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School Modernization 10/13/98

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THE PRESIDENT HAS SEEN

10-13-98

Final 10/13/98 10:45am

Jeff Shesol

'98 OCT 13 AM 10:09

PRESIDENT WILLIAM J. CLINTON
REMARKS ON SCHOOL MODERNIZATION
SILVER SPRING, MARYLAND

October 13, 1998

cc: Josh. Gottheimer

SENATE

- DASCHLE
- KENNEDY
- DORGAN

HOUSE

- GEPHARDT
- BONIOR
- RANGEL
- STRICKLAND
- WYNN
- HOYER
- LOWEY
- HINOJOSA

10-13-98

— NANCY KING, PRESIDENT - Montgomery County School Board

Acknowledgments: Gov. Glendening; Sen. Daschle;

Rep. Gephardt; Sec. Riley; Carolyn Starek (STAIR-ick),

Principal of Forest Knolls Elementary School

Pennin, Reuge, Wavy → Moz-Dn

I want to thank Principal Starek (STAIR-ick) and the students and teachers of Forest Knolls for having us here today and for showing us your school. It is fitting that we are joined here by Governor Glendening, who has done so much to build strong schools and a better education for the children of Maryland -- building or renovating thousands of classrooms and moving ahead with plans for thousands more.

Six years ago, when I first ran for President, I said that our government could live within its means, and, at the same time, invest in our people. This required some tough choices. Today, we see that the tough choices were the right ones: We are living in an American economic renaissance. Our economy is the strongest in a generation, and we have the first budget surplus in a generation. Opportunity is abundant. Communities are getting stronger. Families are more secure. These are prosperous and productive times, and the American people have worked hard to get us here.

It is important to remember, in these prosperous times, exactly why we have all worked so hard to balance the budget: not only to strengthen our powerful economy, but also to do something meaningful for our children.

Eight months ago, in my State of the Union Address, I asked the Congress to widen the circle of opportunity in America by strengthening our public schools for the 21st Century.

I asked them to take two critical steps. I proposed, first, to help local communities reduce class size in the early grades by hiring 100,000 new teachers. Studies confirm what every parent already knows: smaller classes and better trained teachers make a big difference, from improved test scores to improved discipline.

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10-13-98

Second, I asked Congress to help local communities modernize crowded and crumbling schools. We had a record number of children start school this year in America -- 52.7 million, half a million more than last year, more than at the height of the baby boom. And a recent study from the General Accounting Office concluded that as many as one-third of America's classrooms are in need of serious modernization and repair. That's one third of our children in substandard classrooms. *& have seen old schools -> fire, mouse -> mold, paint peeling windows broken kindergartens* And, as we can see, too many are in trailers *non-child* like these. We call them "temporary." Yet at many schools across America, they are anything but temporary. They are almost certain to be here next year, and there will likely be more of them the year after that.

10-13-98

Our teachers are holding classes in trailers, classes in hallways, classes in gyms.

Let me be clear: any country that has its children learning in trailers instead of in classrooms is not fully prepared for the 21st Century.

I believe we have an opportunity in this budget to help communities meet the challenges of a record number of students. My proposal is the first national initiative to help communities build, repair and modernize more than 5,000 schools. It could also make schools more accessible. *to people in the area.*

It targets investments where they are needed most, and maintains our fiscal discipline with targeted, school construction tax cuts that are fully paid for within the balanced budget. It does not take a penny from the surplus.

Eight months have passed since I made this proposal to modernize our schools. But since Congress has yet failed to act, my budget team yesterday brought to Capitol Hill a detailed proposal to pay for these badly-needed tax cuts -- dime for dime, dollar for dollar -- by closing various corporate loopholes. Right here in Maryland, our plan would mean tax credits on more than \$300 million of bonds to help build or modernize their schools.

In Florida, where the Vice President is also visiting AW
overcrowded school today, our proposal would help build
or modernize more than 300 schools.

There are many other important elements in this
proposal, including after-school and summer school
programs to help students rise to higher academic
~~to connect classrooms to other~~
~~to make sure in various ways that, especially in the past few years, in the way of the nation,~~
standards. But the number of teachers and the conditions
in crowded classrooms are the most pressing issues, and
they demand immediate national attention. When
communities across America told us they needed help in
the fight against crime, we made a national commitment
to giving them the help they needed. Not federal control,
but better local control.

That is the idea behind our community policing effort that is putting 100,000 officers on the streets. America's schools are no less important than America's streets. They, too, deserve a national commitment to helping communities meet their needs. Smaller classes, more teachers, modern classrooms -- all can do for our public schools what 100,000 new police officers are doing to keep our communities safe.

School is almost out of session on Capitol Hill. I know members are eager to return home, and I know there's an election coming. But before Congress goes home to campaign, I urge them to put progress ahead of partisanship. This balanced budget presents an opportunity to make a critical investment in the future of our children, and of our nation. If we work together, I believe we can make the most of this opportunity.



SUNTUM M @ A1
10/13/98 03:55:00 PM

Record Type: Record

To: See the distribution list at the bottom of this message

cc:

Subject: 1998-10/13 POTUS and Sec. Riley remarks to pool

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

October 13, 1998

REMARKS BY THE PRESIDENT AND SECRETARY RILEY
TO THE POOL

Forest Knolls Elementary School
Silver Spring, Maryland

1:05 P.M. EDT

Q Mr. President, Ashley Lewis (phonetic) was telling us before you came in that she actually likes this classroom, that it's one of the biggest in the school --

THE PRESIDENT: It is big.

Q Why should -- can you explain to her maybe why you feel the need to spend \$1.1 billion to build new classrooms when the student population may not always be this size.

THE PRESIDENT: Well, maybe I should let Secretary Riley answer that one, because it's going to be this size and bigger for a long time.

SECRETARY RILEY: When you look at these temporary quarters, you have to remember they're temporary. And as I was saying to the President, the growth is permanent. In the early '70s when we had the baby boom, it was a temporary enrollment increase, so you could make a very good, legitimate reason for having these temporary spaces. But now it's permanent, so you need permanent space.

You go into these temporary spaces and you see different

problems. Some of them you can't get computers connected to with the Internet. Others there is a rest room problem. Others in foul weather it's a problem getting back and forth to the cafeteria.

THE PRESIDENT: Accessibility.

SECRETARY RILEY: Heat, cool, it's different kinds of problems in all the different temporary facilities. Some are better than others, as the Governor pointed out, but they're temporary and it's not a permanent solution.

THE PRESIDENT: Even if it is bigger. (Laughter.)

END 1:06 P.M. EDT

Message Sent To:



SUNTUM M @ A1
10/13/98 02:34:00 PM

Record Type: Record

To: See the distribution list at the bottom of this message

cc:

Subject: 1998-10-13 remarks at Forest Knolls Elementary

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release
13, 1998

October

REMARKS BY THE PRESIDENT AT EDUCATION EVENT

Forest Knolls Elementary School
Silver Spring, Maryland

1:40 P.M. EDT

THE PRESIDENT: Thank you very, very much. Well, first of all, I'd like to thank Carolyn Starek for that marvelous statement. Didn't she do a good job? (Applause.) And she talked about teachers using visual aids, and then pointed the press, helpfully, to the visual aid back here. (Laughter.) I'm glad you're here, but if you'd ever like a job in communications at the White House, I think we might be able to arrange that. (Laughter.)

Let me say to all of you how delighted I am to be here. I want to thank Nancy King for her devotion to education and her remarks; and Dr. Paul Vance, the other local officials who are here -- Mr. Leggett and the delegates and the school board members. If I come out here to this school district one more time I think you ought to devise a special assessment for me so I can contribute to the building fund of the schools -- I have been here so much. (Applause.)

My great partner in our efforts to improve education is the Secretary of Education, Dick Riley. I believe he's the best

Secretary of Education America ever had, and I'd like to thank him for being here. (Applause.)

I want to thank Governor Paris Glendening and Lt. Governor Kathleen Kennedy Townsend for their extraordinary work and leadership. This is one of the most innovative state governments in America. Maryland is always at the forefront of whatever is happening in education and the environment and economic incentives. And as a person who served as governor for 12 years, I believe I know a little something about that, and one of the things that I always love to do is to steal ideas from other governors. You know, that's not a very delicate way of saying what the framers of our Constitution had in mind when they called the states the laboratories of democracy. That's what a laboratory is -- you find a discovery, then no one else has to discover it, they can just borrow it. If I were a governor today, I would be paying a lot of attention to what goes on in Maryland. And I thank them for what they have done. (Applause.)

I would also like to thank Senator Daschle and Congressman Gephardt. I think you could see the intensity, the passion they feel for our determination after nearly a year of trying to get education on the agenda of this Congress before it goes home. We cannot allow a budget to pass without a serious consideration of these issues. And their leadership and their passion and their commitment have made it possible.

A President, if the Congress is in the hands of the other party -- and they passionately and genuinely, I think, disagree with us on whether we should put 100,000 teachers out there, or help build or repair thousands of schools -- none of this would be possible if it weren't for their leadership. And I want you to

understand that. I can give speeches until the cows come home, but until the majority party wanted to go home for the election, and our guys said no, my "no" was not enough. And so I thank them and all of their colleagues who are here today. (Applause.)

I want to introduce them just to show you the depth and the national sweep of our feeling about this. Senator Daschle is from South Dakota. He is joined by our leader in the Senate on education issues, Senator Ted Kennedy of Massachusetts -- (applause) -- and Senator Byron Dorgan from North Dakota. (Applause.) You know Mr. Gephardt is from St. Louis; he said that. He's joined by David Bonior, from Michigan; Charles Rangel, from New York; Ted Strickland, from Ohio; Nita Lowey, from New York; Ruben Hinojosa, from South Texas; and two Congress members from Maryland, Steny Hoyer and Albert Wynn. (Applause.)

