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4-23-96 Teacher of the Year White House

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**PRESIDENT WILLIAM J. CLINTON
NATIONAL TEACHER OF THE YEAR
THE WHITE HOUSE
APRIL 23, 1996**

Acknowledgments: Sec. Riley

Before I present the award for Teacher of the Year, I would like to address a critical challenge facing our nation as we seek to pass on opportunity to our children.

I am pleased that the Congress has come back to work, in a bipartisan way, for the American people. Congress has sent me strong legislation to crack down on terrorism, which I will sign here tomorrow. I am pleased that the Congress is moving forward on the Kassebaum-Kennedy bill, which would improve access to health care for 43 million Americans.

I am pleased that we are making significant progress toward bipartisan agreement on a spending bill for this fiscal year. But there is more to do. The Congress should now, finally, move forward to raise the minimum wage for working people. You just can't raise a family on \$4.25 an hour -- and Congress should send me a straightforward minimum wage increase, with no gimmicks, that I can sign into law.

And it is now time for the Congress to bring its bipartisan momentum to bear on the challenge of balancing the budget. In over 50 hours of negotiation, we made real progress toward agreement on a balanced budget. Our plans have in common more than enough savings to balance the budget and provide tax relief, while protecting our values through Medicare, Medicaid, education and the environment.

Last week, the Congressional Budget Office certified that my budget plan would balance the budget in seven years. This is the first time in 17 years that the CBO has determined that a President's budget is balanced. Moreover, CBO has issued new, more optimistic budget projections. These new projections will make the task of agreeing on a balanced budget significantly easier.

It has been three months since negotiations over how to balance the budget were suspended. The time for waiting is over. Now is the moment to finish the job and work together to balance the budget. To that end, this morning I called Senator Dole and Speaker Gingrich, and invited them to come to the White House on Tuesday, April 30, to begin final, detailed negotiations to balance the budget in seven years. My door is open.

I hope that Senator Dole and Speaker Gingrich will choose to accept my invitation,

and will join me, Senator Daschle and Rep. Gephardt at the White House. As these negotiations move forward, they must represent not only the leadership, but a broad diversity of bipartisan opinion from both houses.

Let us make this a season of bipartisan achievement. There will be time enough for us to honestly debate our disagreements in the fall. In the coming weeks, we should sit down and work together on an area where we are close, very close, to real agreement. We should stop fighting about yesterday, so we can face the challenges of tomorrow.

Balancing the budget will help assure a future of opportunity for our people. And as today's ceremony attests, there is nothing more important to our future than the education of our children. That fact was brought home by my recent visits to Korea, Japan and Russia. At each stop, my discussions with the leaders of those countries focused on how we can all work together to multiply the vast new opportunities of the technological revolution and the global economy. In fact, the dimensions of economic change we are now experiencing are the greatest since we moved from farm to factory and from rural areas to cities and towns 100 years ago. As we cross the bridge into the 21st century, the teachers here today, and the schools they represent, will be our guides.

Education is the way we give every child a future, the chance to live the American Dream and make the most of their lives. If our children succeed, America will succeed. So we have to renew our schools and throw the doors of college open wider than ever before. That is why, even as we have cut the deficit in half, my Administration has maintained a basic commitment to the education of our children.

But the demands of the 21st century require an honest assessment of what is right and what is wrong with our educational system. The education agenda Secretary Riley and I are now pursuing is consistent with what parents and states have been calling for -- tougher standards and accountability for our schools, our students, and our teachers.

I believe that education equals expectation. The most important thing we can do is have high expectations for our students, tell them they can achieve beyond the basics, and hold them accountable for making the grade. The worst thing we can do is send people all the way through school and hand them a diploma they can't read. At the same time, we must improve the operation of our schools, including making technology literacy a part of every curriculum. And, finally, we have to raise expectations for teachers as well.

At last month's National Governors Association Education Summit, I challenged states to create a system that rewards, inspires and demands higher standards for teachers. That means removing barriers to attracting the most talented people; rewarding teachers who meet high standards; and making it easier to remove underachieving teachers from the classroom.

All of us have been influenced by a teacher who took a special interest in us or who

had a classroom style that made learning come to life. I know I did. We need more teachers like that -- more teachers like Mary Beth Blegen [BLAY-GIN], our Teacher of the Year.

Mary Beth has taught Humanities, History, Writing and English for more than 30 years at Minnesota's Worthington High School. She has seen many of the changes I talked about earlier. Worthington has evolved from a mostly white and rural middle class community into one that is economically and ethnically diverse. It is also a community that has seen a shift in jobs from farm to factory.

Her greatest achievement has been her ability to help her students understand the complex relationships that exist in our changing world. She is the embodiment of the all-American teacher: hard working, dedicated, caring, and always stretching herself to be better. Her approach to teaching is just as fresh and enthusiastic today as it was 30 years ago. And she's done this while raising three children of her own -- one of whom has followed in her footsteps as a teacher. Mary Beth likes to say, "Good teaching changes lives." She has changed countless lives during her 30 years of teaching at Worthington High School and I am proud to introduce her to the rest of the country.

Mary Beth is being honored not just because she is extraordinary, but because for 30 years she has stood as a shining example of what it means to be a great teacher. Mary Beth, it is my pleasure to present you as the 1996 National Teacher of the Year.

I want to thank you on behalf of every American for your dedication to your students and to the noble profession of teaching. You are what is right with America.

Congratulations and God bless you.

PRESIDENT WILLIAM J. CLINTON
STATEMENT ON THE BUDGET &
NATIONAL TEACHER OF THE YEAR
THE WHITE HOUSE
APRIL 23, 1996

Acknowledgments: Sec. Riley

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The Republican primary season is now over. And I am pleased that the Congress has returned to work, in a bipartisan way, for the American people. Congress has sent me strong legislation to crack down on terrorism, which I will sign here tomorrow. I am pleased that the Congress is moving forward on the Kassebaum-Kennedy bill, which would improve access to health care for 43 million Americans. I am pleased that the Congress is now, finally, moving forward to raise the minimum wage for working people. You just can't raise a family on \$4.25 an hour -- and Congress should send me a straightforward minimum wage increase, with no gimmicks, that I can sign into law. And we are making significant progress toward bipartisan agreement on a spending bill for this fiscal year.

Now it is time for the Congress to bring this bipartisan momentum to bear on the biggest challenge we face: finishing the job of balancing the budget.

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Last week, the Congressional Budget Office certified that my budget plan would balance the budget in seven years. This is the first time in 17 years that the CBO has determined that a President's budget is balanced. Moreover, CBO has issued new, more optimistic budget projections. These new projections will make the task of agreeing on a balanced budget significantly easier. And so should the spirit of mutual cooperation and bipartisan action on display in recent days.

Now is the moment to finish the job and work together to balance the budget. To that end, this morning I called Senator Dole and Speaker Gingrich, and invited them to come to the White House on ~~Monday~~ ^{Tuesday}, April 23rd, to begin final, detailed negotiations to balance the budget in seven years. My door is open. I hope that Senator Dole and Speaker Gingrich will choose to accept my invitation. *and join me - Teachers + Department*

Let us make this a season of bipartisan achievement. There will be time enough for

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On these notes - are not only to speak w/ Teachership
but include reach broad diversity of bipartisan
opinion from both houses
Tues the 23rd

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Congratulations and God bless you.

EXECUTIVE OFFICE OF THE PRESIDENT

22-Apr-1996 06:07pm

TO: (See Below)

FROM: Ann M. Cattalini
Office of Legislative Affairs

SUBJECT: Members of Congress attending Teacher of the Year ceremony

EVENT: Teacher of the Year event
DATE: Tuesday, April 23, 1996
TIME: 1:20 - 1:40 pm
LOCATION: Rose Garden

** Please note, Members will enter the NW Gate no later than 1:00 pm and park on the NW Drive.

MEMBERS OF CONGRESS:
Senator Paul Wellstone
Senator Rod Grams
Representative David Minge

Distribution:

TO: Kim B. Widdess
TO: Daniel Wexler
TO: Gabrielle M. Bushman
TO: Sarah Farnsworth
TO: debra A. Schiff
TO: Christopher F. Walker
TO: Stacey L. Rubin
TO: Timothy J. Keating
TO: FAX (9633-0975, Bob Alberi)
TO: FAX (62784, Watch Commander, NW)
TO: FAX (62788, Bryant Withrow)
TO: James T. Heimbach
TO: Julie E. Mason
TO: Nick B. Kirkhorn
TO: Annette E. Johnson

6-5575

VIII. MY MESSAGE

"As the 1996 National Teacher of the Year, I would serve as a spokesperson and representative for the entire teaching profession. What would be my message? What would I communicate to my profession and to the general public?"

He is called Rocky. For three years he has come into my Humanities classes to stand in front of primarily Caucasian kids and talk about what it is like being Lao in Worthington. He teaches them a little Lao and giggles while they try to get it right. He talks about sitting in classes when he didn't know the language. The kids ask him questions. They connect. They know a little more about each other, but maybe more about themselves and their prejudices.

Education and, particularly public education, is about understanding. Understanding of all beliefs, backgrounds, intelligence levels and income levels. Teachers understanding kids, kids understanding kids and the community members understanding one another.

We must send our young people into an increasingly tougher world well-prepared to earn a living at a job they can do and they can enjoy. But, in addition to skills and books, education offers kids a chance to look at who they are, what they know and how that knowledge can impact their lives.

A history class played a cross-cultural game called, "Bafa-Bafa". They learned the rules of simulated cultures and watched while another group tried to guess those rules. When the game was over, we sat in a circle and debriefed. What had they learned about society, about culture, about difference and about similarities?

Public education offers kids one opportunity after another to begin to figure out their world and where they fit in it. As a teacher, I can be a facilitator as kids get below the surface and dig for understanding.

Education today faces challenges from every side. Government demands, cultural diversity, decreasing finances, increasing student needs and a rapidly changing technological society all ask that education respond. Quickly.

In our hurry to touch all of the bases and respond to attack, our primary focus must be kids. All kinds of kids. In reacting to change, we must always remember that if a kid begins to understand in school, the desire for learning won't end.

Rocky, Jamie, Jessie, Mark, Sarah, Peter, Dan, Maria, Than, Obuto.

Kids.

VII. Page 1

THE TEACHING PROFESSION

"What do I do to strengthen and improve the teaching profession? What is and/or what should be the basis for accountability in the teaching profession?"

A young man who had trouble following 'school rules' and was frequently discussed in the lounge finally finished his writing portfolio for Humanities. As a requirement, he and the other students had to read aloud a favorite piece. He sat in the corner, as usual, and sleepily glanced as others read.

"Elliot, want to try?", I asked not knowing whether I would get a grunt or a nod.

He muttered that he would read a piece which he had just finished. He used his favorite sport, golf, as a background for detailing the disintegration of his family. He spoke to all of us. He cried as he read. The class, a little embarrassed, sat quietly. He had chosen the piece. He had taken a risk. He had read it all despite the tears.

Elliot is incredibly bright and incredibly troubled, not so different from many other students in our school and in every school. He learned something about himself that day. We learned something about each other. We won't soon forget what happened.

Elliot stops by frequently now. He's still wandering. But he knows I value him as a person.

Every teacher has a choice. I believe in that choice lies what I do to strengthen the teaching profession. I am always searching for ways to reach all kinds of students. The Elliots in the my classroom need something much different than the Jennifers. Jennifer is a perfectionist who works herself into a frenzy. When Elliot and Jennifer are in the same classroom, I need to be ready with a variety of techniques which I can try in order to connect with them equally.

As a teacher, I must constantly decide how I approach my profession. I must constantly choose whether to join the naysayers who find us heading downward or to join those whose push aside obstacles in search of what will be better for kids. I choose to attend conferences, institutes, workshops and staff development classes which ask me to stretch. I choose to read, to visit and to hunt in my search for more and better ways to do what I already enjoy.

As teachers make that choice, they must also decide just how they are willing to

VII. Page 2

show the world that they want to be accountable for what is happening in the classroom. If we choose to deny the need for accountability, we are merely opening the doors wider for criticism and disruption. If we make excuses and become defensive in the face of suggested accountability measures, we are asking for more scrutiny from those who don't really understand.

At the same time we are not retreating from the public's request for accountability, we must choose, as teachers, to take the initiative and step forward with ways we are willing to be accountable. We must work toward a system where we are accountable to each other in our own buildings, districts and states. Where we are willing to look at what we are doing and to let down the barriers which prevent asking very tough questions. Where we decide that, indeed, if we are to save public education, we must look at ourselves and each other in a manner which allows us to improve consistently and honestly. If we can take the first step and be willing to look with honesty at ourselves, we will be looked upon with respect.

Because of the size of the educational bureaucracy, hiding behind jargon and program is very easy. When we are willing to look with relentless honesty at what we are teaching and how we are teaching and when we are willing to share that honesty with the public, we will become accountable. Teachers can no longer afford to blame anyone for what is happening in education. We must step to the front and say that we are willing to change. That we are willing and eager to work for more improvement. And that we are willing to face the consequences which arise when we do hide, when we do become defensive or when we use last year's lesson plans without first asking if they fit the class we are presently teaching.

In her book, "The Peaceable Classroom", Mary Rose O'Reilley asks how we can possibly teach if we do not know our students. I would ask teachers how we can possibly teach if we are not willing to constantly question what we are doing and how we are doing it. If we are not willing to put our classroom in front of mirror, understanding that we can make a positive difference for kids, but also understanding that we can harm kids.

As teachers we must want more for ourselves, our profession and kids. I hope that in wanting more we are also open to those who say that we must become accountable.

Good teaching changes lives.

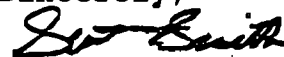
Box #2287
Concordia College
901 8th Street South
Moorhead, MN 56562

Dear Sir or Madam:

As I strolled into her classroom I had no idea what was in store. Just minutes before this Ms. Blegen had pulled me out of another class and asked if she could have a few words with me alone. As we sat down, I found myself facing directly at her and to melt the uneasy feeling creeping up my spine I slouched deep into my seat. These awkward feelings that I had were new and uncanny. I had had many conversations in Ms. Blegen's courses without any hesitation but unfortunately, most were while she was trying to instruct the rest of the class. I was now out of my element, stuck alone, and as I tried to avoid any eye contact I braced myself for a full lecture on classroom etiquette. As Ms. Blegen started talking, I sensed that soft and concerned tone in her voice and I realized I had suspected wrong. She was not after discipline alone. She wanted to know why I seemed so disruptive. Why this arrogant student who had a knack for history and an attention span of a two year old seemed unable to stay focused and respect the rest of the students? I was shocked at what I heard. Why would a teacher who had so many other concerns want to sit down and discuss why a single student could not keep his trap shut and add to the learning environment of the class when it seemed the situation could be corrected more swiftly with a trip to the principal's office?

High school is a time of great decisions. Young adults choose paths and generate ideas that affect them the rest of their lives. It is in this environment of excitement, enjoyment, confusion, and hesitance that Ms. Mary Beth Blegen excels. I have found that her greatness lies not so much in what she knows, but what she understands. The capacity she fills is not merely that of a teacher, but rather encompasses everything from a role model in the community to a trusted friend. Ms. Blegen teaches with a natural ability that seems to be based solely in her love of the profession. Her desire to reach the full potential of her abilities is only matched by her compassion and commitment to the students she touches. I solemnly believe that Ms. Blegen is one of the greatest people I know, and it is her inspiration that plays a large part in my own goal to become a teacher.

Sincerely,



Scott Smith
1993 Graduate
Worthington Senior High

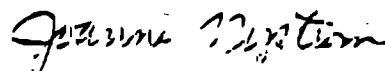
learning becomes real. I understand the complex relationships in the play Sons, by Arthur Miller, and I can pick out a painting by Gustav Klimt.

Mary Beth gets to know all of her students as people and she encourages them to overcome their personal weaknesses. I am a perfectionist: I turn in all of my work on time, get good grades, and give the right answers. My mission for perfection had made me a people pleaser, and I found it hard to say the things I wanted to say instead of what everyone expected me to say. I couldn't let myself be vulnerable or irresponsible.

Mary Beth laughed and told me it was O.K. when I forgot to read a play for class and she struggled with me when I couldn't find my own voice when I wrote. She knew that the thing I needed most was to relax and let myself have flaws at times. She knew that the little failures seemed huge to me, and I needed her reassurance. She knows all of her students this way.

Driving past the high school in the evening, I often see Mary Beth's light on in her classroom. She spends many extra hours preparing for class and I know teaching isn't merely her job. Mary Beth takes the time to get to know each of her students, and to help them overcome personal obstacles. She takes the time to get beyond the student to the person inside. I am honored to have Mary Beth not only as my teacher, but also as my friend.

Sincerely,



Joanne Nystrom

processes, my goals, my core.

