, my wife had a wonderful day in Chicago yesterday, and her whole family was here. And I was regaled with it last night, everything that happened. Chicago is a really special place, and the people who are tied to it have this almost psychic energy, I think, about what's going on.

For example, on the way in to Chicago, my brother-in-law told me, he said, "I got good feelings about this." He said, "I even think the Bears are going to win." [Laughter] I swear he did. So there is something quite mystical about all this but also something very wonderful. I thank you for letting me come here.

I wanted to be here today because this school is the embodiment of the effort that I have asked Americans to make to prepare our country for the 21st century, to make sure we have an America where every person who is responsible enough to work for it can live the American dream, where we're still strong enough to lead the world for peace and freedom and prosperity, and where we look across all of our diversity and come together as one America.

I know today a lot of Americans are focused on the stock market. It may be disappointing, but I think it is neither prudent nor appropriate for any President to comment on the hour-by-hour or the day-by-day movements of the market. I'd like to ask all of us to remember that our economy is as strong and vibrant today as it has been in a generation. We saw yesterday that our deficit has come down to \$ 22 billion from \$ 290 billion. That's the lowest since 1970.

With unemployment and inflation at their lowest levels in two decades, businesses and banks healthy and sound, new jobs being created every day, our economy is continuing to grow steady and strong. That's why we have to feel confident and continue our economic strategy. We've got to balance the budget, expand trade, and invest in the education of all our people.

## Public Papers of the Presidents

Now, on that last score -- in spite of all the economic progress we're making, in spite of the fact that crime is down 5 years in a row, that we have the lowest percentage of people on welfare we've had since 1970 -- millions of people have left the rolls -- on education, we know we've got a lot more to do to make sure all children receive the world-class education they deserve to thrive in the information economy of the 21st century. That's why I've put educational excellence and opportunity at the top of America's agenda, and that's why I've come to Oscar Mayer school, to thank the mayor, the principals, the teachers, the students, the parents, and the people of Chicago for leading this crusade.

Because of what you are doing, the city that works now has a school system on the move. Chicago has shown us that having high expectations for our children, setting high standards and holding students accountable for them and, above all, making sure we stay at it, systematically, school-by-school, child-by-child. Chicago has shown us that this works.

By abolishing the destructive practice of social promotion and giving all children the chance to learn what they need to know, Chicago is leading the way to an educated America, in which every 8-year-old can read independently, every 12-year-old can log on to the Internet, every 18-year-old can go on to college, every adult can keep on learning for a lifetime. That is the vision I want for every American community, and Chicago is leading the way.

Last summer, I signed into law the historic Balanced Budget Act, which will help to bring us closer to these goals. It will open the doors to college for everyone who is willing to work for it, through more Pell Grants and work-study positions, better student loans, tax-free education IRA's, the HOPE scholarship, and other tax credits for all forms of education after high school. We're also well on our way to putting computers in all our classrooms by the year 2000 and hooking them up to the Internet.

But none of it will matter if our children don't master the basics. That's why I'm fighting to bring our America Reads program to every community in the country, gathering an army of volunteers led by our AmeriCorps young people to go in and offer to tutor one-on-one all children who are having trouble reading. Today, we already have 800 colleges, tens of thousands of students who are moving into our schools and supporting our children in this way.

I'm also fighting to introduce more choice and competition into our public schools and to establish thousands of charter schools within the public school network so people, where they need it, can actually fashion schools designed to meet the special needs of special populations.

I want to support communities in making our schools places of learning and values, not violence and disorder. And I applaud what your principal said about the character education program here. We ought to have that in every school in the United States. And I think we have to do more to empower parents to take an active role in their children's education. I always love to come to a school where a parent and a student talk, and I was glad to see them both doing such a good job today. Yes, give them a hand. That's good. [Applause]

But you can do all this and you still have to have high expectations, high standards, and some accountability, because people have to be working toward a

goal and they have to know what the goal is. That's why I've worked so hard for the concept of academic standards in the basics that we say should apply to every child in America, and to establish voluntary tests to measure the students' performance, beginning with fourth-grade reading and eighth-grade math. This will give our parents and our teachers the assurance that their children have mastered the basics. This will let every employer know that a diploma means something, a job applicant can read a manual, tally a check, analyze and solve a problem, and become a dependable employee.

I want to thank the mayor for his early support of national standards, and I thank the city of Chicago for joining with 14 other major American cities for pledging to make sure their students meet them. This is a truly groundbreaking development. If anyone had told any of us who had been working for 20 years in the area of school improvement 10 years ago that 15 of the biggest cities in America would be leading, not bringing up the rear but leading, the fight for higher standards for our children, recognizing that our poorest children and the kids that grow up in the toughest neighborhoods are the ones who need the standards the most, no one would have believed it. This is an astonishing, positive development, and you should all be very proud of it.

I can remember a few years ago when the only news those of us who didn't live in Illinois got about the Chicago school system was the annual strike.

[Laughter] I can remember we used to see a picture of the Governor's daughter in his office, waiting for the strike to be over, hanging around with her dad. And I now see what has happened. A whole people, led by a strong mayor and dedicated educators, have rejected low test scores, high drop-out rates, students earning diplomas they couldn't read, and instead have demanded results from their principals, their teachers, their schools, and most importantly, the students, letting them know they can't move on to the next grade unless they know what they're supposed to know from the grade they're finishing. You've strengthened curricula, renovated buildings, retrained teachers, expanded preschool education, kept schools open longer in the summertime to give children who need it extra help.

I'd like to say here, for the rest of America that might be watching this today, something that you have taught us: Ending social promotion does not put children down; it gives us a chance to lift all children up. We are not punishing children by making sure they know what they need to know and that when they move from grade to grade, it means something. And we don't do anyone, especially our poorest children in our toughest neighborhoods, a favor by giving them a pass on high standards. All of our children can succeed, and they deserve a chance to do it, even, if all else fails, repeating a grade.

You know, people used to say that asking a child to repeat a grade was too high a price to pay for learning because of the damage to self-esteem. But we know that children develop in different ways at different times. And we know that while a year seems like an eternity to an 8-year-old child or a 16-year-old child, when you're 50, it seems like nothing. [Laughter]

I care a lot about the self-esteem of the American people. But I would ask you to think about the thousands of Americans who are sitting in GED classes today, struggling in literacy programs, standing in unemployment lines, who can tell you there is nothing more damaging to self-esteem than wanting a job and not being able to get one; wanting to get an improvement, a promotion, a raise,

## Public Papers of the Presidents

and not having the skills necessary to get it. And if we adults send our children the right messages now, their self-esteem will not be harmed by an expression of love and hope for their future that prevents that sort of problem for them later on.

I want what is happening in Chicago to happen all over America. I challenge every school district to adopt high standards, to abolish social promotion, to move aggressively to help all students make the grade through tutoring and summer school, and to hold schools accountable for results, giving them the tools and the leadership and the parental involvement to do the job.

Today I am directing the Department of Education to share promising approaches to improving low-performing schools, such as those that Chicago has developed, with people all across America. And I'm directing the Department of Education to strengthen its own efforts to help districts use the Federal money that we have now to transform schools that aren't performing into world-class learning centers.

There is nothing wrong with America that can't be fixed by what's right with America. I said that in my first Inaugural; I see it again today. If you did it here, it can be done everywhere. If it's happened to one child, it can happen to every child. What is working in Chicago must blow like a wind of change into every city and every school in America. We owe it to our kids, and because you have done it, you've given us the courage and the conviction to believe we can do it for all of our children.

Thank you. Stay with it. God bless you.

NOTE: The President spoke at 9:34 a.m., in the gymnasium. In his remarks, he referred to Evaline Medina, fourth-grade student who introduced the President, and her mother, Mary Medina; Maggie Sullivan, sixth-grade teacher; Robert Blitstein, principal; Gary Chico, president, board of trustees, Paul Wallace, chief executive officer; and Cozette Buckney, chief education officer, Chicago Public Schools; Charles R. Bernardina, alderman, 43d ward; Patrick J. O'Connor, alderman, 40th ward; Jesse C. White, Jr., Cook County recorder of deeds; and John Stroger, president, Cook County board of commissioners.

LANGUAGE: ENGLISH

LOAD-DATE: December 02, 1997

LEVEL 1 - 38 OF 64 DOCUMENTS

## Public Papers of the Presidents

October 21, 1997

CITE: 33 Weekly Comp. Pres. Doc. 1622

LENGTH: 1668 words

HEADLINE: Remarks on the America Reads Initiative

BODY:

Thank you very much. Secretary Riley, Dr. Corrigan, Senator Kennedy, Senator Specter, Congressmen Etheridge and Miller and Hoyer. And I thank the Members of Congress not here in both parties who support this program.

Thank you, Eric Castillo, for what you do and for representing a new generation of American college students, I believe among the most idealistic and community service-oriented young people we have ever had in the colleges and universities of this country -- and a rebuke to the superficial and downright wrong characterizations of Generation X as not caring about the future of this country. And I thank you for that.

And thank you, Victoria, for reading the book with me and making me look good. [Laughter] You did an excellent job. Her mother is here. I'd like to ask her mother to stand. Thank you very much for coming. [Applause] And they did a great job. Thank you. I thank all the other young students and all the other college students who are here, and a special word of thanks to all the college and university presidents who have joined us today.

We have just seen a concrete and, I thought, very moving example of the difference reading can make in the lives of our children. We also ought to remember the difference that this can make in the future of our country as we move into a new century and a very different time.

In the last 5 years, together we have done a lot to prepare our country for the 21st century: a new economic policy that works, a new crime policy that works, a new welfare reform policy that works, expanding health care coverage to our children, improving the environment, now opening the doors of college to all who are willing to work for it. But to fundamentally succeed in having an America where opportunity is open to everyone who will work for it and where everyone can be a part of a thriving American community, we must give all our children the world's best education.

By the year 2000, we should succeed in seeing that every 8-year-old can read independently, that every 12-year-old can log onto the Internet, that every 18-year-old can go on to college, and that every adult in our country can continue to learn for a lifetime.

We have made historic progress toward these goals. Last summer's balanced budget contained the biggest increased investment in education since 1965, the biggest increase in access to higher education since the GI bill 50 years ago. It will go a long way toward funding our mission to connect every classroom and

library to the Internet by the year 2000. But all of this progress will be limited if our children do not first master the basics. The next major step is to make sure every 8-year-old can do what Secretary Riley's grandchild and Victoria can do -- they can say, "I can read this book all by myself."

We know that children who don't read well by the end of the third grade are more likely to drop out of school and far less likely to realize their full potential. We know that children who receive the help they need are much more likely to succeed in school and in life.

Today, 40 percent of our Nation's 8-year-olds are not reading as well as they should. There are many reasons for this. We come from many different places, and we have more and more young children whose first language is not even English. But none of these reasons is an excuse for our inaction, particularly when we see that action can produce the kind of results that Victoria showed us today.

That is one of the reasons that I have supported high national standards for reading and national examinations to make sure our children are reaching those standards. And that is the main reason we have launched America Reads. Over a year ago, it began with a simple idea, that a well-trained, coordinated army of a million volunteers could be rallied to teach our children. I called on every sector of society to help us mobilize this citizen army, specifically challenging colleges and universities to use their new work-study slots to train tutors. There are 300,000 of those new slots that have been approved by our Congress in the last 2 years. And to help them do it, we waived the requirement that colleges pay 25 percent of work-study wages.

Our college and university presidents and our college students have more than risen to meet this challenge. Last December, 21 college presidents, led by President Corrigan, pledged to start these programs for their students and urge others to do the same. You heard President Corrigan say that now almost 800 colleges and universities have joined America Reads. These voluntary commitments will reach hundreds of thousands of children and help them to reach their dreams. And I might say that a lot of the colleges and universities are finding that they have more people who want to participate than they have work-study slots. They even have people who want to participate who aren't eligible for work-study and just want to do it because they think it's the right thing to do.

At Yale, 300 students applied for 60 work-study slots. At the University of Michigan, 400 applied for 84 slots. At Miami Dade Community College, our Nation's largest community college, more than 150 tutors have been trained and already are helping students throughout your hometown. In Boston, an energetic group appropriately called Jump Start teamed up with several local colleges to connect work-study students to children who need help. These are just a few examples.

I want to join Secretary Riley and thank my longtime friend Carol Rasco for the outstanding leadership she has given this program. I thank the Department of Education. But most of all, I thank the young people of this country who are responding to the challenge.

And I might say also, as we all know, the challenge is not wholly confined to our colleges and universities. I just received the quarterly report of the church that Hillary and I attend here in Washington. They have 45 members of the

church involved in America Reads. This idea is catching fire in America. The interest is there, the concern is there, the commitment is there to meet our goal.

That's why it is so important for Congress to fund America Reads, as President Corrigan said. It was agreed as part of our balanced budget agreement. The proposal will pay for 25,000 reading specialists and coordinators to coordinate the tutor training and support we need to enlist, train, and put into action the entire army of America Reads volunteers to serve every child in America, like Victoria and the others who are here, who are out there waiting to meet a volunteer.