I'd also like to acknowledge a longtime friend of mine who is a candidate for Congress and, as Ted Kennedy reminded me

before I came up here, back in the great days when America was fighting for equal rights for all of these children, without regard to their race, Ralph Neas was known as the 101st United States Senator for civil rights. And we're glad to have him here. Thank you. (Applause.)

When I ran for President six years ago I had an absolute conviction -- and a lot of people thought I was dead wrong -- but I had an absolute conviction that we could reduce the deficit and eventually balance the budget and still invest more in our children and in our future. And we have been working to do that. The strategy has worked. We've got the strongest economy in a generation, the first balanced budget and surplus in 29 years, the lowest crime rate in 25 years and the doors of college are more open than ever before.

I think it is literally possible to say now that because of the Pell Grants, and the deductibility of student loan interest, and the fact that young people can pay back their college loans as a percentage of their incomes, and because of the widespread tax credits for \$1,500 a year for the two years of college, and then tax credits for other years of college -- that it is literally possible to say now that any young person that works for it will find the doors of college open to them and not barred by money. And I am very proud of that. I think we have done the right thing. (Applause.)

But we now have to decide as a people -- not just because it's three weeks from an election, but because it's a very momentous time in our country's history -- what we are going to do with this moment of prosperity, and whether we're going to fritter it away or build on it. Whether we're going to be divided and distracted, or focused on our children and our future.

This country still has a lot of challenges. If you've been following the news you know there's a lot of turmoil in the international economy. And the United States has to take the lead in settling that down, because a lot of our growth comes from selling what we make here overseas. And eventually, if everybody else is in trouble, we'll be in trouble, too.

If you've been following the debates you know that when the baby boomers retire, Social Security will be in trouble unless we move now to save it -- which is why I don't want to spend this surplus until we save Social Security. If you've been following the national news you know we still have big debates in Washington and in Congress over the environment. And I passionately believe that we can grow the economy and improve the environment. You know we've had big debates over whether the 160 million Americans in HMOs should be protected by a patients' bill of rights.

But there is no bigger issue affecting our long-term security than education. And we cannot stop until this record number

of children -- whether or not they live in Maryland, or Utah, or someplace in between; whether they're rich or poor; whether they're African Americans, Hispanic, Asian Americans, Irish Americans, or you have it; whether they are physically challenged or completely able-bodied; whether they're rich or poor; whether they live in an inner city or a rural area or a nice suburban community like this one -- until all of our children have access to a world-class elementary and secondary education. We owe that to them. And that is what this is all about. (Applause.)

Eight months ago in my State of the Union address, I asked Congress to use this moment of confidence and prosperity and the money -- the fact you've paid into the Treasury because more of you are working than ever before -- to make a critical down payment on American excellence in education. I asked them to do a number of things, but I want to emphasize two. First, I asked them to help local communities reduce class size in the early grades by hiring 100,000 new teachers.

Study after study after study confirms what every parent and teachers know -- smaller classes and better trained teachers make a huge, huge difference, especially in the early grades. They lead to permanent benefits from improved test scores to improved discipline.

Let me just tell you one story, just one. A few years ago when I was governor, I used to spend a lot of time in classrooms -- unfortunately, more time than I can now spend. And I enjoyed going into the classroom and meeting your students who were over there a few moments ago, but I can't do what Governor Glendening still does -- go in and tutor and actually spend a lot of time and talk and listen. But there was a very poor, rural school district in my state that had a visionary leader. And they came to me and said, you know, governor, we don't have much money, but if you could get the federal government to let us take our Title I money and some other money we're getting, some special education money, and put it all together, we'd like to try for a year or two to put all of our first graders in the same class. And the per capita income of this school district was way, way, way below even our state average, not to mention the national average.

Well anyway, to make a long story short, we were able to give permission to do that. We pooled all the money. We created four elementary schools, first grade classes of 15 kids each. Here's what happened. The overall performance of the children on the measured test increased by 60 percent. The performance in one year -- the performance of the Title I kids doubled. Four children had been held back because they hadn't learned anything the first year. Their performance quadrupled.

And when Hillary and I were promoting education reform in Arkansas, one of the things we worked the hardest for was to bring average class size down to 20. If this 100,000 teachers proposal goes through, we can bring it down to an average of 18 in the early

grades. It will make a huge difference -- a huge difference.
(Applause.)

In the wake of all the terrible school violence our country sustained in the last years -- particularly in the last year or so -- I asked Secretary Riley and Attorney General Reno to prepare a booklet that could be sent to every school in the country about how to identify kids that might be in trouble, how to stop bad things from happening in the first place. And so they went out across the country to listen to educators, and they came back and said, in place after place after place they were told, give us smaller classes in the early grades; we'll find the kids that are troubled and we'll have a chance to help them lead good, productive lives.

I just want to echo what Mr. Gephardt said. Every time you see a state legislature having to build another prison -- because the court will order you to build prisons that aren't overcrowded, but not schools that aren't overcrowded -- every time you see that, you can bet your bottom dollar that 90 percent of the people going into that prison, if they had a little different childhood, could have been somewhere else. And we should never forget that.
(Applause.)

The second thing I asked Congress to do was to give us the tools to help local communities modernize crowded and crumbling schools. We had a record number of school children start school this year -- 52.7 million, a half-million more than last year, more than at the height of the baby boom generation. In a recent study from the General Accounting Office, it concluded that as many as a third of our classrooms -- a third -- are in need of serious modernization or repair; one-third of our kids in substandard classrooms. I have seen old school buildings that are fine and strong -- buildings, frankly, we couldn't afford to build today with the materials and the dimensions they have. But they have peeling paint and broken windows and bad wiring. They can't be hooked up to the Internet and the lights are too dim. And I have seen today, and in many other places, trailers that we call "temporary," but unless we do something about it they are anything but temporary.

Now, we see stories of teachers holding classes in trailers and hallways and gyms. I don't believe a country that says it's okay for a huge number of its children to stay in trailers indefinitely is serious about preparing them all for the 21st century. And I believe we can do better. I believe you believe we can do better. (Applause.)

Now, this proposal, which has been championed in the Senate, especially by Senator Carol Moseley-Braun from Illinois, and by Congressman Charles Rangel from New York, and others in the House -- Nita Lowey -- I want to say to you, we want to come clean here, this has never been done before. And the members of the Republican majority are philosophically opposed to it. They say somehow it's an intrusion into local control. I, frankly, don't see if we help the state provide more classrooms for this school, from what I just saw

of her I think your principal would still be in control. I do not believe that we would be running this school. (Laughter and applause.)

We want these classrooms to be more accessible to people with disabilities. We want these classrooms to be more accessible so they're all be able to be hooked up to the Internet. We want them to be physically connected. You know, Senator Daschle and I were talking on the way out here -- if you live in the Dakotas in the wintertime and you've got to walk just this far, you may be walking in 30 degree below zero temperatures.

And we believe that this proposal is good. It targets the investments where they're needed the most. It maintains our balanced budget. And it works in this way: There are targeted school construction tax cuts that are fully paid for, we don't take any money from the surplus. Yesterday, since Congress has not acted on this in eight months, my budget team brought to Capitol Hill a detailed proposal to pay for these badly needed cuts, dollar for dollar, by closing various corporate loopholes.

Right here in Maryland, our plan would mean tax credits on more than \$300 million of the bonds to build or modernize schools. That would save a ton of money for Maryland in building or modernizing schools. (Applause.) In Florida, where in the small

community of Jupiter, I visited a school like this one and saw 12 facilities like this outside one small building -- 12 -- the Vice President is visiting today. There our proposal would help to build or modernize more than 300 schools.

As I said, there are a lot of other important elements in our plan -- funds for after-school programs, before-school programs, summer school programs; money to connect all our classrooms to the Internet; money to promote the development of voluntary national standards into basics and a nonpartisan, supervised exam to measure 4th grade reading and 8th grade math. But if you think about the most pressing big issues, the numbers of teachers and the conditions in crowded classrooms demand immediate national attention.

I wish I had time to win the philosophical debate with our friends on the other side, who somehow see helping more teachers teach and providing more school buildings as an intrusion into local affairs. It is not. Secretary Riley has dramatically reduced the regulations on local school districts in states' Departments of Education that were in place when we arrived here. What we are trying to do is to make sure people like you can give children like this the future they deserve.

I think it's worth fighting for and I don't think we should go home and pass a budget that doesn't take account of the educational needs of our children and the future of our country. (Applause.)

Let me remind you that in 1993 and '94, when I said we ought to put 100,000 more police officers on the street, I was told the same thing by the same people. They said, oh, this won't work, it won't help anything, it's an unwarranted intrusion into local government. It was weird -- I had police departments begging me for the police, and I had congressmen on the other side telling me, oh, these police chiefs don't know what they're talking about, you're really trying to run their business.

And anyway, we prevailed. And today we've paid for 88,000 of those 100,000 police and we have the lowest crime rate in 25 years. (Applause.) Would it be nice if we had 100,000 more teachers and we had the highest educational attainment in 25 years, or the highest educational attainment in history? (Applause.)

Now, school is almost out of session on Capitol Hill. The members are eager to return home for the election holiday. But we haven't finished our coursework yet, and the final exam has not been passed. And so I say to you -- and let me say once again, I don't really relish education as a partisan debate because over the long run, that's not good for America. I don't have a clue whether these kids parents are Democrats or Republicans or independents, and, frankly, I could care less. I want them to have the best. I want America's future to be the best.

We are here fighting this fight because we have no other way, no other recourse to prevail on this important issue. We have worked quietly and earnestly for eight months with no result. So now, for a few days, we are shouting loudly to the heavens, we have a moment of prosperity and a heavy responsibility to build these children the brightest, possible future we can.

