

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: SUNTUM_M@A1@CD@LNGTWY (SUNTUM_M@A1@CD@LNGTWY [UNKNOWN]) (WHO)

CREATION DATE/TIME:20-OCT-1997 12:43:56.00

SUBJECT: RESEND OF RADIO ADDRESS 10/18 NO CHANGES

TO: usnwire@access.digex.com@INET@LNGTWY (usnwire@access.digex.com@INET@LNGTWY [UNKNOWN])
READ:UNKNOWN

TO: INFOMGT@A1@CD@LNGTWY (INFOMGT@A1@CD@LNGTWY [UNKNOWN]) (SYS)
READ:UNKNOWN

TO: US@2=WESTERN UNION@3=@5=ATT.COM@*ELN\62955104@MRX@LNGTWY (1=US@2=WESTERN UNION@3=@5=ATT.COM@*ELN\62955104@MRX@LNGTWY [UNKNOWN])
READ:UNKNOWN

TO: WOZNIAK_N@A1@CD@LNGTWY (WOZNIAK_N@A1@CD@LNGTWY [UNKNOWN]) (NSC)
READ:UNKNOWN

TO: TCSmith@dol.gov@INET@LNGTWY (TCSmith@dol.gov@INET@LNGTWY [UNKNOWN])
READ:UNKNOWN

TO: SMITH_BD@A1@CD@LNGTWY (SMITH_BD@A1@CD@LNGTWY [UNKNOWN]) (OMB)
READ:UNKNOWN

TO: RILEY_R@A1@CD@LNGTWY (RILEY_R@A1@CD@LNGTWY [UNKNOWN]) (OA)
READ:UNKNOWN

TO: MOFFETT_J@A1@CD@LNGTWY (MOFFETT_J@A1@CD@LNGTWY [UNKNOWN]) (WHO)
READ:UNKNOWN

TO: JOHNSON_WC@A1@CD@LNGTWY (JOHNSON_WC@A1@CD@LNGTWY [UNKNOWN]) (OA)
READ:UNKNOWN

TO: GRIBBEN_J@A1@CD@LNGTWY (GRIBBEN_J@A1@CD@LNGTWY [UNKNOWN]) (OMB)
READ:UNKNOWN

TO: DICKEY_L@A1@CD@LNGTWY (DICKEY_L@A1@CD@LNGTWY [UNKNOWN]) (WHO)
READ:UNKNOWN

TO: CAPLAN_P@A1@CD@LNGTWY (CAPLAN_P@A1@CD@LNGTWY [UNKNOWN]) (WHO)
READ:UNKNOWN

TO: BARTHOLOW_T@A1@CD@LNGTWY (BARTHOLOW_T@A1@CD@LNGTWY [UNKNOWN]) (OA)
READ:UNKNOWN

TO: BARBUSCHAK_K@A1@CD@LNGTWY (BARBUSCHAK_K@A1@CD@LNGTWY [UNKNOWN]) (OA)
READ:UNKNOWN

TO: backup@wilson.ai.mit.edu@INET@LNGTWY (backup@wilson.ai.mit.edu@INET@LNGTWY [UNKNOWN])

)
READ:UNKNOWN

TO: SUNTUM_M@A1@CD@LNGTWY (SUNTUM_M@A1@CD@LNGTWY [UNKNOWN]) (WHO)
READ:UNKNOWN

TO: meglynn@usia.gov@INET@LNGTWY (meglynn@usia.gov@INET@LNGTWY [UNKNOWN])
READ:UNKNOWN

TO: TLXA1MAIL_F:9414-0635\C:JOHN ZOLLINGER-AFP\\@A1@CD@LNGTWY (TLXA1MAIL_F:9414-0635\C:JOHN ZOLLINGER-AFP\\@A1@CD@LNGTWY [UNKNOWN])
READ:UNKNOWN

TO: TLXA1MAIL_F:91305-371-8366\C:VICENTE DE LA VEGA\\@A1@CD@LNGTWY (TLXA1MAIL_F:91305-371-8366\C:VICENTE DE LA VEGA\\@A1@CD@LNGTWY [UNKNOWN])
READ:UNKNOWN

TO: SKOLODA_K@A1@CD@LNGTWY (SKOLODA_K@A1@CD@LNGTWY [UNKNOWN]) (OA)
READ:UNKNOWN

TO: Debra S. Wood@eop (Debra S. Wood@eop [WHO])
READ:UNKNOWN

TO: Lowell A. Weiss@eop (Lowell A. Weiss@eop [WHO])
READ:UNKNOWN

TO: Angelina Walker@ovp@eop (Angelina Walker@ovp@eop [UNKNOWN])
READ:UNKNOWN

TO: Lorraine A. Voles@ovp@eop (Lorraine A. Voles@ovp@eop [UNKNOWN])
READ:UNKNOWN

TO: June G. Turner@eop (June G. Turner@eop [WHO])
READ:UNKNOWN

TO: Barry J. Toiv@EOP (Barry J. Toiv@EOP [WHO])
READ:UNKNOWN

TO: Virginia M. Terzano@ovp@eop (Virginia M. Terzano@ovp@eop [UNKNOWN])
READ:UNKNOWN

TO: Sylvia M. Mathews@eop (Sylvia M. Mathews@eop [WHO])
READ:UNKNOWN

TO: Jonathan H. Schnur (CN=Jonathan H. Schnur/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Darby E. Stott@eop (Darby E. Stott@eop [WHO])
READ:UNKNOWN

TO: Aviva Steinberg@eop (Aviva Steinberg@eop [WHO])
READ:UNKNOWN

TO: Douglas B. Sosnik@eop (Douglas B. Sosnik@eop [WHO])

READ:UNKNOWN

TO: Craig T. Smith@eop (Craig T. Smith@eop [WHO])
READ:UNKNOWN

TO: Joshua Silverman@EOP (Joshua Silverman@EOP [WHO])
READ:UNKNOWN

TO: Robert M. Shireman@eop (Robert M. Shireman@eop [OPD])
READ:UNKNOWN

TO: June Shih@eop (June Shih@eop [WHO])
READ:UNKNOWN

TO: Ruby Shamir@eop (Ruby Shamir@eop [WHO])
READ:UNKNOWN

TO: Judithanne V. Scourfield@eop (Judithanne V. Scourfield@eop [WHO])
READ:UNKNOWN

TO: Roger V. Salazar@eop (Roger V. Salazar@eop [UNKNOWN])
READ:UNKNOWN

TO: Virginia N. Rustique@eop (Virginia N. Rustique@eop [WHO])
READ:UNKNOWN

TO: Charles F. Ruff@eop (Charles F. Ruff@eop [WHO])
READ:UNKNOWN

TO: Victoria Radd@eop (Victoria Radd@eop [WHO])
READ:UNKNOWN

TO: Peter O'Keefe@EOP (Peter O'Keefe@EOP [WHO])
READ:UNKNOWN

TO: Julia M. Payne@eop (Julia M. Payne@eop [WHO])
READ:UNKNOWN

TO: Carole A. Parmelee@eop (Carole A. Parmelee@eop [WHO])
READ:UNKNOWN

TO: Peter R. Orszag@eop (Peter R. Orszag@eop [OPD])
READ:UNKNOWN

TO: Michael A. O'Mary@eop (Michael A. O'Mary@eop [OPD])
READ:UNKNOWN

TO: Elizabeth R. Newman@eop (Elizabeth R. Newman@eop [WHO])
READ:UNKNOWN

TO: Steven J. Naplan@eop (Steven J. Naplan@eop [NSC])
READ:UNKNOWN

TO: Sean P. Maloney@eop (Sean P. Maloney@eop [WHO])

READ:UNKNOWN

TO: Jonathan Murchinson@eop (Jonathan Murchinson@eop [WHO])
READ:UNKNOWN

TO: Tamara Monosoff@eop (Tamara Monosoff@eop [PIR])
READ:UNKNOWN

TO: Cheryl D. Mills@eop (Cheryl D. Mills@eop [WHO])
READ:UNKNOWN

TO: R. Scott Michaud@eop (R. Scott Michaud@eop [WHO])
READ:UNKNOWN

TO: Anne E. McGuire@eop (Anne E. McGuire@eop [WHO])
READ:UNKNOWN

TO: Doris O. Matsui@eop (Doris O. Matsui@eop [WHO])
READ:UNKNOWN

TO: Laura S. Marcus@eop (Laura S. Marcus@eop [WHO])
READ:UNKNOWN

TO: Laura D. Schwartz@eop (Laura D. Schwartz@eop [WHO])
READ:UNKNOWN

TO: Anne H. Lewis@eop (Anne H. Lewis@eop [OPD])
READ:UNKNOWN

TO: G N. Lattimore@eop (G N. Lattimore@eop [WHO])
READ:UNKNOWN

TO: Heidi Kukis@OVP@EOP (Heidi Kukis@OVP@EOP [UNKNOWN])
READ:UNKNOWN

TO: Sarah S. Freeman@eop (Sarah S. Freeman@eop [WHO])
READ:UNKNOWN

TO: Joshua A. King@eop (Joshua A. King@eop [WHO])
READ:UNKNOWN

TO: William R. Kincaid@eop (William R. Kincaid@eop [OPD])
READ:UNKNOWN

TO: Julie E. Mason@eop (Julie E. Mason@eop [WHO])
READ:UNKNOWN

TO: James M. Teague@EOP (James M. Teague@EOP [WHO])
READ:UNKNOWN

TO: Leanne I. Johnson@EOP (Leanne I. Johnson@EOP [WHO])
READ:UNKNOWN

TO: Thomas D. Janenda@EOP (Thomas D. Janenda@EOP [WHO])