Also, because parents are our children's first and most important teachers, the proposal includes challenge grants to help parents do more to teach their children to read. I think that is critically important, and that is a part of the program that is in the budget. These approaches are the best things we know to do to teach our kids to read. They're already working in places like Simpson County, Kentucky, where AmeriCorps members help students jump an average of 3 grade levels in 8 months; working in Reading, Ohio, where trained parent volunteers are helping their kindergarten-aged children make 3 times the progress of children who don't get the extra help; working in my home State of Arkansas, where the Home Institution Program for Preschool Youngsters, HIPPPYS, brings parents into their children's learning process with stunning results; working here in the District of Columbia, where this February we launched DC Reads to bring together literacy programs and local volunteer reading tutors. With America Reads, it can work all over the country for every child who needs it.

This reflects the commitment, I might add, that thousands of Americans made at the Presidents' Summit on Service in Philadelphia a few months ago, to marshal the resources of every part of our society to help our children get a good education, get basic health care, do it in a safe environment with adult mentors, and with a chance for all children themselves to serve.

We've made a lot of progress since the summit on all fronts. Especially, I want to note that we've increased the number of AmeriCorps scholarships, recognized high school service, encouraged private businesses to help parents move from welfare to work. But we have to give all children the chance to learn and all Americans the chance to serve. The great thing about America Reads is it serves two of the goals of the summit: It gives children a good education, and it gives young people the chance to serve.

It would be a shame, with all the children out there who still need help learning to read and who want to get it, with all the parents who are yearning to do the best job they can as parents raising their children, with all the idealistic students and other American citizens who want to be a part of this program -- it would be a shame if we did not reach the full goal of America Reads. We have to have a bipartisan commitment to education that transcends politics. We have to have a follow-through on the bipartisan commitment to fund America Reads to its full potential.

The renowned African-American educator Mary McLeod Bethune once said, "The whole world opened up to me when I learned to read." We read "The Carrot Seed" today. Instead of the carrot, think about Victoria. Think about a million Victorias. Think about millions and millions more. We are the planters of the

seed. We have to first plant the seed, and then we have to tell the doubters it will grow.

Thank you very much.

NOTE: The President spoke at 1:43 p.m. in the East Room at the White House. In his remarks, he referred to Robert A. Corrigan, president, San Francisco State University; Eric Castillo, tutor, America Reads Foundation; Victoria Adeniji, second-grade student tutored in the America Reads program, and her mother, Felicia; and Carol H. Rasco, Director, America Reads Foundation.

LANGUAGE: ENGLISH

LOAD-DATE: November 18, 1997

LEVEL 1 - 42 OF 64 DOCUMENTS

Public Papers of the Presidents

September 20, 1997

CITE: 33 Weekly Comp. Pres. Doc. 1372

LENGTH: 2692 words

HEADLINE: Remarks in a Roundtable Discussion on Charter Schools at the San Carlos Charter Learning Center in San Carlos, California

BODY:

The President. Thank you very much. First, thank all of you for coming here today and sharing your Saturday morning. I thank the superintendent for his really marvelous remarks. He talked about all the things that we have in common. I saw a living symbol of his dedication to education above all else and one thing that we have in common that he didn't mention. If you look closely at his tie, you will see it is a pattern of golf balls and tees. [Laughter] And on this beautiful Saturday morning he's here with us. [Laughter]

Let me thank your instructional coordinator, too, for being here, leaving her 11-day-old baby. I would like to see the 11-day-old baby, but I think it's -- where's the baby? A wise mother leaves the baby outside. [Laughter]

Hillary and I are delighted to be here. And I want to spend most of my time just at this panel today. But I thank all of you for coming because I believe in charter schools, and I believe they are an important part of helping us to lift our standards and renew our schools and achieve the kind of educational excellence that all of our children need as we move into the 21st century.

I congratulate the San Carlos Learning Center for being the first of its kind in California, which obviously makes it among the very first in the United States.

Let me just give you a little, brief personal history here. When I was Governor of my State for 12 years, I spent a great deal of time working on school reform -- and so did Hillary -- spent lots of time in the schools, talking to teachers, talking to parents, talking to students, dealing with issues of curriculum development and teacher training and all those things. And when we were active in the 1980's, the State of Minnesota became the first State in the country to pass a public school choice law, to give parents and their children more choice among the public schools their children attended. I think we were the second State to pass that law. And we used it quite a lot.

Then, when I began to run for President in 1991, Minnesota became the first State in the country again to pass a charter school law, recognizing that sometimes it wasn't enough just to give the parents and the students choices but that we needed to give the educators and the parents and the students with whom they worked options to create schools that fit the mission needed by the children in the area, and that if you gave them options and held them accountable, we might be able to do something really spectacular. Then, 5 years ago today, I think, California became the second State in the country to adopt a

## Public Papers of the Presidents

charter school law, and then you became the first of those schools.

In 1994, I passed legislation in Congress to help us support more charter schools. By the end of 1995, there were about 300 charter schools in the country. Today there are 700 charter schools in the country. Many of them have been helped by the program we passed in Washington in 1994.

The historic balanced budget agreement that we just passed into law includes the largest commitment to new investment in education since 1965, among other things, expansion of Head Start programs, more funds to support computers in the schools -- I'll say more about that in a moment -- our America Reads initiative to help make sure every 8-year-old can read independently, and the biggest increased investment in helping people go to college since the GI bill passed 50 years ago: tax credits for the first 2 years of college, credits for the remainder of college, IRA's, Pell grants, work-study positions. All these together mean that for the first time ever we can really say, "If you're responsible enough to work for it, no matter what your income or your difficulties, college is now a real option for you in America, for every single American." And I'm very proud of all of that.

But one of the things that was in this balanced budget that didn't get a lot of notice is enough money for us to help to set up literally thousands more charter schools in America -- because excellence in education is more than money. And from my point of view, having spent years and years and years working on this, we need two things. We need a set of national standards of academic excellence that will be internationally competitive in basic subjects, and then we need grassroots, school-based reform, because education is the magic that takes place in every classroom, and indeed in every student's mind, involving every teacher, every student, and also, hopefully, support from home.

So that's why these charter schools are so important to me. And that's why we've tried to help a lot more schools like San Carlos get started on the path that you've been on now for some years.

For people who don't know exactly what they are, let me say that charter schools are public schools that make a simple agreement. In exchange for public funding, they get fewer regulations and less redtape, but they have to meet high expectations, and they keep their charter only so long as their customers are satisfied they're doing a good job.

As I said, we've gone from -- the day I took office, there was only one charter school in America -- January of '93. Then, a couple years ago, we were up to 300. Now there are 700. And what started as a movement in Minnesota and California now encompasses 29 States; 27 more States have passed charter school laws.

These funds in our budget, as I said, should allow us to set up several thousand more over the next 4 years. Today I am pleased to announce that we're going to release \$ 40 million in grants to help charter schools open. Start-up costs are often the biggest obstacle. And in States that can't afford to help, it's a terrible problem. I see a lot of people nodding their heads out there who have had experience with this.

So we have curriculum development costs, teacher training costs, new

## Public Papers of the Presidents

technology costs -- all these things can help. The \$ 40 million we're releasing today, of which about \$ 3.4 million will come to California, will help us to establish another 500 charter schools in 21 states. So we'll go from 700 to 500 in one pop here.

And as I said, pretty soon -- and if all the States will join in, we obviously can help all of them -- we'll have well over 3,000, perhaps even over 4,000 by the year 2000, which is enough to have a seismic echo effect in all the public school systems of America. So that's what we're trying to do.

Let me say that there are a couple of problems that we're going to face. Last week, the U.S. Senate, by a very narrow margin, supported an amendment that would make these charter schools' funding that I just announced the last such announcement that would ever be made, because it would lump all the education funds together and arbitrarily distribute them to the State without regard to whether these programs were continued or not. And in the process, it would abolish very specific and highly successful education reform programs like the charter schools, where we work with local communities and school districts. It would abolish our highly successful effort to put computers in the classrooms -- I'll tell you how much movement has happened on there in just 2 years -- and to create safe and drug-free schools. I think that would be a mistake.

The House of Representatives recently passed, although the Senate opposed them, an amendment that would prohibit us to pay for -- not to develop but to pay for -- a nonpolitical, private organization to develop voluntary national tests of excellence in mathematics and reading. I think that would be a mistake. This is the first time, last year, in history that our students in elementary schools scored above the international average in math and science. We're doing much better in America, but we don't test all of our kids. We just test a representative sample. I think we need to know how we're doing based on a common standard.

So we have these problems in the Congress, and if either one of these provisions makes it into the final bill, I will have to veto it. So I hope that we can continue to work on moving forward in the right direction. And in that connection, I'd like to say a special word of appreciation to Congresswoman Anna Eshoo, who I think is one of the -- absolutely -- even I would say this if I were in Washington -- she really is one of the finest, most forward-looking Members of the United States Congress, and she's made a big difference in our country today.

Now, running these charter schools, as we are about to hear, is not easy. It's not self-evident how to do all this. It sounds great to say, "We'll cut you free of redtape and bureaucracy. You have to perform at a higher level. You've got to get the parents involved." There are all kinds of practical problems, and we'll hear about some of them.

The Secretary of Education, Dick Riley, is going to convene a national conference on charter schools in Washington this November to bring together teachers, administrators, parents, others who are interested in this to share best practices and look to the road ahead. But just think about where we can go with this. If we go -- we've gone from one to 700, to 500 more, with a budget that calls for funds for 3,000 more -- just this year's budget alone that will be funded starting October 1st, if we get the funds for it, will give us enough

funds for another 700 -- or 900 to 1,000 schools.

So this movement can sweep the country and can literally revolutionize both community control and standards of excellence in education if we do it right. That's what the panel is about.

And before we start, let me just thank some of the business leaders who are here today for their commitment to educational excellence: Regis McKenna, David Ellington, Brook Byers, Terry Yang, Paul Lippe. And I'd like to say a special word of thanks to Larry Ellison who is up here on the platform. He's the chairman and CEO of Oracle Corporation.

Two years ago this week, I met with Larry and a number of other high-tech executives to talk about another one of my passions, which is to connect every classroom and library in every school in America to the Internet by the year 2000. And that, like everything else, it turned out to be more complicated. It sounded great, but we not only had to connect them, we had to make sure we had the hardware, the software, and the trained teachers to do the job.

So we got this group of business people who knew about all this, who are working very hard to try to make sure that we can do that, give all the support services to every school. We got the Federal Communications Commission to give what amounts to a \$ 21/4 billion a year subsidy to schools, to lower the rates they have to pay to hook not the Internet. But to give you an example of what we can do when we work together, since we made that announcement 2 years ago, California has 65 percent of the schools connected, which is twice the percentage you had 2 years go, and 4 times as many classrooms connected as just 2 years ago. That shows you how quickly we can move.

And Larry has not only sponsored the San Carlos Learning Center but yesterday he announced Oracle's promise to spend \$ 100 million in a foundation to help schools across America who need support to get the kind of connection to the future through telecommunications technology that we all want. So thank you, Larry, for doing that.

So this is a good news day, but what I want to do now is to turn it over to the panel, and let's get into the facts of the charter school movement and see. Hopefully, by being here today, this will encourage the 21 States who do not have charter school legislation to adopt it, it will encourage the Congress to fully fund the charter schools program for the next 4 years, and it will help us to take what you have done here and spread it all across America in a way that will guarantee international standards of excellence in the education of all of our children.

Thank you very much.

[At this point, the roundtable discussion began. At its conclusion, the First Lady spoke, and the President made the following remarks.]

The President. First of all, let me say I agree with everything she said. [Laughter] I'd just like to make a couple of brief points to build on what Hillary said. I want to say, first of all, I have no hidden agenda here. I believe the only way public schools can survive as the instrument by which we educate our children and socialize them and bring them together across all the

lines that divide us is if all of our schools eventually -- and hopefully, sooner rather than later -- are run like these charter schools. That's what I believe. I am not running for office anymore. I have no political interest in this. I am thinking about what our country is going to be like 20, 30, 40, 50 years from now.

And you know what Tom said about the industrial model: That's part of the problem. A lot of our schools are organized on an industrial model -- a lot of our middle schools are almost -- are organized for when families were like Ozzie and Harriet, instead of like they are today. There are a lot of organizational problems. It's also true that our schools get money from a lot of different places and have to suffer rules from a lot of different places, and a lot of people think if they give up their rulemaking, they won't matter anymore. And in some way, the most important person here is the superintendent because he's here supporting this instead of figuring out how he can control it. And I think that's important.

And so Hillary and I have been working at this business for a long time now, seriously since 1983 -- really seriously. There has been a dramatic change in the attitudes of the teacher unions, which is positive. There have been dramatic advances in the attitude of administrators, which is positive.