I got excited for fifth hour. Somehow, I always left the room more energetic than when I came. New questions and ideas spinning in my head sparked by passionate discussions in class sometimes made it difficult to focus on the algebraic equations of the next hour. Classmates sent sideways glances and awkward chuckles my direction every time Mom revved up--we could tell it was coming when she'd lean over, face red, fists clenched, eyes poring into each one of us, passion shooting from her insides directly into our startled presences. "Does she get like this at home?" friends would question, with nervous half-smiles on their faces. At first they didn't know how to react to her--I didn't know how to react to her. I remember a friend exclaiming to her once on the way out of the classroom, "Man, you really do get excited about this stuff, don't you?" Soon after, however, students began to recognize her enthusiasm and sheer passion for what she was teaching as the reasons we were able to get so excited and involved ourselves in discussions about why Michelangelo was considered great, or what it is about Beethoven's "Eroica" that pulls at the listener and won't let go.

Mom introduced us to a wealth of ideas to which most of us hadn't

previously been exposed. She instilled in us the love of learning and the hunger for more. She knew us and took the time to understand us. In turn,

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much of what we learned in the class, and since then in college classes and beyond. Now, I am a teacher myself. When I think about what ignited my desire to teach, I travel back in time to Humanities. As a student in her class, it was clear that Mom loved what she did. She loved her subject matter, she loved the creativity that teaching calls for, but most importantly, she loved us, her students.

It is with tremendous pride that I write these thoughts to recommend a highly deserving, dedicated teacher, Mary Beth Blegen, for National Teacher of the Year.

Sincerely,

Kristy Blegen

Kristy Blegen

Daughter and former student
of Mary Beth Blegen

APR 16 '96 10:25AM C5550

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

April 22, 1996

REMARKS BY THE PRESIDENT
ON EARTH DAY

Great Falls National Park
Great Falls, Maryland

12:18 P.M. EDT

THE PRESIDENT: Thank you very much. Ladies and gentlemen, thank you all for being here today and for the work that you do. I want to thank the Vice President for being the constant conscience of our administration and of the national debate on the environment. I thank Anthony Hildebrandt and Ashley King for the example they are setting for the young people of America. I want to thank these young folks with the Montgomery Country Conservation Corps and the others who have volunteered to work in this park.

I want to say a special word of thanks to the employees of the National Park Service all over this country and here. They do a magnificent job for America. (Applause.) I want to thank Carol Browner, our EPA Administrator, and Katie McGinty, who represents the nation's environmental concerns in the Environmental Council in the White House. And I want to thank Secretary Babbitt, who can't be here because he can't be in more than one place at once -- even Bruce Babbitt can't do that. And, as the Vice President said, he's at the Sterling Forest event this morning representing us.

I want to thank the members of Congress who are here for their fidelity to the nation's environment, and their willingness to stand and be counted in some pretty difficult moments over the last year or so. They have helped us to continue our commitment and to protect this country's natural resources. And I want you to know that I never appreciated them more than I have in the last year or so when they've been in some of the difficult challenges they've been in. I thank them all -- these who are here and their counterparts. (Applause.)

You know, I just came back -- literally just came back from a remarkable journey all around the world. I flew from here to Alaska and refueled, and then I went to Korea and Japan and on to St. Petersburg and Moscow. And I was thinking, standing here today, I saw some of the most magnificent man-made creations anywhere in the world: the Imperial Palace in Tokyo, the great Hermitage Museum in St. Petersburg, the entire Kremlin has just been redone and restored to its historical grandeur. But none of it is any more beautiful than this wonderful nature that God has given us right here in this national park. (Applause.)

And not everybody can travel to see the great palaces of the world. Even the great art galleries of the world are beyond the reach of many of our fellow citizens. But everybody can come to this park without regard to their income, their station in life, what their other resources are. This belongs to all the American people, and we have to dedicate ourselves to making sure that as long as there is an America there will be a national park system with these treasures there for every single citizen of this country. (Applause.)

We have done a lot of work since I became President to try to improve our national parks and to preserve them. We are dramatically cutting back on noise from aircraft flights over the Grand Canyon and the Rocky Mountain parks and other treasures. We are moving, I say as I hear the plane -- (laughter) -- to restore a natural quiet in our parks. We are expanding the Point Reyes National Seashore in California, where Hillary and I spent our second wedding anniversary, by 38,000 acres. (Applause.)

We are calling on Congress to pass legislation to designate new wilderness areas and purchase the Sterling Forest in the New York-New Jersey border. And I am directing the Park Service to take more than a dozen other steps to make visiting the parks more pleasurable for America's families and for our guests from all around the world. Our duty is to pass on to future generations these treasures that God has given to us.

Remember, it was a great Republican president, Theodore Roosevelt, who set our nation on the path of conservation. In 1908 he said, "Any right thinking parent earnestly desires and strives to leave a child both an untarnished name and a reasonable equipment for the struggle of life. So this nation as a whole should earnestly desire and struggle to leave to the next generation the national honor unstained and the national resources unexhausted." It sounded good in 1908, and it's even more important as we stand on the edge of a new century. (Applause.)

Let me say that I consider that I was very lucky as a child to have the privilege of being raised in a national park. My home town is the only city in America that actually contains a national park, Hot Springs National Park. And I grew up in a state where more than half the land was covered by forests. I took for granted things that many children in our cities never, ever see.

And, frankly, I had to grow up a little before I realized that none of that could be taken for granted. And a lot of people along the way had a big influence on me, the most recent, of course, is the Vice President. But since he's here today I want to thank my senior senator, Dale Bumpers, who has been one of the most courageous conservationists and environmentalists for the last 25 years in America. Thank you. (Applause.)

He taught me by the power of example that governors have a responsibility to the environment; as well. And so I say to all of you, there's something for each of us to do. But the remarkable resurgence in support for clean air, for clean water, for a safe environment in our urban areas as well as our rural areas, for standing up for our national parks -- that has not come from those of us in public life. Fundamentally, it has come from those of you who are the citizens who live in our neighborhoods and walk our streets

and climb our mountains and walk our trails day in and day out. You have given America back its soul, its conscience, and its commitment on the environment. And don't ever give up your responsibility for doing that. (Applause.)

So on this Earth Day, as we stand beneath the eagles in this wonderful treasure that we have been given, let us vow that there is more to do. None of our children should have to live near a toxic waste dump or eat food poisoned by pesticides. Our grandchildren should not have to live in a world stripped of its natural beauty. We can and we must protect the environment while advancing the prosperity of the American people and people throughout the world.

When it comes to protecting the environment, we can't turn back. We have to go forward, and it has to become a part of our every decision as a people. If we make that commitment and stick to it, then America will have a bright future indeed.

Thank you all and God bless you. (Applause.)

END

12:27 E.D.T.

Mark - faxed -

Jodie -

Brian O'Malley

Cong. Menendez's office

225-7919

0556

BACKGROUND ON EDUCATIONAL PROGRESS UNDER PRESIDENT CLINTON

March 26, 1996

" America has to be serious about education. We have to be serious about education if we want to have a strong economy, if we want these young people to live up to fullest of their God-given abilities. If we really believe that our obligation to our children is to give them the ability to make the most of their own lives in this world we are living in, that means education, education, education. We must face it, embrace it, and be glad about it."

President Clinton
O'Farrell Community School; San Diego, CA
September 22, 1995

OVERVIEW

- **Unprecedented Commitment To Expanding Educational Opportunities.** The Clinton Administration has made an unprecedented commitment to reforming the federal role in education and training and to expanding the opportunities available to American children and adults to improve their skills and maximize their potential.
- **A Commitment To Balancing The Budget While Investing In Education.** President Clinton stood up to the Republican Budget that would have cut funding for key Education programs by \$31 billion. President Clinton's FY 1997 Balanced Budget shows that we can balance the budget in 7 years while continuing investments in key education programs:

Increase In Overall Education Spending.

- 20% increase in major education and training programs in 1997 over 1993 levels.
- \$61 billion more for education and training over 7 years than the Republican budget.

Increase In Funding For Key Education Programs That Work.

- \$1 billion more for Title I for basic and advanced skills assistance in 1997 than in 1993.
- Increases funding for other education and training programs that work, such as: Pell Grants, Safe & Drug Free Schools, Charter Schools, School to Work, and Goals 2000.
- Major Expansion of Head Start:
 - Commitment to fund 1 million Head Start opportunities for preschool children by 2002.
 - \$1.2 billion increase in 1997 over 1993 levels.
 - Supports nearly 800,000 Head Start opportunities in 1997 -- 46,000 more than in 1995.
- Continues Commitment To National Service:
 - Funds 30,000 AmeriCorps members in 1997 -- 5,000 more than this year -- for a total of 100,000 AmeriCorps opportunities over the program's first 4 years.

New Education Initiatives

- Technology Literacy Challenge -- \$2 billion to help states, local communities, and private sector bring the future to the fingertips of every child through computers & connections.
- \$1000 Honors Scholarships for top 5% of graduates from every high school.
- Expanded Work Study to reach 1 million students by the year 2000.
- \$250 million job training initiative to reduce unemployment among low-income youth.
- \$10,000 Tuition Tax Deduction to help middle-class families afford college.

THREE YEARS OF PROGRESS IN EDUCATION

HEAD START. President Clinton has made expanding and improving pre-schooling the starting point for helping families give their children a good start on the right course. He appointed the Head Start Advisory Commission to examine the program and to recommend ways to improve its operation. These recommendations formed the basis for the 1994 reauthorization of Head Start with major quality improvements. In his first two budgets, the President increased Head Start spending by \$760 million.

GOALS 2000: EDUCATE AMERICA ACT. President Clinton helped to create Goals 2000 and signed it into law in 1994. Goals 2000 supports state, community and school efforts to raise standards of achievement and discipline and encourage students to work hard to meet them. Goals 2000 affirms the President's belief in the critical role of education in building America's future and the federal government's central role as a partner in that effort. More than 40 states have already chosen to participate in Goals 2000 and have developed their own strategic plans -- based on raising academic and occupational standards, improving teaching and expanding the use of technology -- for educational reform.

IMPROVING AMERICA'S SCHOOLS ACT. Signed by President Clinton in October of 1994, this law focuses on improvements in teaching in more than 50,000 schools and has a direct impact on five million children in high poverty areas. By increasing school flexibility to use federal aid and supporting effective innovations, this law is a significant step in helping all students meet high academic standards.

SCHOOL TO WORK. Signed by President Clinton in May of 1994, this act broadens educational, career and economic opportunities for students not immediately bound for four-year colleges through local partnerships among businesses, schools, community organizations and state and local governments. By equipping students with the knowledge and skills necessary to pursue work or post-secondary training, this law helps ensure that America will be capable of performing and prospering in a competitive global economy.

NATIONAL SERVICE. President Clinton created the AmeriCorps program -- signed into law in September of 1993 -- to enable young people to earn money for education by serving their communities. This year alone, 25,000 volunteers are working in schools, hospitals, neighborhoods and parks.

DIRECT LENDING. President Clinton's Direct Lending program -- signed in August of 1993 as part of the Omnibus Budget Reconciliation Act -- eliminates billions of dollars in unnecessary payments to lenders and third parties and makes student loans cheaper and more efficient for students, schools and taxpayers. Over 1,300 schools, representing 40% of the total number of loans, are participating in this program, which cuts bureaucracy and saves taxpayers and students billions of dollars, while allowing more borrowers flexible repayment arrangements -- including pay-as-you-earn plans through Individual Education Accounts. President Clinton remains committed to preserving the right of every college to choose Direct Lending.

EDUCATION AGENDA TO MEET THE CHALLENGES OF FUTURE

President Clinton remains committed to education reform and has vowed to continue helping Americans invest in their children's and their nation's future. In his State of the Union Address, the President made the following proposals:

TECHNOLOGICAL LITERACY FOR THE 21ST CENTURY. President Clinton has launched a national mission to make all children technologically literate by the dawn of the 21st century, equipped with communication, math, science, and critical thinking skills essential to prepare them for the Information Age. He has challenged the private sector, schools, teachers, parents, students, community groups, and all levels of government to work together to meet this goal by building four pillars that will:

1. Provide all teachers the training and support they need to help students learn through computers and the information superhighway;
2. Develop effective and engaging software and on-line learning resources as an integral part of the school curriculum;
3. Provide access to modern computers for all teachers and students;
4. Connect every school and classroom in America to the information superhighway.

HIGHER EDUCATION STANDARDS FOR STUDENTS AND TEACHERS. In order to ensure America's competitive strength, President Clinton wants to see public schools driven by demanding high standards for students and teachers.

PUBLIC SCHOOL CHOICE. President Clinton believes that information, competition, and choice among public schools should be the rule, not the exception. Any parent who is dissatisfied with either their own child's or the school's performance should have the opportunity to choose a public school that will do better.

CHARTER SCHOOLS. To ensure that every parent has the opportunity to choose a school for their child, the President called on all 50 states to enact charter school laws within 12 months. Twenty states currently have laws providing for the creation of charter schools -- public schools, created and managed by parents, teachers and administrators. Charter schools have greater flexibility but they are held accountable for their results through a performance-based contract with a local school board, state, or other public institution.

PARENT INVOLVEMENT. President Clinton believes strongly that parents are and should continue to be their children's first and most important teacher. The President asked parents to read with their children, see that their homework is done, see that they take the tough courses, know their children's teachers, talk to their children directly about the dangers of drugs and alcohol, and talk to them about the values they want them to have. The President has also challenged businesses, schools, and religious organizations to help parents find the time for all of this by being family-friendly for learning.

NEW INITIATIVES TO INCREASE ACCESS TO HIGHER EDUCATION. *Between 1992 and 1995, the dollar amount of aid to students -- including loans, grants and work-study -- increased from \$22.5 billion to \$34.4 billion. In his State of the Union Address, President Clinton vowed to continue the trend of increasing college enrollments by calling for the enactment of three key initiatives to increase access and the affordability of a college education.*

MERIT SCHOLARSHIPS. The President called for the creation of the largest-ever merit-based scholarship program, rewarding the top 5% of high school graduates in every school with \$1,000 grants toward the cost of college. If this proposal is enacted, this year, 128,000 graduating high school seniors will receive a scholarship to help finance their college education.

EXPANSION OF WORK STUDY. The President proposed a dramatic expansion of the College Work Study program, from 700,000 students to over one million over the next five years. This increase will significantly expand a program that reaffirms the American ethic, rewarding hard work and helping ensure that all who want a higher education are able to afford it.

TUITION TAX DEDUCTION. The President has called for a deduction of up to \$10,000 for the cost of tuition and training. Families could deduct up to \$10,000 in expenditures for postsecondary education. 17.1 million students and 14.3 million families stand to benefit from this proposal for tax relief to working families.

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

April 28, 1995

REMARKS BY THE PRESIDENT
AT CEREMONY FOR THE NATIONAL TEACHER OF THE YEAR

The Rose Garden

12:05 P.M. EDT

THE PRESIDENT: Thank you very much. Secretary Riley, Governor Knowles, to our distinguished Teacher of the Year: We're fortunate to be joined here by many friends of education. I cannot mention them all but I would like to mention a few. First, my longtime friend, Gordon Ambach; the Executive Director of the Council of Chief State School Officers; Scholastic, Inc. CEO and President Dick Robinson, and Senior Vice President Ernie Fleishman; President of the AFT Al Shanker. And I know that Keith Geiger from the -- the President of the NEA, was on his way here. I don't know if he's here yet. Assistant Secretary of Education Tom Payzant -- I'd like to thank him for his work and for coming here from a school district to make sure we keep grounded in the real world.

I want to say a special word of welcome to all these fine teachers here who represent, along with our Teacher of the Year, 46 of the total honorees throughout the United States. We're very, very glad to have all them here, and I think we should give them a hand this morning and a welcome -- (applause.)

Before I make my remarks about the Teacher of the Year and the importance of education today I want to say one word about our ongoing efforts to protect the American people from ever again having to endure what the American people have endured in Oklahoma City.

Sunday I announced the first in a series of new steps to combat terrorism in America, whatever its source. Wednesday I invited Republican and Democratic leaders from the Congress to the White House to do more. I announced at that time I would send to Congress new legislation designed to crack down on terrorism. These new measures will give law enforcement expanded investigative powers, increased enforcement capacities, and tougher penalties to use against those who

commit terrorist acts.

I'm encouraged so far by the response from members of Congress in both parties. And I say again, Congress must move quickly to pass this legislation. The American people want us to stop terrorism. They want us to put away anyone involved in it. We must not allow politics to drag us into endless quibbling over an important national item. We must not delay the work we have to do to keep the American people safe and to try to prevent further acts of this kind.

We must allow the American people to get on with their lives, and all of that is caught up in this measure. I have put tough legislation on the table. It reassures the American people that we are doing all we can to protect them and, most importantly, their children. We must not dawdle or delay. Congress must act and act promptly.

