

FOIA MARKER

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Collection/Record Group: Clinton Presidential Records

Subgroup/Office of Origin: Speechwriting

Series/Staff Member: Terry Edmonds

Subseries:

OA/ID Number: 10986

FolderID:

Folder Title:

2-15-96 Technology Literacy N.J. [4]

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Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. memo	To Terry from Tom Kalil re: comments (partial) (1 page)	03/07/96	P6/b(6)
002. speech	Speech draft, handwritten note (partial) (1 page)	nd	P6/b(6)
003. schedule	Cover Sheet for Schedule (1 page)	03/07/96	P6/b(6)

COLLECTION:

Clinton Presidential Records
Speechwriting
Terry Edmonds
OA/Box Number: 10986

FOLDER TITLE:

2-15-96 Technology Literacy N.J. [4]

2006-0462-F

ry663

RESTRICTION CODES

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

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

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

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

RR. Document will be reviewed upon request.

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

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
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- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Draft 3/6/96 12:30 pm

**REMARKS BY PRESIDENT WILLIAM JEFFERSON CLINTON
NET DAY VOLUNTEER RALLY
YGNACIO VALLEY HIGH SCHOOL
CONCORD, CALIFORNIA
MARCH 9, 1996**

Acknowledgments: Vice President Gore for introduction; Delaine Eastin, California Superintendent of Public Instruction; Sheila Walker, Principal of Ygnacio [IG-NAY-SEE-O] High School; student; John Gage; Michael Kaufman; Senator Boxer; Representative George Miller;

It is great to be back here in California. The Vice President and I have looked forward to this day with great anticipation. Net Day is the brainchild of two men, John Gage of Sun Microsystems and Michael Kaufman of KQED-TV, who have revived the old-fashioned American barnraising tradition -- the idea of people from all walks of life coming together and pitching in to build something good for their community. There are two things you can say about barnraisings -- they are tremendously productive and they are fun. That's what Net Day is all about. We can begin to connect every one of California's 13,000 schools to the Internet, and by working together in a spirit of teamwork and community, we can have a great time doing it.

moment of change - information - live & work
inventive need it
Net Day is a symbol of the greater technological revolution that is sweeping, not only this country, but the world. John Gage has said that "The web represents the biggest explosion in publishing and distance collaboration in history." What we are doing today will have as much impact on our future as the invention of the telephone or TV, or man's first landing on the moon. If I may borrow an analogy from the space age, let me say that Net Day is one small step for California's schools -- one quantum leap into our future. *Yale*

The beauty of this moment is that we are meeting the challenges of the age of technology the same way this country has always faced its future -- united, together, as one America. There is no generation gap between the old-fashioned American values of hard work, teamwork, and optimism and our forward progress into the 21st century. As I said in the State of the Union, the era of big government is over. But we must not go back to the era when our people were left to fend for themselves. We need more of the kind of personal and corporate responsibility on display here all over America.

When I came to San Francisco last September, we issued a challenge to California to connect at least 20 percent of your schools to the information superhighway by the end of this school year. And we knew that the only way this would work is if you mobilized a massive volunteer effort, involving the corporate community, teachers, students, and engineers from this state's leading high-tech companies. I am happy to tell you that California has answered

the call -- big time. More than 17,000 of you have signed up to help us begin wiring your schools today. That is a remarkable response. If anyone doubts that Americans still care about their communities, the education of their children, and the future of this country -- they should be here today to see what I see. You are what's right with America. And what you are doing reminds us that we live in an age of great possibility if people are willing to work together to make the most their lives.

Today, more Americans have more chances to live up to their dreams than at any time in our nation's history. New technologies are opening up prospects for vast new opportunities that will bring greater prosperity. A growing marketplace is putting a premium on the kind of ingenuity and skills Americans must have if we are going to move forward together in the 21st century. And the key to all this is education. We must make sure that all of our children have access to the educational opportunities of the present and the future.

That means high standards for our schools, and high expectations for our students. It means opening the doors of college to every student who wants to enter them. It means supporting efforts like our School-to-Work programs which help young people who don't go on to college right away find good jobs while they continue their education. It means support for AmeriCorps, which is now giving 25,000 young Americans a chance to solve community problems while earning money for college. It means challenging schools to impart the basic values that keep our society together, through character education, and the teaching of good values and good citizenship. We are doing all these things. But we have to do more.

That's why I have proposed giving \$1000 merit scholarships to the top five percent of every high school graduating class. I have also proposed expanding work study to include a million students so more people can work their way through college. And if we are going to cut taxes, what better way to do it than to give a tax deduction of up to \$10,000 to every American family for the cost of college tuition. That is the right way to cut taxes.

But we know that none of this will matter unless we bring the information and technology revolution into every classroom in America. In the State of the Union, I called on Americans to join this national mission to make every child technologically literate. We want to place quality computers in every classroom and every library in our country by the dawn of the 21st century. We want trained teachers to bring those computers to life. And we want creative software to stretch our minds and our horizons. We know this can make a major difference in the education of our children.

Last month I witnessed this first-hand when I visited the Christopher Columbus Middle School in Union City, New Jersey. At one time, the Union City school system was so bad, it was on the verge of a state takeover. But it was revitalized by a community partnership involving Bell Atlantic, local government, teachers, parents and students to put computers in every classroom and give children and their parents access to the excitement and potential of the information superhighway. Today, with computers in every seventh grade classroom

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Change
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School

linked to computers at every student's home, the Columbus School is experiencing a remarkable turnaround. Test scores are now more than 10 points above the statewide average. And the school now holds the district's best attendance record. Students are excited by this new way of learning. And parents and teachers are communicating by way of e-mail. That is the potential you are unleashing today. If Union City can do it, California can do it. And every school system in America can do it.

This means - child learning - homework -

All over this country we are seeing the benefits of this new technology in our schools. Over 130 recent academic studies have shown clearly that the use of technology in support of instruction has led to higher achievement in language and art and math and social studies, and, of course, in science. We have dramatic proof of the power of technology to expand opportunity for our young people. We have to harness that power and spread it throughout this country.

I can think of no better place for us to begin than here in California -- the state that leads the world in technological innovation. Until now, this leadership has too often stopped at the classroom door. California ranks 45th in the nation in the ratio of students to computers. While many suburban children have access to computers in their homes, other children in rural areas and inner cities pass their school years without coming close to the information superhighway. The longer they are kept away, the less chance they have of building good lives in a global economy.

Thanks to the dedicated companies and individuals gathered here today, all that is about to change. You are taking the lead. The rest of America should follow.

And everyone should note that you are doing this through a partnership, not through big government. Sun Microsystems has helped organize Net Day. More than 10 percent of its employees are volunteering today. Companies such as AT&T, MCI, Netcom, America Online and the Scholastic Network are offering free access to the Internet and other on-line services. Pacific Bell is providing high-speed telephone lines to schools and more than 1,000 wiring kits. Apple is donating computers. Netscape and Microsoft are providing free software. And hundreds of other companies are sponsoring individual schools. Corporate responsibility is alive and well in California. And I want to thank all of you for keeping it that way.

Today is just a beginning. We will not finish our work in one day. There will be other Net Days until our job is complete. A little while later this morning, I will participate in the first hook-up here at Ygnacio Valley High School. And others of you will do the same all over this state. I want to thank all of you for participating in this historic event. I urge more citizens to do what you are doing -- get involved, make a contribution, be a part of history. We will reach our goal if we all pull together. The great lesson of our democracy is that when we are divided we defeat ourselves. But when we are united we never lose.

Your children and grandchildren will look back on this day and thank you for taking

*A generation from now - 3 absurd, as you might say
chalkboard - laying infrastructure for new
educational system analogy - will be seen as a
building something, dams, highways, monuments - just as
so many*

this important step to secure their future. And the rest of America will thank you for showing them the way. And so, without further ado, let the future begin.

Thank you and God bless you all.

Draft 3/6/96 12:30 pm

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→ *moment of change - how will we meet it? [✓✓✓]*

The beauty of this moment is that we are meeting the challenges of the age of technology the same way this country has always faced its future -- united, together, as one America. There is no generation gap between the old-fashioned American values of hard work, teamwork, and optimism and our forward progress into the 21st century. As I said in the State of the Union, the era of big government is over. But we must not go back to the era when our people were left to fend for themselves. We need more of the kind of personal and corporate responsibility on display here all over America.

✓
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Today, more Americans have more chances to live up to their dreams than at any time in our nation's history. New technologies are opening up prospects for vast new opportunities that will bring greater prosperity. A growing marketplace is putting a premium on the kind of ingenuity and skills Americans must have if we are going to move forward together in the 21st century. And the key to all this is education. We must make sure that all of our children have access to the educational opportunities of the present and the future.

That means high standards for our schools, and high expectations for our students. It means opening the doors of college to every student who wants to enter them. It means supporting efforts like our School-to-Work programs which help young people who don't go on to college right away find good jobs while they continue their education. It means support for AmeriCorps, which is now giving 25,000 young Americans a chance to solve community problems while earning money for college. It means challenging schools to impart the basic values that keep our society together, through character education, and the teaching of good values and good citizenship. We are doing all these things. But we have to do more.

That's why I have proposed giving \$1000 merit scholarships to the top five percent of every high school graduating class. I have also proposed expanding work study to include a million students so more people can work their way through college. And if we are going to cut taxes, what better way to do it than to give a tax deduction of up to \$10,000 to every American family for the cost of college tuition. That is the right way to cut taxes.

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children have computers in their homes, stores, etc. -- only place no comp is class

linked to computers at every student's home, the Columbus School is experiencing a remarkable turnaround. Test scores are now more than 10 points above the statewide average. And the school now holds the district's best attendance record. Students are excited by this new way of learning. And parents and teachers are communicating by way of e-mail. That is the potential you are unleashing today. If Union City can do it, California can do it. And every school system in America can do it.

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WHAT
INTERNET
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Draft 3/5/96 6:30 pm

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CALIFORNIA
MARCH 9, 1996**

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It is great to be back here in California. The Vice President and I have looked forward to this day with great anticipation. Net Day is a symbol of the greater technological revolution that is sweeping, not only this country, but the world. Bill Gates, the founder of Microsoft, in his book, **The Road Ahead**, says that the digital chip is the biggest change in information technology in 500 years, since Gutenberg first printed the Bible in Europe. What we are doing today will have as much impact on our future as the invention of the telephone or TV, or man's first landing on the moon. If I may borrow an analogy from the space age, let me say that Net Day is one small step for California's schools. And it is one quantum leap into our future.

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When I came to San Francisco last September, we issued a challenge to California to connect at least 20 percent of your schools to the information superhighway by the end of this school year. And we knew that the only way this would work is if we mobilized a massive volunteer effort, involving the corporate community, teachers, students, and engineers from this state's leading high-tech companies. I am happy to tell you that California has answered the call -- big time. More than 13,000 of you have signed up to help us begin wiring your schools today. That is a remarkable response. If anyone doubts that Americans still care about their communities, the education of their children, and the future of this country -- they should be here today to see what I see. You are what's right with America. And what you are doing reminds us that we live in an age of great possibility if people are willing to work together to make the most their lives.

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Last month I visited a school system in New Jersey that at one time was so bad, it was on the verge of a state takeover. But it was revitalized by a partnership effort, much like the one here, to put computers in every classroom and give children and their parents access to the excitement and potential of the information superhighway. Today, with computers in the classroom and at home, linked together, homework is being done in a new way; classroom lessons have taken on a new life; and parents and teachers are keeping in touch by e-mail. Test scores have gone up and truancy and dropout rates have gone down.

All over this country we are seeing the benefits of this new technology in our schools. Over 130 recent academic studies have shown clearly that the use of technology in support of instruction has led to higher achievement in language and art and math and social studies, and, of course, in science. We have dramatic proof of the power of technology to expand opportunity for our young people. We have to harness that power and spread it throughout this country.

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And everyone should note that you are doing this through a partnership, not through big government. Companies such as AT&T, MCI, Netcom, and AOL are providing free Internet access. Pacific Bell is providing more than 1,000 wiring kits. Other companies are providing free software. And hundreds of other companies are sponsoring individual schools. Corporate responsibility is not dead in California. It is alive and well. And I want to thank all of you for keeping it that way.

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A little while later this morning, I will participate in the first hook-up here at Ygnacio Valley High School. And others of you will do the same all over this state. I want to thank all of you for participating in this historic event. And so, without further ado, let the future begin.

Thank you and God bless you all.