But I just want to say, we cannot -- there are a lot of people who believe in the information age, with things changing as fast as they are and with standards needing to be as high as they are, that we ought to just basically send everybody money and let them do whatever they want to about education and forget about the public education network -- let it sink or swim. The problem with that theory is that the short-term costs to people who got left behind would be staggering.

But if we want to preserve excellence and the socially unifying impact of public schools over the next generation, I am telling you, every school in the country has got to become like this one. The power needs to be with the parents, with the children, with the teachers, with the principals. And those of us who are up the lines somewhere, up the food chain, what are we interested in? We're interested in what Kim said. We're interested in results. We don't need to make rules. We're interested in results, and we want to be able to measure them. We want to know our kids are going to be all right and our country is going to be all right.

Let them make the rules in the schools. Let them figure it out. And then education will be something that will get bright young lawyers to leave their more lucrative law practices to do something that doesn't pay as much but makes them feel good when they go to bed every night and get up in the morning. That's what we want. And until every school is run like that, you and I should not rest.

Thank you. God bless you.

NOTE: The President spoke at 11:19 a.m. in the gymnasium. In his remarks, he referred to Don Shalvey, superintendent, San Carlos School District; Elise Darwish, instructional coordinator, San Carlos Charter Learning Center; Regis McKenna, president, Regis McKenna, Inc.; David Ellington, chief executive officer, Net Noir; Brooks Byers, partner, Kleiner, Perkins, Caufield & Byers; Terry Yang, cofounder, Yahoo!; Paul Lippe, vice president, Synopsis; Tom Ruiz,

LEVEL 1 - 13 OF 64 DOCUMENTS

Public Papers of the Presidents

September 9, 1998

CITE: 34 Weekly Comp. Pres. Doc. 1739

LENGTH: 2775 words

HEADLINE: Remarks at Hillcrest Elementary School in Orlando, Florida

BODY:

Thank you very much. When President Waldrip -- [laughter] -- was up here speaking, I had two overwhelming thoughts: One is that even though I had been made a member of the PTA, she was one incumbent president I could never defeat in an election. [Laughter] My second thought was I wish I could take her to Washington for about a month. It might change the entire atmosphere up there. [Laughter] It was great. She was unbelievable.

Let me say how delighted I am to be here at Hillcrest. I want to thank Principal Scharr for making me feel so welcome. And Clair Hoey, thank you for what you said about the education of our children. And thank you both for the comments you made about the First Lady and the work we have done over the years for children and for education.

I'd like to thank the Governor of Puerto Rico, Pedro Rossello, my longtime friend, for being here. It's quite fitting that you would be here at this school, which is committed to bilingualism and to a multicultural future for America.

I'd like to thank three Members of the United States Congress who came with me today: Representatives Corrine Brown, Robert Wexler, and Peter Deutsch. They're all here in the front row, and thank you for coming. Thank you, Anne MacKay, for being here. And I'd like to thank the State representatives who are here, Shirley Brown, Lars Hafner, and Orange County Chair Linda Chapin, and the superintendent of the schools, Dennis Smith.

Let me say to all of you, I was so excited when I heard about this school because it really does embody what I think we should be doing in education and, in a larger sense, what I think we should be trying to do with our country. And I'd like to begin by just saying a few words about it.

First of all, the principal has already outlined it better than I could, along with what your teacher and your PTA president said, but this is a school that has a lot of different kids in it, not only different ethnic groups, they have different religions; they have different cultural heritages; their parents have different financial circumstances -- I would imagine breathtakingly different -- and yet, if you look at them all together, they're all a part of our future.

And we say in our Constitution, we say in our laws, that every one of them is equal not only in the eyes of God but in the eyes of their fellow Americans. This school is trying to make that promise real for all of them. And in

creating a community in which they all count and all have a chance to live up to the fullest of their God-given abilities, they're doing what we in America ought to be doing.

I also think some of the strategies are very good. I think the school uniform policy is a good one. I've tried to promote it because I think it promotes learning and discipline and order and gives kids a sense of solidarity and takes a lot of heat off parents without regard to their income and sort of reinforces the major mission of the school. I think that's a good thing. I think having a school-based academic strategy is important. I think the literacy programs are profoundly important. And I'm very glad you are involved in reading recovery.

So there are so many things that I think are quite good about this school, and I thank you for giving me and Lieutenant Governor MacKay the chance to come by here today.

I want to talk about what we're trying to do in Washington for education and to support not only this school but the truly extraordinary effort that Governor Chiles and Lieutenant Governor MacKay have made here over the last few years to support Florida's schools. And let me begin by backing up a step.

I'm very grateful as an American to have had the chance to serve and to be a part of what our people have accomplished in the last 6 years: to have the lowest unemployment rate in a generation; to have in just a few more days the first balanced budget and surplus in 29 years; to have the lowest crime rate in 25 years; and the smallest percentage of our people on welfare in 29 years; and the lowest inflation rate in 32 years; and the highest home-ownership in American history. And we did it while downsizing the National Government to its smallest size in 35 years and investing more in States and localities and schools. I'm grateful for what all of the American people have done together.

But my focus today is on what we should do with that. What should we do with that? Because normally, if people have been through some very trying times and very challenging times and they reach a kind of plateau, the easiest thing to do is to sort of say, "Whew, now let's just sort of sit back, relax, and enjoy it." I think that would be a mistake, because the world is changing very fast. You see that, don't you, if you pick up and see what's happened in the stock market -- you know? We had a great big day, yesterday; we had not such a good week or so before that. And when you read and you say, "Well, why is all this happening? Are a bunch of companies going broke or are a bunch of new companies making a lot of money?" And you read between the lines and see, no, no, it's a lot of things that are happening around the world. What does that mean?

The more we become a part of the world in America, with the diversity of our population, the more America becomes a part of the world beyond our borders in our economic and other partnerships. And the world is changing so fast that I believe what we should do with these good times is not to pat ourselves on the back, but to say, "Hey, thank goodness. We finally have the security and the resources to face the long-term challenges of this country." And that is what we intend to do with our good times.

That is what I have asked the American people, in this season when as citizens we think about voting, to think about: What are we going to do to deal with the long-term challenges of the country? When these children get out of

## Public Papers of the Presidents

high school, all the baby boomers will start retiring. I know that; I'm the oldest of the baby boomers. [Laughter] The baby boom generation are roughly Americans between the ages of 52 and 34. And until this group of school children that came into school the last 2 years, we were the biggest group of Americans ever.

Now, if we retire without making some changes in the Social Security system and reforming the Medicare system so it takes care of seniors but does it in a way that doesn't put unconscionable burdens on younger people -- if we don't do that, then by the time we retire, one of two things is going to happen: Either the baby boomers are not going to have a very good retirement, or we're going to have it at the expense of lowering their standard of living, because there will be, for a period of time, two people working -- only two people working for every one person retired. No one wants that.

We're in good shape now. That's why I say we shouldn't spend any of this surplus that, hopefully, we will have for several years, that we'll begin to realize on October 1st. We shouldn't spend it all in a tax cut or a spending program until first we know we've taken care of Social Security and Medicare, because I don't know anybody in my generation that wants to undermine their future to take care of our retirement. That's a big issue.

We have to prove in this global economy with, as you know in Florida, with a lot of global warming -- you had all those fires this year; you had the hottest year in history, the hottest month you ever had in June -- you know about that. We've got to prove we can deal with environmental challenges and grow the economy. Believe it or not, there are a lot of people that don't believe that. There are still a lot of people who think that it is impossible to have an economic growth in any advanced society unless you are deteriorating the environment. I don't believe that, I don't think the evidence supports that. We've got to prove that. We have to prove that.

We have to prove that we can give both quality and affordable health care to all our people, the 160 million people in managed care plans. People still want to know if they get hurt, they can go to an emergency room; if they need a specialist, they can see it; and their medical records are going to be protected. We have to prove we can have the most cost-effective health system and still maintain quality.

So we've got these big challenges, and we've got to deal with all these challenges in the global economy you've been dealing with, reading about. But let me say to you there is no more important challenge than giving every one of these children, especially if they start out in life without all the advantages that a lot of other children have, a chance to get a world-class education. There is no more important long-term challenge for America.

That is what will make us one America, whole, together, respecting each other's differences, when everybody's got a chance to sort of live out their dreams.

You know, we've all got this on our mind -- I don't know if you all know this, but when I got off the plane today, the young man that caught Mark McGwire's home run last night was there waiting for me because he was flown down to Disney World today, which I thought was a real hoot -- [laughter] -- with his

family. And last night, late last night, I talked to Mark McGwire and his wonderful young son, who's in uniform and always out there. And I got to thinking about what's Mark McGwire going to do with the rest of his life? What's he going to do with the rest of his season?

And I'll tell you what I think he'll do. I think he'll hit more home runs and play more baseball and do more things. But that's what you've got to think about America. How would you feel if Mark McGwire announced, "Well, I've been working real hard to do this all my life, and if it's all the same to you, I think I'll skip the last 18 games." [Laughter] Right? Or, "If it's all the same to you, I think I'll just stand up there and see how many times I could walk." You would be puzzled, at least, wouldn't you?

Well, that's the kind of decision we have to make as Americans. What are we going to do with our good economy? What are we going to do with our improving social fabric? I'd like to see our country become modeled on what you're trying to do here at Hillcrest.

And in specific terms, I want to say there are some things before the Congress today, some specific education bills that I think respond to the needs of the American people. And no matter how well you're doing, you know there are still some needs out there. I was especially impressed by what you said you were doing with new mothers and new-born children and trying to get kids off to a good start. Hillary and I had a conference on early childhood and the brain not very long ago, and I think we have all underestimated how much good can be done in those first couple of years of life. And that's very good.

Let me tell you -- sort of set the scene here. The Department of Education today is releasing a report that shows that while we're making progress, students that live in high-poverty areas continue to lag behind other students in fourth grade reading and math scores. Fewer than half of all the fourth graders in the high-poverty areas are scoring at basic levels of performance in math.

Now, I will say again, you rebuke that whole idea that there has to be a difference in people based on the income of their parents or the nature of their neighborhood. That's what you're trying to prove does not have to be. And I believe that as well.

So let me just briefly review the agenda that these Members of Congress -- these three here -- are supporting, that we're going to try to pass in what is just a very few weeks left in this legislative session:

I want smaller classes in the early grades all across America. You've got that here. We have a program that would hire 100,000 teachers in the early grades. If we hired the 100,000 teachers -- it's in our balanced budget -- we could lower class size to an average of 18 in the early grades all across America.

I want Congress to help me create safer schools, to continue to build partnerships with local law enforcement and schools. Just this morning, the Justice Department has released over \$ 16 million to 155 law enforcement agencies across the country to make sure we have community-based organizations to prevent crime in the first place.

## Public Papers of the Presidents

This school -- I understand you do a lot of work and loan out some computers so families can learn about computers. I think it's important that we hook up every classroom and every library and every school in America by the year 2000. We have a bill to do that in Congress, and we want to pass that bill.

We also have responses specifically to that education report I mentioned, a bill in Congress to create what we call education opportunity zones, as well as expanding funding for Title I. It would give extra help to the classrooms, the schools, that are prepared to end social promotion but not tag kids as failures, that want to have after-school programs, that want to have summer school programs, that want to have extra help for kids who need it, that need more resources to do the kind of intensive effort that this reading recovery program here, for example, requires. Everybody knows it's one of the best programs in the world. Unfortunately, too many schools don't do it because it costs money to do it, because you really have to give intensive help to these children at an early age.

So I think that's important. A part of that would be paying the college expenses of 35,000 young people who agree when they get out of college to go out and teach off their college loans by going into underserved areas, in urban and rural areas in America. I think that's worth doing. I want to -- [applause] -- thank you.

And finally, we're trying to fully fund our America Reads program, which will make sure that we give enough reading tutors and trained volunteers to enough schools to make sure every 8-year-old in this country -- every one -- can read a book independently by the time they're in the third grade.

Now, this is very important stuff. And so far I can't tell you how it's going to come out in Washington. But remember, I'm not increasing the deficit. This is in the balanced budget that I presented to Congress. The money is there. So the issue is not whether the money is there; the issue is what are our priorities and what are we going to do with the money. Now, notwithstanding what Representatives Wexler, Deutsch, and Brown want to do, the House of Representatives voted to actually cut \$ 2 billion off these programs. The Senate has not done so yet. They've been a little more encouraging. I don't want this to be a partisan issue; education should be an American issue. When I go to a school and walk up and down and shake hands with kids, I don't look for a political label on their uniforms. This is an American issue. But it is a big issue.

So I would just ask all of you to make it as clear as you can that you'd like for us in Washington to put the same priority on education that the parents and the teachers and the kids do at Hillcrest, that you would like for us to try to create an American community like the one that you are trying to create with your children here at this school, and that there are very specific opportunities Congress is going to have in the next 3 weeks where a "yes" vote or a "no" vote is required, and you'd like to see us vote "yes" for our children and our future.