All Americans have responded with great spirit to this awful tragedy. Law enforcement has been swift and sure. The rescue efforts have been truly heroic and not without their own sacrifices. Communities have come together as we reach out to support the people who have endured so much. Now, working together, we are going to do more.

The thing that I notice most, perhaps, about the Oklahoma City tragedy was how moved all Americans were by the plight of innocent children. It is hard to think of anything good coming out of something so horrible. But if anything, I think the American people have reaffirmed our commitment to putting the interests of our children and their future first in our lives.

In the brief time since he took office, the Governor of Alaska, Tony Knowles, who is sitting here behind me, has already worked to do that in Alaska. Alaska, as you know, is vast and faces unique problems and challenges. Those challenges are being met through satellite technology the Healthy Start program which ensures that children start school well-nourished and ready to learn. That is a sort of commitment that all of us now must take into our lives, into our states, into our schools, into our communities.

I ran for president to make sure the American Dream would be available to all of our children well into the next century. I wanted to make sure that we could deal with the challenges of today and tomorrow presented by the global economy, presented by the revolutions in technology in ways that gave everybody a chance to live up to the fullest of his or her God-given capacities. We know that more than anything else today, that requires a good education.

We know that the technological revolution and the global economy, with all of its pressures, have begun in every wealthy nation to put unbelievable strains on the social contract, to split apart the

middle class. That is happening more in the United States than any other country, and the fault line is education. If you look at what is happening to adults, working people and their families, in their workplaces all across this country, those who are well-educated are doing very well in this global economy, and those who lack an education are having a very difficult time.

We owe it to the children of this country to make sure that every one of them has the best possible education. And in doing that, we are being a little bit selfish because this country itself will not be strong into the next century unless we dramatically improve the reach and depth of our common efforts to educate all of our people.
(Applause.)

As I have said many times in many places, we face two great deficits in this country -- a budget deficit that is the product of too many years of taking the easy way out, and an education deficit that is the product of too many years of ignoring the obvious. We have worked hard to try to address both over the last two years -- reducing our deficit by \$200 billion over a five-year period, and increasing our commitment to education.

We must do more on both, but we dare not sacrifice one at the expense of the other. The answer to the budget deficit is not to reverse the gains we have made by expanding Head Start, by expanding opportunities for young people who don't go to college to move from school to work with good jobs and good futures, by expanding our commitment to childhood nutrition and the health of our children, by expanding our efforts to give people the chance to go to college through more affordable college loans and the AmeriCorps national service program. We cannot cure one deficit at the expense of the other.

And, indeed, in some areas, we should plainly be doing more. The Goals 2000 legislation for the first time set America on a course of national excellence in education, while giving teachers like the ones we celebrate here today more opportunities working with their principals to have flexibility from cumbersome federal rules and regulations to do what they know best in educating their children. We should be putting more money into our schools with less rules and regulations, but higher standards, higher expectations and honest measurement of educational progress.

We should be doing more of what we've been doing in the last two years, not less. And we can do it and bring the deficit down. We must attack both deficits at once and not sacrifice education on the altar of deficit reduction. (Applause.)

We must also realize that the work of America is a work that is not done by government alone, or even primarily by government. As I

used to say over and over again when I was a governor and much closer to the schools of our country, nothing we do in government will matter at all unless there are people like the teachers who are being honored here today.

What we do in Washington only empowers people to do better by our children in every school in the country. What happens in the home and what happens in the school, and how they relate to and reinforce one another, will have the deciding influence on the quality of education in the United States and the future of this country as we move into this new and exciting age.

Many of you remember Jesse Stuart, who taught in a one-room schoolhouse in the rural south and wrote a wonderful book called "The Thread That Runs So True," in which he said, "A teacher lives on and on through his students. Good teaching is forever, and the teacher is immortal." Well, just like Jesse Stuart, the 1995 National Teacher of the Year has taught in a one-room schoolhouse, but hers is in rural Alaska, where it's a little colder in the wintertime.

Elaine Griffin's work at the Kodiak Island schools of Akhioc and Chiniak over the past 20 years has significantly expanded the educational, social and cultural environments for the students in her K-through-12 classroom. With her husband, Ned, she brings in members of the community to share their talents with the students. And as the students learn about their own history, they are also being taught to understand distant lands. Many of the students have participated in foreign exchange programs, and I must say that, Elaine and Ned have created their own cultural exchange with their three remarkable children, whom I just had the privilege of meeting in the Oval Office, whom I know that she will introduce in a moment.

College attendance has increased significantly among their students. In Akhioc, a remote village where teen pregnancy, alcoholism and suicide were common, Elaine expanded the K-through-8 program so that it included high school. Today, 90 percent of the children in that remote village graduate from high school. And America is better for it. (Applause.)

Elaine, it is my pleasure to present the 1995 Apple Award, honoring you as the National Teacher of the Year and to thank you on behalf of all the American people for your dedication to your students and to the best in this country. You are truly a model for all the teachers of this country, but for all the citizens, as well.

Congratulations and God bless you. (Applause.)

END12:18 P.M. EDT

**PRESIDENT WILLIAM J. CLINTON
STATEMENT ON THE BUDGET &
NATIONAL TEACHER OF THE YEAR
THE WHITE HOUSE
APRIL 23, 1996**

Acknowledgments: Sec. Riley

Before I present the award for Teacher of the Year, I would like to address a critical challenge for our nation, one that -- like education -- is critical to passing on opportunity to our children.

The Republican primary season is now over. And I am pleased that the Congress has returned to work, in a bipartisan way, for the American people. Congress has sent me strong legislation to crack down on terrorism, which I will sign here tomorrow. I am pleased that the Congress is moving forward on the Kassebaum-Kennedy bill, which would improve access to health care for 43 million Americans. I am pleased that the Congress is now, finally, moving forward to raise the minimum wage for working people. You just can't raise a family on \$4.25 an hour -- and Congress should send me a straightforward minimum wage increase, with no gimmicks, that I can sign into law. And we are making significant progress toward bipartisan agreement on a spending bill for this fiscal year.

Now it is time for the Congress to bring this bipartisan momentum to bear on the biggest challenge we face: finishing the job of balancing the budget.

In over 50 hours of negotiation before the Republican primary season began, we made real progress toward agreement on a balanced budget. Our plans have in common \$700 billion in savings -- more than enough to balance the budget and provide tax relief, while protecting our values through Medicare, Medicaid, education and the environment.

Last week, the Congressional Budget Office certified that my budget plan would balance the budget in seven years. This is the first time in 17 years that the CBO has determined that a President's budget is balanced. Moreover, CBO has issued new, more optimistic budget projections. These new projections will make the task of agreeing on a balanced budget significantly easier. And so should the spirit of mutual cooperation and bipartisan action on display in recent days.

Now is the moment to finish the job and work together to balance the budget. To that end, this morning I called Senator Dole and Speaker Gingrich, and invited them to come to the White House on Monday, April 29, to begin final, detailed negotiations to balance the budget in seven years. My door is open. I hope that Senator Dole and Speaker Gingrich will choose to accept my invitation.

Let us make this a season of bipartisan achievement. There will be time enough for

us to honestly debate our disagreements in the fall. In the coming weeks, we should sit down and work together on an area where we are close, very close, to real agreement. We should stop fighting about yesterday, so we can face the challenges of tomorrow.

Balancing the budget will help assure a future of opportunity for our people. And as today's ceremony attests, there is nothing more important to our future than the education of our children.

That fact was brought home by my recent visits to Korea, Japan and Russia. At each stop, my discussions with the leaders of those countries focused on how we can all work together to multiply the vast new opportunities of the technological revolution and the global economy. In fact, the dimensions of economic change we are now experiencing are the greatest since we moved from farm to factory and from rural areas to cities and towns 100 years ago. As we cross the bridge into the 21st century, the teachers here today, and the schools they represent, will be our guides.

Education is the way we give every child a future, the chance to live the American Dream and make the most of their lives. If our children succeed, America will succeed. So we have to renew our schools and throw the doors of college open wider than ever before. That is why, even as we have cut the deficit in half, my Administration has maintained a basic commitment to the education of our children.

But the demands of the 21st century require an honest assessment of what is right and what is wrong with our educational system. The education agenda Secretary Riley and I are now pursuing is consistent with what parents and states have been calling for -- tougher standards and accountability for our schools, our students, and our teachers. I believe that education equals expectation. The most important thing we can do is have high expectations for our students, tell them they can achieve beyond the basics, and hold them accountable for making the grade. The worst thing we can do is send people all the way through school and hand them a diploma they can't read. At the same time, we must improve the operation of our schools, including making technology literacy a part of every curriculum. And, finally, we have to raise expectations for teachers as well.

At last month's National Governors Association Education Summit, I challenged states to create a system that rewards, inspires and demands higher standards for teachers. That means removing barriers to attracting the most talented people; rewarding teachers who meet high standards; and making it easier to remove underachieving teachers from the classroom. All of us have been influenced by a teacher who took a special interest in us or who had a classroom style that made learning come to life. I know I did. We need more teachers like that -- more teachers like Mary Beth Blegen [BLAY-GIN], our Teacher of the Year.

Mary Beth has taught Humanities, History, Writing and English for more than 30 years at Minnesota's Worthington High School. She has seen many of the changes I talked about earlier. Worthington has evolved from a mostly white and rural middle class

community into one that is economically and ethnically diverse. It is also a community that has seen a shift in jobs from farm to factory. Her greatest achievement has been her ability to help her students understand the complex relationships that exist in our changing world. She is the embodiment of the all-American teacher: hard working, dedicated, caring, and always stretching herself to be better. Her approach to teaching is just as fresh and enthusiastic today as it was 30 years ago. And she's done this while raising three children of her own -- one of whom has followed in her footsteps as a teacher.

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That fact was brought home by my recent visits to Korea, Japan and Russia. At each stop, my discussions with the leaders of those countries focused on how we can all work together to multiply the vast new opportunities of the technological revolution and the global economy. In fact, the dimensions of economic change we are now experiencing are the greatest since we moved from farm to factory and from rural areas to cities and towns 100 years ago. As we cross the bridge into the 21st century, the teachers here today, and the schools they represent, will be our guides.

Education is the way we give every child a future, the chance to live the American Dream and make the most of their lives. If our children succeed, America will succeed. So we have to renew our schools and throw the doors of college open wider than ever before. That is why, even as we have cut the deficit in half, my Administration has maintained a basic commitment to the education of our children.

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THE WHITE HOUSE
WASHINGTON

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COMMENTS: Please have Sec. Riley
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**REMARKS BY PRESIDENT WILLIAM JEFFERSON CLINTON
NATIONAL TEACHER OF THE YEAR
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APRIL 23, 1996**

Acknowledgments: Secretary Riley; Senator Paul Wellstone; Senator Rod Grams; Congressman David Minge [MING-EE]; the Council of Chief State School Officers and Scholastic, Inc., sponsors of the program; Bruce Johnson and Irma Coleman from the Minnesota Department of Children, Families and Learning; Judy Schaubach [SHAW-BACK], President of the Minnesota Education Association; Norman Miller, Superintendent of the Worthington School District; students from Worthington High School; the other state Teachers of the Year who I have just had the pleasure of meeting; and of course our national winner...

I look forward to this day each year. There is nothing more important to the future of our nation than the education of our children. That fact was brought home by my recent visits to Korea, Japan and Russia. At each stop, my discussions with the leaders of those countries focused on how we can all work together to maximize the vast new opportunities of the technological revolution and the global economy. In fact, the dimensions of economic change we are now experiencing are the greatest since we moved from farm to factory and from rural areas to cities and towns 100 years ago. As we cross the bridge into the 21st century, the teachers here today, and the schools they represent, will be our guides.

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NATIONAL TEACHER OF THE YEAR
THE WHITE HOUSE
APRIL 23, 1996**

Acknowledgments: Sec. Riley

Before I present the award for Teacher of the Year, I would like to address a critical challenge for our nation, one that -- like education -- is critical to passing on opportunity to our children.

The Republican primary season is now over. And I am pleased that the Congress has returned to work, in a bipartisan way, for the American people. Congress has sent me strong legislation to crack down on terrorism, which I will sign here tomorrow. I am pleased that the Congress is moving forward on the Kassebaum-Kennedy bill, which would improve access to health care for 43 million Americans. I am pleased that the Congress is now, finally, moving forward to raise the minimum wage for working people. You just can't raise a family on \$4.25 an hour -- and Congress should send me a straightforward minimum wage increase, with no gimmicks, that I can sign into law. And we are making significant progress toward bipartisan agreement on a spending bill for this fiscal year.

Now it is time for the Congress to bring this bipartisan momentum to bear on the biggest challenge we face: finishing the job of balancing the budget.

Last week, the Congressional Budget Office certified that my budget plan would balance the budget in seven years. This is the first time in 17 years that the CBO has determined that a President's budget is balanced. Moreover, CBO has issued new, more optimistic budget projections that make the task of agreeing on a balanced budget significantly easier. So, too, should the spirit of achievement and mutual cooperation on display in recent days.

In over 50 hours of negotiation before the Republican primary season began, we made real progress toward agreement on a balanced budget. Our plans have in common \$700 billion in savings -- more than enough to balance the budget and provide tax relief, while protecting our values through Medicare, Medicaid, education and the environment.

Now is the moment to finish the job and work together to balance the budget. To that end, this morning I called Senator Dole and Speaker Gingrich, and invited them to come to the White House on Monday, April 29, to begin final, detailed negotiations to balance the budget in seven years. My door is open. I hope that Senator Dole and Speaker Gingrich will accept my invitation.

We should stop fighting about yesterday, so we can face the challenges of tomorrow.

There will be time enough for us to honestly debate our disagreements in the fall. Let us make this a season of bipartisan achievement. In the coming weeks, we should sit down and work together on an area where we are close, very close, to real agreement.

If we balance the budget in a way that reflects our values, we will free our children from the burden of debt while increasing their educational opportunities. And there is nothing more important to the future of our nation than the education of our children. That fact was brought home by my recent visits to Korea, Japan and Russia. At each stop, my discussions with the leaders of those countries focused on how we can all work together to multiply the vast new opportunities of the technological revolution and the global economy. In fact, the dimensions of economic change we are now experiencing are the greatest since we moved from farm to factory and from rural areas to cities and towns 100 years ago. As we cross the bridge into the 21st century, the teachers here today, and the schools they represent, will be our guides.

Education is the way we give every child a future, the chance to live the American Dream and make the most of their lives. If our children succeed, America will succeed. So we have to renew our schools and throw the doors of college open wider than ever before. That is why, even as we have cut the deficit in half, my Administration has maintained a basic commitment to the education of our children.

But the demands of the 21st century require an honest assessment of what is right and what is wrong with our educational system. The education agenda Secretary Riley and I are now pursuing is consistent with what parents and states have been calling for -- tougher standards and accountability for our schools, our students, and our teachers. I believe that education equals expectation. The most important thing we can do is have high expectations for our students, tell them they can achieve beyond the basics, and hold them accountable for making the grade. The worst thing we can do is send people all the way through school and hand them a diploma they can't read. At the same time, we must improve the operation of our schools, including making technology literacy a part of every curriculum. And, finally, we have to raise expectations for teachers as well.

At last month's National Governors Association Education Summit, I challenged states to create a system that rewards, inspires and demands higher standards for teachers. That means removing barriers to attracting the most talented people; rewarding teachers who meet high standards; and making it easier to remove underachieving teachers from the classroom. All of us have been influenced by a teacher who took a special interest in us or who had a classroom style that made learning come to life. I know I did. We need more teachers like that -- more teachers like Mary Beth Blegen [BLAY-GIN], our Teacher of the Year.

Mary Beth has taught Humanities, History, Writing and English for more than 30 years at Minnesota's Worthington High School. She has seen many of the changes I talked about earlier. Worthington has evolved from a mostly white and rural middle class community into one that is economically and ethnically diverse. It is also a community that

has seen a shift in jobs from farm to factory. Her greatest achievement has been her ability to help her students understand the complex relationships that exist in our changing world. She is the embodiment of the all-American teacher: hard working, dedicated, caring, and always stretching herself to be better. Her approach to teaching is just as fresh and enthusiastic today as it was 30 years ago. And she's done this while raising three children of her own -- one of whom has followed in her footsteps as a teacher.

Mary Beth likes to say, "Good teaching changes lives." She has changed countless lives during her 30 years of teaching at Worthington High School and I am proud to introduce her to the rest of the country. Mary Beth is being honored not because she is extraordinary, but because for 30 years she has stood as a shining example of what it means to be a good teacher. Mary Beth, it is my pleasure to present you as the 1996 National Teacher of the Year. I want to thank you on behalf of every American for your dedication to your students and to the noble profession of teaching. You are what is right with America.