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

END

2:00 P.M. EDT

Message Sent To: _____

Final 10/13/98 10:45am

Jeff Shesol

PRESIDENT WILLIAM J. CLINTON
REMARKS ON SCHOOL MODERNIZATION
SILVER SPRING, MARYLAND
October 13, 1998

Acknowledgments: Gov. Glendening; Sen. Daschle;
Rep. Gephardt; Sec. Riley; Carolyn Starek (STAIR-ick),
Principal of Forest Knolls Elementary School

I want to thank Principal Starek (STAIR-ick) and the students and teachers of Forest Knolls for having us here today and for showing us your school. It is fitting that we are joined here by Governor Glendening, who has done so much to build strong schools and a better education for the children of Maryland -- building or renovating thousands of classrooms and moving ahead with plans for thousands more.

Six years ago, when I first ran for President, I said that our government could live within its means, and, at the same time, invest in our people. This required some tough choices. Today, we see that the tough choices were the right ones: We are living in an American economic renaissance. Our economy is the strongest in a generation, and we have the first budget surplus in a generation. Opportunity is abundant. Communities are getting stronger. Families are more secure. These are prosperous and productive times, and the American people have worked hard to get us here.

It is important to remember, in these prosperous times, exactly why we have all worked so hard to balance the budget: not only to strengthen our powerful economy, but also to do something meaningful for our children.

Eight months ago, in my State of the Union Address, I asked the Congress to widen the circle of opportunity in America by strengthening our public schools for the 21st Century.

I asked them to take two critical steps. I proposed, first, to help local communities reduce class size in the early grades by hiring 100,000 new teachers. Studies confirm what every parent already knows: smaller classes and better trained teachers make a big difference, from improved test scores to improved discipline.

Second, I asked Congress to help local communities modernize crowded and crumbling schools. We had a record number of children start school this year in America -- 52.7 million, half a million more than last year, more than at the height of the baby boom. And a recent study from the General Accounting Office concluded that as many as one-third of America's classrooms are in need of serious modernization and repair. That's one third of our children in substandard classrooms. And, as we can see, too many are in trailers like these. We call them "temporary." Yet at many schools across America, they are anything but temporary. They are almost certain to be here next year, and there will likely be more of them the year after that.

Our teachers are holding classes in trailers, classes in hallways, classes in gyms.

Let me be clear: any country that has its children learning in trailers instead of in classrooms is not fully prepared for the 21st Century.

I believe we have an opportunity in this budget to help communities meet the challenges of a record number of students. My proposal is the first national initiative to help communities build, repair and modernize more than 5,000 schools. It could also make schools more accessible.

It targets investments where they are needed most, and maintains our fiscal discipline with targeted, school construction tax cuts that are fully paid for within the balanced budget. It does not take a penny from the surplus.

Eight months have passed since I made this proposal to modernize our schools. But since Congress has yet failed to act, my budget team yesterday brought to Capitol Hill a detailed proposal to pay for these badly-needed tax cuts -- dime for dime, dollar for dollar -- by closing various corporate loopholes. Right here in Maryland, our plan would mean tax credits on more than \$300 million of bonds to help build or modernize their schools.

In Florida, where the Vice President is also visiting overcrowded school today, our proposal would help build or modernize more than 300 schools.

There are many other important elements in this proposal, including after-school and summer school programs to help students rise to higher academic standards. But the number of teachers and the conditions in crowded classrooms are the most pressing issues, and they demand immediate national attention. When communities across America told us they needed help in the fight against crime, we made a national commitment to giving them the help they needed. Not federal control, but better local control.

That is the idea behind our community policing effort that is putting 100,000 officers on the streets. America's schools are no less important than America's streets. They, too, deserve a national commitment to helping communities meet their needs. Smaller classes, more teachers, modern classrooms -- all can do for our public schools what 100,000 new police officers are doing to keep our communities safe.

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 Michael Waldman
10/13/98 10:22:48 AM

Record Type: Record

To: Jeffrey A. Shesol/WHO/EOP

cc:

Subject:

Draft 10/13/98 10:00am

Jeff Shesol

**PRESIDENT WILLIAM J. CLINTON
REMARKS ON SCHOOL MODERNIZATION
SILVER SPRING, MARYLAND
October 13, 1998**

Acknowledgments: Gov. Glendening; Sen. Daschle; Rep. Gephardt; Sec. Riley; Carolayne Starek (STAIR-ick), Principal of Forest Knolls Elementary School

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It is important to remember, in these prosperous times, exactly why we have all worked so hard to balance the budget: not only to strengthen our powerful economy, but also to do something meaningful for our children. **Eight months ago, in my State of the Union Address, I asked the Congress to help create 21st-Century schools for a 21st-Century education. NOT REALLY OUR LANGUAGE, AND NOT VALUES-Y -- maybe: I asked the Congress to revolutionize opportunity in America by acting to strengthen our public schools for the 21st Century.**

I asked them to take two critical steps. I proposed, first, to help local communities

reduce class size in the early grades by hiring 100,000 new teachers. Studies confirm what every parent already knows: smaller classes and better trained teachers make a big difference, from improved test scores to improved discipline.

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Let me be clear: any country that has its children learning in trailers instead of in classrooms is not fully prepared for the 21st Century. And any budget that does not help communities meet the challenges of a record number of students, with more teachers and modern schools, is a budget taht does not fully prepare America for the 21st Century.

Congress has an opportunity -- and a responsibility -- to move our children out of these trailers and into proper classrooms, modernized and wired to the Internet. If our children are to have a world-class education, Congress must give them schools that are as modern as the world in which our children will live. My proposal is the first national initiative to help communities build, repair and modernize more than 5,000 schools. It targets investments where they are needed most. It maintains our fiscal discipline with targeted, school construction tax cuts that are fully paid for within the balanced budget. It does not take a penny from the surplus.

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When communities across America told us they needed help in the fight against crime, we made a national commitment to giving them the help they needed. Not federal control, but better local control -- which is the idea behind our community policing effort that is putting 100,000 officers on the streets. America's schools are no less important than America's streets. They, too, deserve a national commitment to helping communities meet their needs. Smaller classes, more teachers, modern classrooms -- all can do for our public schools what 100,000 new police officers are doing to keep our communities safe.

School is almost out of session on Capitol Hill. I know members are eager to return

home, and I know there's an election coming. But before Congress goes home to campaign, I urge them to put progress ahead of partisanship, step up to their responsibility, and make this critical investment in the future of our children, and of our nation.



OLCOTT_E @ A1
10/11/98 02:04:00 PM

Record Type: Record

To: See the distribution list at the bottom of this message

cc:

Subject: RESEND 10/11 POTUS ed bud remarks -- start/end time corrected

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

October 11, 1998

REMARKS BY THE PRESIDENT
DURING EDUCATION BUDGET NEGOTIATIONS

The Cabinet Room

1:00 P.M. EDT

THE PRESIDENT: In only 447 days, the 21st century begins, a century in which the education of our nation's children will matter more than ever before. Yet, far too many of our schools are not ready for that new century. We've all seen the news stories about teachers teaching classes in subjects they didn't major in in college, about schools so overcrowded they have trailers out back to handle the overflow, about classrooms with 35 or more students all vying for a minute of attention from the teachers, about schools so old they can't be connected to the Internet.

This can be changed, but we cannot afford to wait. And we are waiting for the Republican majority in Congress to bring this year's education investment bill to the floor. The delay must end. On education, Congress must choose progress over partisanship. We need a strong bipartisan bill.

Just a few days ago I had the honor of signing into law such a bill to open the doors wider to higher education. And in just the last two days, Republicans and Democrats have worked together to pass strong charter school and vocational education measures. And I'd like to thank Senator Jefford, Senator Kennedy, Senator Coats, Congressmen Goodling and Clay and Roemer for that. Now it's time once again for Congress to cross party lines and send me an education budget that I can sign that is worthy of our children and their future.

This bill must make the right investments in our children's future. It must include a strong down payment on my request for 100,000 teachers for smaller classes in the early grades. It must invest in academically enriched after-school and summer school programs to keep kids in school and out of trouble. It must invest in modernized schools for our children -- we cannot raise students up in buildings that are falling down. Any budget that does not do anything to help modernize our schools, to give our children safe and clean places to learn does not fully prepare them for the 21st century.

Tomorrow night, the funding to keep the government open expires again. Senator Daschle, Congressman Gephardt, the Democratic colleagues and I will work with the Republican majority to do the right thing for our country. We must pass a budget that is fiscally responsible, that honors our values, that invests in the education of our children. That is the most important thing we can do in this long running Congress.

Q Mr. President, the Republican leaders were saying this morning that if you were serious about reaching this budget deal that you would stay in Washington instead of going on to fundraisers tomorrow and the following day.

THE PRESIDENT: Well, let me first of all say that in the State of the Union in January, I sent a program to Congress to save the surplus until Social Security is fixed, to invest in

education as I just described, to pass a patients' bill of rights, to keep our economy going amidst all this economic turmoil in the world. In February, I sent them a balanced budget with the same education program in it.

This is the first Congress in 24 years that did not pass a budget -- in 24 years. Now, they have turned their attention to this and we are making progress. And I worked on it yesterday, I am prepared to do whatever it takes to work with them now that they have turned their attention to this to get the job done. But in the end it is their votes. We are aggressively working with them to resolve this, but they have to decide that they will agree with us after this whole year that it is a priority, that we are going to do it and that we're going to do it now.

Q Mr. President, will you sign another continuing resolution if Congress passes one? Dick Armey said today that he felt one was needed.

THE PRESIDENT: You mean for a couple days?

Q That's right.

THE PRESIDENT: Well, sure, we're not going to shut the government down if we're working on this, of course. No one is interested in doing that. I just want to get this job done.