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

March 6, 1996

REMARKS BY THE PRESIDENT
AT PRESENTATION OF THE 1995
MALCOLM BALDRIGE QUALITY AWARDS

The Roosevelt Room

12:10 P.M. EST

THE PRESIDENT: Thank you. Let me say how delighted I am to be here today to be a part of this again. I want to begin by thanking a few people. First I'd like to thank Secretary Brown and all the others who are here from the Commerce Department for, I think, giving this country the best Commerce Department it has had in many, many decades. And I thank them for that.

Mr. Houghton and Mr. Bradshaw, I thank you and all your team for coming here today. And we want to especially welcome Mr. Houghton's brother, Congress's most prominent musician -- (laughter) -- Congressman Amo Houghton from New York.

I thank the Baldrige Foundation. Its chair, Bob Allen is here -- thank you, sir, for your work. I want to thank the people in the White House who are my eyes and ears in outreach to the American business community -- Mack McLarty and Alexis Herman.

Let me say, I have some remarks here I decided not to give because I want to just tell you a little bit from the heart what this means to me. When I became President I had worked for 12 years as a governor, starting in a state with an unemployment rate that was 3 percent above the national average, and that never got down to the national average but one month until 1992, the last year I served. We decided that we had to build a partnership with business. We decided that America would not do well unless manufacturing came back, and we decided to put a special emphasis on the whole quality management approach, to make people who were committed to that feel welcome in our state. In the 1980s when there was a dramatic drop in manufacturing employment nationwide, it went up in our state. And we were proud of it, and we worked on it.

So I am very familiar with the Baldrige Award -- with the memory of Secretary Baldrige and all those in both parties who have supported this award since its inception. And I just want to say a few words about what the significance of this is.

There's a lot of discussion today about whether things are good or bad in the American economy. The truth is, there's a lot

Withdrawal/Redaction Marker

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Terry:

A few minor comments

1. Add Delaine Eastin to acknowledgements

(b)(6)

[001]

3. Number of volunteers is continuing to go up - put over 17,000 thousand as a place holder

- 4 More details on corporate contributions

And everyone should note that you are doing this through a partnership, not through big government. Sun Microsystems has helped organize NetDay, and more than 10 percent of its employees are volunteering today. Companies such as AT&T, MCI, Netcom, America Online and the Scholastic Network are offering free access to the Internet and other on-line services. Pacific Bell is providing high-speed telephone lines to schools and more than 1,000 wiring kits. Apple is donating computers. Netscape and Microsoft are providing free software. And hundreds of other companies are sponsoring individual schools.

5. We may want a reference to President's Technology Literacy Challenge

6. President has called NetDay an "electronic barnraising" -- which is a good metaphor.

7. School is spelled Ygnacio

Tom Kalil
6-2802

Sheila Walker
Concord, CA

Tom Kalil

Harish-

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ry663

RESTRICTION CODES

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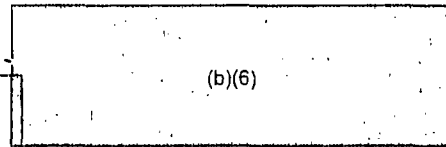
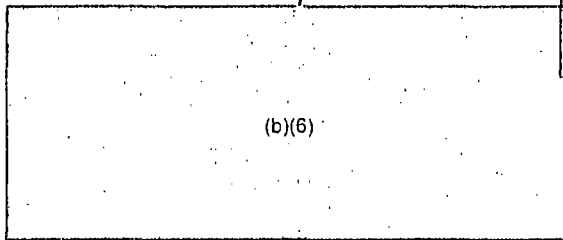
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Connecting every classroom in America to the information superhighway will open up opportunities and possibilities for the children of today, and for future generations. The internet will enable America's students to learn about the history of our country, and our world, as well as give them up to the minute news and information from around the globe, preparing them for tomorrow's challenges. The internet will give our students access to libraries, newspapers and magazines from around the world, it will provide them access to historical documents like the Declaration of Independence as well as archives from countries worldwide. Students will be able to prepare reports and projects with all of their resources right at their fingertips. Everything from sending e-mail to myself and Vice President Gore to the national flag of Brazil will be available to our children and serve as a gateway to their future.

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Acknowledgements

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

March 7, 1996

REMARKS BY THE PRESIDENT
TO THE STUDENTS AT ELEANOR ROOSEVELT HIGH SCHOOL

Eleanor Roosevelt High School
Greenbelt, Maryland

11:23 A.M. EST

THE PRESIDENT: Thank you very much. Thank you, Mark, for your fine introduction and for your fine example, and for reminding us about why this is an important day for the United States. Thank you, Dr. Boorman, for recalling my previous trip to Eleanor Roosevelt. That was a great day. I must say, when I was there then talking about the national education goals, I didn't have any idea I'd be back here a few years later in this role to discuss this issue.

I'd like to thank the members of Congress who are here, and my good friend, Secretary Cisneros, Governor Glendening and Lt. Governor Townsend; your County Executive Wayne Curry, who was with me just yesterday in the White House telling me about how this is the best county in America. (Applause.) I thank Reverend Jackson and all the people from the entertainment community and the other leaders who are here from across America today at this national conference.

I also want you to know that there are two graduates of this high school who work in the White House -- one of my associate counsels, Cheryl Mills, and Andy Blocker, who works in Legislative Affairs. So I am a direct beneficiary of Eleanor Roosevelt High School, and I thank you for that. (Applause.)

When I leave you here we're going over to the conference with the delegates, but I wanted to come here with the Vice President and with General McCaffrey because, really, this conference is about you. And, frankly, this is a day when I wish that as President, it weren't my job to give a speech, that I could just spend the next hour or two sitting around visiting with a number of you and listening to you and talking with you about your future, because we're here to try to do what we can to make your lives safer and your future stronger.

You probably don't think about this very much, but already in your lives you have acquired different roles and different responsibilities, and they give you different perspectives. You are students and you're still children -- you're sons or daughters. You may be brothers or sisters. If you have an association with organizations, you're in the ROTC or in an athletic club or in the band, you have obligations, doubtless, to your friends that have become more and more important to you as you get older.

That's the position that I find myself in today. I want to speak with you about this whole issue of crime and violence and drugs from the perspective of a President, the head of our nation's government, a citizen who understands that much of this work needs to be done in grass-roots citizens' community-based organizations, and the father of a high school-aged daughter. I see this whole issue in terms of what's good for families and what's good for the country.

You're old enough now that you're being confronted on a regular basis with tough decisions, where you have to choose right from wrong, dangerous from safe. What you may not know is that the decisions that you make also may be good or bad not only for this community, but for your entire country.

That's what I want to talk to you about today: the decisions that I have to make as President to try to create more opportunity for you and a more secure environment; the decisions that we all have to make as citizens to try to improve your future and your present; and, most important, the decisions that I hope you will make to choose life over death, to choose what is right for you over plainly what is wrong.

You are coming of age at the moment of greatest possibility in all of American history, where young people who are prepared for it will be able to have more options to live out the future of their dreams than any previous generation. And the technological revolution which is still a mystery to me is something that many of you just take for granted. It can be the most democratic instrument in our history. It can offer enormous opportunities to children who not so many years ago could never had had them just because they came up in poor households.

The other day the Vice President and I were in a school district in New Jersey that is in a poor neighborhood where most of the children come from immigrant families, the per capita income is way below the state average -- and New Jersey is one of the two or three richest states in America. The school district was performing so poorly a few years ago that the state almost had to come in and close it and take it over.

But they got new leadership, major companies came in with a commitment to help. They put computers in all the classrooms for the kids, and then they even had computer hook-ups in the homes of these poor parents, many of whom had only been in our country for a few years.

Within a matter of weeks, immigrant parents were e-mailing the principal to see how their kids were doing and whether they were doing their homework. Within two or three years, this

district that was on the verge of failure and all these poor children on the verge of being denied the American Dream, had attendance rates and graduation rates and, most important of all, test scores above the state average in one of the wealthiest states in this country.

That can happen to America. That is the technological age we are living in. But the interesting thing about it, and the perplexing thing about it, is that technology is like every other tool of human beings -- that's all it is. And in order for technology to work, it still has to be used by people who have good values, a strong background and who choose life, who choose their future, who choose what is right for themselves and their country.

Our nation has a lot of challenges that we have to meet together if we're going to make sure the American Dream is available for all young people without regard to their background, if we're going to see that our country remains the strongest country in the world, if we're going to see this country come together instead of being divided by race, by region, by income.

We've got a lot of challenges to meet. Some of them are obvious. We have to do a better job of strengthening all families and giving all children a chance of a good childhood through things like better nutrition programs and immunization programs and Head Start for kids who need it. We have to provide excellence in educational opportunities for a lifetime now, not even just for children kindergarten through 12th grade -- through things like a better student loan program and more college scholarships and the national service program and the program that first brought me here, the national education goals, giving schools the grass-roots tools they need to meet high national standards of educational attainment for all of our young people; through economic strategies to create more high-wage jobs in the places that don't have them. We've got a lot of work to do.

But in the end, if you think about it, we cannot succeed in any of these challenges unless first we deal with the problems of crime and violence and gangs and drugs. For, in the absence of safety, people are not free.

I don't know how many of you saw -- I'm sure many of you did -- the gripping, painful pictures coming across our airwaves from the Middle East in the last few days, where innocent children were killed by suicide bombers bent on destroying the peace process in the Middle East. But I couldn't help -- I was so moved by the interviews with children, with young people. And it struck me just so clearly there that Israel is a very great democracy, but if every child goes to bed at night afraid, it is not a free country.

And the same thing is true here. If you are imprisoned from within by drugs, or from without by a fear that you can't even walk down the street without looking over your shoulder, this is not a free country and you are not a free person. And you can never be everything that you ought to believe unless you are free. Part of it involves your choice to choose life and a future. Part of it involves what we can all do together to make sure that nothing takes that future, nothing takes that life away from you.

And that is in many ways our most fundamental mission; because from it all else flows: your mission to decide what kind of person you're going to be; our mission to decide what we're going to do to make sure you get the chance to become that person. And in our country it still means -- even though the crime rate is down, even though drug use is way down from where it was at its peak -- we still have a lot of work to do.

We have to get rid of the guns that turn arguments into terrible tragedies, like the one that took the life of C.J. Brown. We have to take back our streets so that mothers and fathers don't have to be afraid when a son or daughter is waiting for a ride after work, like Julie Ferguson was on the night she was killed.

So that's why I want to talk to you about this. And I have a real perspective, I think, about the whole drug and crime and violence problem. I grew up in the '60s when most people your age, when I was your age, they just sort of got into this business. They didn't really believe drugs were dangerous until it nearly destroyed our generation. I heard General McCaffrey, who served with great distinction and valor in Vietnam, talking about yesterday how in our generation when we were younger, the United States military was nearly destroyed by it. I had a brother who nearly lost his life because of a drug problem. I know a lot about this.

And we have seen this incredible progress in the drug issue in the last several years where drug usage has gone way down, still going down among people 18 to 34, but now casual drug use going up again among people under 18. We have to stop that.

We see the crime rate going down in America, the murder rate going down, the violence rate going down, but casual violence among people under 18 going up again. There are people in this conference with me today who became friends of mine who were once members of gangs and devoted the rest of their lives to stopping young people from making that mistake, trying to get them to choose life. And we have to do that.

I tell you today, the most perplexing challenge facing us is how to make sure that drug use goes down among people who are under 18, that violence continues to go down among people who are under 18. We do not want to lose any more children. We don't want to rob any more people of their future. We have to fight these things whenever and wherever we see them.

Let me begin by saying that one of the most disturbing findings in a lot of the national surveys is that more and more young people in your age group -- and maybe you're among them -- seem to believe that drugs are not dangerous anymore. That is factually wrong. It's not only wrong about cocaine, it's not only wrong about methamphetamine; it's wrong about marijuana. It is just wrong. We know that the toxic content of marijuana alone, for example, is roughly three times greater than it was 30 years ago. It is not true that they are not dangerous. They are illegal, and, therefore, wrong, but they are also dangerous.

And I'll say again, I nearly lost my only brother. I'm not just telling you as a President.

This is not a political speech. This is a personal statement. And there is no reason for the people of this country who happen to be under 18 to start seeing drug use go up again and violence go up again when the future for you is the brightest future any group of Americans have ever known, if you can make the transition into this new high-tech age.