READ:UNKNOWN

TO: Russell W. Horwitz@eop (Russell W. Horwitz@eop [OPD])
READ:UNKNOWN

TO: Donald Goldberg@eop (Donald Goldberg@eop [WHO])
READ:UNKNOWN

TO: Jason S. Goldberg@EOP (Jason S. Goldberg@EOP [WHO])
READ:UNKNOWN

TO: Jessica L. Gibson@eop (Jessica L. Gibson@eop [WHO])
READ:UNKNOWN

TO: Ben A. Freeland@eop (Ben A. Freeland@eop [WHO])
READ:UNKNOWN

TO: Karen E. Finney@eop (Karen E. Finney@eop [WHO])
READ:UNKNOWN

TO: Rahm Emanuel@eop (Rahm Emanuel@eop [WHO])
READ:UNKNOWN

TO: James T. Edmonds@eop (James T. Edmonds@eop [WHO])
READ:UNKNOWN

TO: Dorian V. Weaver@eop (Dorian V. Weaver@eop [WHO])
READ:UNKNOWN

TO: Daniel W. Burkhardt@eop (Daniel W. Burkhardt@eop [WHO])
READ:UNKNOWN

TO: James A. Dorskind@eop (James A. Dorskind@eop [WHO])
READ:UNKNOWN

TO: Lanny J. Davis@eop (Lanny J. Davis@eop [WHO])
READ:UNKNOWN

TO: Anna E. Cushing@eop (Anna E. Cushing@eop [WHO])
READ:UNKNOWN

TO: Michelle Crisci@eop (Michelle Crisci@eop [WHO])
READ:UNKNOWN

TO: Steven A. Cohen@eop (Steven A. Cohen@eop [WHO])
READ:UNKNOWN

TO: Joseph W. Cerrell@OVP@EOP (Joseph W. Cerrell@OVP@EOP [UNKNOWN])
READ:UNKNOWN

TO: Barbara D. Woolley@eop (Barbara D. Woolley@eop [WHO])
READ:UNKNOWN

TO: Katharine Button@EOP (Katharine Button@EOP [WHO])

READ:UNKNOWN

TO: Lanny A. Breuer@eop (Lanny A. Breuer@eop [WHO])
READ:UNKNOWN

TO: antony j. blinken@eop (antony j. blinken@eop [NSC])
READ:UNKNOWN

TO: David S. Beaubaire@eop (David S. Beaubaire@eop [WHO])
READ:UNKNOWN

TO: Kris M Balderston@EOP (Kris M Balderston@EOP [WHO])
READ:UNKNOWN

TO: Robin J. Bachman@eop (Robin J. Bachman@eop [WHO])
READ:UNKNOWN

TO: Eli G. Attie@OVP@EOP (Eli G. Attie@OVP@EOP [UNKNOWN])
READ:UNKNOWN

TO: Lori Anderson@eop (Lori Anderson@eop [WHO])
READ:UNKNOWN

TO: Lori E. Abrams@eop (Lori E. Abrams@eop [WHO])
READ:UNKNOWN

TO: newsdesk@usnewswire.com@INET@LNGTWY (newsdesk@usnewswire.com@INET@LNGTWY [UNKNOWN])
READ:UNKNOWN

TO: 62955104@eln.attmail.com@INET@LNGTWY (62955104@eln.attmail.com@INET@LNGTWY [UNKNOWN])
READ:UNKNOWN

TO: usia01@access.digex.com@INET@LNGTWY (usia01@access.digex.com@INET@LNGTWY [UNKNOWN])
READ:UNKNOWN

TO: WEINER_R@A1@CD@LNGTWY (WEINER_R@A1@CD@LNGTWY [UNKNOWN]) (DON)
READ:UNKNOWN

TO: STUMPF_D@A1@CD@LNGTWY (STUMPF_D@A1@CD@LNGTWY [UNKNOWN]) (DON)
READ:UNKNOWN

TO: NAPLAN_S@A1@CD@LNGTWY (NAPLAN_S@A1@CD@LNGTWY [UNKNOWN]) (NSC)
READ:UNKNOWN

TO: TDIXON@PR_L=AVUOEOb@MRP@LNGTWY (PR_U=TDIXON@PR_L=AVUOEOb@MRP@LNGTWY [UNKNOWN])
READ:UNKNOWN

TO: LIZIK_C@A1@CD@LNGTWY (LIZIK_C@A1@CD@LNGTWY [UNKNOWN]) (OA)
READ:UNKNOWN

TO: HAAS_L@A1@CD@LNGTWY (HAAS_L@A1@CD@LNGTWY [UNKNOWN]) (OMB)

READ:UNKNOWN

TO: GRAY_W@A1@CD@LNGTWY (GRAY_W@A1@CD@LNGTWY [UNKNOWN]) (NSC)
READ:UNKNOWN

TO: CUTLER_L@A1@CD@LNGTWY (CUTLER_L@A1@CD@LNGTWY [UNKNOWN]) ()
READ:UNKNOWN

TO: BALDERSTON_A@A1@CD@LNGTWY (BALDERSTON_A@A1@CD@LNGTWY [UNKNOWN]) (OPD)
READ:UNKNOWN

TO: BARTHOLOME_M@A1@CD@LNGTWY (BARTHOLOME_M@A1@CD@LNGTWY [UNKNOWN])
(OA)
READ:UNKNOWN

TO: wh-outbox-distr@clinton.ai.mit.edu@INET@LNGTWY (wh-outbox-
distr@clinton.ai.mit.edu@INET@LNGTWY [UNKNOWN])
READ:UNKNOWN

TO: COGDELL_C@A1@CD@LNGTWY (COGDELL_C@A1@CD@LNGTWY [UNKNOWN]) (WHO)
READ:UNKNOWN

TO: lradford@aol.com@INET@LNGTWY (lradford@aol.com@INET@LNGTWY [UNKNOWN])
READ:UNKNOWN

TO: TLXA1MAIL_ \F:92448493\C:MANUEL MUNOZ-CARRASC\\@A1@CD@LNGTWY (TLXA1MAIL_ \F:92448493\C:MANUEL MUNOZ-CARRASC\\@A1@CD@LNGTWY [UNKNOWN])
READ:UNKNOWN

TO: TLXA1MAIL_ \F:9-1-305-381-9824\C:SILVIA DIAZ\\@A1@CD@LNGTWY (TLXA1MAIL_ \F:9-1-305-381-
9824\C:SILVIA DÍAZ\\@A1@CD@LNGTWY [UNKNOWN])
READ:UNKNOWN