Thank you very much. Thank you.

NOTE: The President spoke at 1:10 p.m. in the cafeteria. In his remarks, he referred to Susan Waldrip, president, Parent-Teacher Association, Aliette Scharr, principal, and Clair Hoey, teacher, Hillcrest Elementary School; State

Representatives Shirley Brown and Lars Hafner; Linda W. Chapin, chair, Orange County Board of Commissioners; Dennis M. Smith, superintendent, Orange County Public Schools; Gov. Lawton Chiles of Florida; Gubernatorial candidate Lt. Gov. Buddy MacKay of Florida, and his wife, Anne; and St. Louis Cardinals first baseman Mark McGwire, who broke Major League Baseball's single-season home run record, his son Matt, and Tim Forneris, the Busch Stadium groundskeeper who retrieved the ball. The President also referred to Title I of the Improving America's Schools Act of 1994 (P.L. 103-382), which amended Title I of the Elementary and Secondary Education Act of 1965 (P.L. 89-10).

LANGUAGE: ENGLISH

LOAD-DATE: June 19, 1999

# Withdrawal/Redaction Marker

## Clinton Library

| DOCUMENT NO.<br>AND TYPE | SUBJECT/TITLE                                           | DATE | RESTRICTION |
|--------------------------|---------------------------------------------------------|------|-------------|
| 001. resume              | Bethany Molinari Little; RE: address [partial] (1 page) | n.d. | P6/b(6)     |

### COLLECTION:

Clinton Presidential Records  
Domestic Policy Council  
Joshua Beck  
OA/Box Number: 18928

### FOLDER TITLE:

Public Papers of POTUS

2011-0894-S  
ms180

### RESTRICTION CODES

#### Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

#### Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

**EXPERIENCE**

- 3/99-Present **The White House, Washington, DC**  
**Associate Director, Domestic Policy Council**
- Manage White House education policy team to develop proposals and assess policy options for the President, including legislative proposals such as reauthorization of the Elementary and Secondary Education Act, budget requests, rules and regulations, policy implementation, and executive orders;
  - Develop communications strategies for education priorities such as school construction, class size reduction, standards and accountability, and after school programs by crafting message events, drafting press papers, editing remarks and representing Administration positions to constituents;
  - Create and review Statements of Administration Position, Congressional testimony, Presidential statements, Executive Memoranda, and briefings for the President.
- 8/99-Present **Policy Advisor to the Vice President**
- Develop policy proposals, analyze policy options, manage education events, and communicate with press, advocacy groups and constituents on behalf of the Vice President.
- 8/98-3/99 **U.S. Department of Education, Washington, DC**  
**Confidential Assistant, Office of the Deputy Secretary**
- Designed and implemented strategies to improve the management and results of the Department of Education, including implementation of the Department's strategic plan, compliance with the Government Performance and Results Act and other performance improvement initiatives;
- 2/97-8/98 **Council for Excellence in Government, Washington, DC**  
**Project Leader and Executive Assistant to the President**
- Planned, implemented, budgeted, and secured funding for initiatives including Leadership Conference for Presidential Appointees and Nominees, Forum on Government Performance and Results, Pew Journalism Seminars, and John Whitehead Forums;
  - Coordinated the president's role in projects designed to promote results-oriented, innovative government and to build public confidence in government.
- 12/96-2/97 **Presidential Inaugural Committee – 1997, Washington, DC**  
**Budget Analyst**
- Forecasted trends and managed contracts, billing and accounting processes for multiple departments including Communications, Scheduling and Advance, Marketing, Talent, and VIP Events.
- 9/95-12/96 **Clinton/Gore '96, Washington, DC, Des Moines, IA and Rapid City, SD**  
**Campaign Staff**
- Performed various roles over the course of the campaign including Drafts Officer, Delegate Coordinator, West River Primary Field Director, Iowa Field Staff and Finance Intern.
- 7/95-9/95 **S.E.E.K. Progress Program, Bell Multicultural High School, Washington, DC**  
**Program Coordinator**
- Developed, budgeted and implemented a six week program for limited English proficient students living below the poverty line to learn entrepreneurship and life skills.

**EDUCATION**

- 1991-1995 **Georgetown University, Edmund A. Walsh School of Foreign Service, Washington, DC**  
**Bachelor of Science in Foreign Service**
- Majored in International Politics;
  - Interned with the Center for International Policy and the American Enterprise Institute;
  - Proficient in oral and written Spanish and French.
- 1/94-6/94 **Institut Catholique, Paris, France**
- 7/93-12/93 **Universidad de Chile/Universidad Catolica de Chile, Santiago, Chile**

1ST STORY of Level 1 printed in FULL format.

Public Papers of the Presidents

November 12, 1998

CITE: 34 Weekly Comp. Pres. Doc. 2297

LENGTH: 2069 words

HEADLINE: Remarks Announcing Grants for After-School Programs

BODY:

The President. Thank you very much, Rose, for giving us a wonderful example of what these endeavors are all about. Hillary and I are delighted to have all of you -- parents, administrators and teachers, child care advocates, grant recipients -- here in the White House today. We especially thank Congressman Castle, Congresswoman Lowey, Senator Robb, Senator Specter, Congressmen Hoyer and Cardin and King and Levin and Quinn.

I thank Olivia Golden, our HHS Administrator for Children and Families, for being here, along with Mike Smith and Kent McGuire from the Education Department. We welcome Mayor Davis, Mayor Ganim, Mayor Schundler, and all of you.

I have enjoyed this day very much already because Hillary and I are, I think it's fair to say, virtually obsessed with the idea of expanding after-school programs and affordable child care. And to see this reaching across party lines to support our children, our families, and our communities is a deeply moving thing to me. But I'd like to begin my remarks, since I essentially can't add much to what has already been said -- I want to ask you to think about a question that we have -- all of us who are parents, at least, who have ever taken our children on trips when they were young -- have heard them say, "Are we there, yet? Are we there yet?" [Laughter]

So in spite of what we come to celebrate today, the truth is that when it comes to raising our children in this new era, we are not there yet. But when I look at the people on this podium and the faces out in this crowd, I realize that this is clearly an area where we can put the progress of our people ahead of our partisan differences and that, if we continue to do that, we might be able to give a different answer to our children.

Even though our economy is the strongest in a generation, all of you know that one of the principle struggles faced by real people out there in America was the one that Rose Bolz told us about today. Even with the lowest unemployment rate in 28 years, even with the fastest rising wage rates in over 20 years, how are people doing at balancing the work of parenting and the work of working? How do people fulfill their obligation to their children and to their workplace?

Well, first of all, it's not easy. In spite of the program that the First Lady described, in spite of the marvelous experience that Rose, as a parent, with her child have had, on any given day in America as many as 15 million school-age children are left to fend for themselves on the streets or alone at

## Public Papers of the Presidents

home. Half of all juvenile crime occurs in the few hours just after school lets out. And for families with children between the ages of 3 and 5, child care is the second or third greatest household expense.

Now, obviously, only parents can find the proper balance between work and child rearing, one that works for them or one that is imposed on them by their economic circumstances. What we have to do is to help them do the very best they can to meet their obligations at home and at work. That is the only responsible thing to do on the verge of this new century when the patterns of work and life are so very different.

As I have said many times, if you will indulge me I'd like to say once more, I know that all life is filled with choices and some of them are bound to be hard, but this is a choice we should not require our people to make, because if they have to choose, they lose, and we lose. If a person cannot function at work for worrying about the children at home, but economically they must work, then that weakens the fabric of the American economy. If in order to fulfill one's responsibility at work a parent has to neglect children, that is an even higher price, because in every society that is always the most important work that can be done.

That is why we have worked hard to help people reconcile these two obligations with the family and medical leave law, with policies designed to promote the idea that if people who work full-time and have children in the home should not be in poverty, the doubling of the earned-income tax credit, the \$ 500-per-child tax credit that was a part of the bipartisan balanced budget bill passed last year, the raise in the minimum wage, the dramatic increase in tax credits and scholarships and loan program options for college education, the welfare reform that I believe did a great deal. Mike Castle and I were talking about this, because we've been working on this subject for more than 10 years together now, and we believe it makes a very good start at striking the proper balance between work and family, protecting the health care and the nutrition of children as a national guarantee, providing many more resources for child care and for transportation, giving States the flexibility to design programs that are more likely to move people more quickly from welfare to work without sacrificing their parental responsibilities. And since we have the smallest percentage of our people on welfare in 29 years, I'd say we're off to a pretty good start.

Now, since those initiatives, we have focused on two other major priorities: First, the after-school programs; and second, child care for lower income, working families who may not have been on welfare and, therefore, are not eligible for the funds that were provided in welfare reform.

Last month, the bipartisan balanced budget bill, to which Senator Specter and others have referred, expanded Head Start and made new investments in improving the quality of child care. Thanks to that bill, and especially to the extra child care put in under the welfare reform law, I can tell you that there are nearly one and a quarter million low-income children now receiving child care under the child care block grant program. That is up from one million the year before. That's a 25-percent increase in one year. And to all these Members of Congress who are here who supported this across party lines, I want to say a special thank you for doing that.

Now, that is the good news. But if a child asks you, "are we there yet?"

## Public Papers of the Presidents

here is the rest of the story. We've gone from a million to one and a quarter million in one year, a 25-percent increase -- by income, under the law, another 8.75 million children in low-income working families are eligible for child care assistance, but cannot receive it because we have not put sufficient funds into the program.

So this should continue to be a priority in the next Congress. Even though we were successful -- and I appreciate what Senator Specter said about the nature of the budget process; Congress was very generous in the end in investing more money in education -- we did not pass the child care proposal. I hope we can do better next time because of the large number of people out there.

Now I'd like to say just a little word about the after-school programs because I, too, think they're so important. The budget I signed last month included a fivefold increase in the number of children who will receive after-school programs. This program, this increase, was funded under the 21st century community learning center initiative initially sponsored by Senator Jeffords of Vermont. It was strongly supported by Senator Boxer, Senator Kennedy, Congresswoman Lowey, and others.

I want to tell you how fast and how far Congress has moved on this after-school program, again, in a bipartisan fashion. In 1996 there was one million dollars in this program. In 1997 there was \$ 40 million in the program. In 1998, in this Congress -- thank you, Mr. Appropriator -- there was \$ 200 million in the program. That's why 183 communities in 44 States and the District of Columbia today can receive \$ 60 million to set up these academically enriched after-school programs. Roughly 75,000 more children will now have someplace to go other than the streets when school lets out. That's good news for America.

One of these recipients is Chicago's Lighthouse program, which the First Lady and I have both visited. Every day Lighthouse -- listen to this -- keeps 112,000 children in 248 Chicago schools off the street and out of trouble, while drilling them in math and reading, providing everything from computer instruction to supervised sports to a hot evening meal. Over 40,000 children in that school system now get 3 meals a day.

After-school programs like this honor our values and benefit our Nation. They offer opportunity and peace of mind to hard-working parents who can't always be at home when school lets out. They bolster responsibility and academic achievement among students. Math and reading scores have shot up in nearly every one of the 40 Chicago schools where the program began 2 years ago. And I might add, parenthetically -- I'll plug something I believe in -- I am all for the proposition that in our most troubled inner-city schools we must raise academic standards, raise learning levels, and end social promotion, but it is wrong to brand a child a failure when the system has failed the child. So there have to be after-school programs, and summer school programs.

So Chicago has ended social promotion. But they've got 112,000 kids in after-school programs, and the summer school program is now the sixth largest school district in America.

So if we want our children to do well and if we believe our children can do well across racial and income lines, no matter where they were born, where they

## Public Papers of the Presidents

grow up, whether they're on the most distant rural, Native American tribal reservation or in an absolutely abandoned inner-city neighborhood, and if we want to say, "Look, because we love you we're going to hold you to high standards," then we have to give them the tools they need to succeed.

So this is a terribly important thing to the strengthening of our community, to reducing juvenile crime, to doing the things that we all know we ought to do. Just think, in this huge budget of over \$ 1.5 trillion, what started with one million dollars, then went to \$ 40 million, then went to \$ 200 million, has the potential to have a bigger impact on more children's lives, more families, and more communities' futures than virtually anything else we're doing around here -- because it empowers people, like the people who work with Rose Bolz' daughter, to do more of that daily.

Now, again -- are we there yet? When it comes to the end of the speech, the answer is "nearly." [Laughter] But back to the subject -- are we there yet?

Audience Members. No-o-o!

The President. A hundred and eighty-three new after-school grants -- that's the good news. The rest of the news is, for every community that received a grant today, there were seven more which applied. Actually, that's also good news if you think about it. Everybody gets this now. But because they get it, we have to try harder. Like child care, the need for after-school programs simply outstrips our investment.