So no matter what we do with the laws and all the things that we should be doing, you have to make the right decision first. And I want to say, one of the reasons that we wanted to come here to have this conference at Roosevelt instead of some hotel or government building is because of what you have done at this school; because the students, the teachers and the parents of this school are doing such a remarkable job of fighting drugs and violence. They're not a perfect stranger here, drugs and violence, but this community has come together to send them packing. And I thank you for that. The way you're doing it is a lesson for all of America.

I've spent a lot of time saying what the government can do and what the government cannot do. We cannot solve the drug problem from Washington. We can't stamp out youth violence just by passing laws. We can't even do it by giving resources to local communities unless they are properly used. Each of us has our own role to play.

Our government has a responsibility which we have tried to fulfill. The Crime Bill we fought for in 1994 is helping to put 100,000 more police officers on the street. That helps to deter crime and it is working everywhere it's being used aggressively.

We banned 19 kinds of assault weapons, and you've already heard that we passed the Brady Bill to require a five-day waiting period before people can buy handguns. And tens of thousands of people who have criminal records now have failed to get guns. This is a safer country because of that.

We passed the "three strikes and you're out" law to put the most dangerous criminals behind bars for life. We are fighting against domestic violence as never before because of that Crime Bill. And we're trying to help thousands of schools to fight drugs and violence with drug education and gang prevention and increased security. We're supporting programs like the DARE program, which I think is doing a wonderful amount of good in elementary schools throughout our country. I know that that can work.

We also made it a national federal crime for any person under the age of 18 to carry a handgun except when supervised by an adult. Last year I fought for a law requiring every state to expel any student who brings a gun to a school for a year -- no excuses.

You have a zero tolerance policy for guns here at Roosevelt. We ought to have a zero tolerance for guns in every school in America. You should never worry about your safety when you're in school. (Applause.)

We've launched an aggressive campaign to crack down on advertising to convince young

people to begin smoking. Cigarette smoking is now rapidly becoming the greatest cause of future health dangers to young people in America. Three thousand children start smoking every day, even though it's illegal in every state; 1,000 will have their lives shortened as a result. Don't let that happen to you. If you don't smoke, don't start. If you started, stop. It could be the best thing you ever do for your health. (Applause.)

You heard General McCaffrey a few moments ago. The national government has a responsibility that is embodied by General McCaffrey to do everything we can to try to stop the flow of drugs into our country and to try to deal with it after it comes in our country to try to help people who have already fallen victims to drug abuse. We're doing everything we can in that regard.

We also, in the Crime Bill, gave communities some funds that I'm struggling with the Congress to preserve now, not only to tell our young people they should say no to drugs, but to give young people in difficult circumstances more things to say yes to, more opportunities to be involved in positive activities and engaged in things that will help to build their lives. That is all our responsibility.

But General McCaffrey cannot do this alone. The President cannot do this alone. The government cannot do this alone. That's why I say the things you've done here may count for more than anything else. I was given some notes before I came over here about your Grad Night program, which I think is a remarkable thing. Every school in the country ought to do that. Your parents know that peer pressure to use drugs and alcohol is always strong, especially on graduation night. But they want you to celebrate your achievement, not end your life. And I think it's a very impressive thing that businesses have supported this, parents have supported it -- every year they throw you an all-night party. I don't think it's advisable every week; but I think once a year it's a pretty good idea. (Laughter.)

For the benefit of the press and the others who are here, the seniors come to school at 11:00 p.m., give their keys and bags to their parents, load up the buses -- they don't come back until 6:00 a.m. in the morning. They can spend the night swimming, playing basketball, dancing, eating all kinds of food. They even have a chance to win a car. I wonder if that gets the participation rate up. (Laughter.)

Last year -- listen to this -- 622 seniors here; 597 showed up to celebrate. That's an amazing thing. That's an amazing thing. (Applause.) That's the kind of community spirit and commitment we need all across this country. And today, I want you to know that we're getting that kind of community spirit in other ways as well. Working with the Drug Czar's Office, the leaders of a major American industry have come together to try to do their part.

We know the fight against youth drug abuse has to begin at home. We also know that a lot of parents don't always recognize the warning signs of drug abuse, and they're unsure about how they should approach their children when they do. Well what can we do about this? We know that America can do a lot. When people need health advice, they normally turn to

their family doctor. We know that the pharmaceutical industry sends sales representatives to see every doctor in his or her office in the entire country.

Today I am proud to announce that the 15 major pharmaceutical companies in America are launching a \$33-million campaign to put the kind of drug education material that parents need in the hands of 400,000 doctors, so that they can give it to parents and we can work to stop this problem earlier. (Applause.)

We have some pharmaceutical executives who are here with us today. I'd like to ask them to stand up and be recognized. Where are they? Here they are. Let's give them a hand. Thank you very much, gentlemen. Thank you. (Applause.)

All of us who are parents have a big role to play. We are the beginning of how children learn right from wrong. We are the beginning of what children believe about drugs and whether they're safe or unsafe, how wrong it is to break the law. But in the end, it still comes down to all of you and your counterparts all across America.

I will say again, you have a lot of responsibilities. You have responsibilities to students. You have responsibilities as children, responsibilities as members of various organizations. Your most important responsibility is still to you. Your most important responsibility is to choose life. Your most important responsibility is to make the most of your own life. As my wife always says when we have a big argument around our house, life is not a dress rehearsal. That is your most important responsibility.

I know a lot of you have been pressured to do drugs before and you will be again. And when I tell you you shouldn't do it, you look at me and say, look at that -- he may be President, but he's still 50 years old and has gray hair. It's easy for him to say. (Laughter.) I know that's what you must be thinking. And you're right. It is easy for me to say. But, believe it or not, all of us who -- adults who are here today were once young, and we're not entirely without our memories. We understand what you're going through. And if we're lucky enough to be parents, we see it firsthand, up close.

There are things we can do -- things I can do as President, things these pharmaceutical executives can do, things General McCaffrey and the Vice President can do, things the schools can do. But in the end, when you look at this from my perspective, when what I really want to do with the presidency is to make sure every American has a chance to live out their dreams, I realize that if large numbers of our young people give up on their dreams, nothing I do will permit me to succeed. And I know there are other people that have a lot more influence than I do. A lot of these entertainers that you cheered for -- you may listen to them more. My friend, Charles Rayoff -- (phonetic) -- from Los Angeles, he used to be in a gang, now spends his life telling kids they shouldn't do that anymore. Maybe he's got more influence over the people on his street than I do.

I know this -- in the end, you're going to make the decisions about what happens to you,

I'm not. And neither is anybody between me and you in the chain of command in our society.

So I say to you in closing, I believe that your future can be the brightest future any generation of Americans have ever enjoyed. I believe that the kinds of things you're going to be able to do because of the explosion of information and technology, because the world is drawing closer together, because America is -- look around this room here. This is the most successful, multiracial, multiethnic democracy in all of human history. This is a great thing. (Applause.)

The rest of us, we'll keep doing our part. I want to say a word about Reverend Jackson -- you clapped when he was introduced. A long time before either one of us knew we'd be sitting here, 20 years ago -- 20 years ago next year was the first time I went with Jesse Jackson into a school to hear him give a speech to young people about staying off drugs. Twenty years ago, long before it was the fashionable thing to do he was out there doing it. I thank you for that. Twenty years ago this year. (Applause.) Thank you

General McCaffrey will keep doing his part. He'll be a great role model and a great leader. But in the end, you have to do it. And let me say, I know most of you are doing the right thing. I get tired of hearing only the bad things about America's younger generation. Most of the younger generation is pretty great, and that's why we're doing as well as we are. I understand that. (Applause.) But if you're in doubt, don't do it. If you're in trouble, get help. If you're doing the right thing, don't be afraid to be a role model, don't be afraid to be a friend.

This country will be the greatest country in human history 50 years from now if we whip the problems that are afflicting childhood, if we give our children back their childhood; if when you turn on the television at night and you see some act of violence on the news, you are surprised instead of just deadened, well, that's what I always see.

We've got to make violence the exception, not the rule. We've got to make drug abuse the exception, not the rule. We've got to make the rule what I see out here when I look in your faces: young people who are committed to themselves, committed to their families, committed to their communities, committed to their own future. Choose life and we'll be all right.

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

END

11:50 A.M. EST



FAX Transmission

**National Economic Council
The White House**

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BACKGROUND ON NETDAY96

March 5, 1996

- **President Clinton and Vice President Gore Participate in NET DAY -- "Electronic Barnraising."** On March 9th, President Clinton, Vice President Gore and members of the Cabinet will visit California schools to participate in NetDay96, a grassroots, volunteer effort to connect as many California classrooms to the "information superhighway" as possible. The President has called NetDay an "electronic barnraising."
- **20 Percent of California's Schools Wired By The End Of This School Year.** The goal of NetDay is to connect classrooms in at least 20 percent of California's schools by the end of the year. March 9th will be the kick-off for these activities, other events will be scheduled later in 1996.
- **President Clinton Has Been One Of The Driving Forces Behind NetDay.** The President helped to kickstart NetDay, first proposed by John Gage (Sun Microsystems) and Michael Kauffman (KQED), by bringing together high-tech industry leaders for a meeting on educational technology in California schools on September 21, 1995. The President also highlighted NetDay in his State of the Union address, and has sent letters to California's largest employers, urging them to participate.
- **The response to the President's challenge has been overwhelming:**
 - As of March 4th, over 13,000 parents, engineers and other volunteers have signed up to help on NetDay. They will go to a local school to connect the library and at least 5 other classrooms in the school with internal wiring.
 - Companies such as MCI, Netcom, AT&T and AOL have agreed to provide free Internet access, Pacific Bell is providing more than 1,000 wiring kits, other companies are providing free software, and hundreds of other companies have sponsored individual schools.
 - NetDay has also been endorsed by the mayors of LA, San Jose, San Francisco, and Oakland, the California School Employees Association, and Delaine Eastin, State Superintendent of Public Instruction.
- **This Is The First Activity Of Its Kind Organized On The Internet.** Volunteers sign up on-line, indicating their level of expertise. They can also see who else has volunteered to help that school. An on-line, color-coded map of California, available down to the street level, allows people to see which schools have volunteers. Teachers can find out which companies are offering free or discounted Internet access or software.
- **NetDay Also Advances The 4 Goals Of The President's \$2 Billion Technology Literacy Challenge, Unveiled In Union City, New Jersey On February 15th.** The President believes we must make progress in four areas: connections, computers, teacher training, and educational software, and that the private sector must be a partner. NetDay helps advance the goal of connecting all classrooms to the information superhighway by the year 2000.
- More information on NetDay is available on the World Wide Web at <http://www.netday96.com>.

THE WHITE HOUSE
WASHINGTON

OFFICE OF SPEECHWRITING

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COMMENTS: Early draft. Let's talk
later.

Thanks,

Terry 6-2499

WARNING

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Draft 3/5/96 6:30 pm

**REMARKS BY PRESIDENT WILLIAM JEFFERSON CLINTON
NET DAY VOLUNTEER RALLY
CALIFORNIA
MARCH 9, 1996**

Acknowledgments: Vice President Gore for introduction; student; John Gage; Michael Kaufman; Senator Boxer; Representative George Miller;

It is great to be back here in California. The Vice President and I have looked forward to this day with great anticipation. Net Day is a symbol of the greater technological revolution that is sweeping, not only this country, but the world. Bill Gates, the founder of Microsoft, in his book, **The Road Ahead**, says that the digital chip is the biggest change in information technology in 500 years, since Gutenberg first printed the Bible in Europe. What we are doing today will have as much impact on our future as the invention of the telephone or TV, or man's first landing on the moon. If I may borrow an analogy from the space age, let me say that Net Day is one small step for California's schools. And it is one quantum leap into our future.

The beauty of this moment is that we are meeting the challenges of the age of technology the same way this country has always faced its future -- united, together, as one America. There is no generation gap between the old-fashioned American values of hard work, teamwork, and optimism and our forward progress into the 21st century. As I said in the State of the Union, the era of big government is over. But we must not go back to the era when our people were left to fend for themselves. We need more of the kind of personal and corporate responsibility that has made Net Day a reality.

When I came to San Francisco last September, we issued a challenge to California to connect at least 20 percent of your schools to the information superhighway by the end of this school year. And we knew that the only way this would work is if we mobilized a massive volunteer effort, involving the corporate community, teachers, students, and engineers from this state's leading high-tech companies. I am happy to tell you that California has answered the call -- big time. More than 13,000 of you have signed up to help us begin wiring your schools today. That is a remarkable response. If anyone doubts that Americans still care about their communities, the education of their children, and the future of this country -- they should be here today to see what I see. You are what's right with America. And what you are doing reminds us that we live in an age of great possibility if people are willing to work together to make the most their lives.