CONGRESSMAN GEPHARDT: Mr. President, can I add an

answer? This Congress has been here probably less than most Congresses, but what I'm worried about is not when they're not here. What I'm worried about is when they are here -- they've killed campaign reform, they've killed the tobacco bill, they've killed all the education legislation the President has sent, they killed patients' bill of rights; they tried to spend the surplus on a tax cut, rather than saving it for Social Security.

They shouldn't be worried about whether the President is here or not -- the President is here, the President sent the bills. I'm worried about what they do when they are here. They kill everything that the American people want. And that's what they've got to get to work on, to do the things people want done.

Q Mr. President, you characterize this as a do-nothing Congress. Do you think, with the results of the upcoming election will it be a referendum on your presidency? You're going to run against this Congress, do you think the election results will be a referendum on your presidency?

THE PRESIDENT: Well, first of all, I'm not running. But what I do intend to do is to bring the issues to the American people. The American people will have to decide if they believe that Social Security should be saved before this surplus is spent for other things. The American people will have to decide whether they really want a patients' bill of rights that guarantees people in HMOs the right to see a specialist or go to the nearest emergency room or have their medical records private or finish a treatment for chemotherapy or pregnancy before they can be forced to change doctors.

These are the kinds of decisions the American people have to make about what they want for their future. What I'd like to see is this election to be about the American people and their future, not about Washington, D.C. -- just as I think this last year could have been and should have been about the people in America and not about Washington, D.C. That is the decision before them and I trust them. I think they'll make the right decision.

END

1:06 P.M. EDT

Message Sent To:

Draft 10/12/98 11:00am
Jeff Shesol

PRESIDENT WILLIAM J. CLINTON
REMARKS ON SCHOOL MODERNIZATION
October 13, 1998

Six years ago, when I first ran for President, I said that our government could live within its means, and, at the same time, invest in our people. We see today that the tough choices were the right choices: We are living in an American economic renaissance. Our economy is the strongest in a generation, and we have the first budget surplus in a generation. Opportunity is abundant. Communities are getting stronger. Families are more secure. These are prosperous and productive times, and the American people have worked hard to get us here.

Yet the trailers we see here today are almost certain to be here next year, and there will be more of them the year after that. We had a record number of children start school this year -- 52.7 million, half a million more than last year, more than at the height of the baby boom. We have already got classes in trailers, classes in hallways, classes in gyms. And the overcrowding is only going to get worse.

It is important to remember, in these prosperous times, exactly why we have all worked so hard to balance the budget. ~~It is~~ it is not only to strengthen our powerful economy, but also for the opportunity to do something meaningful for our children. They deserve a world-class education -- and, to have that, they need schools that are as modern as the world in which they will live.

Congress has a chance -- and a responsibility -- to move our children out of these trailers and into proper classrooms, modernized and wired to the Internet. I have proposed the first national initiative to help communities build, repair and modernize more than 5,000 schools. It targets investments where they are needed the most, and maintains our fiscal discipline by making sure that the school construction tax cuts are paid for within the balanced budget.

THE WHITE HOUSE

WASHINGTON

October 13, 1998

EDUCATION AND BUDGET EVENT AT FOREST KNOLLS ELEMENTARY SCHOOL

DATE: October 13, 1998
TIME: 1:00-2:30 PM
LOCATION: Forest Knolls Elementary School
FROM: Gene Sperling

I. PURPOSE

To push your high-priority education initiatives -- smaller class sizes and school modernization -- in final days of the budget fight.

II. BACKGROUND

Forest Knolls Elementary School: Forest Knolls Elementary School (K-6) is in Silver Spring, Maryland (Montgomery County). The principal is Carolyn Starek (STAIR-ick). It is located in Rep. Morella's district. While the school was modernized in 1994, it was originally built in the 1960s to hold about 498 students. Today, more than 675 students attend Forest Knolls. Because of this overcrowding, the school has had to make classrooms out of six trailers for the sixth graders. The school has also had to create instructional spaces -- i.e., teaching stations -- out of closet space. Today, Forest Knolls' class size varies from as low as 22 to as high as 28.

You should know that all of their classrooms have Macintosh computers and are hooked up to Internet. The school is a county-wide Communication Arts magnet, which provides accelerated and enriched education through technology for students excelling in writing, speaking, or the fine arts. Forest Knolls is ethnically diverse, with about half the school white, about one-fifth Hispanic, about one-fifth African American, and about one-tenth Asian.

What Your Smaller Class Size and School Modernization Initiative Would Mean To Maryland: Over seven years, your class-size reduction proposal would provide \$166.9 million to Maryland. This could fund about 1,125 teachers in 2005, helping Maryland cut class sizes in the early grades. And your school modernization initiative would provide tax credits on \$306.5 million of bonds for Maryland to help build and modernize an estimated 95 schools.

Governor Glendening will be at the event and he has, according to his campaign, invested

twice as much in school construction over the past four years than was invested in the previous eight years combined. During the Glendening-Townsend administration, Maryland has built or renovated almost 6,000 classrooms. (Note: Their numbers are much higher because Glendening use *classrooms* built and modernized, while we use the number of *schools*.) One of Glendening's campaign pledges is to build or renovate 7,500 more classrooms over the next four years. Another is to invest in teachers for first and second grade reading and seventh grade math to help reduce class size.

Background on Your Smaller Class Size and School Modernization Initiative:

- **Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.** According to a May 1998 Department of Education report, smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers. More modern schools also help raise student achievement: for example, one study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.
- **Class Sizes Remain High and Many of Our Schools Are Falling Down.** Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.
- **Your Proposal To Cut Class Sizes And Modernize 5,000 Schools.** Your budget included \$12.4 billion over seven years -- with \$1.1 billion in FY99 -- to help state and local areas hire 100,000 well-prepared teachers and to reduce class size in grades 1-3 to a nationwide average of 18. Your budget also included Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years. This would help rebuild, modernize and build over 5,000 public schools.

III. PARTICIPANTS

Event

Carolyn Starek (STAIR-ick), Principal of Forest Knolls Elementary School
Secretary Riley
Governor Glendening
Representative Gephardt
Senator Daschle

IV. SEQUENCE OF EVENTS

- Principal Carolyne Starek, Governor Glendening, Representative Gephardt, Senator Daschle, and YOU tour the sixth grade trailer-classrooms.
- Gov. Glendening makes welcoming remarks and introduces Rep. Gephardt.
- Rep. Gephardt makes brief remarks and introduces Sen. Daschle.
- Sen. Daschle makes brief remarks and introduces Principal Carolyne Starek.
- Principal Carolyne Starek makes brief remarks and introduces YOU.
- YOU make remarks, proceed to overflow room, and then depart.

V. PRESS COVERAGE

Open Press.

VI. REMARKS

To be provided by speechwriting.

VII. ATTACHMENTS

None.

Draft 10/13/98 10:00am
Jeff Shesol

**PRESIDENT WILLIAM J. CLINTON
REMARKS ON SCHOOL MODERNIZATION
SILVER SPRING, MARYLAND
October 13, 1998**

Acknowledgments: Gov. Glendening; Sen. Daschle; Rep. Gephardt; Sec. Riley; Carolyne Starek (STAIR-ick), Principal of Forest Knolls Elementary School

I want to thank Principal Starek (STAIR-ick) and the students and teachers of Forest Knolls for having us here today and for showing us your school. It is fitting that we are joined here by Governor Glendening, who has done so much to build strong schools and a better education for the children of Maryland -- building or renovating thousands of classrooms and moving ahead with plans for thousands more.

Six years ago, when I first ran for President, I said that our government could live within its means, and, at the same time, invest in our people. This required some tough choices. Today, we see that the tough choices were the right ones: We are living in an American economic renaissance. Our economy is the strongest in a generation, and we have the first budget surplus in a generation. Opportunity is abundant. Communities are getting stronger. Families are more secure. These are prosperous and productive times, and the American people have worked hard to get us here.

It is important to remember, in these prosperous times, exactly why we have all worked so hard to balance the budget: not only to strengthen our powerful economy, but also to do something meaningful for our children. Eight months ago, in my State of the Union Address, I asked the Congress to help create 21st-Century schools for a 21st-Century education. I proposed, first, to help local communities reduce class size in the early grades by hiring 100,000 new teachers. ~~All the~~ studies confirm what every parent already knows: smaller classes and better trained teachers make a big difference, from improved test scores to improved discipline.

I also asked Congress to help local communities modernize crowded and crumbling schools. We had a record number of children start school this year in America -- 52.7 million, half a million more than last year, more than at the height of the baby boom. And a recent study from the General Accounting Office concluded that as many as one-third of America's classrooms are in need of serious modernization and repair. That's one third of our children in substandard classrooms -- like these trailers we optimistically call "temporary." Yet at many schools across America, trailers like these are anything but temporary. They almost certain to be here next year, and there will likely be more of them the year after that. Our teachers are holding classes in trailers, classes in hallways, classes in gyms.

Let me be clear: any country that has its children learning in trailers instead of in classrooms is not fully prepared for the 21st Century.

Congress has an opportunity -- and a responsibility -- to move our children out of these trailers and into proper classrooms, modernized and wired to the Internet. If our children are to have a world-class education, Congress must give them schools that are as modern as the world in which our children will live. My proposal, ~~which Congress has yet to consider~~ is the first national initiative to help communities build, repair and modernize more than 5,000 schools. It targets investments where they are needed most. It maintains our fiscal discipline with targeted, school construction tax cuts that are fully paid for within the balanced budget. It does not take a penny from the surplus.

Eight months have passed since I made this proposal to modernize our schools. But since Congress has yet failed to act, my budget team yesterday brought to Capitol Hill a detailed proposal to pay for these badly-needed tax cuts -- dime for dime, dollar for dollar -- by closing various corporate loopholes. Right here in Maryland, our plan would mean tax credits on more than \$300 million of bonds to help build or modernize their schools. In Florida, where the Vice President is also visiting overcrowded school today, our proposal would help build or modernize more than 300 schools.