TO: William H. White Jr.@EOP (William H. White Jr.@EOP [WHO])
READ:UNKNOWN

TO: Woyneab M. Wondwossen@eop (Woyneab M. Wondwossen@eop [WHO])
READ:UNKNOWN

TO: Glen M. Weiner@eop (Glen M. Weiner@eop [WHO])
READ:UNKNOWN

TO: Michael Waldman@eop (Michael Waldman@eop [WHO])
READ:UNKNOWN

TO: Dag Vega@eop (Dag Vega@eop [WHO])
READ:UNKNOWN

TO: Serena C. Torrey@eop (Serena C. Torrey@eop [WHO])
READ:UNKNOWN

TO: terri tingen@eop (terri tingen@eop [WHO])
READ:UNKNOWN

TO: Lisa Tamagni@eop (Lisa Tamagni@eop [UNKNOWN])
READ:UNKNOWN

TO: Tracy F. Sisser@eop (Tracy F. Sisser@eop [WHO])
READ:UNKNOWN

TO: Michael J. Sullivan@EOP (Michael J. Sullivan@EOP [WHO])
READ:UNKNOWN

TO: Todd Stern@eop (Todd Stern@eop [WHO])
READ:UNKNOWN

TO: Maria E. Soto@eop (Maria E. Soto@eop [PIR])
READ:UNKNOWN

TO: Richard Socarides@EOP (Richard Socarides@EOP [WHO])
READ:UNKNOWN

TO: Brian D. Smith@eop (Brian D. Smith@eop [WHO])
READ:UNKNOWN

TO: Jake Siewert@eop (Jake Siewert@eop [OPD])
READ:UNKNOWN

TO: David Shipley@eop (David Shipley@eop [WHO])
READ:UNKNOWN

TO: Douglas S. Sheorn@eop (Douglas S. Sheorn@eop [WHO])
READ:UNKNOWN

TO: Brooks Scoville@eop (Brooks Scoville@eop [WHO])
READ:UNKNOWN

TO: G. Timothy Saunders@EOP (G. Timothy Saunders@EOP [WHO])
READ:UNKNOWN

TO: Evan Ryan@eop (Evan Ryan@eop [WHO])
READ:UNKNOWN

TO: Peter Rundlet@eop (Peter Rundlet@eop [WHO])
READ:UNKNOWN

TO: Nelson Reyneri@eop (Nelson Reyneri@eop [WHO])
READ:UNKNOWN

TO: Nicole R. Rabner@eop (Nicole R. Rabner@eop [WHO])
READ:UNKNOWN

TO: Jonathan Prince@eop (Jonathan Prince@eop [WHO])
READ:UNKNOWN

TO: Sally P. Paxton@eop (Sally P. Paxton@eop [WHO])
READ:UNKNOWN

TO: Kristen E. Panerali@eop (Kristen E. Panerali@eop [OPD])
READ:UNKNOWN

TO: Jonathan Orszag@eop (Jonathan Orszag@eop [OPD])
READ:UNKNOWN

TO: Neera Tanden@eop (Neera Tanden@eop [WHO])
READ:UNKNOWN

TO: Mark D. Neschis@eop (Mark D. Neschis@eop [WHO])
READ:UNKNOWN

TO: Michael V. Terrell@eop (Michael V. Terrell@eop [CEQ])
READ:UNKNOWN

TO: Reuben L. Musgrave Jr.@eop (Reuben L. Musgrave Jr.@eop [WHO])
READ:UNKNOWN

TO: Kevin Moran@eop (Kevin Moran@eop [WHO])
READ:UNKNOWN

TO: Megan C. Moloney@eop (Megan C. Moloney@eop [WHO])
READ:UNKNOWN

TO: Elisa Millsap@eop (Elisa Millsap@eop [WHO])
READ:UNKNOWN

TO: Estela Mendoza@eop (Estela Mendoza@eop [WHO])
READ:UNKNOWN

TO: Andrew J. Mayock@eop (Andrew J. Mayock@eop [WHO])
READ:UNKNOWN

TO: Tanya E. Martin@eop (Tanya E. Martin@eop [OPD])
READ:UNKNOWN

TO: Michael D. Malone@eop (Michael D. Malone@eop [WHO])
READ:UNKNOWN

TO: Joseph P. Lockhart@eop (Joseph P. Lockhart@eop [WHO])
READ:UNKNOWN

TO: Christopher J. Lavery@eop (Christopher J. Lavery@eop [WHO])
READ:UNKNOWN

TO: Sara M. Latham@eop (Sara M. Latham@eop [WHO])
READ:UNKNOWN

TO: Jim Kohlenberger@OVP@EOP (Jim Kohlenberger@OVP@EOP [UNKNOWN])
READ:UNKNOWN

TO: Catherine T. Kitchen@eop (Catherine T. Kitchen@eop [WHO])
READ:UNKNOWN

TO: Allison J. King@eop (Allison J. King@eop [PIR])
READ:UNKNOWN

TO: David E. Kalbaugh@EOP (David E. Kalbaugh@EOP [WHO])
READ:UNKNOWN

TO: Julia R. Green@eop (Julia R. Green@eop [WHO])
READ:UNKNOWN

TO: Michele Jolin@EOP (Michele Jolin@EOP [CEA])
READ:UNKNOWN

TO: david t. johnson@eop (david t. johnson@eop [NSC])
READ:UNKNOWN

TO: Maureen A. Hudson@eop (Maureen A. Hudson@eop [WHO])
READ:UNKNOWN

TO: Richard Hayes@eop (Richard Hayes@eop [WHO])
READ:UNKNOWN

TO: Peter D. Greenberger@eop (Peter D. Greenberger@eop [WHO])
READ:UNKNOWN

TO: Adam W. Goldberg@eop (Adam W. Goldberg@eop [WHO])
READ:UNKNOWN

TO: Jeremy M. Gaines@eop (Jeremy M. Gaines@eop [WHO])
READ:UNKNOWN

TO: Carmen B. Fowler@eop (Carmen B. Fowler@eop [WHO])
READ:UNKNOWN

TO: Karen C. Fahle@eop (Karen C. Fahle@eop [WHO])
READ:UNKNOWN

TO: Anne M. Edwards@eop (Anne M. Edwards@eop [WHO])
READ:UNKNOWN

TO: Dorinda A. Salcido@eop (Dorinda A. Salcido@eop [WHO])
READ:UNKNOWN

TO: Diane Ikemiyashiro@eop (Diane Ikemiyashiro@eop [WHO])
READ:UNKNOWN

TO: Jennifer D. Dudley@eop (Jennifer D. Dudley@eop [WHO])
READ:UNKNOWN

TO: Elliot J. Diringer@eop (Elliot J. Diringer@eop [CEQ])
READ:UNKNOWN

TO: Suzanne Dale@eop (Suzanne Dale@eop [WHO])
READ:UNKNOWN

TO: Carolyn Curiel@eop (Carolyn Curiel@eop [WHO])
READ:UNKNOWN

TO: Julianne B. Corbett@eop (Julianne B. Corbett@eop [WHO])
READ:UNKNOWN

TO: David K. Chai@eop (David K. Chai@eop [PIR])
READ:UNKNOWN

TO: Laura Capps@eop (Laura Capps@eop [WHO])
READ:UNKNOWN

TO: Patrick E. Briggs@eop (Patrick E. Briggs@eop [WHO])
READ:UNKNOWN

TO: Alexander L. Boyle@eop (Alexander L. Boyle@eop [PIR])
READ:UNKNOWN

TO: Marsha E. Berry@eop (Marsha E. Berry@eop [WHO])
READ:UNKNOWN

TO: Beverly J. Barnes@eop (Beverly J. Barnes@eop [WHO])
READ:UNKNOWN

TO: Kyle M. Baker@eop (Kyle M. Baker@eop [WHO])
READ:UNKNOWN

TO: Patrick Aylward@eop (Patrick Aylward@eop [PIR])
READ:UNKNOWN

TO: Brenda M. Anders@eop (Brenda M. Anders@eop [WHO])
READ:UNKNOWN

TO: Jeannetta P. Allen@eop (Jeannetta P. Allen@eop [WHO])
READ:UNKNOWN

TO: Sharolyn A. Rosier@EOP (Sharolyn A. Rosier@EOP [WHO])
READ:UNKNOWN

TEXT:

THE WHITE HOUSE

Office of the Press Secretary
(Buenos Aires, Argentina)

Embargoed For Release
Until 10:06 A.M. EDT
Saturday, October 18, 1997

RADIO ADDRESS OF THE PRESIDENT
TO THE NATION

THE PRESIDENT: Good morning. This week Hillary and I have been visiting our neighbors in South America. Along with the distinguished American delegation of congressmen, several Cabinet members and other members of the administration, we've savored the hospitality and the uniqueness of each country. But as we've traveled from Venezuela to Brazil to Argentina, we've also had the chance to see that much more unites the people of the Americas than separates us.

We cherish the same values -- freedom and equality, family and community, peace and democracy. We aspire to prosperity through free enterprise, open markets, a commitment to give everyone who will work for it a chance to succeed, and a dedication to preserving the environment while growing the economy. And we all believe in providing all our children with a world-class education so that they can fulfill their God-given promise in the 21st century.

Last summer's balanced budget agreement, with the largest new investment in education since 1965, will take us a long way toward our sweeping, but straightforward agenda. By the year 2000, we want to ensure that every 8-year-old can read, every 12-year-old can log on to the Internet, every 18-year-old can go on to college, and every adult can keep on learning.

On this trip, we worked to establish education partnerships with other countries, especially in bringing the benefits of technology and the Internet to even the very poorest neighborhoods and village schools.

Back home, as the new school year gets really underway, we're hooking up more of our own classrooms to the Internet, kicking off the America Reads program to mobilize a huge number of volunteers, especially college students and young AmeriCorps team leaders, to make sure that all of our children can read independently by the 3rd grade. And we're finally opening the doors of college to anyone who is willing to work for it, with more Pell Grants and work-study slots, the \$1,500 a year HOPE Scholarship tax credit for the first two years of college, and tax cuts and education IRAs to help students pay for the cost of the junior and senior years, graduate school and other training.

Still we can't rest. A vital and vigorous debate over how best to improve public education will be waiting for me when I get back to Washington. Everyone knows we need to do more to boost the quality of public schools; the question is how. Some people think we should give students vouchers to help pay for private schools if they don't think public schools are good enough. They say the competition will even make the public schools better. It may sound like a good argument, but I think it's wrong. Too many of our public schools are under-funded already. And besides, there are better ways to improve the public schools in a way that doesn't siphon off precious tax dollars to help a few students at the expense of the other 90

percent.

My strategy is to set high standards, measure student performance against them, inject more competition and choice into the public school system, and support local initiatives like school uniforms, after-school and summer school programs that increase order, safety and learning.

First, we must set national standards of academic achievement, and then have voluntary tests, starting with 4th grade reading and 8th grade math, to measure them. Second, we must recruit more volunteers to America Reads so that we can have an army of volunteer reading tutors in our schools, helping every child read independently by the end of the 3rd grade. Third, we must also bring more choice and competition into public education. The right way to do this is by empowering more parents and students to choose the public schools they attend and by bringing more charter schools to more communities.

Since I became President, the number of public charter schools in America has grown from one to 700. Parents, educators and community leaders are creating and operating these new schools within the public school system that are freed from bureaucratic red tape, but accountable to parents, students and communities that support them. And they stay open only if they meet the high standards of performance.

I endorse bipartisan efforts in the House and Senate to help communities open 3,000 more charter schools in the coming years by giving states incentives to issue more charters, more flexibility to try new reforms and strengthen accountability, and funds to help them get started -- funds guaranteed in our balanced budget agreement. Now, that's a good example of what I mean when I say politics should stop at the schoolhouse door.

We also have to strengthen existing schools. I support another bipartisan proposal that will help low-achieving, low-income schools transform themselves through proven reforms. Everything from intensive reading instruction to school uniforms to after-school tutoring to mandatory summer school for students who fall behind.

Virtually every problem facing our schools today has been solved by a community somewhere in America. We have to bring these solutions to the schools that need them the most. The good news is we can do it, as the rising performance of our students compared to students in other nations shows.

Our schools are improving, and they can get better -- much better. No single magic bullet will improve our schools, but high standards, the voluntary test to measure them, good teaching, well-run schools with the latest technology and

old-fashioned, safe, orderly environments will make education better. Working together we can do it. Our children deserve no less, and our nation's future depends upon it.

Thanks for listening.

END

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Michael Waldman (CN=Michael Waldman/OU=WHO/O=EOP [WHO])

CREATION DATE/TIME:20-OCT-1997 12:46:01.00

SUBJECT: Why I insist on "500" words

TO: June Shih (CN=June Shih/OU=WHO/O=EOP @ EOP [WHO])

READ:UNKNOWN

TEXT:

Note -- this turned into a 929 word radio address

----- Forwarded by Michael Waldman/WHO/EOP on 10/20/97
12:45 PM -----

SUNTUM_M @ A1
10/20/97 12:31:00 PM

Record Type: Record

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

cc:

Subject: RADIO ADDRESS OF 10/18

THE WHITE HOUSE

Office of the Press Secretary
(Buenos Aires, Argentina)

Embargoed For Release
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Saturday, October 18, 1997

RADIO ADDRESS OF THE PRESIDENT
TO THE NATION

THE PRESIDENT: Good morning. This week Hillary and I have been visiting our neighbors in South America. Along with the distinguished American delegation of congressmen, several Cabinet members and other members of the administration, we've savored the hospitality and the uniqueness of each country. But as we've traveled from Venezuela to Brazil to

Argentina,
we've also had the chance to see that much more unites the people of the Americas than separates us.

We cherish the same values -- freedom and equality, family and community, peace and democracy. We aspire to prosperity through free enterprise, open markets, a commitment to give everyone who will work for it a chance to succeed, and a dedication to preserving the environment while growing the economy. And we all believe in providing all our children with a world-class education so that they can fulfill their God-given promise in the 21st century.

Last summer's balanced budget agreement, with the largest new investment in education since 1965, will take us a long way toward our sweeping, but straightforward agenda. By the year 2000, we want to ensure that every 8-year-old can read, every 12-year-old can log on to the Internet, every 18-year-old can go on to college, and every adult can keep on learning.

On this trip, we worked to establish education partnerships with other countries, especially in bringing the benefits of technology and the Internet to even the very poorest neighborhoods and village schools.

Back home, as the new school year gets really underway, we're hooking up more of our own classrooms to the Internet, kicking off the America Reads program to mobilize a huge number of volunteers, especially college students and young AmeriCorps team leaders, to make sure that all of our children can read independently by the 3rd grade. And we're finally opening the doors of college to anyone who is willing to work for it, with more Pell Grants and work-study slots, the \$1,500 a year HOPE Scholarship tax credit for the first two years of college, and tax cuts and education IRAs to help students pay for the cost of the junior and senior years, graduate school and other training.

Still we can't rest. A vital and vigorous debate over how best to improve public education will be waiting for me when I get back to Washington. Everyone knows we need to do more to boost the quality of public schools; the question is how. Some people think we should give students vouchers to help pay for private schools if they don't think public

schools
are good enough. They say the competition will even make the public
schools
better. It may sound like a good argument, but I think it's wrong. Too
many
of our public schools are under-funded already. And besides, there are
better
ways to improve the

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public schools in a way that doesn't siphon off precious tax
dollars to help a few students at the expense of the other 90
percent.