Congratulations and God bless you.

John Sutton's office
6-7310
6-7300

Russel Toyota -
410-788-8400

Terry Edmonds
Mayflower Moving Co.

235-5900 - daughter -
- New Orleans -

1106.61
John Hall - 6-5575

Danny Wexler 202-296-
7511

1:30 - Conference Call -
6-6755 Code # 5234
6-6766 - Gaynor - social.
Julia market

1 P.M. - Tues. 6-7-028
 5 P.M. - Abortion meeting
 Dan's office
 205-5377
 Pam Gentry - Call \$130,000
 - Judy Sander -
 690-8390 -
 FA - speechwriter for
 grade 13 Bruce Headlock
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 6-2930
 Pam Gentry -
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 see attached

EXECUTIVE OFFICE OF THE PRESIDENT

22-Apr-1996 04:16pm

TO: James T. Edmonds
FROM: Daniel Wexler
Office of Public Liaison

SUBJECT: Acknowledgements for Teacher of the Year

most rewarding
watching kids
grow
watching them
find their
voice.

Congressman David Minge

(Ming - ee)

student now a
junior - 7th
+ 8th - HS
comes back to talk
come return

The Council of Chief State School Officers for administering the
Teacher of the Year Program for the last 45 years.

History, English, Writing
& Humanities -

Scholastic Inc. for sponsoring the program.

Bruce Johnson and Irma Coleman from the Minnesota Department of
Children, Families and Learning

Judy Schaubach, President of the Minnesota Education Association

Shaw - BACK

Association

Norman Miller, Superintendent, Worthington School District

I don't know if the two Senators from Minnesota are coming. We
can let him know tomorrow.

BLAY-GIN

That's all.

[Blay - GIN]

Mary Beth Blay GIN

Shep - 1966
3 children
25 - Christy - grad school
23 - Mark - grad school
19 - Sarah
7 years ago
single
Parent

30 years of divorce

50-60 percent in latter part
of career - ability to
learn

ability to
communicate
identify their
voices -
America
urban city

Mary Beth showed that - learn
learning never stops -
good teaching never stops -
Everyday is new -
best thinking of national committee
Good ole day
30 years - embodiment of the

① - 20% - non-reading - 30 years - embodiment of the

10,000 people

20 years ago -

white

now 20 percent

Hispanic Lad -

place for kids meeting kids -

good -



NATIONAL TEACHER OF THE YEAR PROGRAM

Contact: Jon Quam, Director - *Henley Park Hotel*
202-336-7047; 202-789-1792 fax *638-5200*
Internet: jonq@ccsso.org *Rm 512*

Not For Release before April 23, 1996

LIFELONG MINNESOTA EDUCATOR NAMED 1996 TEACHER OF THE YEAR

**Worthington, Minnesota High School Humanities and History Teacher
to be Honored at the White House**

Washington, DC --- April 23, 1996. For over thirty years Mary Beth Blegen has enriched the educational fabric of a small rural community in Southwestern Minnesota. Today she was named 1996 National Teacher of the Year and will be honored by President Clinton in a ceremony at the White House with the 1996 State Teachers of the Year. At the conclusion of her current school term Ms. Blegen will begin a year as spokesperson for education to the nation and the world.

The National Teacher of the Year Program is the oldest and most prestigious awards program to focus public attention on excellence in teaching. Now in its 45th year, the program is sponsored by the Council of Chief State School Officers and Scholastic Inc. The National Teacher of the Year is chosen from among the Teachers of the Year from the 50 states, five extra-state jurisdictions, the District of Columbia, and the Department of Defense Education Activities by a committee of the 14 leading education organizations in the nation.

"Mary Beth Blegen shows us all what a life-long commitment to education and the future of students can mean for a community," said Gordon Ambach, Executive Director of the Council of Chief State School Officers. "She shows us that education is about understanding--Teachers understanding kids, kids understanding kids and the community members understanding one another."

- m o r e -

In her years of teaching at Worthington High School Blegen has seen her community evolve to one that is no longer as white, as middle class or as conservative. In 1996 more people in her community work in processing plants than work on farms. The students in her history, literature, humanities and writing classes may now come with English as a second or unfamiliar language. She teaches in a community and in a school that are struggling to redefine themselves for a 21st century world.

"In Mary Beth's classroom learning becomes real," said Dr. Ernest Fleishman, Senior Vice President of Schoastic Inc. "Her ability to help students understand the complex relationships that exist in the world merits her selection as National Teacher of the Year."

The walls of her room are covered with posters featuring everyone from Einstein to Martin Luther King to her students' senior pictures or candid shots of life in school. "It's when kids and I work together that something happens -- that ideas take shape," says Blegen. "My goal is to expose kids to a multitude of ideas and situations while asking them to connect, create and analyze."

According to Blegen, one of the biggest challenges that education now faces is how to make school meaningful and relevant to all students. She has seen her philosophy of teaching evolve to encompass more of the why and how of learning. "We teachers are here to serve the needs of the students, not awaken our students to our own truths," says Blegen. "Public education should offer students one opportunity after another to begin to figure out their world and where they fit in it."

Blegen's childhood in Sioux Falls, South Dakota was blessed with teachers who helped her identify and develop her abilities. "Those teachers made a difference for me because they saw something in me that I did not yet see in myself," says Blegen. "I came to love learning and wanted to share that love with kids."

Following her graduation from Augustana College in Sioux Falls, South Dakota, Blegen began to share that love of learning with her first class of students in Worthington. Several years into her career she took time out for marriage and family but soon found herself back in the

classroom she so loved. Now with her own children in college or beginning their careers, one as a teacher, she looks forward with renewed energy to continuing her life as a an educator who can make a positive difference for children.

"I have come to believe that the most important thing I can do for students is to allow them a chance for self-discovery," says Blegen. "Whether the topic is the Reformation or Vietnam, Monet or Picasso, Sophocles or August Wilson, I help kids to realize that the world is connected and that they are a part of that world, that what they have to say is valuable and that hearing their voice on paper or in class helps them to begin to know themselves and to begin their own search." "Good teaching changes lives," says Blegen.

Other finalists in the National Teacher of the Year Program were Fie K. Budzinsky, 1996 Connecticut Teacher of the Year, a Chemistry teacher at Portland High School, Portland, CT; Daniel H. Durbin, 1996 Indiana Teacher of the Year who teaches Writing, Literature and Communication at F. J. Reitz High School in Evansville, IN; and Patricia J. Cygan, 1996 Washington State Teacher of the Year, a teacher of Social Studies at Nathan Hale High School in Seattle, WA.

The State Teachers of the Year have been selected on the basis of nominations by students, teachers, principals and school administrators throughout the state. The State Teachers of the Year are submitted to the Council of Chief State School Officers in Washington, D.C., where the national selection committee reviews the data on each candidate and selects four finalists. The selection committee then personally interviews each finalist before naming the National Teacher of the Year.

* * *

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**Thoughts on Teaching
by**

**MARY BETH BLEGEN
1996 National Teacher of the Year**

On my philosophy of teaching:

The longer I teach, the more I realize that although we need to teach facts for a basis of thought and discussion, more importantly, we need to teach process and discovery. No longer do I spend hours making up "good" multiple choice tests. Kids learn through discussion, creating, composing and connecting. No "perfect test" that I could give would in any way equal the learning that takes place when I ask them to create a question and answer it or discuss an issue and justify their ideas.

No lecture on good writing can begin to teach what kids learn when they write and we work together to find their voice in that writing. Now kids begin with their ideas and we work them through until they begin to see that they are writers. The process is messy. But the rewards for the kids and for myself are beyond question.

My philosophy of teaching has changed. Oh, we still read and discuss and write and argue. But we talk more about the why and how of learning. The students ask more questions and I try to give fewer answers. I ask myself daily just what it is that kids should take away from my classroom. I ask them to reflect on what they are learning and why they are learning. I am always searching. I want to help kids begin to discover the human spirit which can carry them through their life experience and can lift them above the almost certain chaos they will find in their lives.

On education issues and trends:

One of the biggest challenges we face now and in the future is to make school meaningful and relevant to all students. Our challenge lies in our ability to assess what we are now doing and to ask ourselves honestly what needs to be changed to make a difference. We need to make real change in all classrooms. We must no longer give lip service to such change. We will fail miserably unless we determine just what we should be doing to reach all students in this complicated age.

No longer are students able or willing to immediately adapt to the wishes of a teacher. The teacher needs to know his or her students in an attempt to make meaning out of education. We must put our curriculums on the table and ask frightening and challenging questions such as, "What are the kids learning from that material?" Perhaps even more frightening is what comes after the questions are asked.

We are here to help students develop skills which will carry them into another century which promises to be no less revolutionary than the Industrial Revolution of the late 18th and early 19th centuries. A century which promises excitement and frustration with the explosion of technology.

We must send our young people into an increasingly tougher world well-prepared to earn a living at a job they can do and they can enjoy. But, in addition to skills and books, education offers kids a chance to look at who they are, what they know and how that knowledge can impact their lives.

On teaching as a profession:

As a teacher, I must constantly decide how I approach my profession. I must constantly choose whether to join the naysayers who find us heading downward or to join those who push aside obstacles in search of what will be better for kids. I choose to attend conferences, institutes, workshops and staff development classes which ask me to stretch. I choose to read, to visit and to hunt in my search for more and better ways to do what I already enjoy.

As teachers make that choice, they must also decide just how they are willing to show the world that they want to be accountable for what is happening in the classroom. If we choose to deny the need for accountability, we are merely opening the doors wider for criticism and disruption. If we make excuses and become defensive in the face of suggested accountability measures, we are asking for more scrutiny from those who don't really understand.

At the same time we are not retreating from the public's request for accountability, we must choose, as teachers, to take the initiative and step forward with ways we are willing to be accountable. We must work toward a system where we are accountable to each other in our own buildings, districts and states. Where we are willing to look at what we are doing and to let down the barriers which prevent asking very tough questions. Where we decide that, indeed, if we are to save public education, we must look at ourselves and each other in a manner which allows us to improve consistently and honestly. If we can take the first step and be willing to look with honesty at ourselves, we will be looked upon with respect.

Teachers can no longer afford to blame anyone for what is happening in education. We must step to the front and say that we are willing to change. That we are willing and eager to work for more improvement. In her book, "The Peaceable Classroom," Mary Rose O'Reilley asks how we can possibly teach if we do not know our students. I would ask teachers how can we possibly teach if we are not willing to constantly question what we are doing and how we are doing it. If we are not willing to put our classroom in front of a mirror, understanding that we can make a positive difference for kids, but also understanding that we can harm kids. As teachers we must want more for ourselves, our profession and our kids.

Good teaching changes lives.

NATIONAL TEACHER OF THE YEAR PROGRAM

General Information

The classroom teacher is the backbone of the American educational system. No one person has a greater impact on the education of a child than does the teacher who creates the primary learning and instructional environment. It is the mission of the **National Teacher of the Year Program** to recognize and honor the contributions of the American classroom teacher. The Program is the oldest and most prestigious awards program to focus public attention on excellence in teaching. Now celebrating its 44th year, the National Teacher of the Year Program is sponsored by the **Council of Chief State School Officers and Scholastic Inc.**

Each year chief state school officers from the fifty states, the extra-state jurisdictions, the District of Columbia, and the Department of Defense Dependents Schools are invited to nominate a candidate from their state (or jurisdiction). The methods and materials used to select the State Teacher of the Year vary from state to state.

Candidates for National Teacher of the Year are expected to be dedicated and highly skilled teachers in any state-approved or accredited school, pre-kindergarten through grade twelve, who are planning to continue in an active teaching status. Since the purpose of the National Teacher of the Year Program is to recognize the contributions of the classroom teacher, supervisory and administrative responsibilities are of secondary consideration. Candidates should inspire students of all backgrounds and abilities to learn. The candidates should have the respect and admiration of students, parents and colleagues and should play an active and useful role in the community as well as in the school. Since 1980, the National Teacher of the Year has been released from classroom duties during the year of his or her recognition. This has allowed the National Teacher to travel throughout the country, and increasingly throughout the world, speaking before a variety of business, community and education groups. These candidates therefore must be poised, articulate and possess the energy to withstand a taxing schedule.

A National Selection Committee, comprised of representatives of the major national educational organizations, selects four finalists from the nominations received. The four finalists are brought to Washington, DC, for individual interviews with the committee. The National Selection Committee then selects the National Teacher.

In each of the forty-four years of the Program, the National Teacher of the Year has been introduced to the nation by the President and honored at special events in the nation's capitol. During the year of recognition, The National Teacher serves as a spokesperson for the education community. All scheduling of events for the National Teacher is coordinated by the national program. Information may be obtained by contacting the National Teacher of the Year Program, Council of Chief State School Officers; One Massachusetts Avenue, NW, Suite 700; Washington, DC 20001-1431; 202/336-7047 - 202/789-1792 FAX

National Selection Committee Participating Organizations

American Association of Colleges for Teacher Education (AACTE), American Association of School Administrators (AASA), American Federation of Teachers (AFT), Association for Childhood Education International (ACEI), Association for Supervision and Curriculum Development (ASCD), Association of Teacher Educators (ATE), National Association for the Education of Young Children (NAEYC), National Association of Elementary School Principals (NAESP), National Association of Secondary School Principals (NASBP), National Association of State Boards of Education (NASBE), National Congress of Parents and Teachers (PTA), National Education Association (NEA), National School Boards Association (NSBA), National School Public Relations Association (NSPRA).

1996 NATIONAL TEACHER OF THE YEAR FINALISTS

Biographical Summaries

FIE K. BUDZINSKY - 1996 Connecticut Teacher of the Year.

Ms. Budzinsky teaches Chemistry at Portland High School in Portland, CT. Her passionate feelings about teaching center around four main beliefs: all students can learn science; students are more different than alike; students learn best when allowed to construct knowledge, participate in real-world applications, and work in an environment that provides opportunities to explore and integrate knowledge and ideas from many disciplines; and, more effort must be directed toward the disadvantaged student. "I want to show students what it looks like when people love what they do," says Budzinsky. She continues: "If I am an outstanding teacher, it is because I am constantly working to become one." Her work with students goes beyond the classrooms of Portland High School. She is adapting her nationally awarded unit, "The Fine Arts of Chemistry," for a "chemistry on stage" tour of district and neighboring elementary schools involving student volunteers from her classes. In 1996 she will be a teacher/facilitator for the National Research Center for Gifted Education at the University of Connecticut. Budzinsky is also actively involved with the Connecticut State Department of Education in the development of support and performance-based assessment activities for beginning science teachers, and is a Cooperating/Mentor Teacher. "The role of teachers as disseminators of information must change to one of facilitators of minds," says Budzinsky. "I am optimistic that it is only hard work that stands between the schools as they exist today and what we know they should be tomorrow."

DANIEL H. DURBIN - 1996 Indiana Teacher of the Year.

Mr. Durbin teaches Literature, Writing and Communication at the F. J. Reitz High School in Evansville, IN. According to Durbin effective teaching is not isolated to a classroom but connected to everyday relationships. "In order for students to focus on learning they must first resolve outside distractions that can range from physical needs to emotional needs," says Durbin. His solutions have ranged from creating a clothing bank for students to finding jobs for those who need them desperately or merely spending time helping students find their own solutions. Widely in demand as a lecturer and consultant, Durbin presents on topics as varied as ethics in education, multi-cultural classrooms, learning styles and holistic curriculum development. His speech and debate program serves as an extension of the classroom. Regardless of socioeconomic background, race or gender, students are given opportunities to define, refine, and apply concepts in a practical setting. The forensic team has over 150 members making it the largest such program in the United States. In 1994 Durbin was given the distinguished service award by the National Forensic League. "To prepare Americans to meet the challenges of the 21st century will require the formation of partnerships between the home, the school and the community as well as require us to redefine our mission as parents, educators and citizens," says Durbin. "Our success will come in joining forces to educate the whole student: the mind, the body and the spirit. Together we can develop well-informed, open-minded caring human beings that are willing and able to carry the torch of a democratic society," says Durbin.

MARY BETH BLEGEN - 1996 Minnesota Teacher of the Year.

Ms. Blegen teaches History, Humanities and Writing at Worthington Senior High School in Worthington, MN. In her years of teaching in this small, southwestern Minnesota community, Blegen has watched her town evolve from a white, middle class, conservative, agrarian community to one in which her students come from many ethnic and language backgrounds and more people work in factories than on farms. "I have come to believe that the most important thing I can do for students is to allow them a chance for self-discovery," says Blegen. "Whether the topic is the Reformation or Vietnam, Monet or Picasso, Sophocles or August Wilson, I help kids to realize that the world is connected and that they are a part of that world, that what they have to say is valuable and that hearing their voice on paper or in class helps them to begin to know themselves and to begin their own search." The walls of her room are covered with posters featuring everyone from Einstein to Martin Luther King to her students' senior pictures or candid shots of life in school. "It's when kids and I work together that something happens -- that ideas take shape," says Blegen. "My goal is to expose kids to a multitude of ideas and situations while asking them to connect, create and analyze." According to Blegen, one of the biggest challenges that education now faces is how to make school meaningful and relevant to all students. "We teachers are here to serve the needs of the students, not awaken them to our truth," says Blegen. "Public education should offer students one opportunity after another to begin to figure out their world and where they fit in it."