When communities across America told us they needed help in the fight against crime, we made a national commitment to giving them the help they needed. Not federal control, but better local control -- which is the idea behind our community policing effort that is putting 100,000 officers on the streets. America's schools are no less important than America's streets. They, too, deserve a national commitment to helping communities meet their needs. Smaller classes, more teachers, modern classrooms -- all can do for our public schools what 100,000 new police officers are doing to keep our communities safe.

School is almost out of session on Capitol Hill. I know members are eager to return home, and I know there's an election coming. But before Congress goes home to campaign, I urge them to put progress ahead of partisanship, step up to their responsibility, and make this critical investment in the future of our children, and of our nation.

There are many other important things in this proposal, from ... to after-school...

1/3 are in bad classrooms

*Too many are in trailers,
" " " not connected to internet*

Draft 10/12/98 1:30pm

Jeff Shesol

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REMARKS ON SCHOOL MODERNIZATION
October 13, 1998

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It is important to remember, in these prosperous times, exactly why we have all worked so hard to balance the budget: not only to strengthen our powerful economy, but also to do something meaningful for our children. That is why, in my State of the Union Address last January, I asked Congress to help create 21st-Century schools for a 21st-Century education: to reduce class size by hiring 100,000 new teachers; to fund after-school and summer school programs to help students rise to higher academic standards; and to help local communities modernize crowded and crumbling schools.

We call these trailers "temporary." Yet at many schools across America, trailers like these are anything but temporary. They almost certain to be here next year, and there will likely be more of them the year after that. Our teachers are holding classes in trailers, classes in hallways, classes in gyms -- all signs of the overcrowding that strains our already strained school houses. We had a record number of children start school this year -- 52.7 million, half a million more than last year, more than at the height of the baby boom. And a recent study from the General Accounting Office concluded that as many as one-third of America's classrooms are in need of serious modernization and repair. That's one third of our children in substandard classrooms.

If our children are to have a world-class education, Congress must give them schools that are as modern as the world in which our children will live. Congress has an opportunity -- and a responsibility -- to move our children out of these trailers and into proper classrooms, modernized and wired to the Internet. I have proposed the first national initiative to help communities build, repair and modernize more than 5,000 schools. This initiative targets investments where they are needed most. It maintains our fiscal discipline with targeted, school construction tax cuts that are fully paid for within the balanced budget. It does not take a penny from the surplus. Just yesterday, my budget team brought to Congress a detailed proposal to pay for these badly-needed tax cuts -- dime for dime, dollar for dollar -- by closing various corporate loopholes.

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Draft 10/13/98 9:30am
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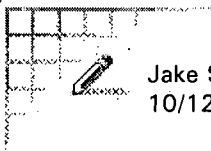
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see
June's
e-mail



Jake Siewert
10/12/98 04:19:15 PM

Record Type: Record

To: Jeffrey A. Shesol/WHO/EOP

cc:

Subject: Need To Make It Clear

that we have been fighting for this school modernization proposal all year. Indicate that "Back in February, I proposed, " Add in that "I have been fighting for this all year, but so far Congress has failed to act, so yesterday my budget team." Otherwise, it looks a little too last minute.
Thanks.

new edits

THE WHITE HOUSE
WASHINGTON

More b/ Any budget isn't fully
repairing our nation
our country that has its
~~for~~ children ~~and~~ learning in
trailers instead of classrooms
isn't prepared for 21st c.

#3 "temp"
flip - prob → outrage

Not enough w/ 100,000 teachers

~~but~~

many other important things on
ed (after sch) but let's keep eye on
main issues

▷ Tracy Faller

▷ Eli

Begala edits

THE WHITE HOUSE
WASHINGTON

Glensening - something about
Gr + Ed
- one seat. on MD
under Glensening

Group busset

Natl Assoc of Urban + Suburban
Schl Dist. (?)

Local schi bd people

No loss of local control?
easier for local communities

If on we are for local control
They said we need help on
crime - not w/ fed control
but w/ natl commitment
to community policing

over \$300m in bonds

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

September 8, 1998

REMARKS BY THE PRESIDENT
ON NATIONAL SCHOOL MODERNIZATION DAY

Pine Crest Elementary
Silver Spring, Maryland

2:45 P.M. EDT

THE PRESIDENT: Thank you very much. I want to thank Carla for her introduction and her devotion to teaching. And I thought she did quite a good job of introducing her student. He's now sort of her boss, I guess, indirectly. And, young man, you did a terrific job. You look great and you stood up twice, and I think you ought to run for office some day. You really did a good job. I was very proud of you, I thought you were great.

I'd like to thank the State Superintendent Nancy Grasmick, and Superintendent Vance, and the other officials of this school district. And, Board Chair Nancy King, thank you for being with me again. She said if I came to this school district one more time I would be charged my appropriate tax assessment to help alleviate the overcrowding problem I came to talk about today.

I'd like to thank the members of the Maryland Legislature who are here -- Senator Rubin and others -- and County Council Chair Leggett and the other local officials who are here. I'd like to also thank the representatives of the education associations that are with us, including the NEA and the AFT. And I'd like to say a special word of appreciation to our wonderful Secretary of Education, Dick Riley; to Congressman Wynn, who has been a heroic champion of education; and to my good friend, Kathleen Kennedy Townsend, for everything she has done -- especially for making Maryland the first state in the country to require community service as a condition of public education. It is a very important thing. And I hope state after state, community after community will emulate it.

We are about to have our 100,000th young person in the AmeriCorps national service program. Creating an ethic of community service I think is one of the most important things we can do as America grows ever more diverse and still has a series of common challenges, common problems and common opportunities. And no one in America has done more to promote it than Kathleen Kennedy Townsend. I thank her for that.

I also want to tell you that Congressman Wynn committed the truth up here when he said that the first time we talked, he was hitting on me for more federal funds for education.

And I told him if we could just complete the recovery of the economy, balance the budget, we'd have some money, and that I, for one, would be in favor of investing that money disproportionately in the education of our children and the future of our country. And together we're trying to achieve that.

I think you should know today that this event in which you are participating is one of 84 going on today in communities in 37 states. This is National School Modernization Day for us. The First Lady, the Vice President, governors, about 40 members of Congress, and the Cabinet - not just Secretary Riley, but a lot of our other Cabinet members -- are out all across the country at gatherings like this. We are here to say that there is no more important long-term objective for America than world-class education for all our children, and that the children deserve schools that are as modern as the world in which they will live.

All of you know this is a time of great change and transition, and meeting the challenges of this time is daunting work. You have to follow any week, any month, the headlines about what is going on in the world and here at home, with the economy, in international political events, and you can imagine that, even on its worst day, this is a very interesting job the American people have given me. But it is daunting work dealing with the complex and dynamic world we're living in.

I have just seen it in Northern Ireland, where I visited with families, including those who were victims of the horrible bombing in Ormagh, who are determined to abandon the hatreds of the past and claim a different future for the children of Ireland. I have seen it in Russia, where people are working to lift their country out of economic crisis, even as they stay on a road to democracy and open economy.

And as Kathleen said, I had a good talk this morning with Senator Mikulski about Russia, and the Secretary of the Treasury is now, as we're here, in the Senate meeting with our Senate caucus to talk about the situation in Russia and generally what's going on in the global economy and how we can continue to push it forward.

At this moment I think all of us would admit that America, always a blessed nation, has particular blessings. We have the strongest economy in a generation. We have a dropping crime rate. We have the lowest welfare rolls in 29 years. We have the highest home ownership in history. Our country has had a remarkable run of economic and social progress, and we have been able to promote peace and security and freedom and human rights around the world. But people with this many blessings also have significant responsibilities. We have significant responsibilities around the world not to continue to be, in the words of our Federal Reserve Chairman, Alan Greenspan, the other day, an island of prosperity in a sea of difficulty in the rest of the world. We owe it to the world to exercise our responsibilities to try to advance the cause of prosperity and peace. And it's also in our interest, since our destiny is so inextricably bound up with the rest of the world. And we have unique responsibilities here at home. I've talked about this a lot, but I would like to reemphasize it.

Sometimes when things are going really, really well for people, they get a little self-indulgent, easily distracted, and basically just want to kick back and relax. It's a natural tendency for individuals. You go through a tough time, and you work and you work and work, and things get really good -- you say, thank goodness, things are not so bad as they used to be, I'm going to relax. There are people that have this whole theory that since we the lowest unemployment in nearly 30 years and the lowest inflation in over 30 years, and the economy is as strong as it's been, we're about to have the first balanced budget and surplus in 29 years, we can all just sort of pat ourselves on the back.

I believe that would be a serious error -- a serious error -- because I think, again, at times when you have many blessings, your responsibilities are greater. And our responsibility is to say, what should we do? What should we do with the money that the American people have produced through their hard work and industry and through bringing this deficit down? What should we do with our prosperity? What should we do with our confidence?

I think there is no more important thing to do than to get in our minds what the big, long-term challenges facing this country are and to say, we'll never have a better chance to make a big down payment on meeting the huge challenges of the country than we do right now -- because we're in good shape, because we don't have to worry about where our next dollar is coming from, because most Americans don't have to worry about where their next meal is coming from, because we have confidence that we're doing well. Now is the time -- if we can't do that now, if we can't look at the big challenges facing the country now, when can we ever do it?

Therefore, I think we ought to be asking ourselves, what do we have to do to keep this economic recovery going? What do we have to do to meet our responsibilities in the world? What do we have to do to save the Social Security and Medicare systems and make them work for the baby boomers when they retire without bankrupting our kids?