So when children ask from the back of the car, "are we there yet?" it's always hard to give them a satisfactory answer. And how many of us as parents have explained how far we've come and that we've come further than we've still got to go? -- all the answers that satisfy adults and never make it with kids. [Laughter] On these issues, we should be as impatient as our children in the back seat of the car. We should be proud of what has been done. We should lift up the teachers, the community leaders, the parents, the child care workers who have done the right thing. But we should remember the impatience of our children.

In the new economy, we can no longer think of high-quality child care and after-school programs as luxury items. In every period of economic and social change, what once was a luxury item becomes quickly standard equipment.

So are we there yet? No. But we'll get there together. Thank you very much.

NOTE: The President spoke at 2:54 p.m. in the East Room at the White House. In his remarks he referred to Rose Bolz, single working mother from Tucson, AZ, who introduced the President; Kent McGuire, Assistant Secretary, and Marshall S. Smith, Deputy Secretary, Department of Education; Mayor Ernest D. Davis of Mount Vernon, NY; Mayor Joseph P. Ganim of Bridgeport, CT; and Mayor Bret Schundler of Jersey City, NJ. A portion of these remarks could not be verified because the tape was incomplete.

LANGUAGE: ENGLISH

LOAD-DATE: December 10, 1998

Public Papers of the Presidents

September 7, 1999

CITE: 35 Weekly Comp. Pres. Doc. 1700

LENGTH: 2114 words

HEADLINE: Remarks at Brooke Grove Elementary School in Olney, Maryland

BODY:

Thank you so much. You know, when I was in grade school, we used to joke that our favorite class was assembly. [Laughter] But you've been out here so long, and it's so hot, I'm not sure it's true anymore. [Laughter] I will try to be brief.

I want to, first of all, say how greatly honored I am to be here with Governor Glendening and Senator Sarbanes and Congressman Cardin and your Representative, Congresswoman Morella; with Senator Miller and the other members of the Maryland legislature; with your principal, Eoline Cary; Jerry Weast, the Montgomery County superintendent. I want to thank the teachers in the classes whom I visited, Ms. Tepper and Ms. Husted, and their students, who asked good questions and got me to read a book, a book about friendship, which I could use a little of myself from time to time. [Laughter] I want to thank the teachers, the parents, and the students. And I want to thank Nancy Grasmick, and Reggie Felton, the chair of the Montgomery County School Board, and all the people in Maryland for their dedication. And I thank you, Robin Davis, for your introduction and for your devotion to teaching. And we have also on the stage with us Jessica Goldstein, who is another one of the reading specialists, also hired under our program.

Most of all, if I might, I'd like to say a special word of thanks to my friend of over 20 years, the Secretary of Education, Dick Riley. I think plainly the finest Education Secretary this country has ever had. And I really thank him for his leadership.

I knew before I came here that this was a blue ribbon school. Now that I've been here, I know why. I loved walking down the halls; I loved reading the posters on the walls; I loved talking to the students and watching the instruction. Education is the priority in this school. Education must be America's priority, as well.

We now have in our schools, starting last year for the first time since the end of World War II, we've got a group of students in our schools bigger than the baby boom generation, the largest number of children ever in the schools of the United States. And as all of you know, it's also the most diverse group of students ever -- racially, religiously, culturally. We have the largest number of students in our schools whose first language is not English, by far in the history of the country. And yet, we know that in a global society our diversity can be an enormous asset if, but only if, we can give every one of our children

a world-class education. And we don't have a moment to lose.

I'm here because for 6 1/2 years we have worked very hard to raise standards, to raise expectations, to raise accountability, and to raise the level of support so that every child in America could have an education like the children of Brooke Grove Elementary get. And I think that's what all of you want.

As I indicated, Dick Riley and I have been working on this issue for more than 20 years now. Both Hillary and I made it our first priority when I was Governor of my State for 12 years. Earlier this year I proposed an education accountability plan based on what I have seen working for more than a decade now, to help raise standards, make good schools even better, and have specific initiatives to help turn around schools that aren't making the grade -- to provide more funds for after-school and summer school programs for the kids who need it; to expand early reading programs; to reach our goal of connecting every classroom and library in the country, in every school, to the Internet by the year 2000. We now have HOPE scholarships, more Pell grants, other student loans, grants, and tax credits, which have literally opened the doors of college to virtually every single American.

And last fall, as you've heard, we persuaded a huge bipartisan majority in Congress to come together across party lines and put a downpayment on hiring 100,000 well-prepared teachers to lower class sizes in the early grades, teachers like Robin Davis and Jessica Goldstein, and over 160 others in Montgomery County alone, part of the 30,000 teachers nationwide who are now meeting their students this year, under this initiative.

Everybody knows what Robin said: Students learn better, especially early, in smaller classes. Now we have research which confirms that those early learning gains are maintained by the children all the way through high school. We're not talking about some theory, here. You heard a teacher with 20 years of experience stand up and say what she just said. We now have academic research, objective evidence, that we now have no excuse not to act on.

We have to have more teachers for these swelling classrooms, to get the classes down in the early grades. Just yesterday I talked to a friend of mine who had just come back from a major city in the Midwest, where he had visited an elementary school where the average class size was 37. That is wrong. We can do better. Our children's future is at stake. And I saw the kind of learning in these classes today that we need for every single school in the country.

So why are we here? Because it's budget time again on Capitol Hill. [Laughter] And last year, right before the election, we had this truly astonishing and heartwarming coalition of forces across party lines to say, "Okay, we'll support the 100,000 more teachers. We'll make the 30,000 downpayment." We didn't have enough money to hire them all in one year and sustain it, but we could do nearly a third in one year.

So now it's budget time again in Washington. And the question of whether we will continue to move toward our commitment of 100,000 teachers is one of the major questions there. It is all caught up in what you've read about tax cut debate, should there be one and, if so, what size should it be?

But the larger question is this. We have waited, for a person my age, a lifetime -- a lifetime -- for the kind of economics we have today. Compared to the day I took office, we've gone from the biggest deficit to the biggest surplus in history, the longest peacetime expansion in history, a 29-year low in unemployment, a 32-year low in welfare, a 26-year low in the crime rate, and we have money. We have some money. Now, the question is, what are we going to do with our prosperity?

There is broad agreement that we ought to save the money that you have given in your Social Security taxes to pay down the debt and to keep it for Social Security. There is a huge disagreement about what to do with the rest. The leadership of the Republican Party wants to give it all, virtually all of it in a tax cut. If we do, it means we can't add any time to the life of the Social Security Trust Fund or the Medicare Trust Fund or add the prescription drug coverage that, I think, are necessary as we look forward to the baby boomers' retirement.

I can tell you, folks, I'm the oldest of the baby boomers. One of our biggest worries, my whole generation, is that because we are so big, and bigger than our children's generation, that we will retire and impose such a burden on our children that they won't be able to do right by our grandchildren. We can avoid that now if we save Social Security and Medicare. We're not just doing it for the older people; we're doing it for the children and their future. I think it's important to do that.

I think it's important to pay the debt down. We can get this country out of debt for the first time since -- listen to this -- 1835, when Andrew Jackson was President. Now, what's that got to do with these children? You all read the press; you all see these people speculating how long can these economic good times go on, how can we keep it going without inflation. If we pay our debt down, it means the Government's not borrowing money; it means there is more for you to borrow; it means home loans, it means car loans, it means credit card loans, it means college loans, it means business loans will be less costly -- they will be cheaper. That means there will be more investment, more jobs, and higher incomes, and greater prosperity for a whole generation of Americans. It's important, and we ought to do it.

And finally, we ought to figure out what we need to do to invest in the things that are critical to these children's future, in the environment, in research, in health care, in defense, and most important, in education. And when we do that, then I think we ought to give the rest of it back to you in a tax cut. But we ought to, first of all, think about the long-term welfare of the country -- save Social Security and Medicare, get the country out of debt, invest what we have to do in education and other things, then give the rest in a tax cut. Don't put the cart before the horse and then figure out what in the wide world we're going to do.

Let me give you an idea of the differences, because that's what we did and we proposed a substantial tax cut for middle class Americans. We still have the money in our balanced budget to expand Head Start, to help State and local schools build or modernize 6,000 schools. You don't have that problem here, but a third of our schools are in terrible shape.

I was in a 75-year-old school in Virginia yesterday where they cannot hook

the classrooms up to the Internet because the circuits go out every time they put the pressure on the system. And that's important. To help communities expand or start after-school programs and summer schools programs; to help have higher accountability and standards for schools but provide extra help to turn around schools that aren't doing it; and to finish the job of putting the 100,000 teachers in the classroom in ways that also enable us to help improve teacher quality and skills and new technologies.

PAGE 4

Public Papers of the Presidents

Now, last month, Secretary Riley announced funds to help improve our teacher force. Today we're releasing another \$ 33 million to create teacher quality partnerships in 22 States, to help recruit, train, and license new teachers and support them once they're in the classroom. We have to work on teacher quality, but you can't have a quality teacher unless you have a teacher in the first place.

Here is the arithmetic problem. If their budget passes with a tax cut, it will require us to reduce our investment in education, in Head Start, early reading, and other programs by about 50 percent over the next 10 years. And over and above their tax cut, even this year they have put themselves in a position where they are going to have to cut education now. Either they have to dip into the Social Security surplus, something they said they wouldn't do, or cut next year's education budget by nearly 20 percent.

Now, this is basic arithmetic, the kind of things you learn in Brooke Grove. It's basic arithmetic that if schools have record enrollments for 4 years in a row and a third of the schools are in need of repair, you need more teachers and better schools. It's basic arithmetic when 2 million teachers are about to retire, and all the evidence says smaller classes produce higher learning, that you need more teachers, especially in the early grades. It is basic arithmetic, in other words, that if we want the kind of America for our children that they deserve in the new century, we must invest more, not less, in education.

And let me say, this should not be a partisan issue. I think in most communities in America, it isn't. Congresswoman Morella's presence here today and the truly fine record she has established in education proved that Republicans and Democrats can get along on this issue. This is a dispute we're having with the leadership. But it is not too late.

The nature of things in Washington is everything gets done in the 11th hour. It's now about 10:30. [Laughter] And I'm here because I want America to see what you have done, and because I want America to believe that what you have done can be done in every classroom in this country, and because I want America to say, "Let's put first things first." Nothing is more important than our children. Let's take care of them, their economic future, what will happen to their parents and grandparents, and America will do fine.

Thank you, and God bless you.

NOTE: The President spoke at 2:02 p.m. In his remarks, he referred to Gov. Parris N. Glendening of Maryland; State Senate President Thomas V. (Mike) Miller, Jr.; Nancy S. Grasmick, State superintendent of schools; Reginald M. Felton, president, Montgomery County Board of Education; teachers Dale Tepper

your remarks into Spanish and into Arabic, because there are so many parents who can't understand you." That's the America of tomorrow.

In a global society where we're trying to get other people to put aside their hatreds, to lay down the burdens of the past, to embrace one another, to reach across the lines that divide them, that's a great resource. But the challenge of giving all of the children from whatever backgrounds they come from the chance to make the most of that one life is more formidable than ever. Because of these after-school programs, a million kids will have a better chance. That's really what this is all about, a million more stories like those two beautiful pictures that Lissette showed us today. And that's what we should always, always remember.

Thank you very much.

NOTE: The President spoke at 3:28 p.m. in the East Room at the White House. In his remarks, he referred to Eunice Kennedy Shriver, founder, Special Olympics; and Lissette Martinez, parent mentor, Frederick Funston Elementary School, Chicago, IL, and her husband, Leonard.

PAGE 5

Public Papers of the Presidents

LANGUAGE: ENGLISH

LOAD-DATE: February 26, 1999

PAGE 1

LEVEL 1 - 1 OF 1 DOCUMENT

Public Papers of the Presidents

October 28, 1997

CITE: 33 Weekly Comp. Pres. Doc. 1668

LENGTH: 1967 words

HEADLINE: Remarks at the Oscar Mayer Elementary School in Chicago

BODY:

Thank you very much. Thank you, Evaline, and thank you, Mary. Thank you, Maggie Sullivan. Mr. Blitstein, thank you for welcoming me here.

I have been officially welcomed. [Laughter] I have my Oscar Mayer wiener here. When Hillary was teaching me about Chicago so long ago, we learned to sing the Oscar Mayer song. [Laughter]

Congressman, Mayor, Mr. Chico, Mr. Wallace, Ms. Buckney, Alderman Bernardina, Alderman O'Connor, Recorder White. I don't know if my friend John Stroger is here or not, but if he is, hello. I am delighted to be here today.

As all of you know, I'm sure, my wife had a wonderful day in Chicago yesterday, and her whole family was here. And I was regaled with it last night, everything that happened. Chicago is a really special place, and the people who are tied to it have this almost psychic energy, I think, about what's going on.

For example, on the way in to Chicago, my brother-in-law told me, he said, "I got good feelings about this." He said, "I even think the Bears are going to win." [Laughter] I swear he did. So there is something quite mystical about all this but also something very wonderful. I thank you for letting me come here.