PATRICIA J. CYGAN - 1996 Washington Teacher of the Year.

Pat Cygan teaches Social Studies at Nathan Hale High School in Seattle, WA. Her own family background with Hawaiian, Portuguese, Greek, Chinese and English roots has well prepared Ms. Cygan for her leadership role in the development and institutionalization of multi-cultural education in Seattle-area schools as well as the satisfaction she derives from working with Seattle's multi-ethnically and socioeconomically diverse student population. "I believe that I am a cog in the giant wheel social scientists call the socialization process," says Cygan. "Like all adults, I have educative obligations to transmit our culture's history and expectations to our newest members." Cygan believes that her success as a Social Studies teacher is measured by how well she helps students to understand themselves, others and the interplay of human beings with natural forces. "My most effective methods come through having students reenact world events in my classroom," says Cygan. "I like to have my students assume roles in history so that they can vicariously experience other people's situations and dilemmas." Cygan is a frequent in-service presenter, has served as the Head of Seattle Public Schools' Social Studies Curriculum Office for seven years and was recently appointed to the Social Studies Subject Area Committee for Washington State's Commission on Student Learning. "Democracy creates niches of responsibility for a nation's citizens," says Cygan. "Teaching students all of the relevant skills and information linkages that will ready them for active and skillful membership in our society and in the global marketplace are awesome responsibilities for us to accomplish."

THE WHITE HOUSE
WASHINGTON

OFFICE OF SPEECHWRITING

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FROM: Terry Edmonds

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THE WHITE HOUSE

Office of the Press Secretary
(Palisades, New York)

For Immediate Release

March 27, 1996

REMARKS BY THE PRESIDENT
AT THE NATIONAL GOVERNORS ASSOCIATION EDUCATION SUMMIT

IBM Conference Center
Palisades, New York

12:25 P.M. EST

THE PRESIDENT: Thank you very much, Governor Miller, Governor Thompson; Lou Gerstner -- thank you for hosting this terribly important event. To all of the governors and distinguished guests, education leaders and business leaders who are here, let me say that I am also delighted to be here with the Secretary of Education, Governor Dick Riley. I believe that he and Governor Hunt and Governor Branstad and I were actually there for -- when the "Nation At Risk" report was issued, as well as when the Education Summit was held by President Bush. I want to thank Secretary Riley for the work that he has done with the states and with educators all across the country. And I know that every one of you has worked with him, but I'm glad to have him here and he's been a wonderful partner for me, and I think for you. (Applause.)

This is an extraordinary meeting of America's business leaders and America's governors. I know some have raised some questions about it, but let me just say on the front end I think it is a very appropriate and a good thing to do, and I applaud those who organized it and those who have attended.

The governors, after all, have primary, indeed, constitutional responsibility for the conditions of our public schools. And the business leaders know well, perhaps better than any other single group in America, what the consequences of our failing to get the most out of our students and achieve real educational excellence will be for our nation.

So I am very pleased to see you here, doing this, and I want to thank each and every one of you. I also think you have a better chance than perhaps anyone else, even in this season, to keep the question of education beyond partisanship, and to deal with it as an American challenge that all the American people must meet and must meet together.

All of you know very well that this is a time of a dramatic transformation in the United States. I'm not sure if any of us fully understands the true implications of the changes through which we are all living, and the responsibilities that those changes impose upon us. It is clear to most people that the dimensions of economic change now are the greatest that they have been since we moved from farm to factory and from rural areas to cities and towns 100 years ago.

In his book, "The Road From Here," Bill Gates says that the digital chip is leading us to the greatest transformation in communications in 500 years, since Gutenberg printed the first Bible in Europe. If that is true, it is obvious beyond anyone's ability to argue, that the educational enterprise, which has always been central to the development of good citizens in America, as well as to a strong economy, is now more important than ever before.

That means that we need a candid assessment of what is right and what is wrong with our educational system and what we need to do. Your focus on standards, your focus on assessment, your focus on technology is all to the good. We know that many of our schools do a very good job, but some of them don't. We know that many of our teachers are great, but some don't measure up. We know that many of our communities are seizing the opportunities of the present and the future, but too many aren't.

And, most important, we know that -- after the emphasis on education which goes back at least until 1983 and the whole country and, to my native region, to the South, to the late '70s when we began to try to catch up economically with the rest of the country -- we know that while the schools and the students of this country are doing better than they were in 1984 and better than they were in 1983, when "The Nation At Risk" was issued, and in 1989 when the Education Summit was held at Charlottesville, most of them still are not meeting the standards that are necessary and adequate to the challenges of today. So that is really what we have to begin with.

Now, America has some interesting challenges that I think are somewhat unique to our country in this global environment in which education is important, and we might as well just sort of put them out there on the front end -- not that we can resolve them today. The first is that we have a far more diverse group of students in terms of income and race and ethnicity and background and, indeed, living conditions than almost any other great country in the world.

Second, we have a system in which both authority and financing is more fractured than in other countries, is typically the case. Third, we know that our schools are burdened by social problems, not of their making, which make the jobs of principals and teachers more difficult.

And, fourth, and I think most important of all, our country still has an attitude problem about education that I think we should resolve, that is even prior to the standards and assessment issue, and that is that too many people in the United States think that the primary determinant of success and learning is either IQ or family circumstances instead of effort. And I don't. And I don't think any of the research supports that.

So one of the things that I hope you will say is in a positive way that you believe all kids can learn, and in a stronger way that you believe that effort is more important than IQ or income -- given the right kind of educational opportunities, the right kind of expectations. It's often been said that Americans from time to time suffer from a revolution of rising expectations. This is one area where we need a revolution of rising expectations. We ought to all simply and forthrightly say that we believe that school is children's work and play; that it can be great joy, but that effort matters.

I see one of our business leaders here, a former state senator from Arkansas, Senator Joe Ford. His father was the head of our educational program in Arkansas for a long time. We had a lot of people in one-room schoolhouses, 40 and 50 and 60 years ago, reading simple readers who believed that effort was more important than IQ or income. They didn't know what IQ was. And we have got to change that. And governors, every governor and every business leader in this country can make a difference.

I'm no Einstein, and not everybody can do everything, but if you stack this up from one to the other, all the Americans together in order by IQ, you couldn't stick a straw between one person and the next. And you know it as well as I do. Most people can learn everything they need to know to be good citizens and successful participants in the American economy and in the global economy. And I believe that unless you can convince your constituents that that is the truth, that all of your efforts to raise standards and all of your efforts to have accountability through tests and other assessments will not be as successful as they ought to be. And I think, frankly, a lot of people, even in education, need to be reminded of that from time to time.

Now, let's get back to the good news. Thirty or 40 years ago, maybe even 20 years ago, no one could ever have conceived of a meeting like this taking place. Governors played little role in education until just a couple of decades ago. And business didn't regard it as their responsibility. In the late '70s and early '80s this whole wave began to sweep America. And one important, positive thing that ought never to be overlooked is that the business leadership of America and the governors of this country have been literally obsessed with education for a long time now. And that's a very good thing, because one of the problems with America is that we tend to be in the grip of serial enthusiasms. It's the hula hoop today and something else tomorrow. Boy, that dates me, doesn't it? (Laughter.)

In this country the governors have displayed a remarkable consistency of commitment to education. And at least since 1983, the business community has displayed that commitment. And I think it's fair to say that all of us have learned some things as we have gone along, which is what has brought you to this point, that there is a -- you understand now, and I've heard Lou Gerstner talk about it in his, almost his mantra about standards -- that we understand that the next big step has to be to have some meaningful and appropriately high standards and then hold people accountable for them.

I think it's worth noting that the 1983 "Nation At Risk" report did do some good things. Almost every state in the country went back and revised its curriculum requirement. Many

revised their class size requirements. Many did other things to upgrade teacher training or to increase college scholarships or to do a lot of other things.

In 1989 I was privileged to be in Charlottesville working with Governor Branstad and with Governor Campbell, primarily as we were trying to get all the governors together to develop the statement at the Education Summit with President Bush. And that was the first time there had ever been a bipartisan national consensus on educational goals.

The realization was in 1989 was that six years after a "Nation At Risk," all these extra requirements were being put into education, but nobody had focused on what the end game was. What did we want America to look like? It's worth saying that we wanted every child to show up for school ready to learn, that we wanted to be proficient in certain core courses and were willing to assess our students to see if we were, that we wanted to prepare our people for the world of work, that we wanted to be extra-good in math and science and to overcome our past deficiencies. All the things that were in those educational goals were worth saying.

Another thing that the Charlottesville summit did that I think is really worth emphasizing is that it defined for the first time, from the governors up, what the federal role in education ought to be and what it should not be. I went back this morning, just on the way up, and I read the Charlottesville statement about what the governors then unanimously voted that the federal role should be and what it should not be.

When I became President and I asked Dick Riley to become Secretary of Education, I said that our legislative agenda ought to be consistent, completely consistent with what the governors had said at Charlottesville. So, for example, the governors said at Charlottesville, the federal government has a bigger responsibility to help people show up for school prepared to learn. So we emphasized things like more funds for Head Start and more investment in trying to improve the immunization rates of kids and other health indicators; and more responsibility for access to higher education, so we tried to reform the Student Loan Program and invest more money in Pell Grants and national service and things like that.

And then, more responsibility to give greater flexibility to the states in K-12 and to try to promote reform without defining how any of this should be done.

And so that's what Goals 2000 was about. We tried to have a system in which states and mostly local school districts could pursue world-class standards based on their own plans for grass-roots reform. And we overhauled the Elementary and Secondary Education Act, and we redid Title I to do one thing that I think is very important: We took out of what was then in the law for Chapter One, which was lower educational expectations for poor children -- it was an outrage, and we took it out of the law. I don't believe that poor children should be expected to perform at lower levels than other children.

And Dick Riley, since he has been Secretary of Education, has cut federal regulations over states and local school districts by more than 50 percent. It seems to me that that is

consistent with exactly what the governors said at Charlottesville they wanted done.

Now, the effort to have national standards, I think it's fair to say, has been less than successful. The history standards and the English standards effort did not succeed for reasons that have been well analyzed, although I'm not sure the debate was entirely worthless; I think the debate itself did some good.

But there are recommended standards that have been widely embraced, coming out of the math teachers, that most people think are quite good, and the preliminary indications for science are encouraging. And I want to say again, it would be wrong to say that there's been no progress since 1983. The number of young people taking core courses has jumped from 13 percent in '82, to 52 percent in '94. The national math and science scores are up a grade since 1983, half of all the four-year-olds now attend preschool, 86 percent of all our young people are completing high school. We're almost up to the 90 percent that was in the National Education Goals. That is progress.

But what we have learned since Charlottesville and what you are here to hammer home to America is that the overall levels of learning are not enough, and that there are still significant barriers in various schools to meeting higher standards.

I accept your premise; we can only do better with tougher standards and better assessment, and you should set the standards. I believe that is absolutely right. And that will be the lasting legacy of this conference. I also believe, along with Mr. Gerstner and the others who are here, that it's very important not only for businesses to speak out for reform, but for business leaders to be knowledgeable enough to know what reform to speak out for, and what to emphasize, and how to hammer home the case for higher standards, as well as how to help local school districts change some of the things that they are now doing so that they have a reasonable chance at meeting these standards.

Let me just go through now what I think we should do in challenging the country on standards for students, as well as for teachers and schools. I suppose that I have spent more time in classrooms than any previous president, partly because I was a governor for 12 years, and partly because I still do it with some frequency. I believe the most important thing you can do is to have high expectations for students -- to make them believe they can learn, to tell them they're going to have to learn really difficult, challenging things, to assess whether they're learning or not, and to hold them accountable as well as to reward them.

Most children are very eager to learn. Those that aren't have probably been convinced they can't. We can do better with that. I believe that once you have high standards and high expectations, there is an unlimited number of things that can be done. But I also believe that there have to be consequences. I watched your panel last night, and I thought -- the moment of levity on the panel was when Al Shanker was asked, when I was teaching school and I would give students homework, they said "does it count?" That's the thing I remember about the panel last night. All of you remember, too. You laughed, right? (Laughter.) Does it count? And

the truth is that in the world we're living in today, "does it count" has to mean something, particularly in places where there haven't been any standards for a long time.

So if the states are going to go back and raise standards so that you're not only trying to increase the enrollment in core courses, you're trying to make the core courses themselves mean more -- I heard Governor Hunt last night say he'd be willing to settle for reading and writing and math and science -- I think were the ones you said.

Once you have to -- if you're going to go back and define what's in those core courses and you're going to lift it up, you have to be willing, then, to hold the students accountable for whether they have achieved that or not. And again, another thing that Mr. Shanker said that I've always believed, we have always downgraded teaching to the test, but if you're going to know whether people learn what you expect them to know, then you have to test them on what you expect them to know.

So I believe that if you want the standards movement to work, first you have to do the hard work in deciding what it is you expect children to learn. But then you have to have an assessment system, however you design it, in your own best judgment at the state level, that says, no more social promotions, no more free passes. If you want people to learn, learning has to mean something. That's what I believe. I don't believe you can succeed unless you are prepared to have an assessment system with consequences.

In Arkansas in 1983 when we redid the educational standards, we had a very controversial requirement that young people pass the 8th grade tests to go on to high school. And not everybody passed it. And we let people take it more than once. I think it's fine to do that.

But even today, after 13 years, I think there are only five states in the country today which require a promotion for either grade to grade or school to school for its young people, to require tests for that. I believe that if you have meaningful standards that you have confidence in, that you believe if they're met your children will know what they need to know, you shouldn't be afraid to find out if they're learning it, and you shouldn't be deterred by people saying this is cruel, this is unfair, or whatever they say.

The worst thing you can do is send people all the way through school with a diploma they can't read. And you're not being unfair to people if you give them more than one chance, and if at the same time you improve the teaching and the operation of the schools in which they are. If you believe these kids can learn, you have to give them a chance to demonstrate it. This is only a cruel, short-sided thing to do if you are convinced that there are limitations on what the American children can do. And I just don't believe that.

So that I think is the most important thing. I believe every state, if you're going to have meaningful standards, must require a test for children to move, let's say, from elementary to middle school, or from middle school to high school, or to have a full-meaning high school

diploma. And I don't think they should measure just minimum competency. You should measure what you expect these standards to measure.

You know, when we instituted any kind of test at home, I was always criticized by the fact that the test wasn't hard enough. But I think it takes time to transform a system. And you may decide it takes time to transform a system. But you will never know whether your standards are being met unless you have some sort of measurement and have some sort of accountability. And while I believe they should be set by the states and the testing mechanism should be approved by the states, we shouldn't kid ourselves. Being promoted ought to mean more or less the same thing in Pasadena, California, that it does in Palisades, New York. In a global society, it ought to mean more or less the same thing.

I was always offended by suggestion that the kids who grew up in the Mississippi Delta in Arkansas, which is the poorest place in America, shouldn't have access to the same learning opportunities that other people should and couldn't learn. I don't believe that.

So I think the idea -- I heard the way Governor Engler characterized it last night, I thought was pretty good. You want a non-federal, national mechanism to sort of share this information so that you'll at least know how you're doing compared to one another. That's a good start. That's a good way to begin this. I also believe that we shouldn't ignore the progress that's been made by the Goals panel, since Governor Romer was first leader of that going through Governor Engler, and by the National Assessment on Educational Progress. I know a lot of you talked about that last night. They've done a lot of good things, and we can learn a lot from them. We don't have to reinvent the wheel here.

I also would like to go back and emphasize something I heard Governor Hunt say last night. I think we should begin with a concrete standard for reading and writing because the most troubling thing to me is that we've been through a decade in which math and science scores have risen and reading scores have stayed flat. Intel recently had to turn away hundreds of applicants because they lacked basic reading and writing skills.

Now, that will present you with an immediate problem because if you want to measure reading and writing, you will not be able just to have a multiple choice test which can be graded by a machine. You'll have to recognize that teachers do real work with kids when they teach them how to write, and you have to give them the time and support to do that. And then there has to be some way of evaluating that. I know that's harder and more expensive, but it really matters whether a child can read and write.

And for all the excitement about the computers in the schools -- and I am a big proponent of it -- I would note that when we started with a computer program in our school, and I believe when Governor Caper started in West Virginia, he started in the early grades for the precise purpose that technology should be used first to give children the proper grounding in basic skills. So I think that's quite important.