One thing we ought not to do is go out and spend this surplus 60 days before an election on a tax cut when we haven't even manifested the surplus and won't have it until October 1st. We waited 30 years for a surplus; we ought to at least look at the ink turn from red to black for a year before we start throwing it away.

I've been waiting -- I've been counting the days until October 1st so I can say, whew, we actually have the surplus. And now nobody even wants us to get there before they start spending it again.

And more importantly, spending it on a tax cut estimates what the surplus will be in years ahead. Now, we've been very good on estimating. I've been on the right side of that. Every year I've been President I've said, well, here's what I think the deficit is going to be, and it's always been lower. And we've always been fortunate because we haven't made a lot of false claims here. But we need to save the Social Security system before we start giving away the surplus that, in fact, has not even materialized yet. That's a big challenge.

The second thing we need to do is prove that we can not just preserve, but improve the environment as we grow the economy. We know we can do that, but you'd be amazed how many people don't believe we can do that still. You'd be utterly amazed -- not just in America, but all around the world -- who still believe there's this sort of iron law of environmental degradation and economic growth, and that no scientific discovery, no technological advance, nothing will ever enable us to do it. I think it's a big challenge we need to face.

We've got over 160 million Americans in managed care plans. I think it's a big challenge to protect the rights of people in managed care so you can control costs as much as possible without sacrificing quality, or peace of mind for families. I think people ought to be able to go to an emergency room when they need to, or see a specialist when they need to, and shouldn't have the doctor taken away in the middle of treatment. I think these are big issues, not little issues -- big things for the country.

But there is no bigger issue -- and there are lots of others -- the Senate is going to get another chance to do the right thing on campaign finance reform. I wish they would. I'd like to see all my successors be able to spend less time raising money and more time helping you raise your kids. I hope that can happen. But let's not kid ourselves. Nothing we do will have a greater effect on the future of this country than guaranteeing every child, without regard to race or station in life or region in this country, a world-class education. Nothing.

But first things first. You are all -- I mean, this is sort of what's called preaching to the saved because you all agree with all this on education. But even before the education issue, you must first decide what should our attitude be about our present moment of good fortune. I think our attitude should be it is not just a time to enjoy it, to indulge ourselves, to be diverted, it is a time to recognize the very serious questions before us and realize the unique opportunity we have to fulfill our responsibility to the future. And it always begins with our children.

As Secretary Riley said many times this month, we had a record number of school children start school -- 52.7 million -- half a million more than last year, more than at the height of the baby boom, more than at any time. And all the indications are that this will continue, this so-called baby boom echo, will continue to reverberate for years and years to come.

Now, there are a lot of things that we should be doing in education. I came to emphasize one today, but I think it's worth repeating that we have advocated high standards, high expectations, high levels of accountability, and high levels of support to achieve those objectives. We've got a program to expand charter schools; to end social promotion, but to provide after-school and summer school programs to people who need it; to reward our most committed teachers; to train more and certify more master teachers; to do more to help our children master the basics, and to pass voluntary national tests for 4th grade reading and 8th grade math. We've called for more efforts to make our schools safe and disciplined and drug free.

But it's important to point out that with the biggest group of school children in history enrolled, one of the biggest problems is the adequacy and the quality of the physical space itself, and its capacity to hook into the information revolution.

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but...

The Vice President and I, for nearly four years now, have been working to hook all of our classrooms and libraries up to the Internet by the year 2000. There are lot of these classrooms that aren't hookable. And basically we have two different kinds of problems. First of all, too many schools are overcrowded: classes in hallways, gyms, portables on campuses -- like here, outside.

I was in a little town in Florida where one school had, as I remember, 12 different trailers out there behind it, maybe more.

Then not very long after that I went to Philadelphia, where the average school building is 65 years old. And they're magnificent buildings. You couldn't afford to build buildings like that today. But they haven't been maintained.

left of this (And I always ask people, what kind of signal do you send to an inner-city child whose one chance to make it in life is a decent education if every day the child has to walk up the stairs and go into a school where the windows are broken, the paint is peeling, there's graffiti on the walls, maybe a whole floor is shut down because it is simply physically incapable of being occupied? And then the child will turn on the television and hear every politician like me saying, children are the most important things to our future, education is the most important issue. The actions that the child sees walking up the steps to school every day are louder than all the words to the contrary of the politicians. This is a big issue.

So what we have done within the balanced budget -- I want to emphasize this. It's true. Congressman Wynn will tell you I've disappointed some of my friends because I don't think we can vary from what got us to the dance of prosperity. And what got us to the dance of prosperity is being ruthless about balancing this budget, keeping the interest rates down, getting the investment up and giving Americans a job so they can pay taxes to the local school district, so you can do the lion's share of the work.

the policy Consistent with that and within that framework, we have proposed the first ever initiative at the national level to help communities build and repair and modernize more than 5,000 schools, so that we can meet this huge need out there. It's a school construction tax cut that is completely and fully paid for in the balanced budget. It doesn't touch a penny of the surplus and it is the right way to cut taxes. It respects discipline, it targets investments to the future where they're needed most. And what I would like to ask all of you to do is to help Congressman Wynn reach the other members of Congress and say this ought not to be a Republican or a Democratic issue. It ought not to be an issue that pits the rapidly growing suburbs against inner-cities with old buildings that anybody would love to have if they were just properly modernized and wired. This ought to be an issue where we can all say that it's a national priority. And you can talk all you want to about education, but we don't need a crowded or a crumbling classroom, or permanent reliance on house trailers as the symbol of America's commitment to education. Now, that's important.

I also want to point out that we have paid for, within the balanced budget, in addition to the school construction, enough funds to help school districts hire another 100,000 teachers to lower the class size, average class size, to 18 in the early grades. And I think that's important.

All the research shows it makes a permanent difference if early in the educational experience teachers have the chance to give personal attention to students, and they have a chance to relate to each other in a class that is small enough to embed permanently not only learning skills, but habits of relating and learning in the future. All the research shows that.

Finally, let me say, we have a proposal to provide scholarships to 35,000 young people who will agree to go out and teach in educationally underserved areas, based on the old idea of the National Health Service Corps.

You know, I used to be Governor, as one of my opponents once said, of a small, rural state and we had all these places in the country that could never get a doctor. And the National Health Service Corps came along and they gave these young people scholarships to medical schools and covered the enormous cost of going. And all they had to do was to be willing to go out either to an inner-city area or out in the rural area where they couldn't get a doctor, and serve for a few years and work off the cost of medical school.

That's what we want to do with education. We want to say, we will pay your way to school, we'll help you get an education; after a couple of years, you can do whatever you want to with your life, but we ask you in return for our investment in your education to go to an inner-city school or a rural school or a Native American school -- go someplace where they won't have a good teacher if it weren't for you. I think it is a great idea. It is fully funded.

Now, the last thing I want to say -- and this goes back to the school modernization -- we've got to ask Congress to pass the budget to give us the funds to hook all the classrooms and the libraries up to the Internet by the year 2000. This is a huge deal, and it is a major, major educational issue.

You may remember that last spring the First Lady and I and a large delegation of members of Congress and others went to Africa. And it was the first time a sitting American President had ever taken an extensive trip to several countries in sub-Saharan Africa. It had never happened before. We visited a school in Uganda that will soon be linked to Pine Crest by the Internet. We were actually there.

When you see that school, if you have the visual link through the Internet, you want to give those kids some new maps, you'll want to send them some books, you'll want to do a lot of things, but you'll also know that they are beautiful, good, highly intelligent, and immensely, immensely eager to be connected to the rest of the world and to share a common future with our children.

So this is very important. Unfortunately, nearly half of our schools don't have the wiring necessary to support basic computer systems.

We're doing a great job, and it's not just the government -- private sector, local districts, everybody -- a fabulous job of getting these computers out into the classrooms. More and more, there is good educational software. But what are we going to do when the actual wiring is not there? We have to do this.

So, again, I ask Congress to pass the funds -- in the balanced budget -- for the connection for the Internet. It's a huge thing. And it has more potential to dramatically revolutionize and equalize education, if the teachers are properly trained, than anything else. And in our plan, we have funds for teacher training as well. Otherwise, you'll wind up having the kids know more about it. We can't afford to have that.

So that's what I'm here to say. Number one, let's get people out of the house trailers and get them out of the falling-down buildings, and give our kids something to be proud of, and send them the right signal and have the physical facilities we need. We've got a plan to do it, with the right kind of tax cut, it's in the balanced budget. .

Number two, let's fund 100,000 teachers and take average class size down to 18 in the early grades. Number three, let's fund the money necessary to enable all of our classes and all of our libraries in all of our schools to be hooked up to the Internet by the year 2000. If we do that we're going to be very, very proud of how our kids turn out in the years ahead.

Thank you and God bless you. Thank you.



OLCOTT_E @ A1
10/10/98 10:24:00 AM

Record Type: Record

To: See the distribution list at the bottom of this message

cc:

Subject: 1998-10/10 POTUS weekly radio address

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

October 10, 1998

RADIO ADDRESS OF THE PRESIDENT
TO THE NATION

The Oval Office

10:06 A.M. EDT

THE PRESIDENT: Good morning. In the next few days, as it completes its work on the budget, Congress has the opportunity and the obligation to make enormous progress to renew and strengthen our schools. There is no more critical task before it.

Ten days ago, we closed the books on our fiscal year, yet Congress still has not opened the books for the new fiscal year at hand. Last night, for the second time in two weeks, I signed stopgap legislation to keep our government running. But I can't keep granting extensions indefinitely.

This week, unfortunately, we saw partisanship defeat progress, as 51 Republican senators joined together to kill the HMO patients' bill of rights. Rest assured, I will ask the next Congress to guarantee your right to see a specialist, to receive the nearest emergency care, to keep your doctor throughout your course of treatment, to keep your medical records private and have other basic health care rights. I hope next year we'll have a Congress that agrees.