More Americans will have more chances to live up to their dreams that at any time in our nation's history. New technologies are opening up prospects for vast new opportunities that will bring greater prosperity. A growing marketplace is putting a premium on the kind of

ingenuity and skills Americans must have if we are going to move forward together in the 21st century. And the key to all this is education. We must make sure that all of our children have access to the educational opportunities of the present and the future. That means high standards for our schools, and high expectations for our students. It means opening the doors of college to every student who wants to enter them. It means supporting efforts like our School-to-Work programs which help young people who don't go on to college right away find good jobs while they continue their education. It means support for AmeriCorps, which is now giving 25,000 young Americans a chance to solve community problems while earning money for college. It means challenging schools to impart the basic values that keep our society together, through character education, and the teaching of good values and good citizenship. We are doing all these things. But we have to do more.

That's why I have proposed giving \$1000 merit scholarships to the top five percent of every high school graduating class. I have also proposed expanding work study to include a million students so more people can work their way through college. And if we are going to cut taxes, what better way to do it than to give a tax deduction of up to \$10,000 to every American family for the cost of college tuition. That is the right way to cut taxes.

But we know that none of this will matter unless we bring the information and technology revolution into every classroom in America. In the State of the Union, I called on Americans to join this national mission to make every child technologically literate. We want to place quality computers in every classroom and every library in our country by the dawn of the 21st century. We want trained teachers to bring those computers to life. And we want creative software to stretch our minds and our horizons. We know this can make a major difference in the education of our children.

Last month I visited a school system in New Jersey that at one time was so bad, it was on the verge of a state takeover. But it was revitalized by a partnership effort, much like the one here, to put computers in every classroom and give children and their parents access to the excitement and potential of the information superhighway. Today, with computers in the classroom and at home, linked together, homework is being done in a new way; classroom lessons have taken on a new life; and parents and teachers are keeping in touch by e-mail. Test scores have gone up and truancy and dropout rates have gone down.

All over this country we are seeing the benefits of this new technology in our schools. Over 130 recent academic studies have shown clearly that the use of technology in support of instruction has led to higher achievement in language and art and math and social studies, and, of course, in science. We have dramatic proof of the power of technology to expand opportunity for our young people. We have to harness that power and spread it throughout this country.

I can think of no better place for us to begin than here in California -- the state that leads the world in technological innovation. Until now, this leadership has too often stopped

at the classroom door. California ranks 45th in the nation in the ratio of students to computers. While many suburban children have access to computers in their homes, other children in rural areas and inner cities pass their school years without coming close to the information superhighway. The longer they are kept away, the less chance they have of building good lives in a global economy.

Thanks to the dedicated companies and individuals gathered here today, all that is about to change. You are taking the lead. The rest of America should follow.

And everyone should note that you are doing this through a partnership, not through big government. Companies such as AT&T, MCI, Netcom, and AOL are providing free Internet access. Pacific Bell is providing more than 1,000 wiring kits. Other companies are providing free software. And hundreds of other companies are sponsoring individual schools. Corporate responsibility is not dead in California. It is alive and well. And I want to thank all of you for keeping it that way.

Today is just a beginning. We will not finish our work in one day. There will be other Net Days until our job is complete. I urge more citizens to do what you are doing -- get involved, make a contribution, be a part of history. Your children and grandchildren will look back on this day and thank you for taking this important step to secure their future. And the rest of America will thank you for showing them the way.

A little while later this morning, I will participate in the first hook-up here at Ygnacio Valley High School. And others of you will do the same all over this state. I want to thank all of you for participating in this historic event. And so, without further ado, let the future begin.

Thank you and God bless you all.

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Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
003. schedule	Cover Sheet for Schedule (1 page)	03/07/96	P6/b(6)

COLLECTION:

Clinton Presidential Records
Speechwriting
Terry Edmonds
OA/Box Number: 10986

FOLDER TITLE:

2-15-96 Technology Literacy N.J. [4]

2006-0462-F
ry663

RESTRICTION CODES

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

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

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

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

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

**SCHEDULE OF THE PRESIDENT
FOR
THURSDAY, MARCH 7, 1996
FINAL**

NOTE: Staff vans depart at 9:30 am from the West Basement.

tba	MORNING RUN
8:00 am-	MEETING
8:30 am	OVAL OFFICE Staff Contact: Jack Quinn, Bruce Lindsey
8:30 am-	MEETING
8:35 am	OVAL OFFICE Staff Contact: Leon Panetta
8:35 am-	FOREIGN POLICY PHONE CALL
8:55 am	OVAL OFFICE Staff Contact: Tony Lake
8:55 am-	BRIEFING
9:00 am	OVAL OFFICE Staff Contact: Tony Lake
9:00 am-	MEETING WITH KING HUSSEIN OF JORDAN
9:30 am	OVAL OFFICE Staff Contact: Tony Lake POOL SPRAY (At the top)
9:45 am-	BRIEFING
10:15 am	OVAL OFFICE Staff Contact: Carol Rasco
10:20 am	THE PRESIDENT proceeds to the South Lawn
10:25 am	THE PRESIDENT departs the White House via Marine One en route the Landing Zone at Eleanor Roosevelt High School, Greenbelt, MD [flight time: 15 minutes]

NOTE: In the event of inclement weather, the President's motorcade will depart from the South Portico at 10:20 am. The drive time to the event is 30 minutes.

10:40 am

THE PRESIDENT arrives the Landing Zone at Eleanor Roosevelt High School, Greenbelt, Maryland

10:45 am

THE PRESIDENT departs the Landing Zone at Eleanor Roosevelt High School via foot en route the Gymnasium, Eleanor Roosevelt High School
[walk time: 5 minutes]

10:50 am

THE PRESIDENT arrives the Gymnasium, Eleanor Roosevelt High School

Greeters:

Governor Parris Glendening
Lt. Governor Kathleen Kennedy Townsend
Senator Paul Sarbanes
Representative Steny Hoyer
General Barry McCaffrey (Ret.)
Wayne Curry, Prince George's County Executive
David Mitchell, State Superintendent of Police
Dr. Gerald Boarman, Principal, Eleanor Roosevelt High School
Mark Anderes, student, Eleanor Roosevelt High School

10:55 am-

11:55 am

**REMARKS TO STUDENTS AT ELEANOR ROOSEVELT
HIGH SCHOOL****THE GYMNASIUM**

Eleanor Roosevelt High School

Remarks: Jonathan Prince

Staff Contact: Carol Rasco, Jeremy Ben-Ami

Event Coordinator: Patrick Steel

OPEN PRESS

- Off-stage announcement of the President, Vice President, General Barry McCaffrey (Ret.), Director, Office of National Drug Control Policy, Dr. Gerald Boarman, Principal, Eleanor Roosevelt High School and Mark Anderes, Student Government President, Eleanor Roosevelt High School to "Ruffles and Flourishes" and "Hail to the Chief".
- Dr. Gerald Boarman makes welcoming remarks and introduces General Barry McCaffrey (Ret.)
- General Barry McCaffrey (Ret.) makes remarks and introduces the Vice President.
- The Vice President makes remarks and introduces Mark Anderes.
- Mark Anderes makes remarks and introduces the President.
- The President makes remarks.
- Upon conclusion of remarks, the President and the Vice President work a ropeline and depart.

12:05 pm

THE PRESIDENT and the Vice President depart the Gymnasium, Eleanor Roosevelt High School via motorcade en route the Auditorium, Eleanor Roosevelt High School
[drive time: 5 minutes]

12:10 pm

THE PRESIDENT and the Vice President arrive the Auditorium, Eleanor Roosevelt High School

12:10 pm-
12:15 pm

**MEET AND GREET WITH MARYLAND COMMUNITY
LEADERS
MUSIC ROOM
Eleanor Roosevelt High School
Staff Contact: John Hilley
Event Coordinator: Patrick Steel
CLOSED PRESS**

PARTICIPANTS:

THE PRESIDENT

Debbie Boguah, Chief of Police, Crofton, MD
Fred Davis, Sheriff, Charles County
Roberta Roper, Executive Director, Roper Center
Ernest Jenkins, Prince George County PTA
Leo Smith, TRIAD program, Elderly anti-crime group
Greg Laxton, Police Officer, Community Policing
Michelle Hotzen, District Court Judge

12:20 pm-
1:30 pm

**ROUND TABLE DISCUSSION AT THE WHITE HOUSE
LEADERSHIP CONFERENCE ON YOUTH, DRUG USE
AND VIOLENCE
THE AUDITORIUM
Eleanor Roosevelt High School
Talking Points: Gabrielle Bushman
Staff Contact: Carol Rasco, Jeremy Ben-Ami
Event Coordinator: Patrick Steel
OPEN PRESS**

ROUND TABLE PARTICIPANTS:

THE PRESIDENT

The Vice President
General Barry McCaffrey (Ret.)
Governor Parris Glendening
Senator Paul Sarbanes
Representative Steny Hoyer
James Burke, Partnership for a Drug-Free America
Joseph Califano, Center for Alcohol & Substance Abuse
Reverend Jesse Jackson, National Rainbow Coalition
Jeffrey Tauber, President, Nat'l Assoc. of Drug Court Professionals
Izaak Prado, Visalia, California
Carl Cohn, Superintendent, Long Beach, CA School District
Evon Green, Representative, Safe and Drug-Free Schools
Lonise Bias, Mother of Len Bias
Kurt M. Landgraf, President & CEO, DuPont Merck
Sheriff Nat Glover, Community Policing Representative, Jacksonville, FL
Margaret Alstaeffer, Student of the Year, SADD
Karen Lee, ERHS, Students Against Violence

- Off-stage announcement of the President, Vice President and General Barry McCaffrey. (Ret.)
- The President makes brief remarks.
- The Vice President makes brief remarks.
- The President invites the following people to report about programs that are addressing youth violence and drug abuse.
 - *Joseph Califano, Center for Alcohol and Substance Abuse*
 - *Reverend Jesse Jackson, National Rainbow Coalition*
 - *James Burke, Partnership for a Drug-Free America*
 - *Lonise Bias, Mother of Len Bias*
- The President invites the panelists to participate in a round table discussion.
- The President makes closing remarks.
- Upon conclusion of remarks, the President and the Vice President depart.

1:35 pm

THE PRESIDENT departs the Auditorium, Eleanor Roosevelt High School via motorcade en route the Landing Zone at Eleanor Roosevelt High School
[drive time: 5 minutes]

1:40 pm

THE PRESIDENT arrives the Landing Zone at Eleanor Roosevelt High School

1:45 pm

THE PRESIDENT departs the Landing Zone at Eleanor Roosevelt High School, Greenbelt, Maryland, via Marine One en route the White House
[flight time: 15 minutes]

2:00 pm

THE PRESIDENT arrives the White House

2:05 pm-
2:15 pm

VIDEO TAPINGS
ROOSEVELT ROOM
Staff Contact: Laura Schwartz

BRIEFING AND TAPING OF VIDEO MESSAGE TO
MUSLIMS WORLDWIDE
Staff Contact: Tony Lake

VIDEO FOR THE SECOND ANNUAL MAYORS'
YOUTH SUMMIT
Staff Contact: Marcia Hale

2:15 pm-
3:15 pm

LUNCH WITH VICE PRESIDENT GORE
OVAL OFFICE

tba

FOREIGN POLICY PHONE CALL
OVAL OFFICE
Staff Contact: Tony Lake

3:15 pm-
6:00 pm

PHONE/OFFICE TIME
OVAL OFFICE

OPTION:
Between
5:30 pm-
6:15 pm

DROP-BY CHIEF OF STAFF'S MEETING WITH THE
EXECUTIVE COMMITTEE OF THE NATIONAL LEAGUE
OF CITIES
CHIEF OF STAFF'S OFFICE
Staff Contact: Marcia Hale
CLOSED PRESS

6:00 pm-
6:15 pm

DROP-BY MEETING WITH THE PRESIDENT'S COUNCIL
ON SUSTAINABLE DEVELOPMENT
ROOSEVELT ROOM
Staff Contact: Beth Viola
CLOSED PRESS

6:15 pm-
6:45 pm

SCHEDULING MEETING
CABINET ROOM
Staff Contact: Stephanie Streett, Anne Walley

6:45 pm-
6:50 pm

PHONE CALL TO NEW YORK STATE DEMOCRATS
RESIDENCE/OVAL OFFICE
Staff Contact: Doug Sosnik
CLOSED PRESS

EVENING OFF

BC AND HRC RON

THE WHITE HOUSE



DANIEL H. PINK
Chief Speechwriter

Ferry -
As
Amended.
Da

Office of the Vice President
Washington, DC 20501

(202) 456-7173
pink_d@a1.eop.gov

JOHN GAGE IS HOLDING court at one of his favorite haunts, the Espresso Roma Café in Berkeley, California. With laptop and latte, he's spinning scenarios about the future of the Internet and marveling at the explosive growth of Sun Microsystems, the company he's been part of since its earliest days nearly 15 years ago. ¶ Gage's official title at Sun is director of the science office, but most everyone refers to him as the company's "chief scientist." It's a role that leaves him less and less time for latte. Gage, 53, logs 1 million air miles per year in his role as techno-troubadour and scientific ambassador. He compares notes with Russian supercomputer designers; keeps in touch with officials at the ultrasecret National Security Agency (an early and still-important Sun customer); swaps ideas with software nerds in Japan; reviews product strategies with the hard-nosed executives at Sun's Mountain View, California headquarters. His most important job, he says, is "keeping the smartest people at Sun thinking, talking, and working together."