I wanted to be here today because this school is the embodiment of the effort that I have asked Americans to make to prepare our country for the 21st century, to make sure we have an America where every person who is responsible enough to work for it can live the American dream, where we're still strong enough to lead the world for peace and freedom and prosperity, and where we look across all of our diversity and come together as one America.

I know today a lot of Americans are focused on the stock market. It may be disappointing, but I think it is neither prudent nor appropriate for any President to comment on the hour-by-hour or the day-by-day movements of the market. I'd like to ask all of us to remember that our economy is as strong and vibrant today as it has been in a generation. We saw yesterday that our deficit has come down to \$ 22 billion from \$ 290 billion. That's the lowest since 1970.

With unemployment and inflation at their lowest levels in two decades, businesses and banks healthy and sound, new jobs being created every day, our economy is continuing to grow steady and strong. That's why we have to feel confident and continue our economic strategy. We've got to balance the budget, expand trade, and invest in the education of all our people.

Now, on that last score -- in spite of all the economic progress we're making, in spite of the fact that crime is down 5 years in a row, that we have the lowest percentage of people on welfare we've had since 1970 -- millions of

PAGE 2

Public Papers of the Presidents

people have left the rolls -- on education, we know we've got a lot more to do to make sure all children receive the world-class education they deserve to thrive in the information economy of the 21st century. That's why I've put educational excellence and opportunity at the top of America's agenda, and that's why I've come to Oscar Mayer school, to thank the mayor, the principals, the teachers, the students, the parents, and the people of Chicago for leading this crusade.

Because of what you are doing, the city that works now has a school system on the move. Chicago has shown us that having high expectations for our children, setting high standards and holding students accountable for them and, above all, making sure we stay at it, systematically, school-by-school, child-by-child. Chicago has shown us that this works.

By abolishing the destructive practice of social promotion and giving all children the chance to learn what they need to know, Chicago is leading the way to an educated America, in which every 8-year-old can read independently, every 12-year-old can log on to the Internet, every 18-year-old can go on to college, every adult can keep on learning for a lifetime. That is the vision I want for every American community, and Chicago is leading the way.

Last summer, I signed into law the historic Balanced Budget Act, which will

help to bring us closer to these goals. It will open the doors to college for everyone who is willing to work for it, through more Pell Grants and work-study positions, better student loans, tax-free education IRA's, the HOPE scholarship, and other tax credits for all forms of education after high school. We're also well on our way to putting computers in all our classrooms by the year 2000 and hooking them up to the Internet.

But none of it will matter if our children don't master the basics. That's why I'm fighting to bring our America Reads program to every community in the country, gathering an army of volunteers led by our AmeriCorps young people to go in and offer to tutor one-on-one all children who are having trouble reading. Today, we already have 800 colleges, tens of thousands of students who are moving into our schools and supporting our children in this way.

I'm also fighting to introduce more choice and competition into our public schools and to establish thousands of charter schools within the public school network so people, where they need it, can actually fashion schools designed to meet the special needs of special populations.

I want to support communities in making our schools places of learning and values, not violence and disorder. And I applaud what your principal said about the character education program here. We ought to have that in every school in the United States. And I think we have to do more to empower parents to take an active role in their children's education. I always love to come to a school where a parent and a student talk, and I was glad to see them both doing such a good job today. Yes, give them a hand. That's good. [Applause]

But you can do all this and you still have to have high expectations, high standards, and some accountability, because people have to be working toward a goal and they have to know what the goal is. That's why I've worked so hard for the concept of academic standards in the basics that we say should apply to every child in America, and to establish voluntary tests to measure the students' performance, beginning with fourth-grade reading and eighth-grade

PAGE 3

Public Papers of the Presidents

math. This will give our parents and our teachers the assurance that their children have mastered the basics. This will let every employer know that a diploma means something, a job applicant can read a manual, tally a check, analyze and solve a problem, and become a dependable employee.

I want to thank the mayor for his early support of national standards, and I thank the city of Chicago for joining with 14 other major American cities for pledging to make sure their students meet them. This is a truly groundbreaking development. If anyone had told any of us who had been working for 20 years in the area of school improvement 10 years ago that 15 of the biggest cities in America would be leading, not bringing up the rear but leading, the fight for higher standards for our children, recognizing that our poorest children and the kids that grow up in the toughest neighborhoods are the ones who need the standards the most, no one would have believed it. This is an astonishing, positive development, and you should all be very proud of it.

I can remember a few years ago when the only news those of us who didn't live in Illinois got about the Chicago school system was the annual strike.

[Laughter] I can remember we used to see a picture of the Governor's daughter in his office, waiting for the strike to be over, hanging around with her dad. And I now see what has happened. A whole people, led by a strong mayor and dedicated educators, have rejected low test scores, high drop-out rates, students earning diplomas they couldn't read, and instead have demanded results from their principals, their teachers, their schools, and most importantly, the students, letting them know they can't move on to the next grade unless they know what they're supposed to know from the grade they're finishing. You've strengthened curricula, renovated buildings, retrained teachers, expanded preschool education, kept schools open longer in the summertime to give children who need it extra help.

I'd like to say here, for the rest of America that might be watching this today, something that you have taught us: Ending social promotion does not put children down; it gives us a chance to lift all children up. We are not punishing children by making sure they know what they need to know and that when they move from grade to grade, it means something. And we don't do anyone, especially our poorest children in our toughest neighborhoods, a favor by giving them a pass on high standards. All of our children can succeed, and they deserve a chance to do it, even, if all else fails, repeating a grade.

You know, people used to say that asking a child to repeat a grade was too high a price to pay for learning because of the damage to self-esteem. But we know that children develop in different ways at different times. And we know that while a year seems like an eternity to an 8-year-old child or a 16-year-old child, when you're 50, it seems like nothing. [Laughter]

I care a lot about the self-esteem of the American people. But I would ask you to think about the thousands of Americans who are sitting in GED classes today, struggling in literacy programs, standing in unemployment lines, who can tell you there is nothing more damaging to self-esteem than wanting a job and not being able to get one; wanting to get an improvement, a promotion, a raise, and not having the skills necessary to get it. And if we adults send our children the right messages now, their self-esteem will not be harmed by an expression of love and hope for their future that prevents that sort of problem for them later on.

PAGE 4

Public Papers of the Presidents

I want what is happening in Chicago to happen all over America. I challenge every school district to adopt high standards, to abolish social promotion, to move aggressively to help all students make the grade through tutoring and summer school, and to hold schools accountable for results, giving them the tools and the leadership and the parental involvement to do the job.

Today I am directing the Department of Education to share promising approaches to improving low-performing schools, such as those that Chicago has developed, with people all across America. And I'm directing the Department of Education to strengthen its own efforts to help districts use the Federal money that we have now to transform schools that aren't performing into world-class learning centers.

There is nothing wrong with America that can't be fixed by what's right with America. I said that in my first Inaugural; I see it again today. If you did it

here, it can be done everywhere. If it's happened to one child, it can happen to every child. What is working in Chicago must blow like a wind of change into every city and every school in America. We owe it to our kids, and because you have done it, you've given us the courage and the conviction to believe we can do it for all of our children.

Thank you. Stay with it. God bless you.

NOTE: The President spoke at 9:34 a.m., in the gymnasium. In his remarks, he referred to Evaline Medina, fourth-grade student who introduced the President, and her mother, Mary Medina; Maggie Sullivan, sixth-grade teacher; Robert Blitstein, principal; Gary Chico, president, board of trustees, Paul Wallace, chief executive officer; and Cozette Buckney, chief education officer, Chicago Public Schools; Charles R. Bernardina, alderman, 43d ward; Patrick J. O'Connor, alderman, 40th ward; Jesse C. White, Jr., Cook County recorder of deeds; and John Stroger, president, Cook County board of commissioners.

LANGUAGE: ENGLISH

LOAD-DATE: December 02, 1997

LEVEL 1 - 1 OF 2 STORIES

Copyright 1997 Stuart News Company  
The Jupiter Courier (Jupiter, FL)

November 5, 1997, Wednesday

Jessica  
Haft

SECTION: Commentary; Pg. A4

oct 31 1997

LENGTH: 699 words

HEADLINE: CLINTON'S SPEECH TO JUPITER SCHOOL

BODY:

(Following is the text of President Clinton's remarks, delivered from 1:16 p.m. to 1:21 p.m. on Friday at Lighthouse Elementary School in Jupiter, as released by the White House.)

Thank you. Thank you very much. Thank you.

Hello! Well, I finally made it. First, you know, I hurt my leg and I couldn't come. And this morning, I got up at 5:30 a.m., and I was getting ready to come here and I thought I'm going to be able to keep my promise to the children at Lighthouse Elementary.

Then we got to the airport and it was so foggy in Washington that I couldn't see my hand before me, and we had to wait for two hours to take off. So I made you late, and now you are a little bit wet. But you look beautiful to me, and I thank you for making me feel so welcome. Thank you.

I want to thank Congressman (Peter) Deutsch and Congressman (Mark) Foley for coming with me, and, mayor (Karen Golonka), thank you for making me feel so welcome. Principal (Una) Hukill, thank you for what you said. And I thought Jessica (Haft) did a wonderful job introducing me, didn't you?

I'd also like to thank the people who are here from the Palm Beach County Literacy Coalition, Palm Beach America Reads. The district president of the Miami Dade Community College, Dr. Padrone is here, I think. And I thank you all for being here.

And I thank the middle school band for being here. I hope you'll play me some music when I'm finished speaking. I want to hear you.

I am so glad to be here with all of you today, because one of my most important responsibilities as president is to do everything I can to see that you get a world-class education. You know you are living in a world that is dominated by computers and technology. But you also live in a world where you can't fully enjoy them unless you can read well, unless you can do basic math, unless you can learn the things that your teachers are trying to teach you.

And about a year ago, I tried to think of what I wanted to say to America in one sentence about our schools. And it is that I want an America in which every 8-year-old child can read a good book on his or her own; in which every 12-year-old can log on to the Internet; in which every 18-year-old, without

regard to their family's income, can go to college; and every adult can keep on learning for a lifetime.

Will you help me make that kind of America? Will you do that?

I want to thank all the people here who helped Lighthouse Elementary succeed, to show that every school to succeed needs to be a community school - or, as my wife says, a school where the whole village is involved in helping children learn.

There are 250 volunteers who contribute at least a thousand hours of their time to the students and the teachers every month. That's wonderful. If every school could say that, education in America would be much better. You should be proud of yourselves.

I also want to congratulate the students here who participate in the Sunshine State Readers program and read 15 books a month and write reports on them. I wish I still had time to read 15 books a month. You will never regret it. And if you don't read 15 books a month, every one of you should do whatever you can to read more. You will learn a lot and help yourselves and it's a lot of fun.

Let me finally say that we are going to do everything we can in Washington to help make sure that a college education will be there for you if you'll work hard at school and learn what you need to know. We want to help your families send you to college. We want to help get high standards in the later grades, as well. But in the end, it all depends on every one of you - what's in your heart and what's in your mind.

When you were singing your school song today and you felt good doing it, that's the way I want you to feel when you're in class. I want you to be proud of what you can learn, and I want you to believe that every one of you was given a mind by God that can learn. You can all learn. You can all do better. You can all learn more.

So be brave and have a good time and make the most of your education. And thank you so much for making me feel so welcome today. God bless you all.

GRAPHIC: (B/W) photo by Kevin Hemstock: President Clinton speaks to students, staff members, and local officials and residents about the importance of education at Lighthouse Elementary School in Jupiter on Friday.

LOAD-DATE: November 5, 1997

LEVEL 1 - 9 OF 64 DOCUMENTS

Public Papers of the Presidents

February 2, 1999

CITE: 35 Weekly Comp. Pres. Doc. 170

LENGTH: 3746 words

HEADLINE: Remarks to the Community at Jackson Mann Elementary School in Allston, Massachusetts

BODY:

Thank you so much. First, I would like to thank all those who have joined us today. Governor, thank you for your remarks and your commitment. To Senator Kennedy and Senator Kerry, to Congressman Moakley and Congressman McGovern, and the other members of the Massachusetts delegation, I couldn't ask for stronger supporters and leaders for the cause of education.

*ALLSTON, MASS* Mayor, thank you for setting an example which I hope will be followed by every mayor in the country in terms of your commitment to education. I want to congratulate Boston on stealing your superintendent, Tom Payzant, from the Department of Education and my administration. [Laughter] I forgive you for that. [Laughter] You have given a lot more to me than you have taken, and it is a gift to the children of this city.

I'd like to thank Dr. Joanne Collins Russell and Gail Zimmerman and the faculty and the students, the chorus here at Jackson Mann, all of you, for making us feel so at home. Thank you so much. I want to thank the legislators and the local officials, the others who are here.