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My strategy is to set high standards, measure
student performance against them, inject more competition and
choice into the public school system, and support local
initiatives like school uniforms, after-school and summer school
programs that increase order, safety and learning.

First, we must set national standards of academic
achievement, and then have voluntary tests, starting with 4th
grade reading and 8th grade math, to measure them. Second, we
must recruit more volunteers to America Reads so that we can have
an army of volunteer reading tutors in our schools, helping every
child read independently by the end of the 3rd grade. Third, we
must also bring more choice and competition into public
education. The right way to do this is by empowering more
parents and students to choose the public schools they attend and
by bringing more charter schools to more communities.

Since I became President, the number of public
charter schools in America has grown from one to 700. Parents,
educators and community leaders are creating and operating these
new schools within the public school system that are freed from
bureaucratic red tape, but accountable to parents, students and
communities that support them. And they stay open only if they
meet the high standards of performance.

I endorse bipartisan efforts in the House and Senate
to help communities open 3,000 more charter schools in the coming
years by giving states incentives to issue more charters, more
flexibility to try new reforms and strengthen accountability, and
funds to help them get started -- funds guaranteed in our
balanced budget agreement. Now, that's a good example of what I
mean when I say politics should stop at the schoolhouse door.

We also have to strengthen existing schools. I
support another bipartisan proposal that will help low-achieving,
low-income schools transform themselves through proven reforms.
Everything from intensive reading instruction to school uniforms
to after-school tutoring to mandatory summer school for students

who fall behind.

Virtually every problem facing our schools today has been solved by a community somewhere in America. We have to bring these solutions to the schools that need them the most. The good news is we can do it, as the rising performance of our students compared to students in other nations shows.

Our schools are improving, and they can get better -- much better. No single magic bullet will improve our schools, but high standards, the voluntary test to measure them, good teaching, well-run schools with the latest technology and old-fashioned, safe, orderly environments will make education better. Working together we can do it. Our children deserve no less, and our nation's future depends upon it.

Thanks for listening.

END

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TO: Glen M. Weiner READ:NOT READ	(Glen M. Weiner@EOP@LNGTWY@EOPMRX)

TO: Michael V. Terrell
READ:NOT READ

(Michael V. Terrell@EOP@LNGTWY@EOPMRX)

TO: Elliot J. Diringer
READ:NOT READ

(Elliot J. Diringer@EOP@LNGTWY@EOPMRX)

TO: Kara Gerhardt
READ:NOT READ

(Kara Gerhardt@EOP@LNGTWY@EOPMRX)

TEXT:
Message Creation Date was at 20-OCT-1997 11:57:00

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release October 20, 1997

Radio Actuality of the President

THE PRESIDENT: A new study released by the Department of Education today confirms what most of us knew instinctively already -- students, especially low income students, who challenge themselves with rigorous math and science courses in high school are much more likely to go on to college.

I've worked hard to make college affordable for all Americans. Our increased Pell Grants and work study positions, the new Hope Scholarship tax credits for the first two years of college and other tax credits in education IRAs for the remaining years, graduate school and other training -- all these will truly open the doors of college to all who are willing to work for it.

We've addressed the economic barriers, now we have to tackle the academic ones. While the studies show that taking algebra in middle school was essential to preparing for advanced math and science classes, just 25 percent of our 8th graders took algebra in 1996. We must do better. That's why I call upon all Americans to support our voluntary national tests for 4th grade reading and 8th grade math, to ensure that all our children meet the high standards of academic excellence they'll need to succeed in tomorrow's world. Our math test will make sure our children master algebra and prepare for math and science courses that lead to college.

I call upon Congress to end the delays. Our children are counting on us.

END

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Joshua Silverman (CN=Joshua Silverman/OU=WHO/O=EOP [WHO])

CREATION DATE/TIME:20-OCT-1997 10:12:16.00

SUBJECT: Re: one-pager

TO: William R. Kincaid (CN=William R. Kincaid/OU=OPD/O=EOP @ EOP [OPD])

READ:UNKNOWN

TEXT:

This looks good but doesn't go much beyond the scope of the study.

I think it might be overkill to put out another piece of paper focusing on the study.

Here's the transcript -- Let me know if you think it won't work on it's own:

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For Immediate Release

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RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: William R. Kincaid (CN=William R. Kincaid/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:20-OCT-1997 10:19:10.00

SUBJECT: Re: one-pager

TO: Joshua Silverman (CN=Joshua Silverman/OU=WHO/O=EOP @ EOP [WHO])

READ:UNKNOWN

TEXT:

This works better standing alone than I had anticipated. I agree, let's just go with it.

Joshua Silverman
10/20/97 10:12:09 AM
Record Type: Record

To: William R. Kincaid/OPD/EOP
cc:
Subject: Re: one-pager

This looks good but doesn't go much beyond the scope of the study.

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RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Kevin S. Moran (CN=Kevin S. Moran/OU=WHO/O=EOP [WHO])

CREATION DATE/TIME:22-OCT-1997 14:45:49.00

SUBJECT: Sorry this is so late...

TO: ddunn (ddunn @ mail.tda.gov @ INET @ LNGTWY [UNKNOWN])
READ:UNKNOWN

TEXT:
KEEPING AMERICA AND ITS WORKERS THE MOST COMPETITIVE IN THE WORLD

America Needs Fast Track to Continue to Create Higher-Paying Jobs for More Americans. Without it, America's role as the largest exporter in the world will be put in jeopardy. And with new markets opening around the world, it is more important than ever to give the President traditional trade authority to break down trade barriers that put American products made by American workers at a disadvantage. We will continue to ensure that America's workers will benefit from expanded trade by fighting for increased training and education opportunities.

I. AMERICAN WORKERS STILL FACE A DISADVANTAGE BECAUSE TOO MANY FOREIGN COUNTRIES PLACE RESTRICTIONS ON AMERICAN GOODS. WE NEED FAST TRACK TO LEVEL THE PLAYING FIELD FOR AMERICAN WORKERS.

What We Inherited. In 1993, President Clinton came into office at a time when the U.S. continued its commitment to free and fair trade, but other countries maintained high tariffs and other obstacles to fair trade to the disadvantage of America's workers.

President Clinton Moved to Address this Disadvantage by Completing the Uruguay Round Agreements, Negotiated Under Fast Track Authority. We have repeatedly leveled the playing field by negotiating tough, fair agreements -- securing more concessions from our trading partners than we had to give up. For example, Australia has cut its tariffs five times more than we have had to, Korea six times more than the U.S. and Peru has cut its tariffs ten times more than the U.S. since the Uruguay Round of GATT. Because of the ongoing benefits from the Uruguay Round, it is estimated that trade will continue to grow by an average of 9% per year until 2000.

American Workers Still Face a Disadvantage. Even with the recent progress in GATT, American exports still face higher tariff rates than our own. For instance, U.S. agricultural exports average 38%, while our own rates average 11%. U.S. electric machinery exports average 5%, while our rates average under 2%. Without Fast track authority, these conditions will only persist when more and more countries negotiate their own preferential trade deals to the detriment of America's workers. American workers deserve better.

Open and Fair Trade is in the Best Interest of American Workers and their

Families. As the American people prepare for the challenges of the 21st century, we face a critical choice: We can meet the challenges of the future, write the trade rules and continue America's remarkable economic growth -- or we can turn our back on the world and fail to compete for new markets, new contracts, new business and new jobs. All over America, jobs have been created in small, medium and large companies that would not be here today if we did not have the ability to negotiate fair trade agreements.

Over the last four years, American manufacturing exports rose 42%, high technology exports jumped 46%, service exports climbed 33% and farm exports rose 41%.

From 1990-1996, U.S. auto exports to the biggest emerging markets (excluding Mexico) rose \$500 million and are estimated to reach \$6.1 billion by 2010. U.S. parts exports to these emerging markets are expected to more than triple from the current \$3 billion to \$10 billion in 2010.

The U.S. dominates 75% of the global software market. More than one-half million workers are employed in the industry -- double the level a decade ago. This industry is expected to grow 9% per year worldwide over the next decade.

The U.S. once again dominates the world's semiconductor industry -- after trailing Japan for years. More than one-quarter million American are employed in the semiconductor industry -- up 13% over the last three years. The global semiconductor market nearly tripled in size between 1990 and 1995 -- and sales are expected to reach \$200 billion by the year 2000 -- a fourfold increase over a decade.

Exports of goods and services have risen from about 4% of GDP in the early 1960's to over 13% today. Over 15% of the total American workforce is employed in the manufacturing sector. U.S. exports have grown 3 times faster than Japan's, 5 times faster than Germany's since the mid 1980's.

II. TO ENSURE THAT ALL AMERICAN WORKERS BENEFIT FROM EXPANDED TRADE, THE CLINTON ADMINISTRATION HAS FOUGHT FOR INCREASED TRAINING AND EDUCATION OPPORTUNITIES.

We need a growth strategy in which we take every action possible to ensure that all Americans can benefit from economic change. We need to break out of the old arguments that say you are either for blocking change or you are for the market, but everyone has to fend for themselves. Government needs to help workers, communities and those not in the job market realize the benefits of expanded trade.

The Administration is developing a comprehensive plan to help communities and workers who have been affected by trade. President Clinton is building on his strong record of helping workers and families secure more opportunities to improve their educations and obtain higher paying jobs. The President will announce his plan early next week.

A Record of Strong Action to Help Families and Workers

Fought To Ensure Low-Income Families Benefitted from Child Tax Credit. Because of the President's efforts, 13 million children from families

with incomes below \$30,000 will receive the tax credit -- up to 7.5 million more than under the House plans. Families making under \$30,000 -- such as young teachers, police officers, farmers, nurses and others who work hard and play by the rules -- will now receive the child credit.

20% Tuition Tax Credit. The balanced budget deal provides for a 20% tuition tax credit applied to the first \$5,000 of qualified education expenses and to the first \$10,000 thereafter for college juniors, seniors, graduate students, and working Americans pursuing lifelong learning.

\$1,500 Hope Scholarship Tax Credit. The balanced budget deal also includes a \$1,500 Hope Scholarship to make the first two years of college universally available. For a student attending the average four-year college, the Tuition Tax and HOPE Scholarship tax credits will provide tax savings of up to \$5,000.

Doubled Dislocated Worker Funding. The funding for dislocated workers has been doubled, from \$651 million in FY93 to \$1,286 million in FY97. This year, the dislocated worker program will assist 580,000 workers, up about 300,000 since President Clinton took office.