At the moment, though, Gage's thoughts aren't on business. He plans to spend the evening generating more than 10,000 World Wide Web pages—that's right, *ten thousand*, one for every K-12 school in California—in connection with a nonprofit initiative called NetDay96. Gage is organizing an army of up to 100,000 volunteers to descend on the state's schools on a Saturday in March and wire them for Internet access. It's a program bold enough to be laughable. But NetDay has won the endorsement of President Clinton and captured the imagination of business leaders: "I'm a one-man organizer of a virtual company with 100,000 employees," Gage beams.

Why would a senior leader in a \$6 billion enterprise choose to complicate his life with a project like NetDay? Partly to demonstrate the power of Sun's technology; this initiative simply could not exist without e-mail and the World Wide Web. The larger reason is that Gage is more than just a scientific visionary or business executive. He's a rabble rouser, an agent provocateur, a product of the 1960s who never lost his activist fire or democratic values. Gage was active in the Berkeley Free Speech Movement. He was a California organizer for the Robert Kennedy presidential campaign and a delegate to the 1968 Chicago convention. He coordinated the national traveling campaign for McGovern for President. "Do you remember that book, *The Boys on the Bus*?" Gage asks. "Well, that was my bus!"

These days, "Power to the People" sounds

like the quaint rallying cry of a bygone era. But it's a way of life at young companies like Sun—where information flows freely and people aren't afraid to express their opinions—and in the explosion of activity around the Internet. For Gage, the Net—and in particular, the World Wide Web—is an electronic frontier that marries technology and democracy, the last best hope for an economy built around grassroots participation and personal expression. "The Web represents the biggest explosion in publishing and distance collaboration in history," he says. "It's the enabling mechanism for fast companies."

Where better to pursue this vision than Sun ([HTTP://WWW.SUN.COM](http://www.sun.com)), one of the most "connected" organizations on the planet? Its hardware products account for more than one-third of the world's Web servers. Its Java programming language is the hottest thing since the Netscape Navigator. Sun's 15,000 people generate up to 2 million e-mail messages per day. The company's 1,000 internal servers store 250,000 Web and other electronic pages. By mid-1996, all U.S. employees will be equipped with desktop videoconferencing. The ethos is simple: people should be able to communicate with anyone, anywhere, at any time, through any media imaginable.

All of which leaves John Gage thoroughly in his element. "This whole thing has a '60s flavor to it," he says. "There's a populist ethic. You don't like the news? Make some of your own. Put it on the Net."

We're here to talk about business, but at the moment one of your passions is wiring the California school system for Internet access. Does NetDay96 offer lessons for business?

NetDay is only possible because of e-mail and the Web. It has no office, no telephone number, no fax number, no paid staff. It's a totally decentralized virtual company. We don't order anyone to do anything. We give people an opportunity, and they choose whether to embrace the opportunity. People can visit our Web page ([HTTP://WWW.NETDAY96.COM](http://www.netday96.com)), decide if they're interested, identify the school where they want to volunteer, tell us about their skills, and become part of the company. The best way to organize 100,000 people is to let them organize themselves.

And there's a message in there for organizing companies?

The basic message is that the network creates the company—whether that company is NetDay or Sun Microsystems. Your e-mail flow determines whether you're really part of the organization; the mailing lists you're on say a lot about the power you have. I've been part of the Java group at Sun for four or five years. Recently, by mistake, someone removed my name (JOHN.GAGE@ENG.SUN.COM) from the Java e-mail list. My flow of information just stopped—and I stopped being part of the organization, no matter what the org chart said. I got back on in a hurry.

The best way to understand what's happening in a company is to get to its alias file—the master list of all its e-mail lists. Before the Web, I used the alias file as my main mechanism for knowing what was going on at Sun. I didn't need anyone to tell me when we were working on a new chip project. Suddenly there's a new e-mail list, Sun Blazer, and I know what's happening. I didn't need anyone to tell me Java was getting hot. There used to be 35 people on the Java alias list, then there were 120. Something's happening.

And people create their own private aliases. I have one called JavaBoss. It lists the people I believe are the real players in Java, my personal view on the power structure. They're the people I send messages to. A fellow named Geoff Baehr is on my JavaBoss list even though he works in a completely different part of Sun. But he's one of the drivers. You'd never know it from the org chart.

You're suggesting everyone can develop their own organization chart, their personal view of who does what at the company?

That's right. And then there's a second round. Let's say I mail you a message about

Java, or I mail [Sun CEO] Scott McNealy, along with everyone else on my JavaBoss list. Suddenly the CEO sees who I think should get this information, who I think is important. I remember bumping into Scott at a conference in Geneva. Java is really heating up, he's getting lots of mail, and everybody is copying a guy named Mike Clary. Scott asks me, "Who's Mike Clary?" He's never met him, Mike works with [Sun cofounder] Bill Joy in Aspen. There's a new, virtual organization taking shape below the CEO.

That's important. Because he is on a lot of e-mail lists, Mike Clary has been recognized by his peers as an important person. It's like the science citation index. This affects people's careers. If your name is on e-mails flying around the company, that's good. You're getting far better exposure than in any annual review.

That doesn't mean people can't play politics. E-mail is a Rorschach test. People who are masters of back-office politics still play

lots of games. They prune their lists to limit distribution. They time-stamp messages so when you're at a meeting, they can tell you exactly when they sent the memo you're supposed to have read. They are legalistic in their style. E-mail breeds people like this too.

Will the spread of World Wide Web technology inside companies—intranets—make traditional e-mail less important?

The Web is a step beyond e-mail. Putting up a Web page means you have something to say. And the way you put it together says a lot about who you are—not just the words but also the style, and your links to other pages.

E-mail and the Web are merging. It means I can e-mail you a hypertext page which, when you bring it up on your machine, has links to other documents, other people, other computers in other companies. We've gone from "dead" e-mail to "live" e-mail. People won't just send messages anymore. They'll send their view of the world, and

express it as a series of links to other pages.

It just alters things. With conventional e-mail, I can persuade you through my words, with ad hominem arguments about why something is important. With live e-mail, I can show you. There's power in that.

At what point does technology create too much communications? Sun's people generate 2 million e-mail messages per day and have created 250,000 Web pages. Now you're installing universal video-conferencing. Don't you risk overload?

Every time we've increased the ability of people at Sun to communicate electronically, good things have happened. So we just keep increasing it. I can think of lots of interesting ways to use video. Let's say Bill Joy is sitting in Aspen and he has an idea, and he wants to start a discussion about it inside the company. He can do a video and put it out on the Net. Suddenly the entire company can learn from its most brilliant person. People can play it over and over and have an electronic discussion. We are merging video, audio, publishing, and telecommunications to create a new work environment that lets us combine and distribute our collective wisdom.

Let's move from networks inside companies to the networked economy. Is it all that different doing business on the Net?

For one thing—and this is only a slight overstatement—you can fire your vice president of marketing. The Internet style is to put something up and let other people examine it—no hype, no hoopla, no advertising unless it's substantive. That style is the basis of Java's success. We didn't make a big announcement. There were no tents, no spotlights, no celebrity endorsements. We put up the Web page ([HTTP://JAVA.SUN.COM](http://java.sun.com)) and invited people to visit. They could read about Java, download code, and make up their own minds. And lots of people do. Our Java page gets 1.5 million hits per day.

It's no-obligation marketing. And it creates a different kind of customer, a much more committed customer.

Most people view this "download-for-free" model as a way to build market share and establish a standard. We'll give it away first, dominate later. You see it differently?

What you're really trying to do is harness the collective brainpower of the Net in the service of your product. The old idea was that the only people who could help you invent new things were people inside your company. On the Net, you can invoke the talents of people worldwide, 24 hours a day, who are doing it out of love—doing it just to do it. You don't have

The Company as Talk Show

It's mid-December, the time each month that Sun Microsystems creates a virtual recording studio in a conference room outside the office of CEO Scott McNealy. For the next hour, McNealy does a radio show. This month's featured guests are senior technologists Bill Joy and Eric Schmidt, two of the figures most closely associated with Sun's Java programming language. McNealy rounds out the program with business updates, pep talks, and surprise phone calls to employees. This month's "candid mike" segment is a hilarious exchange with an administrative assistant in Sun's product-development group. She urges the CEO to telephone the rest of her group at a restaurant, where they are in the midst of a long lunch, and summon them back to work.

If this sounds like a drive-time broadcast by a wacky FM deejay, it's not too far off the mark. In fact, the monthly show goes by the name "The McNealy Report" and it's broadcast over WSUN Radio. But it doesn't travel over the airwaves. In keeping with Sun's commitment to the Net, the show is digitized and stored on an internal Web server. Employees can visit the site, click on the show (or past shows), and listen at their workstations.

WSUN Radio is an important element in McNealy's energetic stay-in-touch style, which also includes regular appearances on John Gage's bimonthly television show. The format and tone of Gage's Sunergy broadcast couldn't be more different from his CEO's program. Sunergy revolves around earnest (and unabashedly futuristic) panel discussions on topics such as "Cyberjockeying in the 21st Century." Its guests include digital celebrities such as Apple founder Steve Jobs and Web guru Marc Andreessen.

It's PBS to McNealy's ESPN.

"Scott's view of the world is wins and losses," Gage explains. "It's hockey, it's fast-paced, and at the end you either score the goal or you don't. That's also the pace of his radio broadcast. Sunergy is the counterpoint to that. The banner is: 'Here are some important technology directions. Learn to evaluate what is valuable among the innovations arising worldwide.'"

Sunergy is beamed via satellite to roughly 1,500 downlink sites in 40 countries and gets an average of 100,000 viewers per show. It's also transmitted via the Internet's Multicast Backbone to computers with the processing horsepower and bandwidth to receive live video over the Net. The broadcast is closed-captioned as well—not to assist the hearing-impaired, but to support an indexing system for people who want to review past Sunergy programs. Soon, interested viewers will be able to call up a tape, search it by keyword, and see segments on specific subjects.

The Sunergy Web site ([HTTP://WWW.SUN.COM/SUNERGY](http://www.sun.com/sunergy)) already offers rich material from past shows—including transcripts, audio clips, white papers, and links to resources on the Net. It also includes a schedule of future programs and their satellite coordinates.

Why is Gage so committed to Sunergy? "Companies degrade when people like me, who have been in place for a long time, develop a 'not-invented-here' attitude," he says. "The moment you reject outside innovations, the company starts to die."

"On the **Net**, you can invoke the talents of **People**
WORLDWIDE. You don't **HAVE** to
 know their **NAMES**; they're on the **Net**. You don't
 have to **pay** **THEM**; they're on the **NET**. They work
ALL THE TIME; they're on the **Net** all the **TIME**."

to know their names; they're on the Net. You don't have to pay them; they're on the Net. They work all the time; they're on the Net all the time.

The Net doesn't let you do away with your vice president of engineering, but it does change the job. The VP of engineering becomes a conductor and an explorer who looks for advanced work around the world and how to incorporate it into your product.

The Net becomes the foundation for a vast acceleration in product development. It's the goal of the new fast company: instant communication with people you've never met, to create something of value that becomes the heart of a business.

It's an alluring model—and one that few companies have adopted. What's stopping more companies from competing this way?