I'm glad to be here. I heard a lot about this school. Tom Menino told me the last time he was here that you gave him pasta. [Laughter] So I didn't eat lunch at the last event -- [laughter] -- just waiting. That's not true, but it's a good story. He liked the pasta. [Laughter] It is true that he got pasta; it's not true I didn't eat lunch. [Laughter]

But I also want to say to all of you, I was terribly impressed by what everyone said but most impressed by what your principal and what your teacher said, because it convinced me that this is a school which is going to be able to do right by the children of 21st century America. And every now and then, while I'm going through this talk and tell you what I'm going to propose to Congress, just look up there -- there they are; that's America's future. That looks pretty good to me, but it is very different than our past.

When I spoke at the State of the Union last month -- to tell the American people that the state of our Union is strong, that our economy is perhaps the strongest it has ever been -- I asked the American people to reflect upon what our obligations are in the midst of this economic success, with the social successes we've had, the welfare rolls cut almost in half, the lowest crime rate in a generation. What are we going to do with this?

And I asked the American people to join together to meet the great challenges

## Public Papers of the Presidents

of a new century -- things like the aging of America, helping families balance work and child rearing, helping communities and States and our entire country balance the need to grow the economy with the need to preserve the quality of life and the quality of our environment -- big challenges.

There is no challenge larger than giving every child in this country a world-class education, for every child will be not only a citizen of the United States but a citizen of the world. If you look at these children up here, you won't be surprised to know that all over America we not only have the largest group of schoolchildren in history, it is the most racially, ethnically, religiously, culturally diverse group in history.

Now, as the world grows smaller and our contacts with people all over the world on every continent become more frequent and more profound, there is no country in the world better positioned to preserve liberty and prosperity and to be a beacon of hope than the United States. Because as we look more like the world, we will have more advantages to have a positive influence in the world -- if, but only if, we prove that we really can build a successful multiracial, multiethnic, multicultural democracy where we say we cherish, we enjoy, we celebrate our diversity, but what we have in common is more important.

And the challenge of this and every school is to make sure that all of our children understand and are proud of what is different about them but also understand and are proud of what they have in common. And understand that all children can learn and all children must learn, and that it will be more important to their generation than to any previous generation of Americans.

The results you're getting here on your test scores, and just the feeling that one gets here in listening to what your principal and your teacher said, make me know that you are on the right track. I was so impressed with Ms. Zimmerman, when she got through, I said, "You did a good job. You ought to run for public office." [Laughter] And she said, "Well, I might." [Laughter] I hope she'll teach a few more classes of kids with that kind of skill and understanding, first.

There are lots of schools -- over the last 20 years, Secretary Riley and I used to be Governors together, and I've spent a lot of time in public schools over the last 20 years -- a lot of time, a lot of time as President. And this is actually unusual for me, just to come to the meeting like this. Normally when I come to a school, I also visit a class and talk to the teachers and talk to the students and listen and observe.

And one of the things that I want the American people who aren't here to know and understand is that every single problem in American education has been solved by someone somewhere. And that many of these problems have been solved in schools where, if you didn't know anything about education, you could hardly believe it. Sometimes they're in the toughest neighborhoods; sometimes they have the most limited financial base. But with good principals, good teachers, a good culture in the school, high values, high standards, it is astonishing what I have seen in places where you wouldn't believe it.

The great trick and difficulty in American education is, and the thing that we have not solved, we have not yet figured out how we can accelerate the pace by which all schools do what works in some schools. And I think every teacher

here, everyone who has ever been across the country or across the State or maybe even across the city and had experience from school to school would say that that is sort of the nagging challenge.

Part of it, of course, is that all schools are different, all kids are different, all classes are different, all circumstances are different. Part of it is that there are internal resistances to doing what the mayor is now trying to do citywide and the Governor is now trying to do statewide.

That's why this year, our continuing effort to promote educational excellence will be of special importance, because this year we're going to try to do something the National Government has never done before. Every 5 years, we have a great debate in Congress on how we should spend the Federal contribution to our public schools. What are the terms under which the States and the school districts get this money. It is called a reauthorization act, and we're going to have that debate this year.

This year, I am going to ask the Congress, for the first time, to invest more money than ever before in our schools but to invest only in what the schools and the teachers and the parents have told us works and to stop investing in what doesn't work. [Applause] Now, I don't think we should subsidize inadequate performance; I think we should reward results. And sure enough, more people will follow the lead of schools like this one, if it happens.

Now, this may seem self-evident. You all clapped. Believe me, this will be very controversial. After all, there are some people in Congress who don't believe we have any business investing in more -- more in public education, because it is a State constitutional function, and in every State most of the money is raised either at the local level or at the State level, but only nationwide about 7 percent of the money comes from the national level. But it's a lot of money. I mean, \$ 15 billion -- \$ 15 billion is not chump change. It's real money, and it can make a real difference.

There's more than ever before. Last year we got bipartisan agreement in Congress, after a big debate, to make a big downpayment on 100,000 more teachers in the early grades to help you deal with the problem of more teachers retiring as more kids come in. And the plain evidence is that smaller classes in the early grades make a special difference.

We did not pass last year -- I hope we will this year -- my proposal to build or modernize 5,000 schools, through the use of the tax credit. Now, we actually have -- Boston is the first city with all the schools hooked up to the Internet, you heard the mayor say that. I hate to tell you this: We have some cities where the school buildings are in such bad shape they are not capable of being hooked up to the Internet. And I have been in school districts from Virginia to Florida to California where there are so many kids that the outside is littered with house trailers where they're going to school.

So this is a big challenge. There are some who don't think we should be doing that. They think that's somebody else's job. But there's an even deeper debate you will see this year about more than money. Some people argue that even though we spend \$ 15 billion a year on public education, the National Government has no business whatever holding the system accountable for results. They say, if we say we're going to hold districts accountable for results, that we're trying to micromanage the schools.

## Public Papers of the Presidents

Nothing could be further from the truth. If I have learned one single, solitary thing in 20 years of going into schools, it is that if you have a good principal and a good attitude among the faculty and a decent relationship with the parents, you're going to have a successful school. You're doing the right things. I've learned that.

So you will not find anybody who is more reluctant to micromanage the schools than me. But keep in mind what I said -- and you ask the teachers when I'm gone if this is not true -- every problem in American education has been solved by somebody somewhere. The problem is we are not very good at spreading what works to all the rest of the schools in a timely and efficient manner.

Therefore, what I propose to do is to write into the law what teachers and other educators have said to me are the critical elements of dealing with the challenges of this generation of young people, and the dramatic income and other differences we see from school district to school district, and say: If you want the money, you should do this -- not should -- you must do this.

This will be very controversial. But I'm telling you, I have been frustrated for 20 years in trying it the other way. We had some school districts in my State that had done things that achieved national acclaim, and I put in a bill -- and I passed it -- to create a pot of money to pay the expenses of educators from other school districts in my State to go to these school districts to see what was going on, and a majority of them wouldn't do it when I offered to pay their way. We should have -- it wasn't because they weren't dedicated. It was just sort of, "Oh, well, you know, we do it our way. They do it their way."

And I believe that this is a very, very important debate. And I came here because I approve of what you're doing in this school, and I'm proud of it. I came here because I'm proud of what the mayor is doing. I'm proud here because of Massachusetts' historic commitment to excellence in education. I came here because your congressional delegation is as devoted to excellence in education as any in the land. That's why I'm here -- to say that every place should be like this, and that we can help. And I hope you will support that.

Can you imagine any company spending \$ 15 billion and saying, "Here, take the money. We don't care what the results are. And come back next year, and I'll write you another check." [Laughter] I don't think any child in America should be passed from grade to grade without knowing the material. I don't think we're doing children a favor. I don't think any child should be trapped in a failing school without a strategy to turn the school around or give the kid a way out. And I believe these should be national priorities, not to tell people how to do this but to say that you must have a strategy to do it, that you implement, that produces results. You decide how to do it.

From now on, I think we should say to States and to school districts, "Identify your worst-performing, least-improving schools, turn them around, or shut them down." There's \$ 200 million in my budget to help school districts do that -- \$ 200 million. And we can do this. I'll talk more about it in a minute; I'll give you some evidence of that.

If we fail to do it, how many kids are we going to lose to low expectations? And every one of them can learn. You know it, and I know it. If we succeed,

our best years lie ahead. Their years will be America's best years.

I'll tell you, I've listened to this debate for two decades now, and half the time, when I hear people say we can't do something, what they're really saying is, "Those kids are different from my kids, and I don't really believe they can learn." Well, that is not true. All of our children can learn, and I intend to see that they do.

We're working to help every city follow Boston's lead and be hooked up to the Internet by early in the next century. We're working to expand Head Start. We're working to bring more tutors to elementary schools to help work with the teachers to help make sure our kids can read. And it's very important, when their first language is not English, to give more and more help in the schools. We're working to send college students as mentors into middle schools and high schools, where hardly any kids go to college, and convince all kids they can go to college.

If you look at the scholarships, the loans, the Pell grants, the tax cuts, the work-study programs that this Congress has approved in the last 4 years, there's no excuse for anybody not going to college because of the money. You can afford to go now. We have put the money out there. And every 11- and 12- and 13-year-old kid in America needs to know this. They need to know that they can make their own future.

I know that some of our America Reads tutors are working at Jackson Mann and several AmeriCorps City Year members are working here too, and I want to thank them. Boston University AmeriCorps, thank you. And I want to get back to the point here. Our schools are doing better all over the country. Almost all the scores are up. The math scores are up. The SAT scores are up. But we have two big challenges, and I want you to focus on them.

Number one, reading scores have hardly budged. Now, that should not surprise you because our school population every year has a higher and higher percentage of immigrant children whose first language is not English. So it's harder just to stay in place, but it's not good enough, because these children are still going to have to go out into a world where they'll either be able to read and learn and think and reason in this country's main language, or they won't. So we have to do better.

Something that bothers me even more is that these international comparative scores in math and science -- this is fascinating -- American children, a representative group by race, by income, and by reason rank at the top of the world in the international math and science scores in the fourth grade. You know, they're always first or second or third, last couple of years. They drop to the middle by the time they're in the eighth grade. By the time they're in the 12th grade, they rank near the bottom.

Now, you can't say that the kids can't learn, otherwise, they never would have been at the top, right? So that means that we have to do some things in our system to make sure that their fast start speeds up, not slows down. There could be no more compelling evidence that our children can learn.

So in this year's budget -- I'll say again -- I not only want to finish hiring the 100,000 teachers, take another big step there, and fix the 5,000

schools and keep hooking up to the Internet, and also give you something to find on the Internet -- we're going to set up a digital library with hundreds of thousands of books that schools can access -- so every school library in America, literally, within a few years, every school library in America can have 400,000 books if the digital library works.

We also want to pass this bill that says, "Okay, here's the Federal money. But here's what you have to do if you want to get it. First of all, you have to identify the worst-performing, least-improving schools and take responsibility for turning them around," just like the mayor is and the school people are here in Boston -- Mr. Payzant is working on that. That's what you've got to do. Why is that? Because we've got to insist that the schools, no matter how difficult their circumstances, offer world-class education.

Now, under our plan, States and school districts would audit failing schools for educational weaknesses, find resources that would help, do what Ms. Zimmerman does on her own: Go out and help the mentor teachers; make sure that all the teachers have been given the best development possible; provide reading tutors if they're needed; provide other kinds of help to get more parents involved; do whatever is necessary.

Then, if after 2 years the student achievement still doesn't improve, States and districts would have to take stronger action, including permitting students to attend other schools if they and their parents want to do so. Or reconstituting the school, making staff changes as appropriate. Or maybe even closing the school and reopening it, completely differently constructed.

Now, this can work. Let me just give you two examples. Six years ago Houston listed 68 of its schools as low performers. Today, after much aggressive intervention and hard work, the vast majority of those are off the list, because they're getting different results, not because they're trying harder but because they changed their results.

Dade County, Florida -- that's Miami -- one of the most diverse school districts in America, had 45 critical, low-performing schools. They raised their math and science scores so much -- math and reading scores so much now that within 2 years, all 45 were off the list, just by focusing on it and by refusing to accept the proposition that, just because these kids were having a tough time financially or they live in tough neighborhoods, that their schools couldn't function, and they couldn't learn.

Now, this is what Boston is committed to doing, but this is what every place in America should do. And in our budget, we have \$ 200 million to help them do it. We also call for ending social promotion, but we say -- and I want to reiterate that -- it's not the students who are failing; it's the system's failing them. So you don't want to punish the students; you want to change the system.

Therefore, among other things in this budget, we call for tripling the funds available for after-school and summer school programs to help kids learn more. In 3 years -- listen to this -- 3 years ago, Congress appropriated \$ 1 million for the Federal contribution to after-school programs. Then, the year before last, it was 40; then last year it was 200; and this year I hope it's going to be 600; and we'll have a million more children in every State in this country off the streets, in the classroom, learning more, and having a better future.

We also have to give more support for teachers, more support for teacher development, more support for teacher education, more understanding of what's involved here. You have 53 million people, and you're going to have a couple of -- according to Secretary Riley, a couple of million more teachers retire in the next few years.