Secretary Riley says that every child should be able to read independently by the end of the third grade. And, parenthetically, that if that were the standard, I think we would be more successful in getting parents to read to their children every night, which would revolutionize the whole system of education anyway.

The second thing I think we have to do is to face the fact that if we want to have these standards for children, standards and tests, we have to have a system that rewards and inspires and demands higher standards of teachers. They, after all, do this work; the rest of us talk about it and they do it.

So that means that, first of all, you've got to get the most talented people in there. There's been a lot of talk about this for a decade now, but most states and school districts still need work on their certification rules. We should not bar qualified, even brilliant young people from becoming teachers. The Teach For America group in my home state did a wonderful job, and a lot of those young kids wind up staying and teaching, even though they can make two and three times as much money doing something else. Every state should, in my view, review that.

I also believe any time you're trying to hold teachers to higher standards they should be rewarded when they perform. I know that in South Carolina and Kentucky, if schools markedly improve their performance, they get bonuses and the teachers get the benefit. That's not a bad thing, that's a good thing, and we should have more of that.

I want to thank Governor Hunt for the work he's done on the National Board for Professional Teaching Standards. We had the first group of teachers who are board-certified in the White House not very long ago. Every state should have a system, in my opinion, for encouraging these teachers to become board-certified. The federal government doesn't have anything to do with that. Encourage these teachers to become board-certified because they have to demonstrate not only knowledge, but teaching skills. And when they achieve that level they should be rewarded. There should be extra rewards when they do that.

We also need a system that doesn't look the other way if a teacher is burned out or not performing up to standard. There ought to be a fair process for removing teachers who aren't competent, but the process also has to be much faster and far less costly than it is. I read the other day that in New York it can cost as much as \$200,000 to dismiss a teacher who is incompetent. In Glen Ellen, Illinois, a school district spent \$70,000 to dismiss a high school math teacher who couldn't do basic algebra and let the students sleep in class. That is wrong. We should do more to reward good teachers; we should have a system that is fair to teachers, but moves much more expeditiously and much more cheaply in holding teachers accountable.

So states and school systems and teachers unions need to be working together to make it tougher to get licensed and recertified, easier and less costly to get teachers who can't teach out of the classrooms, and clearly set rewards for teachers who are performing, especially if they become board-certified, or in some state-defined way prove themselves excellent.

The third thing I think we have to do is to hold schools accountable for results. We have known now for a long time; we have no excuses for not doing -- we have known for a long time that the most important player in this drama besides the teachers and the students are the school principals, the building principals. And, yet, still, not every state has a system for holding the school districts accountable for having good principals in all these schools and then giving the principals the authority they need to do the job, getting out of their way and holding them accountable, both on the up side and the down side. To me, that is still the most important thing. Every school I go into, I can stay there about 30 minutes and tell you pretty much what the principal has done to establish a school culture, an atmosphere of learning, a system of accountability, a spirit of adventure, you can just feel it, and it's still the most important thing.

Secondly, the business community can do a lot of work with the governors to help these school districts reinvent their budgets, I think. There are still too many school districts spending way too much money on administration and too little money on education and instruction. And there needs to be some real effort put into that, that goes beyond rhetoric. I mean, I was given these statistics, which I assume are true because I had it vetted four different times -- I hate to use numbers -- if it is true that New York City spends \$8,000 a student on education, but only \$44 goes to books and other classroom materials, that's a disgrace, that's wrong. And that's true in a lot of other school districts.

We cannot ask the American people to spend more on education until we do a better job with the money we've got now. That's an area where I think the business community can make a major, major contribution. A lot of you have had to restructure your own operations, a lot of you have had to achieve far higher levels of productivity. If we can reduce the federal government by 200,000 people without undermining our essential mission, we can do a much better job in the school districts of the country.

Let me also say I think that we ought to encourage every state to do what most states are now doing, which is to provide more options for parents. You know, the terms of the public school choice legislation and the charter schools -- a lot of you have done a very good job with the charter schools. But I'm excited about the idea that educators and parents get to actually start schools, create and manage them and stay open only if they do a good job within the public school system. Every charter school I visited was an exciting place. Today, 21 of you allow charter schools. There are over 250 schools with are open, 100 more are going to open next year. Freed up from regulation and top-down bureaucracy, focusing on meeting higher standards. The schools have to be able to meet these standards if you impose them.

Secretary Riley has helped 11 states to start new schools, and in the balanced budget plan I submitted to Congress last week, there is \$40 million in seed money to help start 3,000 more charter schools over the next five years, which would be a tenfold increase. That may become the order of the day. So I believe we need standards and accountability for students, for teachers and for schools.

Let me just mention two other things briefly. I don't believe you can possibly minimize -- and a lot of the governors I know have been in these schools -- you cannot minimize how irrelevant this discussion would seem to a teacher who doesn't feel safe walking the halls of his or her schools, or how utterly hopeless it seems to students who have to look over their shoulders when they're walking to and from school. So I believe that we have to work together to continue to make our schools safe and our students held to a reasonable standard of conduct, as well.

You know, we had a teacher in Washington last week who was mugged in a hallway by a gang of intruders -- not students, a gang of intruders who were doing drugs and didn't even belong on the school grounds. We have got to keep working on that. All the federal government can do is give resources and pass laws. That's another thing the business community can help with, district after district. This entire discussion we have had is completely academic unless there is a safe and a disciplined and a drug-free environment in these schools. (Applause.)

We passed the Safe and Drug-Free Schools Act, the Gun-Free Schools Act. We supported random drug testing in schools. We have supported the character education movement. We've almost ended lawsuits over religious issues by the guidelines that Secretary Riley and the Attorney General issued, showing that our schools don't have to be religion-free zones.

We have worked very hard to help our schools do their job here.

The next thing I hope we can do -- all of us -- in this regard, is to help to work our schools stay open longer. Our budget contains \$14 million for helping people set up these community schools to stay open longer hours. But remember that 3:00 p.m. in the afternoon to 6:00 p.m. in the evening are the peak hours for juvenile crime, and all that comes back into the schools. So I think that's another thing we really need to look at. A lot of these schools do not have the resources today to stay open longer hours, but they would if they could.

And one of the primary targets I would have if I were a local leader trying to redo my district school budget is to reduce the amount spent on administration so that I could invest more money in keeping it open longer hours, especially for the latch-key kids and the other kids that are in trouble that don't have any other place to go. So that's something that I think is very important.

Finally, let me just echo what Governor Miller said about the technology. We did have a barn-raising in California, and we hooked up actually more than 20 percent of the classrooms to the Internet on a single day. But we need every classroom and every library and every school in America hooked up to the Internet as quickly as possible. We set a goal as the year 2000; we could actually get there more quickly. I propose that in the budget, a \$2 billion fund to help the communities who don't have the money to meet the challenge, but every community, every state in America, at least, has a high-tech community that could help get this done.

The Congress passed a very fine Telecommunications Act that I signed not very long ago which gives preferential treatment to people in isolated rural areas or inner-city areas for access to schools and hospitals. So the infrastructure, the framework is there.

Anything you can do to help do that, I think is good if the educators use the technology in the proper way. And I'll just close with this example. I was in the Union City School District in New Jersey not very long ago. That school district was about to be closed under the State of New Jersey's school bankruptcy law -- which I think, by the way, is very good, holding school districts accountable, and they can actually lose their ability to operate as an independent district in New Jersey and the state takes them over if they keep failing.

There are a lot of first-generation immigration children in that school, it was basically a poor school. Bell Atlantic went in and worked with others. They put computers in all the classrooms, they also put computer outlets in the homes of a lot of these parents. And you had -- I talked to a man who came here from El Salvador 10 years ago who is now E-mailing his child's principal and teacher to figure out how the kid's doing.

But the bottom line is, the dropout rate is now below the state average and the test scores are above the state average in an immigrant district of poor children, partly because of the technology and partly because the business community said, hey, you kids are important, and partly because the place has a good principal and good teachers.

But I do think that the business community -- if you look at the technology as an instrument to achieve your higher standards and to infuse high expectations into the community and to give the kids the confidence they need that they can learn, then this technology issue is a very important one.

Well, that's what I hope we'll do. I think we ought to have the standards, you should set them. We'll support you however you want. But they won't work unless you're going to really see whether the standards are being met and unless there are consequences to those who meet and to those who don't. I think you have to reward the good teachers and get more good people in teaching, and that we have to facilitate the removal of those who aren't performing.

I think the schools need more authority and should be held more accountable. We've got to redo these central school budgets until we have squeezed down the overhead costs and put it back into education. And unless we have an environment in which there is safety and discipline, we won't succeed. And if we do have an environment in which the business community brings in more technology, we will succeed more quickly.

I believe that this meeting will prove historic. And again, let me say, I thank the governors and the business leaders who brought it about. In 1983, we said we've got a problem in our schools, we need to take tougher courses, we need to have other reforms. In 1989, we said we need to know where we're going, we need goals. Here in 1996, you're saying you can have all of the goals in the world, but unless somebody really has meaningful standards and a

system of measuring whether you meet those standards, you won't achieve your goals. That is the enduring gift you have given to America's schoolchildren and to America's future.

The governors have to lead the way, the business community has to stay involved. Don't let anybody deter you and say you shouldn't be doing it. You can go back home and reach out to all the other people in the community because, in the end, what the teachers and the principals and, more importantly, even what the parents and the children do is what really counts. But we can get there together. We have to start now with what you're trying to do. We have to have high standards and high accountability. If you can achieve that, you have given a great gift to the future of this country.

Thank you very much. (Applause.)

END

1:00 P.M. EST

PRESIDENT WILLIAM J. CLINTON
NATIONAL TEACHER OF THE YEAR
THE WHITE HOUSE
APRIL 23, 1996

Acknowledgments: Sec. Riley

Before I present the award for Teacher of the Year, I would like to address a critical challenge facing our nation as we seek to pass on opportunity to our children.

I am pleased that the Congress has come back to work, in a bipartisan way, for the American people. Congress has passed strong legislation to crack down on terrorism, which I expect to sign here tomorrow. I am pleased that the Congress is moving forward on the Kassebaum-Kennedy bill, which would improve access to health care for 43 million Americans. I am pleased that we are making significant progress toward bipartisan agreement on a spending bill for this fiscal year.

But there is more to do. The Congress should now, finally, move forward to raise the minimum wage for working people. You just can't raise a family on \$4.25 an hour -- and Congress should send me a straightforward minimum wage increase, with no gimmicks, that I can sign into law.

And it is now time for the Congress to bring its bipartisan momentum to bear on the challenge of balancing the budget. In over 50 hours of negotiation, we made real progress toward agreement on a balanced budget. Our plans have in common more than enough savings to balance the budget and provide tax relief, while reflecting our values through Medicare, Medicaid, education and the environment.

Last week, the Congressional Budget Office certified that my budget plan would balance the budget in seven years. This is the first time in 17 years that the CBO has determined that a President's proposed budget is balanced. Moreover, CBO has issued new, more optimistic budget projections. These new projections will make the task of agreeing on a balanced budget significantly easier.

It has been three months since negotiations over how to balance the budget were suspended. The time for waiting is over. Now is the moment to finish the job and work together to balance the budget.

To that end, we should resume negotiations over how best to balance the budget in seven years. My door is open. Let's get the job done, in the interest of the American people.

When we do that, negotiations should include Senator Dole, Speaker Gingrich, Senator Daschle and Rep. Gephardt. Negotiations should also include a broad enough range

of representatives from both parties and both houses of Congress to represent the broad diversity of views within the Congress. I believe that negotiations structured this way cannot fail.

Let us make this a season of bipartisan achievement. There will be time enough for us to honestly debate our disagreements in the fall. In the coming weeks, we should sit down and work together on an area where we are close, very close, to real agreement. We should stop fighting about yesterday, so we can face the challenges of tomorrow.

Balancing the budget will help assure a future of opportunity for our people. And as today's ceremony attests, there is nothing more important to our future than the education of our children.

That fact was brought home by my recent visits to Korea, Japan and Russia. At each stop, my discussions with the leaders of those countries focused on how we can all work together to multiply the vast new opportunities of the technological revolution and the global economy. In fact, the dimensions of economic change we are now experiencing are the greatest since we moved from farm to factory and from rural areas to cities and towns 100 years ago. As we cross the bridge into the 21st century, the teachers here today, and the schools they represent, will be our guides. Education is the way we give every child a future, the chance to live the American Dream and make the most of their lives.

If our children succeed, America will succeed. So we have to renew our schools and throw the doors of college open wider than ever before. That is why, even as we have cut the deficit in half, my Administration has maintained a basic commitment to the education of our children.

But the demands of the 21st century require an honest assessment of what is right and what is wrong with our educational system. The education agenda Secretary Riley and I are now pursuing is consistent with what parents and states have been calling for -- tougher standards and accountability for our schools, our students, and our teachers.

I believe that education equals expectation. The most important thing we can do is have high expectations for our students, tell them they can achieve beyond the basics, and hold them accountable for making the grade. The worst thing we can do is send people all the way through school and hand them a diploma they can't read.

At the same time, we must improve the operation of our schools, including making technology literacy a part of every curriculum. And, finally, we have to raise expectations for teachers as well.

At last month's National Governors Association Education Summit, I challenged states to create a system that rewards, inspires and demands higher standards for teachers. That

means removing barriers to attracting the most talented people; rewarding teachers who meet high standards; and making it easier to remove underachieving teachers from the classroom.

All of us have been influenced by a teacher who took a special interest in us or who had a classroom style that made learning come to life. I know I did. We need more teachers like that -- more teachers like Mary Beth Blegen [BLAY-GIN], our Teacher of the Year.

Mary Beth has taught Humanities, History, Writing and English for more than 30 years at Minnesota's Worthington High School. She has seen many of the changes I talked about earlier. Worthington has evolved from a mostly white and rural middle class community into one that is economically and ethnically diverse. It is also a community that has seen a shift in jobs from farm to factory.

Her greatest achievement has been her ability to help her students understand the complex relationships that exist in our changing world. She is the embodiment of the all-American teacher: hard working, dedicated, caring, and always stretching herself to be better. Her approach to teaching is just as fresh and enthusiastic today as it was 30 years ago.

And she's done this while raising three children of her own -- one of whom has followed in her footsteps as a teacher. Mary Beth likes to say, "Good teaching changes lives." She has changed countless lives during her 30 years of teaching at Worthington High School and I am proud to introduce her to the rest of the country.

Mary Beth is being honored not just because she is extraordinary, but because for 30 years she has stood as a shining example of what it means to be a great teacher. Mary Beth, it is my pleasure to present you as the 1996 National Teacher of the Year.

I want to thank you on behalf of every American for your dedication to your students and to the noble profession of teaching. You are what is right with America.

Congratulations and God bless you.

THE WHITE HOUSE

Office of the Press Secretary
(Cincinnati, Ohio)

For Immediate Release

March 23, 1996

REMARKS BY THE PRESIDENT
IN DISCUSSION WITH THE
STUDENTS AND CORPORATE MENTORS

Schmidt Hall
Xavier University
Cincinnati, Ohio

10:40 A.M. EST

MR. PEPPER: Well, let me begin by saying on behalf of all of us how delighted we are to have you here with us today at Xavier and in Cincinnati. And we greatly appreciate your taking time out of your schedule to visit with us and talk about some of our youth development activities, our education program, which mean a great deal to all of us right here, and I know, so much to you.

You've come to Cincinnati at the end of a good week, as you probably heard from our Mayor. We've had to levies passed during the past week that are terribly important to our future, one for our schools and one for two stadiums that are so important to our downtown development. Last night you may have read that we got a team into the Final Eight, a tournament I know you care deeply about. Maybe not as much this year -- (laughter.)

THE PRESIDENT: Actually, I watched the game. They did very well.

MR. PEPPER: Looked really good. But we're pleased to be here and look forward to the dialogue we can have and to answer your questions on these programs.

THE PRESIDENT: Thank you.

MR. PEPPER: You'll see two things, I hope, in this bit of time together, two things

that are driving and motivating us. One is the absolute commitment that our future lies with our youth, our kids and their education -- that's easy to say, but it's accepted in these programs in the deepest possible way.

I've heard you speak of this eloquently about a year ago in a speech where you commented that our society is going to be split along the lines of education, we'll be dividing it in the global economy that we've got. Those who don't have skills are going to be losers. And we are committed to not just some, but all our kids having these skills that they need.