The network style isn't for everybody. People who are over 40 and grew up in companies where proprietary information is a big deal go crazy. You're going to post internal product documentation on the Web? What if our competitors, the enemy, get their hands on it? Which of course they will.

But there's value in talking with the enemy. The more information you get, and the more quickly you get it, the more likely you are to adapt and survive. It's like accelerating the evolutionary cycle. There are no real secrets. Speed is the only form of security.

Are there times when Sun doesn't walk its talk when it comes to living on the Net?

One of these days I plan to add a new feature to my personal home page: a Hall of Shame. The first inductees will be some senior people who proposed in 1994 that Sun charge \$50 per month to any employee who wanted to use the Mosaic Web browser. It's always the same objections—capacity and security. They claimed that Web browsers were a huge source of viruses and extremely dangerous to the Sun network. It was ridiculous.

Did the proposal go through?

There was a grassroots revolt. I happened to be in Germany, at the Hannover trade fair,

the night the message went out announcing the policy. I'm in Sun's booth drinking beer with a hundred Germans. The e-mail comes across people's machines and there's this huge uproar. So the Germans start sending e-mail to Mountain View saying, "I can't believe this." The messages startled people here, because they didn't realize where they were being written. That's another thing with e-mail. You get a bunch of angry messages from people and you think they're sitting calmly in their offices. You don't realize they're on the floor of Hannover Fair, drunk, with the Sun rock-and-roll band playing behind them. This movement from Germany started a series of flames, and the company backed off—you know, "Upon further reflection..."

Are there other sources of resistance?

Many HR people, including ours, are terrified by these ideas. Just try finding a phone book at Sun. Impossible! Why? "Headhunters will come after our best people."

That whole attitude misses the point. People assume that if someone leaves the company, they're no longer part of the company, that it won't benefit from their ideas. The

network model says that's wrong. Patrick Naughton was one of the early leaders of the project that became Java. In 1994 he went to Seattle to join Starwave, the sports-information and entertainment company owned by [Microsoft cofounder] Paul Allen ([HTTP://WWW.STARWAVE.COM](http://www.starwave.com)). Patrick championed Java at Starwave. One of the reasons Microsoft adopted Java is because Naughton's group showed how Java could create something powerful.

Business is in a struggle: Who speaks for the company? Is it always the CEO? I don't think so. Sun stands for the collection of talent we've assembled; lots of people speak for Sun. The power—and terror—of the Net is that it lets them reach a huge global audience.

We are a multifaceted human organism attempting to explain ourselves to other people. Suddenly, our explanations, which sometimes conflict, don't reach one person, they reach 30 million people. It makes lots of people nervous. To me it's the best thing that could happen. +

RICHARD RAPAPORT (RJRAP@AOL.COM) IS A WRITER BASED IN SAN FRANCISCO. HIS ARTICLES APPEAR REGULARLY IN WIRED, FORBES ASAP, AND OTHER PUBLICATIONS.

Speaking with the Enemy

In 1989, techno-glasnost brought John Gage and Sun cofounder Bill Joy to Russia for meetings with that country's computer elite. Gage describes the fallout as a funny—and instructive—example of the cost of closed minds and closed systems.

"There was a big Unix event that brought together the smartest people in the Russian computer underground. All of a sudden Boris Babaian, the guy who built all of Russia's supercomputers, holds up a glass of wine and describes, in 90 seconds, the architecture of Elbrus III, Russia's newest, not-yet-built supercomputer. It was amazingly close to the architecture Bill Joy had been thinking about for the next generation of Sun machines. My first thought was: This guy can get shot for saying this. Remember, it was 1989. My second thought was: He really has to come to Sun so we can talk about his ideas.

"About six months later, Boris and three of his people show up at Sun. It happened to be the day that a top guy from the National Security Agency was visiting as well. Now this is an agency that's spent hundreds of millions of dollars spying on people like Boris Babaian. So we're sitting in the cafeteria, and I look up, and who's walking over to the table, carrying his little cafeteria tray, heading directly for me, with a big smile on his face—but Babaian! So I say to the NSA guy, 'Tom, you've got to meet Boris.' And Tom says, 'I can't.' I'm stunned. 'But you've spent lots of taxpayer money spying on Babaian, and here he is!' Tom says, 'But if I talk to him, I'll have to meet with our internal security people. It will be a long debrief, and I can't afford it. I've got big meetings coming up. I don't have the time to meet him.'

"It was amazing. But Tom was caught up in an environment where speaking with the enemy is bad."

of good and there's some bad, because, as all of you know who are working in this arena, we are going through a period of breathtaking change, the most dramatic change in a hundred years, since we became an industrial society from an agricultural one. And that is forming great changes in the nature of work, there's more mind and less muscle in it; great changes in the nature of the workplace -- there's not a person to waste, there has to be very high levels of productivity; great changes in the market -- all the markets for money products and services are global now, either directly or indirectly. And that has put great new challenges on our society.

We should not underestimate, first of all, the importance of a commitment to productivity and to quality. It is the revolution which has occurred in American manufacturing, I am convinced, that has led the way to giving us the kind of economy, with declining deficits and lower interest rates, which has permitted the United States to create 7.7 million new jobs in the last three years, when the other six big economies in the G-7, together, have netted out at zero. It is not easy to create new jobs in the beginning of this technological revolution. So I cannot tell you how important that is.

The second thing I want to say is that that has been a model for me for what we should do in government. Our state, when I was a governor, had the first quality management program of any state government. And the Vice President's reinventing government operation here has, obviously, had a significant impact on not only reducing the size of government to its lowest in 30 years, getting rid of 16,000 pages of regulation, but, more important, raising the performance level in many, many agencies.

The third thing I want to say is that one of the ways we have to manage this transition is to continue to create more good high-wage jobs. And we can do that through the passage of specific legislation, as we did with the Telecommunications Bill, which passed with virtually the unanimous support of the Congress, members of both parties, and which I believe and Secretary Brown believes will create millions of new jobs. That directly affects, obviously, Corning and this specific division, but it will indirectly affect all of America if we can create three to three-and-a-half million more high-wage jobs. It will help people undergoing transitions in other companies to move to those new jobs.

The third point I want to make is that both of these companies have proved that you can have the right sort of partnership with the government. The Secretary mentioned that both of them had done work with NIST, which is our technology division within the Commerce Department. The Commerce Department has done two things better than any predecessor, I believe, thanks to Secretary Brown and the others who work there. First of all, they've done a better job in opening the doors around the world for American businesses and American products. And secondly, they have tried to help in a very effective way, managed the transition by investing in partnership with the private sector in important emerging areas of technology. And that is very important. That's the sort of thing government ought to do -- not deciding exactly how this economy will grow, not picking winners and losers, but working with the private sector to provide that extra added measure of cooperation in the new technologies that will enable us to win.

The final thing I want to say is this: These two companies -- and I want to say a special word here about Armstrong. Henry said that, well, Armstrong was not -- it was a traditional manufacturing company, not a high-tech company. All manufacturing operations that are going to succeed have to be high performance companies. And they have to get the most out of their people. And they are managing this transition in the same way I'm convinced we have to manage it here -- teamwork. The people who aren't here whose names we'll never know are just as important as the people who are here in the fact that these two companies won these awards today.

And that's something we need to keep in mind here in Washington. If we had more teamwork we would be more successful at giving the American people a higher return on their tax dollar and in moving more quickly through this transition. That is what works. And in a time of transition you simply don't have the luxury of engaging in politics as usual, just like you can't engage in business as usual.

So that's the significance of this day to me. It's the validation of years and years of effort by people who believe in quality management. It's the validation of the proposition that we can create new opportunities for Americans if we work together to move into the future instead of running away from it. It proves that there is a proper role for the nation's government in a limited supportive way to help to create new economic opportunities, and, most important, it shows that when we work together, we never lose.

Thank you very much. (Applause.)

END

12:15 P.M. EST

**SCHEDULE OF THE PRESIDENT
FOR
SATURDAY, MARCH 9, 1996**

CLINTON/GORE TRAVEL DAY

8:00 am **THE PRESIDENT** and the Vice President depart the Sheraton
Concord Hotel via motorcade en route Ygnacio Valley High School
[drive time: 20 minutes]

8:20 am **THE PRESIDENT** and the Vice President arrive Ygnacio Valley
High School

8:30 am-
9:30 am
9:15 -
10:15

RALLY WITH "NET DAY" VOLUNTEERS
SITE TBA
Ygnacio Valley High School
Remarks: Terry Edmonds
Staff Contact: Gene Sperling
Event Coordinator: Lucie Naphin
OPEN PRESS

Tom Kalil
ig-Nay-She-O
6-5366

9:40 am-
10:00 am

MEETING WITH "NET DAY" COORDINATORS
SITE TBA
Ygnacio Valley High School
Staff Contact: Gene Sperling
Event Coordinator: Lucie Naphin
CLOSED PRESS

Principal
~~John Hage~~
Ben microwSystems
Student
VP -
POTUS

10:10 am-
11:00 am

"NET DAY" VOLUNTEER EVENT
SITE TBA
Ygnacio Valley High School
Talking Points:
Staff Contact: Gene Sperling
Event Coordinator: Lucie Naphin
POOL PRESS

- Grotto VP -

11:15 am **THE PRESIDENT** departs Ygnacio Valley High School via
motorcade en route site tba
[drive time: 30 minutes]

11:15 am **THE PRESIDENT** arrives site tba

11:30 am-
5:30 pm **DOWN TIME/MEETINGS**
SITE TBA

5:35 pm	THE PRESIDENT departs site tba via motorcade en route private residence [drive time: 20 minutes]
5:55 pm	THE PRESIDENT arrives private residence
6:00 pm- 7:30 pm	RECEPTION PRIVATE RESIDENCE Remarks: Staff Contact: Doug Sosnik Event Coordinator: Lucie Naphin CLOSED PRESS
7:40 pm	THE PRESIDENT departs site tba via motorcade en route airport tba [drive time: 20 minutes]
8:00 pm	THE PRESIDENT arrives airport tbd
8:15 pm (PST)	THE PRESIDENT departs airport, location tbd via Air Force One en route Andrews Air Force Base [flight time: 4 hours, 30 minutes] [time change: + 3 hours]
3:45 am (EST)	THE PRESIDENT arrives Andrews Air Force Base
3:55 am	THE PRESIDENT departs Andrews Air Force Base via Marine One en route the White House [flight time: 10 minutes]
4:05 am	THE PRESIDENT arrives the White House
BC AND HRC RON	THE WHITE HOUSE

NetDay96 to turn California students into cybersurfers

By Bruce Haring
USA TODAY

LOS ANGELES — Linking schools to the Internet may be a '90s concept, but in California it has a definite '60s vibe.

More than 12,000 volunteers will take cables in hand Saturday and begin wiring California schools for

NetDay96, which sponsors hope will be a model for moving the nation's educational systems into cyberspace.

NetDay, mentioned in President Clinton's State of the Union address, has "no staff, no organization, no budget, no time line," says co-creator Michael Kaufman. "It's just a couple of characters from the '60s and a handful of hard-working staff people who've managed to piece together this virtual environment."

Volunteers, including teachers, students, parents and engineers from the state's high-tech companies, hope

"We're acting as a clearinghouse for other states. We're very interested in having the project replicated."

John Gage,
NetDay96 co-creator

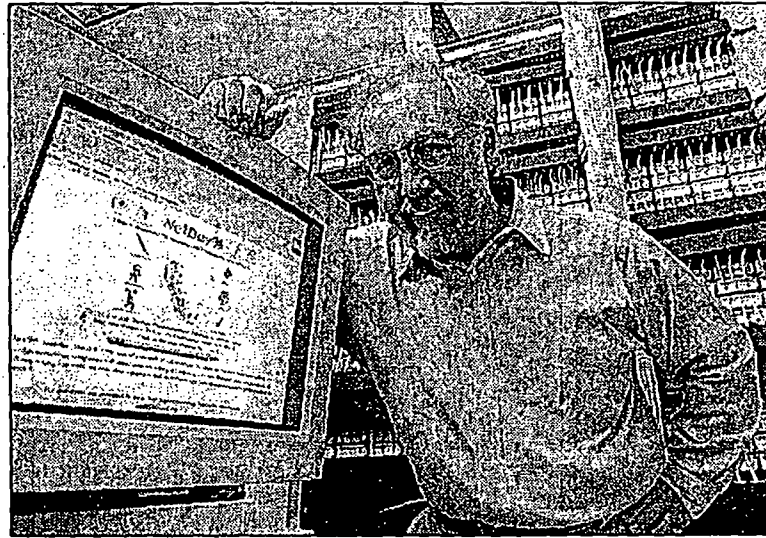
to install wiring in about a fifth of the state's 13,000 public and private schools this weekend.