Largest Pell Grant Increase in Two Decades. The Balanced Budget agreement boosts the maximum 1998 Pell grant from \$2,700 to \$3,000, and expands the program to more poor independent students -- that's the largest increase in two decades.

III. IF THE PRESIDENT DOES NOT HAVE THE SAME AUTHORITY THAT EVERY PRESIDENT HAS HAD SINCE 1974, OUR COMPETITORS, NOT AMERICAN WORKERS, WILL REALIZE THE BENEFITS OF THE NEW ECONOMY.

Today, we have the opportunity to permanently create the types of jobs that pay more and provide our workers with more security -- if we continue to increase our exports and open more markets. But if the President does not have the authority to negotiate tough and fair trade agreements with Congress, consent, our competitors will get the best jobs for their workers, while the U.S. will be relegated to the sidelines.

Without fast track, the U.S. will lack credibility to push for a fast start on global negotiations scheduled to start at the end of 1999. The United States stands the most to gain in these negotiations because of its comparative advantage in agriculture, commercial services and government procurement.

Agriculture. Agricultural exports support nearly a million U.S. jobs. Agriculture remains one of the most protected and subsidized sectors in the world economy. American exports still continue to face trade barriers through high tariffs and preferential trade deals that exclude the U.S.

Commercial Services. Service exports of U.S. firms supported nearly 4 million jobs in 1996. Unless negotiated away, barriers will inhibit increased U.S. service exports. In Korea, a number of service sectors remain restrictive for foreign investment including telecommunications and insurance. Brazil has restrictive investment laws, lack of transparency in administrative procedures and limits on foreign capital participation. Distribution in the domestic market is restricted in Indonesia.

Government Procurement. Some sectors relating to government procurement include civil aircraft, energy equipment, environmental technologies and

services and medical equipment which employ over 2 million American workers. The vast majority of low and middle-income countries have not signed the WTO Government Procurement Code and the U.S. cannot negotiate government procurement obligations in plurilateral negotiations.

TALKING POINTS ON FAST TRACK AND FOREIGN POLICY

Fast Track and American Leadership -- Overview

The fast track debate is about much more than trade. It is about American leadership in the world. Other governments, particularly those in Latin America, view fast track as a test of whether the United States intends to maintain our half century of leadership -- or retreat and turn inward.

A failure of U.S. leadership would be a huge mistake. For over 50 years, we have led the world toward freer markets -- reducing average tariffs from 40% at the end of World War II to about 5% today. That has led to a 90-fold increase in trade, which has enormously benefited the U.S. We must not turn our back on that progress.

American leadership is not divisible. If we fail to lead on trade, our influence will suffer in other areas. The patterns of trade developed in the coming decades will create patterns affecting our national security, foreign relations and political interests. If Latin America is permitted--by default in our leadership--to turn increasingly to Europe and Asia in its trade relations, it will weaken our relationship with Latin America. Rejecting fast track would also send a terrible signal to emerging markets, undermining the developing world trend toward free market policies and democracy.

Exports and U.S. Growth

For the U.S., the case for fast track is clear: if we are to sustain our economic growth, we must export. Since 1993, one-third of our growth has come from exports. Over the next decade, the economies of Latin America and Asia are expected to grow at three times the rate of the U.S. economy. In a world where 96% of the world's consumers live outside our borders, we must export to grow. It's that simple.

We are in a perfect position to compete. Our economy is the envy of the world. We are once again the world's most competitive economy, the world's largest exporter, the leading producer in key industries like automobiles, semiconductors and pharmaceuticals. It makes no sense to sideline ourselves now.

But we cannot afford to take our economic leadership for granted. Throughout the world, other countries are moving to reach trade deals opening their markets. We can either lead this process--or watch it proceed without us:

In Latin America and Asia alone, other countries have reached more than 20 preferential trade agreements without us. Today every major economy in the hemisphere has a preferential trade deal with Chile, except the U.S.

The EU is seeking a preferential trade agreement with MERCOSUR, a market of over 200 million people and a GDP exceeding \$1 trillion. President Chirac has declared "the future of the region rests with Europe, not the United States." 8

Fast track and American Foreign Policy

Fast Track is a test of our foreign policy. As the sole remaining superpower, the United States has a fundamental interest in aiding both security and prosperity around the world -- particularly in our own hemisphere. Stable trading relationships are critical to that end. In the post Cold-War world, trade agreements serve some of the same purposes security pacts played during the Cold War: They bind nations together through a set of shared interests and common objectives.

If the U.S. fails to lead, we risk losing influence by default. The trade patterns set in coming decades will have enormous strategic importance too. That is part of the strategy behind FTAA and APEC processes. They are not just economic; they are also intended to reinforce broader U.S. engagement in Latin America and Asia, two regions where U.S. foreign policy strategic and security interests are deeply implicated. Rejecting fast track would signal retreat from these initiatives.

That would clearly undermine broader U.S. interests. Latin America sees trade as the linchpin of a stronger hemispheric relations -- our failure to engage would undermine cooperation on a range of issues including drug interdiction, immigration, environmental protection and corruption. In Asia, the industrialization of 3.5 billion people in the arc from Korea to Pakistan will be perhaps the greatest development of the 21st Century. It is critical to America's economic and security interests that we be deeply engaged in the transformation. Without fast track, we are crippled in that effort.

The cause of democracy and free markets would also suffer. After decades of failed experiments and anti-Americanism, many of the world's emerging markets today are embracing free markets, democracy and other American values. Today -- for the first time in history -- one half of the world's population lives under elected rulers. But this fragile progress will continue only if we continue to press countries to embrace free trade policies, build stronger middle classes and strengthen the building blocks of democracy. Rejecting fast track would send a terrible signal that we are not serious about trade liberalization and reform.

Conclusion

The United States faces a critical choice. We can continue to make our economy the model for the rest of the world, open foreign markets, and reaffirm our global leadership. Or we can convince ourselves that we cannot compete, turn inward, and cede that leadership to others eager to take our place. The choice is that stark -- and that important.

RECORD TYPE: PRESIDENTIAL (EXTERNAL MAIL)

CREATOR: SUNTUM_M@A1@CD

CREATION DATE/TIME:23-OCT-1997 12:53:00.00

SUBJECT: 1997-10/23 remarks by President, etc at child care conf

TO: Glynn, Mary Ellen (meglynn@usia.gov@INET@EOPMRX)

READ:NOT READ

TO: SUNTUM_M (SUNTUM_M@A1@CD) (WHO)

READ:23-OCT-1997 12:53:47.78

TO: Sharolyn A. Rosier (Sharolyn A. Rosier@EOP@LNGTWY@EOPMRX)

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TO: wh-outbox-distr@clinton.ai.mit.edu@INET

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TO: Lori E. Abrams@eop@lngtwy@eopmr

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TO: Beverly J. Barnes@eop@lngtwy@eopmrx
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TO: Alexander L. Boyle@eop@lngtwy@eopmrx
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TO: Laura Capps@eop@lngtwy@eopmrx
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TO: Joseph W. Cerrell@OVP@EOP@LNGTWY@EOPMRX
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TO: David K. Chai@eop@lngtwy@eopmrx
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TO: Steven A. Cohen@eop@lngtwy@eopmrx
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TO: Julianne B. Corbett@eop@lngtwy@eopmrx
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TO: Michelle Crisci@eop@lngtwy@eopmrx
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TO: Carolyn Curiel@eop@lngtwy@eopmrx
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TO: Anna E. Cushing@eop@lngtwy@eopmrx
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TO: Lynn G. Cutler (CUTLER_L@A1@CD) ()
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TO: Suzanne Dale@eop@lngtwy@eopmrx
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TO: Lanny J. Davis@eop@lngtwy@eopmrx
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TO: Lana Dickey (DICKY_L@A1@CD) (WHO)
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TO: Elliot J. Diringer@eop@lngtwy@eopmrx
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TO: Jennifer D. Dudley@eop@lngtwy@eopmrx
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TO: Diane Ikemiyashiro (Diane Ikemiyashiro@eop@LNGTWY@EOPMRX)
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TO: Rahm Emanuel@eop@lngtwy@eopmrx
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TO: Karen C. Fahle@eop@lngtwy@eopmrx
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TO: Carmen B. Fowler@eop@lngtwy@eopmrx
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TO: Jessica L. Gibson@eop@lngtwy@eopmrx
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TO: Wendy E. Gray (GRAY_W@A1@CD) (NSC)
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TO: Peter D. Greenberger@eop@lngtwy@eopmrx
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TO: John Gribben (GRIBBEN_J@A1@CD) (OMB)
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TO: Donald Goldberg@eop@lngtwy@eopmrx
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TO: William R. Kincaid@eop@lngtwy@eopmrx
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TO: Joshua A. King@eop@lngtwy@eopmrx
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TO: Sarah S. Freeman@eop@lngtwy@eopmrx
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TO: Heidi Kukis@OVP@EOP@LNGTWY@EOPMRX
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TO: Anne E. McGuire@eop@lngtwy@eopmrx
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TO: R. Scott Michaud@eop@lngtwy@eopmrx
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TO: Elisa Millsap@eop@lngtwy@eopmrx
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TO: Cheryl D. Mills@eop@lngtwy@eopmrx
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TO: Julia Moffett (MOFFETT_J@A1@CD) (WHO)
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TO: Megan C. Moloney@eop@lngtwy@eopmrx
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TO: Tamara Monosoff@eop@lngtwy@eopmrx
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TO: Kevin Moran@eop@lngtwy@eopmrx
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TO: Jonathan Murchinson@eop@lngtwy@eopmrx
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TO: Reuben L. Musgrave Jr.@eop@lngtwy@eopmrx
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TO: Sean P. Maloney@eop@lngtwy@eopmrx
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TO: Elizabeth R. Newman@eop@lngtwy@eopmrx
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TO: Michael A. O'Mary@eop@lngtwy@eopmrx
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TO: Jonathan Orszag@eop@lngtwy@eopmrx
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TO: Peter R. Orszag@eop@lngtwy@eopmrx
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TO: Carole A. Parmelee@eop@lngtwy@eopmrx
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TO: Sally P. Paxton@eop@lngtwy@eopmrx
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TEXT:

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

October 23, 1997

REMARKS BY THE PRESIDENT
AND FIRST LADY
AT WHITE HOUSE CONFERENCE ON CHILD CARE

The East Room

10:00 A.M. EDT

MRS. CLINTON: Thank you and please be seated, and welcome to the White House Conference on Child Care. We are delighted to have with us in the East Room today members of Congress and the President's Cabinet, other officials from the government here in Washington. We have many elected officials from around the country and a great group of distinguished guests, including parents and experts in this important issue.