But I do not want to see this Congress walk away from America's school children, as it has walked away from America's patients. We should be able to make real, bipartisan progress on education -- after all, we've got the first balanced budget and surplus in 29 years; our economy continues to create jobs and broaden prosperity, despite the economic turmoil abroad. We must use this

moment of good fortune to make an historic investment in the quality of our public schools, and we've still got a few days to do it.

Our nation needs 100,000 new, highly qualified teachers to reduce class size in the early grades. All the studies confirm what every parent already knows: smaller classes and better trained teachers make a big difference -- better academic performance, fewer discipline problems, more individualized attention. Of course, basic math tells us that smaller classes plus more teachers demand more classrooms, especially since we already have a record number of children in our schools. All across America, children are being forced to learn in school buildings that are overcrowded or even crumbling or in temporary housing trailers.

So again today, I call on Congress to help communities build or modernize 5,000 schools with targeted tax credits. I can't think of a better tax cut for our country's future than one that gives our children a modern, safe, adequately equipped place to learn. And these tax credits are fully paid for in the balanced budget.

The budget should also bring cutting edge technology to the classroom, continuing our efforts to connect all classrooms and libraries to the Internet by 2000, and make sure that the teachers are trained to use such technology. It should fund innovative charter schools so that parents and teachers can bring the benefits of choice and competition to our public schools. It should fully fund after-school programs, so young people learn their lessons in

the classroom, not the streets. It should expand Head Start for the early years and insist on high standards in the basics, providing for voluntary national testing with a non-partisan system to measure progress.

It should fund our child literacy programs so that every child will be able to read well and independently by the end of the 3rd grade. It should help bring out of school youth back into a learning environment. And it should support our new mentoring initiative to reach out to young people and encourage them early to stay in school, learn their lessons, and go onto college.

Small classes, trained teachers, modern schools, high standards, public school choice and more -- this is a plan that can revolutionize education in America. But the Republican majority in Congress hasn't even passed the annual education investment bill yet. When it comes to education, Congress simply must not settle for an incomplete. I ask the Republicans in Congress to join the Democrats, to put progress over partisanship, and send me a full education investment bill.

Remember, the budget Congress must now finalize will be the last complete budget of the 20th century. We cannot pass up this golden opportunity to invest wisely now to help all our children seize the promise of the century to come.



Paul E. Begala
10/12/98 12:42:55 PM

Record Type: Record

To: Jake Siewert/OPD/EOP, Jeffrey A. Shesol/WHO/EOP

cc:

Subject: draft departure statement

Please be advised that we may or may not give this statement. Bowles et al are still on the Hill, and will give us the go or no-go.

DRAFT DRAFT DRAFT DRAFT DRAFT DRAFT

Begala Waldman Draft

12:35 pm

PRESIDENT WILLIAM JEFFERSON CLINTON

Remarks Prepared for Delivery

October 12, 1998

While Columbus Day is a day off for many Americans, here at the White House we have been working hard with the leaders of both parties on Capitol Hill to write a budget that strengthens our Nation for the 21st Century.

There are still many issues left to be resolved, but perhaps the most difficult one is education. Eight months ago, in my State of the Union Address, I asked the Congress to help local communities reduce class size in the early years by hiring 100,000 new teachers. I also asked Congress to help local communities modernize their classrooms. A recent study from Congress' own General Accounting Office concluded that as many as one-third of America's classrooms are in need of serious modernization and repair. With a third of our children in substandard classrooms, our future is at risk. I believe we can reach across political divisions to take the steps we must to reduce class size, hire more teachers, and modernize our classrooms. We can do this without a dime in increased taxes or a single new federal bureaucrat.

Smaller classes, more teachers and modern classrooms can do for our public schools what 100,000 new police officers are doing to keep our communities safe. This should not be a partisan issue. I know there's an election coming. But before Members of Congress return home to campaign, I hope they will put progress ahead of partisanship so teachers can teach and students can learn.

I also want to take a moment to offer my prayers and condolences to the family of

FIELD(STATE):
PRESIDENT CLINTON IS FIGHTING FOR SMALLER
CLASS SIZES AND MORE MODERN SCHOOLS

Smaller Class Sizes and More Modern Schools Help Raise Student Achievement.

- *Smaller Class Sizes Matter:* According to a May 1998 Department of Education report -- which analyzed the data and findings from the most carefully designed research studies on class size -- smaller class sizes, especially in the early grades, increase student achievement, reduce discipline problems, and increase instruction time for teachers.
- *More Modern Schools Matter.* One study found that students in school buildings that were in poor condition had achievement 6% below students in schools that were in fair condition and 11% below students in schools in excellent condition.

However, Class Sizes Remain High and Many of Our Schools Are Falling Down.

Today, the average class size in grades one through three is 22 students. And a recent GAO study showed how much work needs to be done to help modernize our schools: the estimated cost of bringing the Nation's schools into good overall condition is \$112 billion, with one-third of all schools in need of extensive repair or replacement.

President Clinton's Proposal To Cut Class Sizes And Modernize 5,000 Schools.

- *School Modernization Proposal:* To help rebuild, modernize and build over 5,000 public schools, President Clinton is fighting to ensure that this year's budget includes Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
- *Class Size Proposal:* President Clinton is fighting for \$1.1 billion this year to help state and local areas start to hire 100,000 new teachers and to reduce class size in grades 1-3 to a nationwide average of 18, which will help make sure that every child receives personal attention, gets a solid foundation for further learning, and learns to read independently and well by the end of third grade.

**WHAT PRESIDENT CLINTON'S CLASS SIZE AND SCHOOL MODERNIZATION
PROPOSAL WOULD MEAN TO FIELD(STATE)**

- **Over The Next Seven Years, FIELD(State) Would Receive FIELD(Class\$) Million To Cut Class Sizes.** President Clinton's class size reduction proposal would provide FIELD(Class\$) million over seven years, which would fund FIELD(Teachers) teachers in 2005; helping FIELD(State) cut class sizes from today's average of FIELD(ClassSize) in FIELD(State) to 18 students.
- **FIELD(State) Would Receive FIELD(Schools\$) Million in Bond Authority To Help Modernize FIELD(State) Schools.** President Clinton's school modernization initiative would provide FIELD(Schools\$) million for FIELD(State) to help modernize its schools.

Glendening And Clinton, Side by Side

By DANIEL LEDUC
and ELLEN NAKASHIMA
Washington Post Staff Writers

President Clinton yesterday hailed Maryland Gov. Parris N. Glendening as one of the nation's most innovative governors, offering warm words of praise only a month after Glendening strongly criticized his conduct with Monica S. Lewinsky.

Appearing with the president and Democratic congressional leaders at Forest Knolls Elementary School in Silver Spring, Glendening (D) returned the compliment, saying to Clinton: "We are proud of you and Vice President Gore."

The mutual admiration marked a dramatic shift from last month, when Clinton ventured to another Silver Spring school, less than a mile from Forest Knolls, and Glendening declined to appear with him. The governor also canceled a fund-raiser with the president because of the Lewinsky scandal; he called the president a poor role model for the nation's youth, citing the difficulty of explaining the situation to his son Raymond.

But all seemed to be forgiven yesterday as Clinton appeared with Glendening and other Democrats to press their campaign to pressure the GOP-controlled Congress to include \$5 billion in the federal budget for new school construction over the next five years.

"If I were governor today, I would be paying a lot of attention to what goes on in Maryland," Clinton said. "Maryland is always in the forefront of whatever is happening—in education, in the environment, in economic incentives."

Democrats voiced hope that the presidential visit yesterday would bolster Glendening's efforts to galvanize core Democratic voters, especially African Americans, who appear to be sticking with Clinton in the face of what they view as an increasingly partisan congressional inquiry.

But some independent analysts questioned whether Glendening would get any benefit, noting that he might be seen as politically expedient in swinging his support to Clinton at a time when polls show the president to be gaining strength among the party's loyalists.

As the House moves ahead with impeachment proceedings, Glendening has said in recent days that because the president apologized for the Lewinsky affair, it is time for the country to move on.

Glendening aides said yesterday's appearance was suggested by the White House and that they still hoped to bring Clinton back before Election Day for a campaign event. First lady Hillary Rodham Clinton and Gore are scheduled to appear at Glendening fund-raisers later this month.

Yesterday's event was organized by the White House on short notice as part of the Democrats' battle with GOP congressional leadership over appropriations bills.

"There is no bigger issue affecting our long-term security than education," Clinton said after touring the temporary classrooms at Forest Knolls. He said the Democratic efforts to build more classrooms and hire 100,000 new teachers nationwide would lower the average class size from 20 to 18, making it easier for students to learn. Clinton also is seeking \$1.1 billion this year as a down payment on hiring the new teachers.

Glendening has embraced similar issues: He spent \$634 million in new school construction money over the last four years, building and renovating nearly 6,000 new classrooms. He has promised to hire 1,000 new teachers during his second term and pledged to spend \$500 million on school construction over the next two years.

Among those joining Clinton in Silver Spring were Senate Minority Leader Thomas A. Daschle (D-S.D.), House Minority Leader Richard A. Gephardt (D-Mo.), Sen. Edward M. Kennedy (D-Mass.), House Minority Whip David E. Bonior (D-Mich.) and a half-dozen other congressional Democrats. However, several key Maryland Democrats, including such stalwart Clinton supporters as state Senate President Thomas V. Mike Miller Jr. (D-Prince George's), were informed of the event only hours before it occurred and were unable to attend.

Glendening has said that he did not attend last month's event with Clinton because of a scheduling problem. But to attend yesterday's presidential visit, the governor rearranged the timing of a news conference to announce his support of a proposal giving patients the right to sue their health maintenance organization for substandard care.