"NetDay won't get done on March 9," admits Kaufman, director of information at public TV station KQED. "Once it's more visible to the general public, the likelihood is the next

phase should triple the wirings."

Kaufman, a former teacher, conceived of connecting California schools to the Net several years ago. But the high cost, California's sluggish economy and estimates that the project would take at least five years dampened enthusiasm among government and private organizations.

But Kaufman found a kindred activist spirit when he met John Gage, Sun Microsystems' chief scientist. Gage had organized anti-war protests in the '60s; he decided to take his cause to the streets once again.



By John Makoly, AP

Wired for the cause: John Gage, chief scientist for Sun Microsystems, helped organize NetDay96, a volunteer effort to give California schools Internet access.

Gage created a Web site last April (<http://www.netday96.com>) to recruit volunteers and to advertise the

need for schools to have Web access. Momentum built among corporations and individuals, capped by

President Clinton challenging businesses to get behind the initiative.

Linda Roberts of the U.S. Department of Education says Net access is "becoming a very, very important tool for our kids," offering links to resources outside schools and to students at other institutions.

"If it can happen in California, it can happen in other states," she says. "We hope we can learn a lot from the first NetDay and figure out how to have people in California help in other communities."

California's high-profile sponsors include AT&T, Apple, Pacific Telesis Group, Xerox, Sprint and the Communication Workers of America.

Each installation kit contains materials for two information ports each in five classrooms and in a library, computer lab or media center. More than 700 sponsors have purchased 2,500 kits at \$350 each so far; some also are contributing equipment and skilled installers.

The costs of wiring one classroom are estimated at \$2,800, including engineering materials, equipment, la-

bor and administration. Most of those costs have been mitigated by corporate donations and volunteers.

Once classrooms are wired, every California school can choose from a variety of Internet access resources. Accounts are being provided by MCI, AT&T, NetCom, Pacific Bell and America Online, among others.

NetDay96 publicity has spawned interest from more than 20 states and several foreign countries. The NetDay96 team is "acting as a clearinghouse," putting groups in touch with each other, Gage says.

Kaufman believes the network created by his volunteer army will help make parents and communities more proactive in education. "Getting some sort of link to the classroom is critical," he says.

And it will save money as well. The state education department's first NetDay mailing was "a single-page letter that cost \$6,000 to distribute to 10,000 schools," he says. "The moment (access) is available, that cost disappears. The state can communicate to all of them" for free.

Church fires prompt study on racial tension

By Gary Fields
USA TODAY

Regional offices of the U.S. Civil Rights Commission have begun studying race relations in areas of the country where at least two dozen black churches have been targeted by arsonists. Officials at the independent government agency said they're trying to determine just how much of a barometer the fires are for overall attitudes about race.

"It is very clear, based on the information that we've received, that racial and ethnic tension is on the increase, and the fires you see are merely reflections of this increase," said Bobby Dollar, director of the commission's Southern region. A USA TODAY investigation has found that the number of fires at black churches has risen dramatically in recent years. Federal authorities are investigating 25 fires set since 1993.

At least 10 of the fires have been in Florida, Georgia, Kentucky, North Carolina, South Carolina and Tennessee.

Dollar said those arsonists, along with the racially motivated killing in December of a black couple in Fayetteville, N.C., are evidence that race relations are deteriorating.

Three soldiers from nearby Fort Bragg were charged in the Fayetteville shootings. The incident has led to an Army investigation into the involvement of U.S. soldiers in extremist and hate groups.

All but one of the remaining arson fires have been in the commission's central region, which includes Alabama, Arkansas, Iowa, Kansas, Louisiana, Mississippi and Missouri.

Three black churches and a charitable organization were burned in Louisiana in February, and four churches have been burned in west Alabama since Dec. 22. The latest fire was at a church near Tyler, Ala. on Feb. 28.

The commission also plans to hold meetings in Livingston, Ala., where the home of a circuit judge was a target of gunfire shortly after he sentenced two white men for vandalizing two black churches. Witnesses said they saw a black man leaving the scene. The FBI is investigating.

Founded in 1957, the Civil Rights Commission is charged with protecting voting rights and equal opportunities in housing, education and employment. The agency also investigates claims of civil rights violations and studies how government policies affect civil rights.

Results from the current investigations, including an analysis of what may be wrong and how it can be improved, will be sent to the president and Congress.

In the past six years, the commission has held hearings in New York City, Los Angeles, Chicago and Washington, D.C. But the only hearings scheduled for the Deep South, in Greenville, Miss., were canceled in December because of the federal budget battle and cutbacks.

Melvin Jenkins, director of the commission's central region, said that over the years the nation has grown comfortable with the appearance of racial harmony. "These recent events have drawn us back into reality."

Budget, trade deficits follow same course

By Bill Montague
USA TODAY

THE ECONOMY

The USA has a serious trade problem — it's called the federal budget deficit.

On the presidential campaign trail, attention has shifted from the budget deficit to other economic issues, such as slow wage growth and corporate layoffs. Republican candidate Pat Buchanan has hit a nerve with some voters by blaming those woes on trade with Japan, China and other foreign countries.

But most economists agree: The trade deficit — the excess of imports over exports — is a problem made in the USA. The merchandise trade deficit hit a record \$174.5 billion in 1995.

"The only way to get rid of the trade deficit is to get rid of its domestic counterpart, and that's the budget deficit," says

Carl Weinberg, chief economist for High Frequency Economics, a consulting firm.

In simple form, the argument runs something like this:

► The USA consumes more than it produces. Main reason: the federal deficit, \$164 billion last year. By spending more than it receives in taxes, the government creates extra demand for goods and services.

► When the U.S. economy is slack, that excess demand can be met by U.S. producers. But when the economy is near full capacity, as it is now, the needed goods and services can only come from foreign sources. Result: surging imports.

► So as long as the U.S. runs big budget deficits, it will run big trade deficits. Raising tariffs or other trade barriers

wouldn't stop imports. It would only fuel inflation, economists say. Rising U.S. prices, in turn, would suck in more imports.

The link between the budget and trade actually is a bit more complex. The USA could reduce imports without cutting the budget deficit, but only by saving more or investing less.

Reason: Most of the goods and services made in the USA are consumed by the workers who make them. So when the government runs a deficit, it must draw on the surplus in the private sector — mainly individual savings, pension funds and corporate profits.

The U.S. Treasury borrows those savings by selling bonds to investors. But firms that need money to invest in new factories also must borrow from the same savings pool.

The problem: Americans like to spend, not save. At

roughly 15%, the U.S. national savings rate isn't high enough to pay for both the federal deficit and private investment. To cover the shortfall, the USA must import foreign goods — and borrow foreign savings to pay for them.

Could the USA reduce the trade deficit by cutting back on investment? Yes, but that would cripple the economy's growth potential, eventually leading to even slower wage growth and more layoffs.

The need to finance the budget deficit itself damages U.S. trade hopes. To attract foreign savings, interest rates must stay relatively high. That hurts companies such as the Big Three automakers, which need capital to upgrade their U.S. factories and stay competitive.

The flow of foreign savings into the USA also tends to hold the dollar relatively high

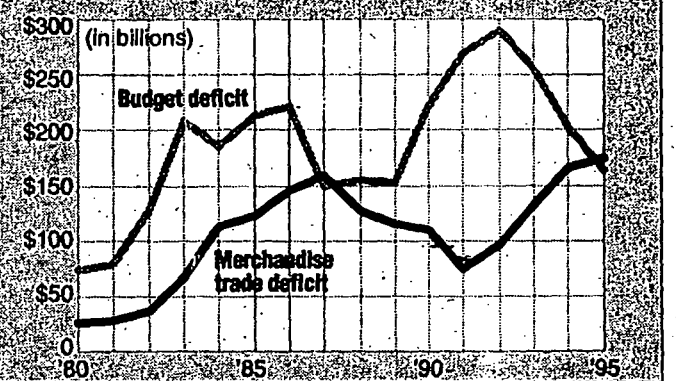
against the Japanese yen and other foreign currencies. U.S. workers are paid in dollars, so a strong dollar encourages textile makers and other companies with high labor costs to move factories to countries like Mexico, where wages are lower.

By running huge budget deficits, the USA "is just heaping additional burdens on industries already under fierce pressure," says William Cline, economist at the Institute for International Finance.

Those problems aren't as bad now as they were in the 1980s, when soaring budget deficits pushed interest rates and the dollar through the roof. But years of big deficits have made foreigners somewhat leery of lending to the USA. And if that flow of foreign savings dries up, U.S. bond yields will soar and the dollar could collapse. The likely result: a

Growth of the twin deficits

When the federal budget deficit increases, the U.S. trade deficit tends to do the same, usually after a one-or-two year lag.



Source: Economic Report of the President, Department of Commerce

By Julie Stacey, USA TODAY

sharp recession.

That almost certainly would eliminate the trade deficit — the hard way. Jobless workers couldn't afford to buy as many imports, while a weak dollar would tend to boost U.S. exports. But the voters aren't like-

ly to cheer.

"Sooner or later, we're going to have to start paying our debts," warns Barry Bosworth, economist at the Brookings Institution, a research group. "What we're doing is not sustainable."

**PRESIDENT WILLIAM J. CLINTON
REMARKS ON THE
TECHNOLOGY LITERACY CHALLENGE
UNION CITY, NEW JERSEY
FEBRUARY 15, 1996**

[VP Gore; Mayor Walter; Tom Highton, Superintendent of the Union City School District; Senator Lautenberg; Congressman Menendez; Bob Fazio, Principal of Christopher Columbus School; Jim Cullen, Vice Chairman of Bell Atlantic; parents, teachers, students of the Christopher Columbus School, and citizens of Union City. I'd also like to say hello to Education Secretary Dick Riley and Congressman Bob Torricelli, as well as the students from 65 schools in 3 counties who are joining us via the information superhighway]

It's great to be back here in New Jersey and in Union City. I came here today because this city and your school system are undergoing a remarkable transformation that the rest of the country needs to know about. Let me begin by acknowledging one of the original architects of this transformation -- your former mayor and current Congressman, Bob Menendez. Bob is a true native son of Union City. He is a product of your school system and a tireless advocate for quality education. It is fitting that the second largest Cuban-American community in America have a representative as fine as Bob Menendez.

It was his sponsorship of the New Jersey Telecommunications Act in 1991 that set the stage for the remarkable turnaround we are witnessing today. I'll talk more about that later.

The rebirth of Union City and your schools reminds us that we live in an age of great possibility. More Americans, from all walks of life, will have more chances to build the future of their dreams than ever before. New technologies are opening remarkable new vistas of prosperity. A growing global marketplace is putting a premium on American ingenuity and skill.

But we also know that this new era is producing new pressures and stiff challenges for our people. While more of our citizens are living better, too many of them are working harder just to keep up. And they justifiably wonder if they and their children will be winners in the new age, or if they will be left behind. After what I have seen today, I can tell you -- Union City will not be left behind. It will lead the way.

In my State of the Union, I outlined our seven biggest challenges for the future -- challenges we must meet if we are to enable our people to make the most of their own lives.

Those challenges are: strengthening our families and giving our children better childhoods; renewing our schools; enhancing the security of working families through access to health care, lifetime education and training and secure pensions; fighting

crime and gangs and drugs until crime is the exception, not the rule, in America again; protecting our environment; maintaining our world leadership for peace and freedom; and reforming and reinventing our government so that it works better for the American people.

How will we meet these challenges? The era of big government is over. But, we must not go back to an era when people were left to fend for themselves.

We cannot solve the complex problems of the modern world unless we work together in the genuine spirit of community -- together, teamwork, each of us doing our part. Businesses building the communities they serve. Schools providing the highest quality education, and recognizing that they cannot walk away from teaching values. Religious institutions bringing their teachings to life through service to the community.

And government at every level helping, too -- not by trying to do more than it should, but by giving every American the tools so they can make the most of their own lives.

That means students like you and parents like you who are taking advantage of the opportunities provided by the schools here in Union City.

That is how America will meet its great challenges in the Age of Possibility. And there is no better example of what I'm talking about than what you are doing right here in the Union City.

Today I want to talk to you about how we will meet the challenge of educating our young people.