I also want to greet the hundreds of people gathered at the Departments of Agriculture, Labor, and Health and Human Services here in Washington, and to the thousands more who are joining us via satellite from the more than 100 sites at universities, hospitals and schools and businesses around the country.

I'd like to take a minute for all of us to think about what's happening in America this morning, and about what happens every morning. Parents are making the preparations to get to work, and those preparations include for most working families putting their children in the care of others. And most, even before they're out the door, are worrying about the logistics of the care that their children will receive. Some are even worrying about the safety or quality of that care.

There are many who are wondering whether they would get better quality care if they could pay more. Others are struggling to

determine how they'll be able to afford next month's payment. And there are many who are in the work force who worry every day about how they'll care for their child and hold down the job that they need. Many parents will go to work, but have trouble focusing on work because they are worried about the snuffle that their daughter had or wondering how their son is faring.

And before we finish today, many more working parents will keep looking anxiously at the clock and will murmur into telephones the instructions that their children need after school, because their concerns don't end at the end of the day for their children's school time, because parents won't get home, so that they have to worry about what happens to keep their child safe and well occupied during those hours, as well.

These are just some of the questions that America's parents are asking themselves this morning and every morning that they prepare to go to work. Some parents ask themselves these questions in the afternoon, as they prepare to go to a swing shift, or at midnight as they start to work in one of the other jobs that are essential to keeping our economy strong.

Earlier this month I went to the University of Maryland to visit its center for young children, and as soon as I walked in the door I knew immediately it was the kind of place any of us would feel comfortable sending our children. I was, frankly, tempted to

sign up myself. The walls were painted bright colors. There was lots of natural light. The workers there were creative, energetic and focused. Inside there were toys and crafts material. Outside there was a playground. And the children looked happy and occupied and full of energy.

Now, later I left the center to make a speech, and after the speech I opened the floor to questions. And the very first question was one that I thought summed up the dilemma that we face today. It came from a divorced mother who works full-time as a secretary at the university. To send her 4-year-old son to the center I had visited, she told me, would cost \$6,000 a year, a quarter of her income, and she just couldn't do it. She had to do some real juggling to get the situation that she told me about. She was able to send her son to another less expensive center because she qualified for a scholarship, and she moved back in with her parents. Otherwise, she said, I would have to quit my job and go on welfare, and then I would have to worry about who would watch my child as I looked for a job.

She and so many women like her are the reason we are here today, and parents like Paula Broglio, who is here with us in the East Room, represent the millions of parents who worry about this important issue. Thirteen million American children spend all or some of their day being cared for by someone other than their parent. Yet, a recent national study found that child care at most centers in

our country is, "poor to mediocre, with almost half of the infants and toddlers in rooms having less than minimal quality."

The study also concluded that fully 40 percent of the rooms serving infants in centers provided care that was of such poor quality as to jeopardize children's health, safety or development. A recent University of Colorado at Denver survey of child care in four states found only one in seven child care centers to be of good quality.

And quality care, as Paula and so many others know, when it is available is often financially out of reach. According to the 1995 census, families earning under \$1,200 a month or less than \$15,000 a year pay an average of 25 percent of their income for child care. Middle class families are hit hard as well. These families, earning up to \$36,000 a year pay 12 percent of their income for child care.

The urgency of this conference today to focus on child care is heightened by the new scientific information we have about the emotional and intellectual development of young children. As we learned at the White House Conference on Early Childhood Development in April, what happens to a child in the earliest years affects how well he or she learns for a lifetime. With 45 percent of our children under the age of one in day care regularly, the issue of quality has tremendous bearing not just on individual lives, but on the future of our nation.

What's more, we now know from other studies that good care, whether given at home or in a day care setting, is good care. Done right, day care can be beneficial for children, and it is, therefore, worth our investment.

There's another reason that compels us to act, and that is demand. Demand for quality child care is growing, hastened on by our new economy, which has meant in the last 40 years dramatic changes in the American work force and in the American family's life. We know, for example, that half of all mothers with children under one year of age are working outside the home, and not only are more parents working, they are working longer hours. Also, with welfare reform we know that many more children will be needing quality child care.

So this conference is meant to start a conversation. It is only one day, but we hope it is a day that will renew our efforts to improve child care in America. We also hope it will involve our entire national community, because every aspect of our life together must be involved in looking for solutions. The federal government has a role to play, but so do state governments, business and labor, the nonprofit and religious communities, school systems, individual citizens, and especially parents.

We also know there are models of excellent child care

around the country and we will hear about some of them -- like the military's day care system or the Smart Start Program in North Carolina. These initiatives provide examples of best practices and can energize and inspire us to do more.

We also know how important it is to ensure choice for parents in their selection of child care. One size fits all child care does not fit America's families. We don't work the same hours, we don't have the same economic or other kinds of pressures that we're dealing with, so we have to provide more options and we have to empower parents with good information to enable them to become good consumers. We also have to find ways that would make it easier and more affordable for parents who want to stay home with their children for some period of time to be able to afford to do so.

So I hope we approach this conversation with a certain fearlessness, with the same kind of energy that I see on the face of a three or four-year-old who's going about some task that he knows will occupy himself. We need to have the same kind of fearless approach, asking the hard questions and then listening to the answers.

There will be a lot of questions raised today -- questions about how to ensure the safety of every child in child care; how to do a better job of training and paying care-givers; how to encourage more employers to provide child care benefits of some variety to employees; how to make successful after-school programs more widely available; how to meet the needs of children with disabilities; how to better support parents who choose, often at significant cost, to stay home with their children; how to ensure that quality and affordability do not come at the expense of one another; and how to learn from the good models that we have in every community and state of our country; and, also, how do we leave ideology at the door and honestly address the real needs of America's families.

These are tough questions, and there are many more that we will be considering today. But we consider these questions at an opportune time. And we hope that this conference will spur the conversations around kitchen tables and water coolers and standing in supermarket aisles or at soccer games, or while going to or from work in the carpool -- whatever it takes to engage more Americans in this discussion, to make it clear that we want American parents to succeed at the most important task they have, caring for the next generation, and to be good workers who contribute to the economy and the quality of life that we enjoy in our country.

Now I'd like to address your attention to a video produced by New Screen Concepts, in association with the Families and Work Institute, entitled, "Why Should We Care about Child Care?"

(Video is shown.)

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THE PRESIDENT: Thank you very much. Welcome to the White House. Thank you very much, Kathy Carliner, for your remarkable statement. And I thought you were very good in the film. Rob Reiner wants to give you a screen test. (Laughter.)

I am so happy to see all of you here. There are many people here who might well be introduced, but I think I must start with the people who are terribly important to whether we will be able to fully achieve our part of the great agenda we are going to lay out today -- the members of Congress who are here. And I'd like to call their names, and then when I finish, ask them all to stand.

Senator Herb Kohl, who sponsored legislation on child care; Senator Jack Reed; Congressman Bill Clay; Congressman Sandy Levin; Congresswoman Rosa DeLauro; Congresswoman Lynn Woolsey; Congresswoman Sue Kelly; Congresswoman Maxine Waters; Congressman Xavier Becerra; and Congressman Nick Lampson. Would the members of Congress who are here please stand. Thank you for coming. (Applause.)

I'd also like to thank my longtime friend -- Hillary and I have been friends of Governor Jim Hunt and his wife, Carolyn, who are here, for almost 20 years now. And I think Governor Romer is here or on his way. Mayor Clevver, we're glad to see you. And John Sweeney, the head of the AFL-CIO, and others who have come to be with us today, I thank you very much.

This is a happy day at the White House, first for all the people in the administration and all those who have worked with them for months and months and months to help this day come to pass; and second, and even more important, from my point of view, this is a happy day because I have been listening to the First Lady talk about this for more than 25 years now -- (laughter) -- and it may be that I will finally be able to participate in at least a small fraction of what I have been told for a long time I should be doing. (Laughter.) And I say that in good humor, but also with great seriousness.

This is an anniversary of sorts for me. It was six years ago today as a newly-announced candidate for President that I went back to my alma mater at Georgetown and began a series of three speeches outlining what I thought America ought to look like in the 21st century and what I thought we would have to do to create a country in which everyone had an opportunity, everyone was expected to be a responsible citizen, and where we came together across all the lines that divide us into one community.

There are many things that are necessary for that to be done, but clearly two of them are, first, people in this country have to be able to succeed at work and at home in raising their children. And if we put people in the position of essentially having to choose one over the other, our country is going to be profoundly weakened. Obviously, if people are worried sick about their children, and they

fail at work, it's not just individual firms, it's the economic fabric and strength of the country that is weakened. Far more important, if people fail at home, they have failed in our most important job, and our most solemn responsibility.

Second, we'll never be the kind of country we ought to be unless we believe that every child counts and that every child ought to have a chance to make the most of his or her God-given abilities.

That's why we're here today -- to examine where we are and what we still have to do. And what we still have to do is quite a lot, to make sure we live by what we believe when we say that all parents should be able to succeed at home and at work and that every child counts. No parent should ever have to choose between work and family; between earning a decent wage and caring for a child. Especially in this day and age when most parents work, nothing is more important, as you have just heard Kathy Carliner say, than finding child care that is affordable, accessible, and safe. It is America's next great frontier, in strengthening our families and our future.

As the Catholic Conference has noted, no government can love a child and no policy can substitute for a family's care. But there is much that we can do to help parents do their duty to their children. From my days as governor of Arkansas to my service as President, strengthening families has been a central goal of what I have worked on. I'm very proud that the first bill I had the opportunity to sign into law as President was the Family and Medical Leave Act, so that no parent has to choose between caring for a child or keeping a job when a family member is ill.

The expanded earned income tax credit helps to ensure that parents who work don't have to raise their children in poverty. No one who is out there working full-time with children should have to worry about that. Expanded Head Start programs are serving more families than ever before. We've collected record sums of child support enforcement. The historic balanced budget I signed this summer provides a \$500-per-child tax credit and helps parents to pay for their children's college education through IRAs, expanded loans and Pell Grants, the HOPE Scholarship and other tax credits.

The Congress has before it now a program of Secretary Riley's called 21st Century Community Schools in which we ask for funds to help our states keep our schools open after classroom hours for children who have no place else to go and need that environment.

We've also made some progress on child care. Since 1993, child care assistance has increased by 70 percent to help families pay for nearly a million children. Last year in the welfare reform debate, we fought and won the battle to expand child care assistance by \$4 billion over the next six years, giving states an unprecedented opportunity to lead, to innovate in efforts to make child care more affordable.