It should not -- let me just say something. One of the big reasons that the test scores go down in math and science is that the teacher shortage has been so profound that there are a huge number of our teachers in America today in our junior and senior high schools, our middle schools and high schools, teaching courses in which they didn't have a college major or even a minor, because there was no one else available to teach them.

And we have to do more to support the recruitment and the support and the continuing teacher development of those people. One of the things in this budget that I think is particularly important, even though it's not a big number, is that we have funds for 7,000 college scholarships for young people where we pay their way to college in return for their commitment to teach for 4 years in an innercity school or some other place where there's a serious teacher shortage of trained teachers. This is a big deal. It can make a significant difference.

I also believe that all parents should get report cards on all schools. That has worked. The Boston schools are doing it. It ought to be done everywhere. People are entitled to information. Most towns in this country, you can find out more about the local restaurants than you can about the local schools, if you're a parent, unless you just go there and hang around. I mean, it's important.

And finally, interestingly enough, you know what the teachers' organizations and teachers at the grassroots asked us to do, to put into this bill? They said, "We should say that every school district should have a reasonable, comprehensive discipline code that is actually implemented." Teachers asked for that, and I think that's important.

So again I say, look at those kids. Think about what you want America to be like in 20 years. Think about what we're going to do with this golden moment for our economy, with this first budget surplus we've had in 30 years. There's a lot of things we need to do, but nothing is more important than giving our children a world-class education -- nothing. And I hope you will support it.

Thank you, and God bless you.

NOTE: The President spoke at 3:45 p.m. in the auditorium. In his remarks, he referred to Gov. Argeo Paul Cellucci of Massachusetts; Mayor Thomas M. Menino of Boston; Joanne Collins Russell, principal, and Gail Zimmerman, teacher, Jackson Mann Elementary School.

LANGUAGE: ENGLISH

LOAD-DATE: March 11, 1999

and Barbara Husted; and reading specialist Susan Robin Davis, who introduced the President.

LANGUAGE: ENGLISH

LOAD-DATE: October 15, 1999

PAGE 1

LEVEL 1 - 1 OF 1 DOCUMENT

Public Papers of the Presidents

January 7, 1999

CITE: 35 Weekly Comp. Pres. Doc. 14

LENGTH: 2159 words

HEADLINE: Remarks on Funding for Quality After-School Programs

BODY:

Thank you very much, Mr. Vice President. I want to thank all those who have spoken before and all of you who are here. I say a special word of appreciation to the Members of the Congress who have come, the members of the education community, the employees of the Department of Education.

I want to thank Congressman Ford for his stirring speech. I was looking at Congressman Ford, thinking, you know, I was 28 once. [Laughter] And when I ran for Congress at that age I got beat. I see why he got elected. [Laughter]

I thank Senator Kennedy for his lifetime of literally an example of unparalleled service in the United States Senate and Secretary Riley, who has been my friend since we started our governorships together over 20 years ago now. And I'm glad to see Mrs. Shriver here, and I thank the family of Congressman King for coming, my colleague in the Irish peace process. We're glad to see all of them.

But most of all, I want to thank Lissette Martinez and Leonard for showing up and reminding us while we're all here today, because they were great. When she held her children's pictures up here, I thought, if those kids and their parents are the future of America, we're going to be just fine. We're going to be just fine.

Even though the definition of well-educated was very different over 200 years ago when this country was founded, our Founding Fathers thought it was of pivotal importance. In 1787, they declared that all new territories set aside land for public schools, establishing the principle that public education, though a State and local responsibility, must always be a national priority.

In 1862, President Lincoln signed the legislation creating the land grant college system. In 1944, the GI bill gave millions of returning veterans tickets to what became the first mass middle class in the history of the world. In 1958, the launch of Sputnik led to Federal funds to improve science and math education in our country. In 1965, Federal support for education expanded further to bring minorities and the poor, long shut out of the classroom, inside

to the full benefits of public education. At each of these turning points in our history, our country strengthened public education to match the challenges of the times.

Now in our time, as others have said, we face another challenge, the emergence of a global economy that is fast-paced, technologically sophisticated, driven by information and, at the same time, the emergence in our country of a breathtakingly diverse group of young people, diverse by race and ethnic background, by religion, by culture, by income, by circumstances.

PAGE 2

#### Public Papers of the Presidents

We now have an economy in which the workplace is no longer just for men but also for women; the work day is no longer bound by the hours of 9 a.m. to 5 p.m.; and the workplace is increasingly at home. When I became President 6 years ago, only 3 million Americans were earning their living at home. When I ran for reelection, the number was 12. Today there are about 20 million Americans earning their primary income out of their homes. This is a stunning statistic.

To meet the challenges of this new economy with our new society, we have to rely on our old values, but we have to make sure that we manifest them in modern ways. That means our public schools must change. They must teach our children while reflecting the way we work and live now and will work and live in the 21st century.

In the last 6 years we have worked hard on this, with the help of all of you in this room and those whom you represent throughout the United States. Forty-eight of our 50 States have now adopted tougher academic standards which we called for when the Goals 2000 program passed back in 1994. Thousands of schools have become safer, better learning environments, cracking down on gangs and guns, violence and discipline, adopting school uniforms and other systems designed to create a better, more equal learning environment.

The percentage of students who report being threatened or injured at school nationwide is down. We've begun to organize an army of tutors to help elementary school children learn to read and middle school and high school students to prepare for college. And I'm very proud of all the young people all across America who are working in these tutoring and mentoring programs.

We've dramatically increased our investment in early childhood learning through the Head Start program. We're making real progress in connecting every classroom and library to the Internet by the year 2000. And as Secretary Riley said, the e-rate for which the Vice President fought so hard means that we've not only hooked up those classrooms, but they can actually afford to log on.

Last fall, we fought for and won from Congress a down payment on 100,000 new highly trained teachers to reduce class sizes in the early grades, and we made a beginning on our proposal to offer to pay off the college costs of young people who will go into our most underserved areas and teach for a few years when they graduate from school. I hope the new Congress will keep up the payments so we can keep the teachers going. And I hope they will work with me to build or modernize 5,000 schools.

The charter school movement, which I have championed since 1992, is growing. When I took the oath of office as President, there was one charter school in the whole United States, a public school organized by parents or teachers within the school system but free of a lot of the bureaucratic limitations that are on so many schools. In 1996, there were 700. There are now about 1,000. We are well on our way to our goal of having 3,000 by the year 2000.

All these efforts and others are beginning to show up in SAT scores, which are up; math scores, which have risen in nearly all grades nationwide; even on a lot of the international tests, when we didn't do so well for years and years, our younger people are tending to do better and better.

PAGE 3

#### Public Papers of the Presidents

We should be pleased and thankful, but we should not be fooled into complacency. Why? First, reading scores have hardly budged and many of our foreign competitors are improving their schools faster than we are. Secondly, while our children do very well on these international test scores in elementary school and reasonably well in middle school, by the time they're in high school they're rankings have dropped dramatically.

We know we have more to do. We know that a majority of our schools have not kept pace with the new family patterns and work patterns which dominate America. We know that more and more parents are being drawn into the work force. On any given day, as many as 15 million school children are left to fend for themselves at home, idle in front of the television or out on the streets, vulnerable to gangs, drugs and crime. On any given day when school lets out, juvenile crime goes up, and also the number of children themselves victimized by crime. On any given day when school lets out, tens of millions of working parents look nervously at the clock, hoping and praying their children will be okay.

It is no secret that I believe that the best way for our Nation to meet these challenges is to expand the number and improve the quality of our after-school programs. With quality after-school, parents and educators will be given the tools they need to succeed; students learn their lesson in the schoolhouse, not on the street; youth crime and victimization plummet. Quality after-school programs both enhance opportunity and bolster responsibility. In so doing, they strengthen our communities; they honor our values; they benefit our nation.

That's why I've supported grants for these kinds of quality programs through the 21st Century Community Learning Center Initiative, first introduced by Senator Jeffords from Vermont, championed by Senator Kennedy and Senator Boxer, Congresswoman Lowey from New York and others.

Two years ago, this program received \$ 1 million from Congress. Then it grew the year before last to \$ 40 million, and then last year, to \$ 200 million, in the budget I signed, serving a quarter of a million children. Yet, the demand for quality after-school programs, the bipartisan support it has gained, and its potential to transform public education in America and the futures of our children far, far outweigh the investment we have made to date.

Therefore, today I am pleased to announce that in the new budget I will present to Congress this year, we will triple our investment in academically enriched after-school programs to give over 1 million children across America

somewhere to go.

Now, you heard Lissette talking about the Chicago system. It's one I particularly favor. And last year I asked the Congress to set aside some funds that we could give to other school systems to help to adopt the comprehensive approach they have there. That is, no social promotion; more parent involvement in the schools; high standards but don't flunk anybody because the system is failing the kids; don't say the kids are failing; give them the after-school programs; give them the summer school programs; give them the tools they need to succeed. So we are going to give priority to communities that end social promotion in the right way.

She talked about that eighth grade test. Hillary and I, when we were working together in Arkansas on education, made our State the first State in the country to have an eighth grade exit exam. But I never saw it as a way of identifying

PAGE 4

Public Papers of the Presidents

children who were failing. I thought it would identify the schools that were failing and give the children a chance to succeed. And that's what they believe in in Chicago, and what we should believe in everywhere.

So I'm looking forward to working with all the Senators and House Members who care so much about this, both to improve after school programs and to end social promotion but to do it in the right way. We have to do everything in our power -- after school, smaller classes, better teachers, modernized facilities, Internet hookups, summer programs -- to help our kids succeed. We have to have high standards not only for students but for the preparation of our teachers and for the performance of our schools. And I'll have more to say about that later.

Scarce dollars should not be spent on failed policies. If we've learned anything, Hillary and Dick Riley and I, after 20 years and more of working at this, listening to teachers and parents, going into schools, it is what Congressman Ford said: We do believe all children can learn. And that gives a much greater urgency to this work.

Look, this is not really just about making the American economy strong or even making sure that when we baby boomers retire we'll be supported by two workers that made Bs or better instead of a 1.7. [Laughter] It makes a good point. But that's not really what this is about. Everybody just gets one chance. Everyone just has one life. This is about giving people a chance to make the most of that one life. This is about the sure knowledge we have that the rest of us will just be fine; everything is going to work out all right if we give our children the chance to make the most of their lives.

I watched Harold Ford up here giving that speech, and I thought, there's a 28-year-old young guy with his whole life ahead of him. And I knew that he had a family that told him he had to show up in the morning, that his work was school, that he was expected to learn. And I want that for every child.

You know, I go to a lot of schools. Today when I speak to children -- I was out in Maryland or Virginia not long before last November, and I was talking to this group of kids, this wonderful group of kids. And they said, "You know, all the parents are going to come, and we just only wish we had time to translate



**Anna Richter**

11/15/2000 03:35:32 PM

Record Type: Record

To: Joshua M. Beck/OPD/EOP@EOP

cc: Bethany Little/OPD/EOP@EOP

Subject: Real People

Robin Davis, Class Size Teacher, Brooke Grove Elementary School, Olney, MD, 9/7/1999

After School Programs- Lissette Martinez, parent mentor, Frederick Funston Elementary School, Chicago, IL, and her husband, Leonard.

After school Programs- Rose Bolz, single working mother from Tucson, AZ, 11/12/98

Kathryn Scruggs, reading specialist, Ashlawn Elementary School, Arlington, VA  
Education America Reads - Jessica Haft, student 10/31/97

America Reads- Evaline Medina, fourth-grader and her mother, Mary Medina 10/28/97

**UNITED STATES  
DEPARTMENT OF EDUCATION**



**NEWS**

**FOR RELEASE  
November 16, 2000**

**CONTACT: Roberta Heine  
(202) 401-3026**

**Remarks as prepared for delivery by  
U.S. Secretary of Education Richard W. Riley**

**National Press Club  
529 14<sup>th</sup> Street, NW  
Washington, DC**

**PARTNERSHIPS NOT PARTISANSHIP – THE FUTURE OF EDUCATION**

Good afternoon, ladies and gentlemen, Minister Vestager. I'd also like to welcome all the members of the diplomatic corps and the many education associations who are represented here today. It is a pleasure to be here with you.

I think we can all agree that this has been one of the most stirring and remarkable weeks in America in our memory. The same subject is talked about at every office water cooler. Yes, it's safe to say that this big event – the excitement of "International Education Week" – has really gotten the nation talking.

For those of you who may not have been following this issue closely, let me tell you that the President has proclaimed this week to be "International Education Week." The goal is to encourage students from across America to learn about other languages, nations, and cultures. This week is also American Education Week, so we have two good reasons to focus on the importance of public education.

On Monday, I spent some time with Director General Matsuura of UNESCO, who pointed out a number of striking facts.

CLASS SIZE

AMERICA READS

IDEA