Education is the way we give every child a future, the chance to live the American dream. That's why, in my State of the Union Address, I said we must renew our schools, demand high standards, throw the doors of college open wider than ever before.

My administration has already put in place a comprehensive strategy to renew education. We have expanded Head Start preschool; we have enacted Goals 2000, a grassroots effort to meet national standards; we have created a network of school-to-work programs to help high-school graduates get better jobs, even if they do not go on to college right away.

I have challenged schools to provide character education, to teach good values and good citizenship. I have challenged states to give all parents the right to choose which public schools their children will attend. And we should let teachers form new schools with a charter they can keep only if they do a good job.

And I am determined that college be more available than ever before. We expanded Pell Grant scholarships for deserving students; we created a new direct lending program that makes it easier to pay back student loans; our AmeriCorps program is giving 25,000 young people the chance to serve their community while helping pay for college. Here, too, we must do more.

I have proposed that every family be able to deduct \$10,000 of college tuition; I have proposed a \$1000 scholarship for the top 5% of every high school graduating class; and I have proposed that work study be expanded so that 1 million young people can work their way through college.

School standards and college opportunity are critical. But we must recognize that as our country enters the era of the supercomputer and the internet, our schools must move forward as well. We must modernize our public schools.

A hundred years ago, America made a commitment to provide its children the skills to navigate the move from farm to factory. With universal public schooling, we wiped out widespread illiteracy while preparing every child for the world of steel, electricity and internal combustion.

Now, we are moving into an economy built on information and intense global competition. We know that in the era to come, America's prosperity will depend on its technological edge. We know that the key to expanding opportunity is to give every child the skills to master the information age.

And we all know that it's no longer enough to teach our children reading, writing and 'rithmetic. Education in the Age of Possibility will require the kind of computer literacy that my generation could not even imagine. The Vice-President was in Philadelphia yesterday to celebrate the birthday of the first computer, called ENIAC [ee-nee-ack], which was born the same year I was. When I was the age of the students here, we were amazed by those technological breakthroughs -- technicolor and stereo. Color television, cellular telephones, and computers that fit on a desk were the stuff of science fiction.

For our young people today, it's a far different world. They interact with computers at the supermarket check-out counter, in video arcades, and in their homes. But one of the few rooms you can enter in America today where you can't find a computer . . . is a classroom. And that's wrong.

That is why I have issued a challenge to our nation, and called for a national partnership to ensure that every young person in America has access to the future. When I looked around the country to find a community that is leading the way, I

didn't have to look far. I found the best model right here in Union City.

You have taken a school system that was once on the brink of state takeover and you have rescued it. And the way you did this is the way we can meet all our challenges -- everyone working together, everyone doing their part. The Board of Education voted to modernize. Bell Atlantic linked up the schools. The State of New Jersey helped with resources. Teachers and experts wrote a new curriculum. Parents have come in for weekend training, taught by a teacher and her students, and now work with their children on computers at home. And the students have seized this opportunity and taken responsibility.

You know what has happened here. With computers in the classroom and computers at home, all linked together, homework is being done in a new way . . . classroom lessons take on a new life . . . parents and teachers keep in touch by e-mail . . . test scores have skyrocketed while truancy and drop-out rates have plummeted.

Technology in the classroom is not just a fancy toy. It is dramatically improving the critical thinking and problem solving skills of students, all over the country. Over 130 recent academic studies found that the use of technology to support instruction led to higher achievement in language, art, math, social studies and science.

So, now we have dramatic proof of the power of technology to expand opportunity for our young people. We must harness that power and spread it throughout this country.

In the State of the Union, I called on all Americans to join a national mission to make every child technologically literate. We must connect every classroom and library in the country by the dawn of the 21st century, with quality computers, trained teachers, and creative software. We must do everywhere what you have done here.

We are already making real progress. We are bringing companies and volunteers together in California to wire 20% of the state's schools this year alone. And we insisted that the Telecommunications Bill which I signed last week require companies to provide a discount for connecting classrooms and libraries. And as we all do our part, our national government must continue to do its part.

Today, I am announcing a major initiative to energize our people as we work together to fulfill this mission. I am proposing a \$2 billion Technology Literacy Challenge that will put the future at the fingertips of every child in every classroom in America.

When we do this, we will open new horizons of opportunity for our children and our future.

This proposal is part of the balanced budget I submitted to Congress. Let me be clear: We must balance the budget, so that we do not leave our children a burden of debt. But I am determined that even as spending is cut dramatically, the education of our children will not suffer. The funding for this new initiative will mean we have to cut spending elsewhere -- but nothing is more important than preparing our children to compete and win in the new global economy.

Computers in every classroom. Students eager to learn. Parents able to help them. People reaching out to one another. We can do all this -- if we do it together. If we all do our part, if we are as dedicated to creating opportunity for our children as our parents were to giving us opportunity, then the Age of Possibility will belong to all of our people.

Thank you and God bless you all.

**REMARKS BY PRESIDENT WILLIAM JEFFERSON CLINTON
THE TECHNOLOGY LITERACY CHALLENGE
UNION CITY, NEW JERSEY
FEBRUARY 15, 1996**

[Mayor Walter; Tom Highton, Superintendent of the Union City School District; Senator Lautenberg; Congressman Menendez; Vice President Gore; Bob Fazio, Principal of Christopher Columbus School; Jim Cullen, Vice President of Bell Atlantic; parents, teachers, students of the Christopher Columbus School. I'd also like to say hello to Education Secretary Dick Riley and Congressman Bob Torricelli, as well as the students from 65 schools in 3 counties who are joining us via the magic of video technology; and citizens of Union City]

It's great to be back here in New Jersey and in Union City. I came here today because this city and your school system are undergoing a remarkable transformation that the rest of the country needs to know about. Let me begin by acknowledging one of the original architects of this transformation -- your former mayor and current Congressman, Bob Menendez. Bob is a true native son of Union City. He is a product of your school system and a tireless advocate for quality education. It is fitting that the second largest Cuban-American community in America have a representative as fine as Bob Menendez. It was his sponsorship of the New Jersey Telecommunications Act in 1991 that set the stage for the remarkable turnaround we are witnessing today. I'll talk more about that later.

The revitalization of Union City and your schools reminds us that we live in an age of great possibility. More Americans, from all walks of life, will have more chances to build the future of their dreams than ever before.

We have the lowest combined rate of unemployment and inflation in 27 years. Homeownership is at a 15-year high. Our auto industry leads the world again. In the last three years, we have created over 7.7 million new jobs -- 700,000 of them in the construction industry alone. For three years in a row our people have set successive records for the formation of new businesses. America is strong and growing stronger.

And New Jersey is also on the move. Unemployment here is down. In the last 35 months, 140,700 new jobs have been created. New home building has increased 4 percent per year in this state, after falling 17 percent in the 4 years before I took office.

Around the world, from the Middle East to Bosnia, America is leading the way toward peace and freedom. And perhaps, most important, Americans are coming together around our basic values of family, work and community. The crime rate, the welfare rate, the food stamp rate, the poverty rate, the teen pregnancy rate are all down.

But this new era is also producing new pressures and new challenges. While more of our citizens are living better, too many of them are working harder just to keep up, and

they justifiably wonder if they will be winners, or if they will be left behind. After what I've seen today, I can tell you, Union City is not going to be left behind.

Our challenge in this time of change is to preserve the American Dream for all citizens who are willing to work for it, to maintain our cherished values and to assert our leadership for peace and freedom -- at home and around the world.

But, we have new challenges, even as we become stronger. In my State of the Union, I outlined our seven biggest challenges for the future -- challenges we must meet if we are to make the American Dream available to all our people and unite our country around our shared values. Those challenges are: strengthening our families and giving our children better childhoods; enhancing the security of working families through access to health care, lifetime education and training and secure pensions; fighting crime and gangs and drugs until crime is the exception, not the rule, in America again; protecting our environment, maintaining our world leadership for peace and freedom, continuing to reform and reinvent our government so that it works better for the American people, and finally, providing better education for all our citizens.

How are we going to meet these challenges? The same way you are doing it here -- through teamwork. As I also said in the State of the Union, the era of big government is over. But, we must not go back to an era when people were left to fend for themselves. We cannot solve the complex problems of the modern world unless we work together in the genuine spirit of community -- everybody doing his or her part to enable all of us to make the most of our lives: businesses, schools, churches, families, and government at every level. Again, there is no better example of what I'm talking about than what you are doing right here in the Union City schools. And that's what I want to talk with you about today: the challenge of providing a better education for all our citizens.

We all know that it's no longer enough to teach our children reading, writing and arithmetic. Education in the Age of Possibility will require the kind of computer literacy that my generation only dreamed about. It's not that today's young people are unfamiliar with the new computer technology. They interact with it at the supermarket check-out counter, in video arcades, and in their homes. It is ironic that one of the few rooms you can enter in America today where you can't find this technology is a classroom. We have to change that. That's why I have called for a national partnership to ensure that every young person in America has access to the future. I have proposed that every classroom in America be connected to the information superhighway, with computers and good software and well-trained teachers by the year 2000. When I looked around the country to find a community that is leading the way, I didn't have to look far. I found the best model right here in Union City.

You have taken a school system that was once on the brink of state takeover and rescued it through a public-private partnership involving the Bell Atlantic Corporation, the Union City Board of Education, and the Education Development Center. A few minutes

ago, just across the street at Christopher Columbus School, I got a first-hand look at the difference they are making.

Beginning in September of 1993, thanks to the efforts of Congressman Menendez and others, computers were supplied at the Christopher Columbus School and in the homes of the school's 135 seventh-grade students and their teachers. Since then, an interactive television network linking classrooms at Columbus to schools in Bergen, Hudson and Morris counties has been installed. This technology has resulted in an extraordinary improvement in the lives of students at Columbus. Since going on-line, student test scores have skyrocketed while truancy and drop-out rates have plummeted.

Technology is revolutionizing education. It's not just a fancy toy. It is dramatically improving the critical thinking and problem solving skills of students -- and not just here in Union City, but all over the country. New York City's Computer Pilot Program showed gains of 80 percent for reading and 90 percent for math when computers were used to assist in the learning process.

A 1995 review of more than 130 recent academic studies found that the use of technology to support instruction improved student achievement in language, art, math, social studies and science.

And a Congressionally mandated review of 47 comparisons of multimedia instruction with more conventional approaches found time savings of 30 percent, improved achievement and cost savings of 30 to 40 percent, and a direct positive link between the amount of interactivity provided and instructional effectiveness.

So, we now have dramatic proof of the power of technology to expand opportunity for our young people. We must harness that power and spread it throughout this country.

In the State of the Union, I called on all Americans to join a national mission to make every child technologically literate. Today, I am announcing a major initiative to energize our people as we work together to fulfill this mission. **I am proposing a \$2 billion Technology Literacy Challenge that will put the future at the fingertips of every child in every classroom in America.** The way we will do this is through the kind of partnership that is working here in Union City: state and local governments, the private sector, and local communities all working together to achieve our goal of advancing the technological literacy of American students.

We want to accomplish four things: one, provide access to modern computers for all teachers and students; two, provide every teacher the training and support they need to help students learn through computers and the information highway; three, develop effective and engaging software and on-line learning resources for the full curriculum; and four, connect every school and classroom to the information superhighway by the year 2000. When we do this, we will open new horizons of opportunity for our children and our future. This.

proposal is part of the balanced budget I submitted to Congress. We can do this while we balance the budget.

This new initiative builds on other recent steps we have taken to move America forward into the age of technology. We're bringing companies together in California to wire the state's classrooms by the year 2000. And we insisted that the Telecommunications Bill which I signed last week require that companies provide a discount for wiring classrooms to the information superhighway.

Let me be clear: I made a commitment in my balanced budget plan that even as spending was being cut dramatically, the education of our children would not suffer. The funding for this new initiative may mean we have to cut spending elsewhere -- but nothing is more important than preparing our children to compete and win in the new global economy.

A hundred years ago, America made a commitment to provide its children the skills to navigate the move from farm to factory. America's little red schoolhouses helped wipe out illiteracy while preparing every child for the world of steel, electricity and internal combustion. Now, we are moving into an economy built on information and intense global competition. Our commitment to our children today must include finding a way to use the enormous power of new information technology to prepare our children for the challenges of the 21st century.

I believe the national government has a responsibility to work with schools and communities meet this challenge. The Technology Literacy Challenge will help state and local communities succeed. The future will be ours, but only if we work together to ensure everyone a chance at the American Dream.

Thank you and God bless you all.