But we have to do more. With more families required to rely on two incomes to make ends meet, with more single-parent families than ever, more young children are left in the care of others even in their earliest years. And as the First Lady said, we learned at our Conference on Early Childhood and the Brain, that's when children develop or fail to develop capacities that will shape the entire rest of their lives. It's also true that more and more schoolchildren are returning to empty homes after school.

The first thing we have to do is to make it possible for parents to spend time with their children whenever possible. That's why I hope the Congress will vote to expand the Family and Medical Leave law so that parents at least can take some time off for their children's medical appointments, teacher conferences and other basic duties. And I support flex-time laws that will allow workers to choose between receiving overtime in pay or in time off with their families.

But during those times when children can't be with their parents, they must get care that keeps them safe and that helps them to learn and grow. As we all know, too often that isn't the case. Too often, child care is unaffordable, inaccessible and, sometimes, even unsafe. The cost, as Hillary said, strains millions of family budgets. And government assistance meets just about a quarter of the need. Even for those who can afford it, sometimes good care is hard to find, as Kathy said in her remarks. Waiting lists sometimes takes months or years to move, forcing many parents to cobble together unstable arrangements.

The shortage of care puts older children at risk, as well. Five million of them between the ages of five and 14 are left to fend for themselves after school. And as they get older, that increases the chances that they'll be exposed to drugs, tobacco and crime.

Finally, studies have shown that too many child care facilities are literally unsafe. The tragedies that have befallen families who depended on child care continue to make headlines all across our nation. This conference is an important step forward in addressing all these issues. What we learn today should spur us on to find ways to help parents, all parents, afford safe, affordable, high quality child care, whether it's at home, a child care center or a neighbor's house.

In the coming months, our administration will develop a plan to be unveiled at the next State of the Union, to improve access and affordability, and to help to ensure the safety of child care in America. In the meantime, I want to announce four specific things we can do right now.

First, I'm asking Congress to establish a new scholarship fund for child care providers. (Applause.) Too many care-givers don't have the training they need to provide the best

possible care. Those who do have training are rarely compensated with higher wages. The scholarship program I propose will help students earn their degrees as long as they remain in the child care field for at least a year, and it will ensure that care-givers who complete their training will receive a bonus or a raise.

Second, we have to weed out the people who have no business taking care of our children in the first place. I am transmitting to Congress the National Crime Prevention and Privacy Compact, which will make background checks on child care providers easier and more effective by eliminating state barriers to sharing criminal histories for this specific purpose. I urge Congress to pass and states to ratify this legislation.

Third, I've asked Secretary Rubin to oversee a working group on child care, composed primarily of business leaders working with labor and community representatives to find ways more businesses can provide child care or help their employees afford high quality child care. And again, I thank John Sweeney for his important support of this initiative. (Applause.) In some ways the most gripping part of that film we saw was the father talking about how he was just consumed with worry at work. No parent should ever have to go through that.

Finally, we must use community service to strengthen and expand access to after-school programs. Today, the Corporation for National Service through its To Learn and Grow Initiative will pledge to help after-school programs all across our country to use volunteers to provide better care to children. It is releasing a how-to manual for groups who want to incorporate community service into after-school programs. And I think that, Secretary Riley, if we can win in our little budget battle here on the 21 century community schools, then together, we can do some real good out there on this issue.

My friends, for centuries, over two now, the American Dream has represented a compact that those who work hard and play by the rules should be able to build better lives for themselves and for their children. In this time, and even more into the future, child care that is too expensive, unsafe or unavailable will be a very stubborn obstacle to realizing that dream. So let us commit ourselves to clearing the obstacle, to helping parents fulfill their most sacred duty, to keeping the American Dream alive for them and most important, for their children.

Thank you very much. (Applause.)

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MRS. CLINTON: You know, Ellen, I think that your work over the last number of years from the Families and Work Institute

has really helped to highlight a lot of these issues. And one of the most important audiences for this conference, of course, are parents. And I'd like to ask you how we do a better job of empowering parents to make choices about working and child care that are best for their families, and as a subsidiary of that, in particular, what are your views about how we can support parents who want to stay home with their children?

MS. GALINSKY: Well, have the notion in this country that there is a system of choice, but, in fact, if you look at parents choosing child care, we find in our studies between 58 percent and 75 percent of parents feel that they have zero other choices other than the arrangement that they've chosen when they have child care. So, of course, we need to provide better quality child care. And we need to provide the choice for families to stay at home that's a real choice. And you talked about the earned income tax credit and you talked about family medical leave. So it's income and it's programs and policies that support them.

But I think even more important is respect. Right now, I feel often when I talk to mothers and fathers around the country that those mothers who work feel that they're doing something wrong, that they're missing out on their child's life, that society is judging them negatively. And the mothers who are staying at home feel that they're losing the opportunity to earn money and that society is judging them negatively.

So I think what we need to do is to -- you know, I keep wondering, what are we doing to this generation of families? Let's really not only provide real choices, but let's respect them in the choices that they make.

MRS. CLINTON: Thank you.

THE PRESIDENT: I'd like to ask one question. First of all, I can't help saying this -- when I heard you say that warm and responsive child care actually triggered a biochemical reaction that reduced stress -- I wish we could have a center like that for the White House staff and the Congress staff. (Laughter.) We may actually come up with a revolutionary new proposal here today. (Laughter.)

Let me ask you a serious question. One of the things that I have, that I constantly try to deal with here that I'm super sensitive to because I was a governor for 12 years before I came here, is trying to determine who should do what -- what we can do and make a difference; what we have to basically either exhort or incentivize or require some other people to do.

I was quite taken by the comment you made that only 36 hours of training of a child care worker can make a huge difference. I can't help thinking there probably are a lot of young, often single parents that might benefit from the same 36 hours of training. And I'm wondering how you think that issue ought to be dealt with.

Should states basically upgrade their training standards and put funds into it? Should there be training centers established, more than are there now, even if everybody were required to do it? Are there enough places that do the training in all states?

Talk a little bit about how we might set up an infrastructure and pattern of training to give -- let's suppose we said within two years we wanted every child care provider, even people who do it out of their home, wherever, to get the 36 hours of training, and we'd like it to be open, let's say, to low-income parents who are having their first child -- how would we do such a thing?

MS. GALINSKY: The block grant in child care actually, I think, was very helpful. Some of the programs that we looked at were supported by that. And what they did was to let communities determine how best to meet the needs of the people there. But what was particularly interesting to me in that -- so you need to make training available, you need to also make it -- and I think your proposal is terribly important -- you need to make sure that people who get training then make enough money to be able to stay in the field.

People came into the training in our study for, not so much to learn about kids, but they came into training to figure out, what do I do Monday morning, how do I deal with business practices, sort of the more practical aspects of how do I manage my job. And then they got interested in kids and their development. And when that 18 to 36 hours of training was over, almost everyone, more than 95 percent, wanted to continue their training and they wanted it tied into a credentialing system. They wanted to get college credit for it. And then we followed them over the next year or so and about half of them did get more training.

So it's not just that 36 hours is a magic number or that there's a magic bullet. It's the opportunity to provide meaningful training, training that really helps people where they are in their own development, and to have it continue.

THE PRESIDENT: But what percentage of the people who are now providing child care get that kind of training? That's the question I'm trying to get.

MS. GALINSKY: Well, I don't really know the exact figure of that, but I don't think that it's very many. I mean, in most states in the country all you have to do to start being a child care provider is be alive and breathing and over 18 years old, and hopefully be a good person, as you're saying. And then you have to promise in many states to get training. In a study that we have just finished and hasn't been released yet, even though they required 30 hours of training in that state, very few people actually did it, and it was required. So it's not enough to require it, we need to have a system that supports it.

In that particular study, there were obstacles to getting the training. It wasn't so easily accessible and they couldn't have time off to do it. So we need to create training that is available, affordable, nearby and good quality, and we need to have the whole child care system support it. You have a requirement and then you don't enforce it, you might as well not have it.

MRS. CLINTON: You know, that just reminds me of how often I've heard it said that we have all kinds of licensing and professional requirements for people who do your hair or other kinds of important functions. Why did I think of hair first? I don't know. (Laughter.) Can't imagine. But we don't have anything like the same licensing, credentialing requirements for people who hold themselves out as child care workers. So there is a real disconnect between what we say is important and what we value and what we have systems for supporting.

Thank, you, Ellen.

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THE PRESIDENT: Thank you. I would just like to make a couple of observations. I thought what you said was terrific. First of all, until -- the crime rate in America's been going down for five years now, rather steeply, but it's been going up among people under 18. It may have leveled off, maybe dropping a little bit now; we're hopeful. But if it is, it's because more and more communities are doing what you suggested. We need another -- at least another year to see whether it's changed.

But you are very familiar with what's been done in Boston, and one of the things that's been done is the whole juvenile justice system has been geared to be warm and responsive. Juvenile probation officers make house calls will police officers. And community groups walk the streets in the afternoon to, basically, almost pick the kids up and give them things to do and get them involved with things. And as far as I know, it's the only major city in America where nobody under 18 has been killed by a gun in two years now. But, it's not rocket science. It's a systematic attempt to take personal responsibility for all these children after school. And I can tell you, you see the flip side of it in these juvenile crime rates -- it's really touching and quite moving.

The other thing I wanted to say is I wonder if you have any sense, just as a practical matter, of whether these programs tend to work better is they are school-based. And the reason I ask that is I think that we fight these battles around here all the time of how to spend the school money, and most money for schools comes from the state and local level, anyway. But I think one of the biggest problems that these schools have on the issue you've talked about is in school after school after school after school, financial problems have caused them to cut back on their art programs, cut back on their music programs, cut back on their non-varsity athletic programs, the

things that children used to typically do after school or could stay after school and do. The school districts as they're now budgeting and as they're now staffed and under the rules under which they now labor, they cannot -- more and more schools are dropping these programs. And I think it's disastrous, because a lot of it is just exactly how children relate in kind of a nonlinear, just purely intellectual way that both of you have said is so important. And I was wondering if you've seen that and if you think that's contributing to the problem.

I mean, a lot of people, without any programs, used to just stay after school because there was an art project, there was a music project, you were getting ready for a concert, the intramural teams were playing. And this is -- you know, there are huge school districts in this country where all of these things are a thing of the past. People look at you like you've lost your mind when you talk about this now; they haven't had these things in years.

And it may be that one of the things we ought to be exploring is whether we can reinstitute some of these things in the lives of our schools that would naturally lead to an out-of-school atmosphere so they wouldn't think about adopting a new program approach. Anyway, I just kind of wanted to ask you that: Are the schools the best place if they work, or does it not matter if you do it right?