The other thing you will see here today I hope is that we know and have learned the only way we can do this is doing it as a community. In aspect after aspect it has to be as a community. And it was with that thought in mind that we formed the Cincinnati Youth Collaborative that we'll be hearing from today, but many other organizations, too, in 1988. And it is with that conviction that we've worked together with just two things I'd mention -- leadership that is really combined across the community, starting with the cochairs -- the Superintendent of Schools, the Mayor, Mayor Qualls -- and myself, but much more importantly, the steering committee composed of about 50 people. It's reaching out really right across the community to the United Way, neighborhood organizations and -- I won't go through them all, but my point is it has been that plus sheer continuity and persistence of staying together and getting enough trust and mutual accountability built that we've been able to test each other, learn from each other, and know that together is the only way we're going to get a lot of these things done.

So that's really all I'd say by introduction, other than once again, thank you for being here. This is exciting for us. This will help us, and we look forward to our discussion.

THE PRESIDENT: Thank you very much.

Well, I don't want to spend a lot of time talking. I came here to listen to you. But let me just make a couple of comments. First of all, to reiterate what John said, it is perfectly clear that no matter how many jobs we can generate in the private sector in America -- and our country has done a very good job in the last three years. We've generated 8.4 million new jobs -- by far, more than any advanced country in the world. The other six big economies together have netted out about zero. Three of them have created a few thousand jobs, three of them have lost a few thousand jobs. America is producing jobs.

But if we want all Americans to do well, to be able to get a job, keep a job and have a growing income, we've got to raise the educational levels of the country and we have to do a better job of connecting school to work.

Now, there are some things the government can do. We've worked hard to increase our investment in Head Start, for example, to give schools more funds to try to meet strong national standards, to improve access to college through a better college loan programs, and the national service program. I hope that Congress will adopt a balanced budget plan that

will include a deduction of up to \$10,000 a year for the cost of education after high school. I think these things will all help.

But the main role of government, I think, today is to work with the private sector and trying to keep the market successful in generating new jobs, but also to create the conditions in which at each community level in America, in every community in the country the business and education and ordinary citizens can work together to try to develop the capacity of every person. I mean, basically, that's what I am trying to achieve by the time I finish my service as President I want a framework out where the government's role is to help create the conditions in which communities can solve their own problems and get the most out of their own people.

And the School To Work initiative that we started back in 1993 gives funds to projects like this one, not to tell you what to do, but just to empower you to work together to move young people through education and then into the work force. And so I heard a lot of great things about it and I heard that John Pepper and Proctor and Gamble were particularly active, and that there were 1,500 other volunteers in this program. So I just wanted us to get a little more personal exposure to it.

And so, having said that, I'd like to turn it back to you.

MR. PEPPER: Very good. We'll go around the table and we'll get comments but, obviously, at any point, Mr. President, if you want to go in a different direction, you tell us and that's where we'll head.

First up is going to be Cathy Ingram. Cathy is the president of the school board of the Cincinnati public system, and she's got a few comments to make.

Cathy.

MS. INGRAM: Thank you. I think it's important if we all recognize that there has to be some linkage between the community and businesses and our schools and our parents. And the Youth Collaborative and many other organizations like that are those links that need to be broadened and need to be put in the forefront of where we're going with this.

I'd like to see the Youth Collaborative become the experts that they are in working with other businesses and saying to them, we can train your people to train your mentors and, therefore, we can spread the wealth of this, as long as we all get on the same page and make sure that we're working hard to accomplish the bottom line. And I think that that's part of what happens is everybody wants to do the right thing, but you head out in different directions trying to do it, and sometimes you're at odds with one another because you're headed not in the wrong direction, but maybe a different direction.

So the Collaborative -- it is important that we hold them there and allow them to be

the experts that they have been, in trying to pull this all together. When they are -- at the poll -- very important to recognize that more than 70 percent of our voters said, yes, we're going to make sure that we're positioned to be able to make sure that our children get a good education. I think people are starting to make a link between education and their own economic concerns.

What we're doing here is very important, and I think that they've got a lot of work to do, we all have a lot of work to do; but we're going to do this thing together.

MR. PEPPER: I'd note that, from the very beginning, we've always had -- the collaborative of the president and vice president and the school board, most important to have that representation and that be part of it rather than be seen as a separate body.

THE PRESIDENT: I agree with that.

MR. PEPPER: Are there any questions? I wanted to turn to John Bryant. We are so fortunate to have John. John has been the Executive Director of the Cincinnati Youth Collaborative for now -- what, five years, John?

MR. BRYANT: Going on six.

MR. PEPPER: Going on six. And thank heavens he has. A thing like this cannot work without incredible leadership, like anything else, and he's brought that to it. We could take two hours here, talking about our activities. We won't, and he has the daunting challenge of trying to say in a few minutes some of the things you think you would be interested in.

MR. BRYANT: Good morning, Mr. President, and welcome to Cincinnati. I would like to briefly discuss five areas in which we have put a great deal of our effort. One is our one-to-one mentoring program, where we've tried to create relationships between adults, caring adults, and young people. We currently have over 1,000 matches, spreading across grades 6 through 12, in all of the high schools, all of the middle schools, and about half of the approximately 50 elementary schools; in fact, more than half of the elementary schools.

These mentors are drawn from all walks of life. They make a commitment to stay with young people for at least a year. Some come out of the corporate sector, some companies have adopted a school -- assigned, or persons from that company volunteer to work with youngsters; others are just plain, ordinary citizens that come forward through our visits to church, Rotary Clubs and solicitations to newspapers, et cetera.

Another key component of what we've done is what we call "Building Bridges To Work." And we have done that through two programs. One is an earn and learn program, which is a summer youth employment and training program. For six weeks, youngsters are in school for a half a day and then they're in work assignments for

a half a day. We have about 240 youngsters who are in grades 7 and 8 who participate in the Earn and Learn Program.

I might add, what we have been very successful at is raising funds, or pooling funds from different sources. The Earn and Learn Program is funded by a grant from Department of Education. We also have what we call a school-to-work transition program by the name of TCAP, which stands for Taft Career and Academic Program. That program began in 1993 with a 9th-grade class at Taft High School. All of the youngsters at Taft, all of them, are involved in TCAP.

In the 9th grade they get an exposure to the world of work by having persons come in and talk to them in four broad career areas, health and human services; business and professional; information, communication and the arts; and manufacturing, engineering and technology. Youngsters take field trips out to those places.

In the 10th grade the youngsters get job shadowing opportunities. There are courses -- one of the courses on what's expected on the workplace, work readiness kinds of training. Then in the 11th grade they begin paid work-based learning experiences. And you'll hear some of this from one of the students here who is currently in the 11th grade. We've got 120 youngsters out on work assignment in 70 different companies. The companies pay the wages of the young people. They will continue doing that also into the 12th grade. So next year when we have it fully in place -- that is 11th and 12th graders -- we'll have approximately 300 youngsters working in some 125 to 150 different companies. And we will follow those youngsters 18 months after graduation make sure that they're either in a post-secondary education program or that they're in jobs that they've been training for.

We're able to do this in part because we have an urban-rural opportunity grant from the Department of Education and Labor that have enabled us to hire what we call youth advocates. And we've got one youth advocate for each of 30 students. That youth advocate picks up the youngsters in the 10th grade and follows them through the 10th, 11th, and 12th grade, and into post-secondary education. And again, it is an indication of both the corporate cooperation and the ability to use funds from a number of different sources in order to put this program together.

We also do a great deal of things -- a number of things in terms of student leadership and recognition. We have what we call the Golden Galaxy Award program that we do in conjunction with one of the television stations and one of the newspapers here in town, where we recognize 12th graders, persons who are going into their 12th grade, for their community service and high academic achievement.

We also do the Hamilton County Youth Conference that is done in conjunction with a whole host of organizations in the area where we pull them together. About 600 youngsters from 40 different schools come together to discuss topics that they have selected that they have an interest in from better relationships across cultural lines, teenage pregnancy, teen

violence -- whatever the youngsters have selected as the topic that they want to discuss and work on throughout the remainder of the year.

We also, with those youngsters that we have in the programs that are offered by the Collaborative -- the mentoring program, the Earn and Learn Program, what we call a youth leadership development program -- and those youngsters come together and get leadership training as well as doing at least one community service project a month.

The fourth item that's of tremendous importance has to do with what we're attempting to do in terms of building bridges to college. We started a last resort scholarship assistance program, so that if a youngster was going to college, it cost \$1,000 -- he was entitled to \$800, and we close that gap of \$200. At one time we were spending about \$500,000 a year out of Collaborative funds to do that. We want to see this carried forward, basically to perpetuity, and so two of our corporate leaders, Joe Fickler (phonetic) of the Kroeger Company, and John Barrett of Western Southern Life Insurance Company undertook to raise \$18 million to basically build that into perpetuity. To date we have raised -- or they have raised over \$14 million toward that \$18 million.

We also operate a college information center in space that is donated by one of our carpet companies, the Masters Company. And there a person can come in and get information on how to fill out financial aid forms, how to complete college applications. We will shortly serve our 10,000th person since the college information center opened its doors in 1989. And the average age of the person coming in there is about 26-and-a-half.

I'll close with talking about the educational talent search program, which also serves high school students in terms of assisting them with college applications, preparing for the SAT and the ACT test. Again, we serve about 1,500 youngsters a year there. And that's a program that is funded by the U.S. Department of Education, educational talent search. There's one other area, and I think I'll leave that and we'll come back and cover that at the end so that we can get some other input.

But the key thing here is that we have been able to pull together government, city government, the business community, the schools and the community, are all behind a common creation and a commitment to our youth. Thank you.

THE PRESIDENT: Thank you.

MR. PEPPER: Thank you, John. I think next I'd like to call on Nathaniel Walker, you met, Mr. President. He's at Schroeder, and I don't think he would mind my telling you that today is his 13th birthday.

THE PRESIDENT: Happy birthday. (Laughter.)

MR. PEPPER: Nate is a mentee in our program, and I've heard him talk on this

once before, and I know he's looking forward to this.

Nate?

MR. WALKER: I'm a 7th grader at Schroeder High School, a systematic magnet school. My tutor, my mentor is Susan Strain. She works at the Enquirer in computers. She is my tutor for four years. She comes by the school once a week for an hour or a half an hour. We have lots of activities together: going to the zoo, hockey games, roller skating and -- work day. She helps me with a lot of things. You can learn a lot from her. She helped me sign up for magnet schools, her and my mom -- my mom helped me. And I think she's very nice for trying to help me.

THE PRESIDENT: You say you spend about an hour a week with her?

MR. WALKER: Yes.

THE PRESIDENT: Do you look forward to that hour every week?

MR. WALKER: Yes. (Laughter.) When she's on travel, she sends me a postcard and tells me when she's coming back. It tells me why she wasn't there or something like that.

THE PRESIDENT: You like that because it tells you that it's important to her, right?

MR. WALKER: Yes.

THE PRESIDENT: Do you know a lot of other students that have mentors?

MR. WALKER: Yes, I know one of them. It's a girl that went to my school. She said -- we got in the same magnet school and she's got a tutor.

THE PRESIDENT: And does she like hers?

MR. WALKER: I don't talk to her about that. (Laughter.)

THE PRESIDENT: Thank you for coming.

MR. WALKER: You're welcome.

THE PRESIDENT: Happy birthday.

MR. WALKER: Thank you.

THE PRESIDENT: Hope you have a good day.

MR. PEPPER: Thank you very much. And next, I'd like to introduce to you Miriam West -- Miriam Mazuka (phonetic) right on your right there. And Miriam, for six years now has really run and created this one-to-one mentoring program which Nate is part of, and I asked her to say a few words about it.

MS. MAZUKA: We have over 1,000 very cheering* community volunteers that are working with our students in one-to-one relationships. And the students that are fortunate enough to have mentors, we are really seeing some positive outcomes. The students that have mentors and they stay in the relationship about a year, their academics improves, their school attendance improves, their attitudes about themselves and about school improves, and the older students -- fewer of those students have suspension/expulsion problems, fewer are dropping out of school.

Teenage pregnancy is reduced in that group that's fortunate to have mentors, and also, it changes the students in a very positive way, but it also changes the lives of the mentors. It gives them a chance to really change lives to give something back to the community, and kind of help us make a better future, because we're working for our children and eventually, they will be the ones who will step out into the community and become our future leaders. So they're doing a wonderful job in these one-to-one relationships.

We have over 1,000 students that are on the waiting list that want to be mentored. We know the program is working. We have people, CEOs from companies that are serving as mentors, we have skilled laborers, we have professionals, we have grandparents, we have housewives, we have college students.

We ask the adult, if you're willing to make a personal commitment to be a friend to a student and pass our screening process, we certainly welcome you into the process. So, the mentoring program is working, our theme is "mentoring means growing together," and we tell our mentors that the vision of the Cincinnati Youth Collaborative is that all youngsters in the Cincinnati area will graduate from high school with training, motivation, work habits and the skills necessary to go into the world of work or on to post-secondary education so they can become independent and make a contribution to the community.

We think the mentoring program is working, and I'm very proud to be part of this program. And I think Nate is a good representative of how the mentees feel about it. Parents are excited about it, we see the mentoring relationship as a team effort. Mentors, mentees, teachers and parents, all working together to make sure the students become the very best that they can become. It gives them a lot of support.

THE PRESIDENT: And you say you have about 1,000?

MS. MAZUKA: We have 1,007 serving as mentors in a one-to-one relationship, and we have about 200 people that are just tutoring youngsters. And we have this one long waiting list of students who want to be matched.

THE PRESIDENT: How many do you have who want to have mentors that don't?

MS. MAZUKA: Well, you know, we stopped keeping track of that, because the list goes on and on and on. It's a matter of supply and demand now. It's over 1,000.

THE PRESIDENT: So it's virtually unlimited. So if you had a thousand more adults in the community who would do it --

Q We have a thousand youngsters --

THE PRESIDENT: -- just your students.

Q Absolutely.

THE PRESIDENT: Well, maybe my coming here will help you get some more mentors.

Q I certainly hope so.

THE PRESIDENT: We are formally sending out an appeal to the Cincinnati community.

Q I'll just add to that by --

THE PRESIDENT: What's that?

Q -- holding up that telephone number. (Laughter.)

THE PRESIDENT: That's right.

Q You know, this is just relentless promotion, if go all around. That number is 475-4959, if you can't read it. And we literally have 700 youngsters right now who have held up their hand and asked for a mentor and we don't have it. And this does work. This changes lives.

THE PRESIDENT: That's terrific. Thank you.

MR. PEPPER: Thank you. Next, you heard John Bryant talk about the TCAP program; this is the school-to-work transition program at Taft, and we're fortunate to have with us today Vernelia Britton, who is part of that program -- in the first class, in fact.

Vernelia is a senior -- junior, sorry -- at Taft and is working now at W.R. Grace. Vernelia, could you tell us a bit about your experience?

MS. BRITTON: Mr. President, I first just want to tell you a little about myself. I'm a junior at Taft in academic classes. I have two part-time jobs and I have a daughter who is one year old. And sometimes the pressure of being a teenager, 17 years old and having a baby, the pressure can be overwhelming. And sometimes I feel as if I just want to give up. But I have so much support from family -- and not just family, from my mentor, from my youth advocate, from my teachers. They're constantly pushing, motivating me to keep on.

And my internship, which I'm job shadowing at W.R. Grace, it helps me to feel confident and knowing that I'm getting a head start on the skills I need to be successful in my career. And at W.R. Grace I learned how to use e-mail, I use Word for Windows, I've made some flight reservations, and I do a lot of computer software. And I'm training to be a training administrative assistant and the TCAP program, Taft Career Academic Program, it gives me a chance to explore different career options and to decide yes, this is the job for me or, no, I'd rather go into another career.

And with all the skills I learned at W.R. Grace and with all the support I get from my mentor, my youth advocate and family -- I get a tremendous amount of support. It helps me feel confident in knowing that I can provide for my daughter in the future. And I think that the TCAP program is -- I feel very fortunate to be a part of the TCAP program, which is only at Taft now. And I feel very lucky and I have a head start and I'm just happy to be at Taft, and I feel confident.

THE PRESIDENT: Do you know other students that are in this program?

MS. BRITTON: Yes.

THE PRESIDENT: Do they all like it?

MS. BRITTON: Yes. Every student in my class, a lot of students in my school are a part of the TCAP program. I believe it might be the whole school, the whole school now. And I started -- the year I started, in my ninth grade year, was the first year of TCAP, so there I really feel lucky. I've been through the freshman focus, the career focus. Now that I'm a junior I'm doing job shadowing. And when I get out of school whether -- if I go to college or if I just want to further my career after I get out of school, I have so many skills, training, and I can start at entry level at W.R. Grace. And if I move on to some other place, then I just feel like I have a head start.

MR. PEPPER: Thank you, Vernelia, that's great. Good job. You know, this program works by a lot of things in the school, but also in the work site -- having mentor and someone there who can bring a person in. And we're fortunate again to have Paul Laws

with us today. Paul is from W.R. Grace, Paul is working with Vernelia as she comes into W.R. Grace.