After the speeches, Clinton was asked how it felt to have Glendening at his side. "I'm glad he's here," the president said as he shook hands with students. "I think he's got a good education record. It's a good thing."

Glendening, following just behind Clinton, beamed when asked how it felt to have the president's support. "I thought that was very nice of him," he said. "I am pleased that he said that. Obviously, we share the same values about education and almost verbatim the same programs—modernizing schools, bringing more classrooms, reducing class sizes. So it's a good partnership."

When asked whether he believed his previous no-show was a mistake, Glendening replied: "It was all a question of timing. . . . I think everything is fine."

Local education officials were happy to see Glendening and Clinton together again, talking about schools.

"I think it was appropriate for the governor to be here," said Montgomery County school board Vice President Beatrice B. Gordon. She said she was disappointed that Glendening failed to appear with Clinton last month but that his appearance yesterday helped him recover from the snub.

"The president is here to talk about education, which is his priority. It's very important that the governor is here. If you support education, you need to be out there, making a case for schools," she said.

Democrats said the return to friendly relations between the White

House and Glendening would be a big boost to the governor's campaign.

"It shows the governor is man enough to admit his mistakes," Miller said. "In metropolitan Maryland, the president remains very popular. It's a very positive sign, and it builds the momentum."

Other Democrats were less sanguine, and some analysts shared that view. "He's accused of being politically unreliable. But it's probably because he lacks the guile to conceal the changes in his positions," said Johns Hopkins University political scientist Matthew Crenson. "It will add to skepticism about the governor."

Mason-Dixon pollster Del Ali agreed. "There is no net positive for him in this. He would probably have been better off not disinviting the president in the first place," he said. "Glendening has a track record of doing things for political expediency. Democrats who were skeptical of Glendening are probably just as skeptical if not more so."

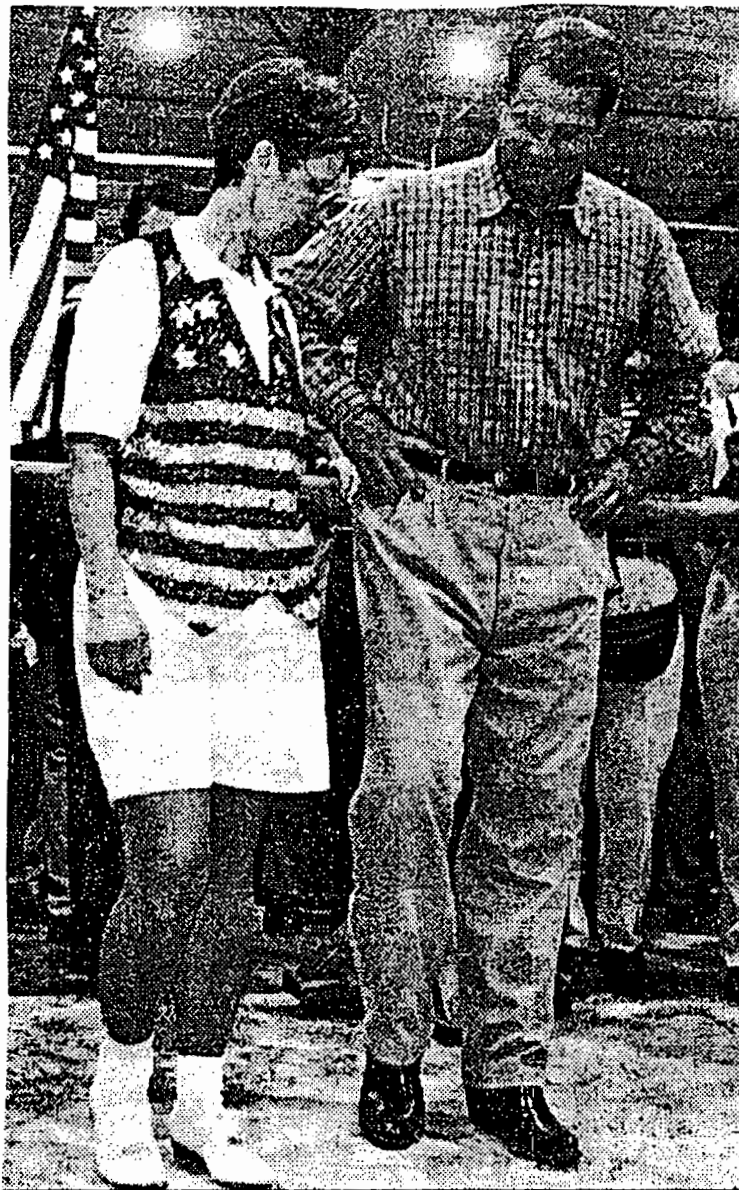
Glendening's Republican challenger, Ellen R. Sauerbrey, said, "I think even Glendening's strongest supporters are embarrassed."

Noting that Glendening had invoked his son's name in criticizing Clinton as a role model, she said: "I want to know if Raymond is accompanying him and how Governor Glendening is explaining it to Raymond."

Staff writer Robert E. Pierre contributed to this report.

The Washington Post

WEDNESDAY, OCTOBER 14, 1998



BY WADE PAYNE—ASSOCIATED PRESS

Vice President Gore, who describes himself as formal, takes part in dancing lesson at his second annual Gore Family Barbecue in Shelbyville, Tenn.

The Washington Post
WEDNESDAY, OCTOBER 14, 1998



BY ROBERT A. RLEDER—THE WASHINGTON POST

Maryland Lt. Gov. Kathleen Kennedy Townsend, Gov. Parris N. Glendening, President Clinton and Rep. Richard A. Gephardt attend event organized by the White House at a Silver Spring school.

From: Julia M. Payne on 10/12/98 03:55:03 PM

Record Type: Record

To: See the distribution list at the bottom of this message

cc:

Subject: Remarks by the President Upon Departure for New York, South Lawn, October 12, 1998

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

October 12, 1998

REMARKS BY THE PRESIDENT
UPON DEPARTURE FOR NEW YORK

The South Lawn

3:02 P.M. EDT

THE PRESIDENT: Good afternoon. While Columbus Day is a day off for many Americans here at the White House we have been working hard with the leaders of both parties on Capitol Hill to write a budget to strengthen our nation for the 21st Century.

I have just spoken with my chief of staff, Erskine Bowles. He and our budget team report that they are making progress on important issues, but there are still quite a number of issues still to be resolved; the most critical one, perhaps, is education. Eight months ago in my State of the Union Address I asked the Congress to help local communities reduce class size in the early grades by hiring 100,000 new teachers.. I also asked Congress to help local communities to build or repair thousands of schools so we would have the classrooms for the teachers to teach in.

A recent study from Congress's own General Accounting Office concluded that as many as one-third of our classrooms are in need of serious modernization and repair. With one-third of our children in substandard classrooms our future is at risk. I believe we can reach across the political divisions here in Washington to take the steps we must to reduce class size, to hire more teachers and modernize our classrooms. Smaller classes, more teachers, modern classrooms can do for our public schools what 100,000 new police officers are doing to keep our communities safer. This should not be a partisan issue.

I know there is an election coming, but members of Congress can return home to campaign knowing that they put progress ahead of partisanship on the important issue of education. We need 21st Century schools where teachers can teach and students can learn.

Let me also take a moment here to offer my prayers and my condolences to the family of Matthew Shepard, as well as to the community of Laramie, Wyoming and the university. While it wouldn't be proper for me to comment on the specifics of this case I do want to say again, crimes of hate and crimes of violence cannot be tolerated in our country. In our shock and grief one thing must remain clear, hate and prejudice are not American values. The public outrage in Laramie and all across America today echoes what we heard at the White

House Conference on Hate Crimes last year -- there is something we can do about this, Congress needs to pass our tough Hate Crimes Legislation. It can do so even before it adjourns and it should do so.

I hope that in the grief of this moment for Matthew Shepard's family, and in the shared outrage across America, American's will once again search their hearts and do what they can to reduce their own fear and anxiety and anger at people who are different. And I hope that Congress will pass the Hate Crimes Legislation.

-END-

3:06 P.M. EDT

Message Sent To: _____

Jonathan Orszag

10/12/98 07:08:02 PM

Record Type: Record

To: Jeffrey A. Shesol/WHO/EOP

cc:

Subject:

Under our plan, states like Virginia and Maryland and Washington state would receive tax credits on a quarter of a billion dollars of bonds to help build or modernize their schools. And in Florida, where the Vice President is traveling today, our proposal would help build or modernize over 300 schools. All across America, our proposal would have a real impact on helping build and rebuild our schools.

over \$300 m of
bonds
for MD

VP in FL.

THE WHITE HOUSE
WASHINGTON

Timing: Sch's almost
out of session
on Hill... want
to go home

Congress



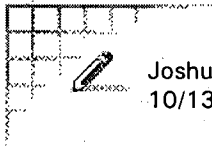
3rd extension

Fully paying for every \$
Closing corp. loopholes
foreign tx credit carryover

Just yesterday, I sent to
Congress a

my budget team & bring up to
Congress a proposal to pay for
these, 10¢ for 10¢, dollar for dollar,
by closing various corp. loopholes.

Badly. needed tx credits for sch's
not take paying from surplus.



Joshua S. Gottheimer
10/13/98 09:37:48 AM

Record Type: Record

To: Jeffrey A. Shesol/WHO/EOP

cc:

Subject: glendening

info vetted by orszag:

- glendening has invested twice as much in school construction over the past four years than was invested in the previous eight years combined.
- During his administration, MD has built or renovated thousands of classrooms and has pledged to build or renovate thousands more over the next four years (note: we have the exact figures for built classrooms [6,000 built/renovated and pledge for 7,500], but accd to orszag, POTUS language deals w/ building/renovating *schools*, not classrooms -- so we don't want to use inflated classroom figures).