Paul, would you comment on your experience and your involvement in this?

MR. LAWS: Vernelia is doing very well. We're very glad to be part of the program. We hadn't actually -- we were going to sit down and come up with plans for Vernelia when she first started. Like she said, here title would be training and administrative assistant. And at the end of the internship we'd like for her to be able to have the skills at entry level to be part of a training department or, again, resource type function.

We got started in the program, we got a telephone call from Mr. Bill Early (phonetic). And he talked to my supervisor. And my supervisor asked for volunteers, and we were fortunate, we had a total of 10 volunteers -- that said, yes, we'll do some -- we'll get together and form some teams.

And we also have another student working with us at W.R. Grace that works out of operations. And that's going very well. It's good for Vernelia, she's learning a lot. It's good for the company. Vernelia is able to really jump right in and help right away. But it's also good that in the future we'll have resources like Vernelia to go to that we couldn't possibly hire. Or if she decides to go on to college, it will give her better understanding of what her major study program would be.

And it's also good for the community to increase the skill level within the community so other companies have that advantage from people working with us.

MR. PEPPER: We feel great about the corporate response here. As John said, we've had 79 companies in this first movement take on and develop these. It's still early. We're only in our third month, but it's off to a very, very good start in terms of those job sites and the students coming together in a productive way. And it's a good comment on the corporate support of this program.

THE PRESIDENT: And does each company essentially take one student?

MR. LAWS: We have two. We've taught enough volunteers, we have two mentors on site. Actually, formed two little teams, one for administrative and one for operations, where Vernelia will learn various duties in the administrative area and another mentee will learn the duties of operations and plant, lab, along those lines -- engineering.

MR. PEPPER: It's typically one or two, but we go up to as high as six.

Q We can go up to six, but at the present time, we don't have any more than four at the present time. But in terms of the original planning, anywhere from one to six.

THE PRESIDENT: You know, I think this is so important because we, as a nation, we, for many years, made a strict sort of vision between a world of school and a world of work, and even within school between academic courses and vocational courses. And now, all those lines are blurring, and that's a very good thing.

You know, for example, some people learn better, learn academic subjects better in practical settings. We know that -- we also know that the world of work and the world of learning can no longer be easily divided, because people have to keep learning at work for a lifetime.

And one of the problems that I saw first when I was a governor, working with both businesses and schools, and then when I became president, is that we have no real system in our country for acquainting young people with the world of work and moving them easily into the world of work. And I think it will strengthen their academic performance. That would be my guess. And I think it will also ultimately, therefore, be in the interest of the business community as well to have these kinds of programs. I thank you very much for your work you're doing.

Q Mr. President, can I ask you a question?

THE PRESIDENT: Sure, John.

Q You may have a lot of people who want to be mentors, but they don't quite know how they can get into this thing or what they'd run into. Do you do any training of them? I think you would have a lot of people that might want to get into this if you did training. Do you have a training program? The screening program was mentioned, but not anything about a training program. And how long does that take? Because I think this is something that could spread to other cities all over the country. I think it's an excellent program.

MR. BRYANT: We have a training program, John, and it's very tight. Miriam, can you just take 30 seconds and describe it?

MS. MAZUKA: All of our volunteers are screened, and they must attend a mandatory orientation so they can learn to do some don'ts and hows of mentoring. But we offer ongoing training and support throughout the relationship. We have seminars on how to set goals in the relationship, active listening skills, challenges to educating and mentoring youth in the '90s. We have training on cultural diversity, understanding African American youngsters and Appalachian youth and being successful as mentors with them.

So we do offer a wide range of training. The more knowledge you have about it, the better you can do the job.

MR. PEPPER: One other quick point. The programs are school-based, by and

large, and that means that you generally will have a large number of mentors and mentees on one school base, so there's plenty of opportunity, if you want to, to work as a group or with other mentors and mentees for some of the activities. Most people find that attractive, to have -- you know, you go to a skating party or go to some other activity so it isn't always one-on-one.

But your point on the importance of training and making it easy to get into is absolutely fundamental. And without that, the program won't do well.

I would just make one other comment on TCAP, Mr. President. And that is, is, John Bryant said the availability of these funds that came from the federal government on this to get it started, to get the pilot going for these youth advocates are absolutely essential. And I think to be able to use them for demonstration projects of this type with the thought, "okay, we've proved it works, we're going to need to get self-funding," is a valuable use of funds of this type.

I don't think we would be doing this program today if they weren't available. I don't think it would be done.

I'd like to ask Jan Leslie, if she would, to make some comments here. Jan has all kinds of roles in the community, but I think the one we'll talk here is Partners in Education, which is a program that works with businesses and schools on a variety of ways, and take it away.

MS. LESLIE: Thank you, John. Mr. President, it certainly is wonderful to have you here in our community. Partners in Education is a program that was begun in 1979. It's sponsored by the Chamber of Commerce and the Cincinnati Business Committee, which is a group of 25 CEOs in the community very committed to their focuses is education and improving, particularly Cincinnati public schools.

We have over 100 companies matched with 80 Cincinnati public schools and eight archdiocese inner-city schools, and these partnerships do a variety of things, but one of the tremendous tools that happened when the collaborative got going with Miriam and her work with mentors is the focus of our partnerships to mentoring and tutoring, bringing the business volunteers to the school site.

The training that's offered, they will go on-site and train at the businesses, which is -- they make it very easy for a business to get involved and for a business to partner work with the schools.

Our partnerships go beyond mentoring and tutoring. We have engineers involved in helping math and science teachers develop curriculums that are current to the world the engineers are working in, and some of our businesses are not for-profit businesses -- their engineers go in and do wonderful programs on math and science, you know, in elementary

school .

We have programs that have gone -- expanded beyond the individual partnership school. GE aircraft engines got involved at Aiken (phonetic) High School and discovered that only 17 percent of the seniors were going on to college. So they invested in a program that now has over 50 percent of those kids going on to college, and has been very successful for the students in that high school.

They then said, we need to reach down, we need to go to the middle school and help the middle school, then we need to get to the elementary level. So their partnership has branched to multiple schools. They then decided that all of Cincinnati public high schools needed college view to help the students upgrade the technology within their counseling programs, so they donated college view to all of our high schools.

So the business support in this community is outstanding, and the business volunteers give thousands and thousands of hours both on the local level, adopting an individual school, but also on a district-wide basis, helping Cincinnati public schools to, in the last four years, totally restructure their business operations, upgrade them to what the businesses say we have to have and the schools where, kind of in the 1950s when it came to their business operations and they helped to downsize the bureaucracy to -- public schools by 50 percent.

THE PRESIDENT: Really?

Q Yes, yes. It was a tremendous challenge for the superintendent and the board, but they took it on. And with the help of business volunteers and teams of business volunteers have restructured both their systems of operations and how they do their work. And the leadership and commitment in this community of John Pepper, of the Mayor, of the board and the superintendent coming together and being committed I think has set a tone for a lot of individual volunteers. But tremendous corporate support also.

THE PRESIDENT: Were you on the school board when this happened?

MS. INGRAM: The original plan for the change came in in '91. When I got there in '93 we were still fighting the battle and we're still fighting the battle today, because a lot of the changes that the businesses brought in that really needed to be done were looked at from some of the education side as, well, we're not making Kringles, we're not making soap, so it doesn't work the same way. (Laughter.) I had to get that in. Didn't you tell me I had to get it in? (Laughter.)

-- is that you realize that a lot of times teachers are very good educators and administrators have been trained to be very good administrators, but when it comes to inventory and purchasing and all those other things that need to be done on a business scale they didn't know how to do. So it was really very important. We're still fighting a little bit of that battle because people still have the mind-set that businesses should not be run in the

schools. And we're in the middle trying to assure them that they're not, that we're wise enough to sort what needs to be done.

THE PRESIDENT: I think it's very important. The administrative cost of American public education has gotten very high. And part of it is because of the school district gets their money from the local district, from the state and from the federal government. Part of it is because these programs have sort of built up over time that they have to manage. There are a lot of reasons for that.

But in a world in which administrative overhead is going down dramatically everywhere else because of computer technology and new management techniques, and where there's a limit to how much money you can raise, it's very important to be able to demonstrate I think, for matters of good education, that you've lowered administrative costs and put it back into direct education.

The federal government today has 205,000 fewer people working for it than it did the day I became President. And we have very good severance packages, early retirement packages. We weren't just throwing people out, you know. But with the smallest government that we've had since 1965, and by the end of the year it will be the smallest it's been since 1962, that helps us to get the deficit down and it also frees up money for real direct services to people. In the education context, that's real education programs, it's more of the things we're talking about today.

I know it's not the subject we came here to talk about, it just caught my attention. (Laughter.) I have to go meet with -- I'm going to meet with the governors next week, they're having an update on the educational summit we held back in 1989. And it's one of the things that I've been trying to get updated on. So I thank you.

MR. PEPPER: As you probably may have read, Xavier University, itself, where we are, has been very involved in the community with some very imaginative programs -- fellowships for students getting scholarships who embark on community service year around, also the summer program is involved. Sister Rose Ann Fleming is here.

Now, Sister Rose Ann, I learned this morning is principally working with athletes and giving them guidance in academic studies, but I think also is aware of this program. And we thought it would make sense to share with you a bit of what the Xavier program is, because it's fundamental. This University is located right here in the city. It's beautifully positioned to make a difference in this community and it's doing a great deal.

SISTER FLEMING: Mr. President, it's a pleasure to have you here on campus.

THE PRESIDENT: Thank you.

SISTER FLEMING: I'd like to share with you just a few programs that Xavier has

to influence the community and to try to foster development.

One of the University programs is called the University Service Fellows program, and it's analogous to the scholarships we give out for basketball players. The students that come to high school and have done outstanding community service are screened by a committee of faculty administrators and are offered full tuition, books, room and board for a four year scholarship education.

But in return they commit themselves to doing 10 hours worth of service every week to an agency that the University has arranged with in terms of community service. They write up the service, they report on it. And their second obligation is to foster the service component among the students of Xavier.

And we've been very proud of that program. A full complement of that program there are about 20 students, we take in four or five every year. And we've been following them very closely and they've been on 60 Minutes and we received a great deal of recognition for that. Another more recent program that we initiated a few years ago is called the Institute for Community Capacity Building. This concentrates on eight areas in the city of Cincinnati. Each area sends us three students, and these are adult students.

And our work with them is to develop leadership capacity in them, to help them return to their communities and to work together with the University in fashioning the kind of community, local community they wish to have in these various eight neighborhoods.

Another program that I think is indicative of the kind of student graduate is called the Pay Setter program in Toledo. One of our alumni set up a variety of scholarships, about a dozen of them, for the Toledo area to take youth -- somebody like Nate, here -- and give them the opportunity of a high school education and with the promise of a future college education if they do well in school.

In Cincinnati proper we've done a program for several years where we identified 40 students six years ago, and took them through a six-year period, beginning in 6th grade and working through. Those that finished, made successful transitions from grade school to high school, eventually came here to college, and they're doing well. We still are following there tracks.

Within Xavier we have a series of special populations, one of which I deal with is the athletes. We also have minority students, we have scholars, we have multicultural students. And each of those groups has a special advisor. We try to help them focus on why they came to the University, of what the University can do for them in this environment. The way we try to get them to understand the progress that they're making toward a degree is really through a mentoring with faculty. In my case, it's basically I'm mentoring through the coaches and the faculty.

And I think to give you one statistic that I'm fairly familiar with, look at the men basketball players. In the last 14 years that I've been connected with the program, every single basketball player that has played for four years has graduated.

THE PRESIDENT: That's fantastic.

SISTER FLEMING: And we're looking forward to the same thing continuing. So I think for the underscoring of what has been said here today through the training and mentors and work with young people, like Nate here, a one-to-one relationship is the key to a successful development of the individual and that's what the University is all about.

THE PRESIDENT: Thank you very much.

MR. PEPPER: That really completes the comments that we wanted to have the group make, and we'd obviously be glad to expand on any of that. Or if you have any comments.

THE PRESIDENT: I just want to ask one question of either Mr. Bryant or whoever else -- how many students do you have in your summer jobs and summer school program?

Q About 240 in the Earn and Learn Program. In the TCAP program, those youngsters also work during the summer, so there would be another 120 there. Now that you've sort of opened that as a question, we also have a broader youth employment opportunity -- or problem -- that we are in the process of addressing.

One of the things we are doing there is a arts work program. That's a summer jobs program that is focused on the arts. We will have 100 youngsters involved in that program. That will be completely privately funded. So 100 in the arts program, 240 seventh and eighth graders in the Earn and Learn program, 120 11th graders in TCAP and we have the whole area of other summer youth employment that we have to deal with and that was primarily youngsters who were funded through the JTPA funding.

I should also add that we have a program called the YES program, Youth Employment Services --

THE PRESIDENT: I know it well.

Q -- that also provide about 1,200 summer jobs. Our big problem is finding the funds to operate programs that address the 14-15-year-old population, which was largely served by -- funding.

MR. BRYANT: This is a major issue.

Q Well, John's outlined it. I know that you've been fighting for summer youth employment as well as youth employment in general, but I think what we've seen in this

community is that a tremendous coming together of private sector with the public sector and the civic sector, really on behalf of kids through programs like TCAP and mentoring are very, very successful. But we also know that when we're looking at this school-to-work condition issue and we're looking at preparing kids to be prepared for the world of work, that youth employment, year-round, as well as summer youth employment is very, very important.

This community actually has been rallied, and is working to raise the money to ensure that we can employ kids who might not be employed if the cuts in summer youth actually stay where they are. And it's only happened because this community knows how important it is to give kids a chance. I know you've been fighting that battle, and I'd urge you to continue fighting that battle, because we need the federal government is also a partner in this.

THE PRESIDENT: If I might just offer one or two comments. First of all, I want to thank each and every one of you not only for being here today, but for what you're doing with your lives, because I think it's very important. And, secondly, I want to thank a number of you for what you said about these programs, and, John, what you said about the pilot project.

Let me say what the problem is. If you come from Washington and you come to Cincinnati, and you say to yourself: What is the connection between the national government and what we're doing, do they have any responsibility in Washington to help us do what we're doing here, and if so, what is it?

You know, when I took office, the deficit was twice as big as it is now, the national debt quadrupled; we had to get it down. I've tried to take the position that in reducing the deficit, we ought not to be cutting our investments in education, and we ought to be not telling local communities how to deal with things like this, but giving them some research fund or some pilot project funds, if you will, to help them explore what works, and then keep funding what plainly works, like the Student Loan Programs and the Summer Job Programs; these things plainly work. And there's not enough to serve everybody, so if we provide the base, then perhaps you can come in and raise money on top of the base.

So I've been quite heartened by what I've seen today because I know that most of this work has to be done at the community level, and that is a good thing. How could anyone in Washington know whether W.R. Grace in Cincinnati could take two young students, or five, or three, or 25 or anybody. So this has to be done at the local level.

What we must do in Washington is to make the national government relevant and trustworthy and effective for the 21st century. And that means we have to get our own house in order; we can't -- we have to balance the budget, but we also have to decide what it is we're going to invest in and what our objective is.

It seems to me our objective ought to be to keep America the world's greatest job generator, and then to make sure that our young people are trained to do good jobs and have successful lives so that they can be rewarded in this new world they're living in. And that means that a lot of the actual work and how it's done must be decided by these kinds of community partnerships, but the national government has to create the conditions in which they can flourish. That's what I'm trying to do.

A lot of the times, you hear these great debates in Washington, you know, they sound -- they may sound abstract to you. But actually, what the debate is, is a debate about everyone knows the economy's changed, that it involves more mind and less muscle, and it's more global and less local, and everybody knows, therefore, that -- and all businesses are changing and there again, the government has to change. And we're trying to define -- our great challenge is to define what it is our responsibility is to help you do what you're doing.

One of the things a President can do, of course, is to use the bully pulpit. I mean, I just made a plea for more mentors here. (Laughter.) But also to try to make sure that if we are creating these conditions, that people know what you're doing here in Cincinnati with the Youth Collaborative, because I think this is a good model that could be carried all across America. You know, I wish every community had this level of intense and organized partnership, and I'm very grateful to you. And I also feel that I have learned, and I think Senator Glenn probably feels the same way I do, that at least I think I have a clearer idea about exactly what our responsibilities in Washington are to help you do what you're doing here, and I thank you for that -- all of you.

Thank you. (Applause.)

MR. PEPPER: We're glad you're here, and thank you very much for coming. I guarantee it will leave us just more energized.

THE PRESIDENT: Great day. Thank you.

Nate, what are you going to do with the rest of your birthday?

MR. PEPPER: We've got a cake. We're going to sing "Happy Birthday."
(Laughter.)

END

11:34 A.M. EST