MS. SELIGSON: I think it should be a matter of whoever is ready, willing and able to do after-school programs. And I think if schools are ready, willing and able to do them and to find the resources to make them enriching and creative environments, then schools should be the place. But it's not an either-or situation, because really schools can partner with community-based organizations, and most of the school-based care that's out there right now looks like that. It looks like partnerships with the Y or with community organizations.

And then there are some school districts that have put money behind after-school care because they see it in their best interest to do that in terms of what the outcomes will be for the kids. And some Title I money is going into after school programs. So I think all of it possible. I don't see the schools as the only locus. And because there is such local autonomy about decision-making, the local school board makes those decisions, it's very much a community-by-community decision.

MRS. CLINTON: Can you speak more, though, about what makes up a good after school program? What are the components that you would look for as a parent or as a community leader who wanted to provide such a service in your community? Because sometimes I worry that, just as the President was saying, a lot of what we took for granted when we were growing up is no longer readily available. And a lot of the after-school programs that I visit or that I hear about seem so academically oriented, they're not letting kids sort of blow

off steam and explore other talents and be part of doing something different. So perhaps you could talk a little bit about what the components of a good after-school program are, and address the issue about whether or not they're valuable only if they are academically oriented.

MS. SELIGSON: Well, of course, the single most important feature in an after-school program that one would call good is the staff. And that means people who have been trained, who are prepared to work in these informal learning environments with kids.

The other thing that I'd like to say about the academic programs is that academic programs are fine as long as they understand, those program planners understand that you can't do academics alone in a vacuum without meeting the other needs of kids. Because kids will vote with their feet, and even if they stay in the program, they may be absent emotionally or mentally. So all programs should have good space, comfortable facilities. Children should feel that they're not just occupying a cafeteria that isn't really theirs, where they can put their things down, where they can start a project and not have to wrap it up before they're finished with it, where someone actually looks at them and says, aha, so you're interested in radio or chess or macrame or whatever, and really takes the time to create opportunities for that child to learn how to do those things and do them well.

So I think it's about, as I said, the relationship and the individual, the nature of the relationship between the staff and the individual child. And I think also for parents, it has to be a place where they feel comfortable coming. Many parents find after-school programs to be sort of gateways for them into the school, sort of mediating places, a way to feel more comfortable themselves with the actual schoolteachers and the regular school day.

MRS. CLINTON: Thank you very much, Michelle.

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THE PRESIDENT: I have to excuse Secretary Rubin in a moment to return to his duties, but I wanted to make one point and ask one question. The point I want to make is, he tries real hard to put on that sort of cold shtick, you know, that this is just economics, but -- (laughter) --

SECRETARY RUBIN: "Shtick" is an Arkansas term.
(Laughter.)

THE PRESIDENT: I learned that from him, that word, you know. (Laughter.) But I'm sure you could see there was more there.

It occurred to me, listening to you talk about this, that this child care issue is an example of what makes our work both wonderful and maddening. How many times has Secretary Riley and I said that every problem in American education has been solved by

somebody in some school somewhere, so why don't we get uniform excellence.

I just had the most difficult policy development process I have been through I think since I've been President, that Secretary Rubin and I did together; it was on trying to develop America's position on climate change. But it had very little to do with the science. There is literally enough technology out there today to enable us without lowering our standard of living, indeed while raising our standard of living, to substantially cut our emissions of greenhouse gases. And I can cite you industry after industry after industry that's made a ton of money doing it on their own, so why doesn't everybody do it? Why don't we even have a critical mass of companies doing it? And I ask you that question. So we've got another example here with child care.

If you can cite these examples where all of these companies are making money and having happier, more productive employees, what are the barriers? Why is the market dysfunctional in cases like this, and what can we do to make it work? Because if we were trying to get hookups to the Internet, we'd have 100 percent penetration in one-tenth of the time it takes us to get 10 percent penetration for educational excellence, environmental conservation or spread of child care. What's the difference? (Laughter.)

SECRETARY RUBIN: Are you asking me? (Laughter.)

THE PRESIDENT: I think it's the single, most important question about social policy today. You and I think about this all the time, but I don't know what you think about this.

This is not in the notes, he's not prepared to say this.

SECRETARY RUBIN: You're the President of the United States, you're supposed to know the answer to these things. (Laughter.) But having said that, I'll give you a view, whatever it's worth.

I think, Mr. President, you make a very good point. And I think you can point to a lot of other areas where the same thing is true. I think what we need to do -- and it's true with respect to the importance of our country and the global economy, -- the importance of trade liberalization and a lot of other things -- I think there is a need for a massive effort of trying to improve the understanding of people in all parts of our economy and our society about what we really need to do in this new and modern global economy. And I think one of the great difficulties is trying to communicate what really matters -- issues such as this in a world which has so much else coming in at people that, really, in my judgment, matters very little.

But I think that your point here, which is to set up a private sector group of some sort -- or it wouldn't be totally private sector necessarily, but a group of people of some sort, try

to identify the best practices, try to identify what works, try to identify problems, and then go out and amongst their peers try to bring to their peers the same understanding they they've acquired through their own experience is maybe the most effective and best way to do this, rather than having somebody else who is not part of their world talking to them and trying to bring them into a shared understanding. And that's at least what we're going to try to do with this, Mr. President.

THE PRESIDENT: Thank you. (Applause.)

MRS. CLINTON: Thank you very much, Secretary Rubin. It is true -- I think you could hear the frustration in the President's voice, that he spends a lot of time, and all of us around him spend a lot of time, and all of us around him spend a lot of time wondering why the best practices and the model programs in a variety of areas in our country don't receive greater awareness and provide more models for people to follow, so that we could spread the success that is evident in so many ways every time you travel around our country.

And we're going to turn to the next part of our program and in a way start addressing this very issue, because Part Two is how we are doing in meeting the challenge and what we need to be doing.

We're going to turn to four additional experts who will address how we're working to assure that families have access to safe, affordable child care, and also give us some insight into what is working well and what we might do to try to replicate that.

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THE PRESIDENT: I was glad to hear what you said about not being able to sit still after 3:00 p.m. (Laughter.) I'm glad to know you've been sitting still before 3:00 p.m. (Laughter.) I have never seen you still for two minutes in all of our acquaintance. This is amazing. (Laughter.)

I don't think you can answer this now, but I think it's quite important that we be explicit about a dilemma that we will face as we move toward next year, the State of the Union, what our position ought to be. We all know that there will be in the context of the budget agreement we just adopted, fierce competition for limited money. We're going to have some more money to put into this; we'll do the very best we can. It will be a priority, but still, it seems to me that there will be competition for what the best way the federal government can spend more money in child care is.

We could increase the tax credit to either make it more generous to people who get it now or move it up in the income limits. We could expand Head Start, particularly the Zero To Three program, where we've only got just a few thousand kids now -- 25,000 or something. And I think the early results are pretty promising. It's

a terribly important initiative. Or we could devise some way to help get these salaries up, which is abysmal.

When you were talking about the salaries, Hillary gave me a chart which showed that child care workers on the whole are better educated than the American work force and lower paid. So we keep saying we want all these people to come in and get more education and more training, and yet -- and there are some cases where people don't have any education or training, but there are a lot of them that are quite well-educated that are working for ridiculously limited wages. (Applause.)

So what's your sense about how we ought to go about making that decision? And I'll just give a blanket invitation to the audience, too, that if you were in my position and you knew you couldn't do a hundred percent of all these things, would you do a little bit of all of them, would you focus on one, would you focus on the other? And I invite you to make your views known to us either today during the course, or in writing -- because this will be a difficult thing. Congressman Lampson is still here; he's going to have to make a decision about how to vote on this stuff. And we will have to decide.

SECRETARY SHALALA: Mr. President, I think that all of us would say to you we have to invest resources in quality. Start with the basics -- health, safety and encouraging a good learning environment, focus on the care-giver, start with the care of our youngest children and also our school-age children. But it has to be a quality agenda. That's where the weakness is in the system, and focusing on those care-givers is going to be very important in the future. (Applause.)

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THE PRESIDENT: Well, thank you very much. I agree with the last thing you said for sure. (Laughter.)

Let me say, the reason I wanted Governor Hunt to come here today, apart from our 20 years of friendship and my immense admiration for him, is that -- if I could go back to the question I asked Secretary Rubin -- the great trick we have with all great social questions in America is that we know that government can't solve alone, either because we don't have the resources or the capacity, is how to have grass-roots, community-based partnerships that still, when the day is over, add up to a system that serves everybody instead of just makes nice, touching stories we can all tell each other at seminars till kingdom come.

And that is what they have done in North Carolina. They have kept the entrepreneurial spirit, they have the partnership. They've cobbled money together, first one place, then another, and he's put a lot of new money in it, and because he has taken this initiative and set up a framework within which creativity and

partnership can flourish, they have a system. And I still believe -- I'll say it again -- I think that is the great sort of challenge that America faces that goes across so many of our problems and plainly relates to this.

The only question I wanted to ask you about it that I would like you to specifically address is, do you have enough money to deal with the dilemma that raising quality standards must increase your cost to some extent, and does that price anybody out of it? And if not, why not?

GOVERNOR HUNT: Well, Mr. President, we don't have enough money. We've put about an additional \$100 million of state funds into this in the last two or three years, and we've been bringing the counties in as they prepared for it. Three years from now -- they have all gotten some planning money. They really have to really show that they're doing this right. Three years from now, our plan is to have \$300 million state dollars in this, in addition to what we had before, federal money and so on. (Applause.)

We think that will get us pretty close to quality for kids. But it may not be enough, and costs go up. It is terribly hard to get the resources. That's why we've got to understand how important this is. You can't do this on the cheap. You really can't. (Applause.) That's why we need businesses' help. We need everybody's help we need the in-kind, churches providing the places, and we need all the federal money we can get, Mr. President. (Laughter.)

THE PRESIDENT: You know, just one other thing I'd like to say that I think we ought to consider -- this is a little thing, but you talked about the bully pulpit -- I think a lot of people are just plain, old-fashioned ignorant about what's involved in being an effective, successful child care worker, would be surprised at the average educational level of child care workers in America and the average pay. And I think that we ought -- one of the things that we ought to do with this bully pulpit idea of yours is start trying to find ways that every community and every state can honor outstanding child care workers the same ways we honor teachers today, or scientists or others. (Applause.) Because, I think that's terribly important. I just don't think society -- I don't think they mean to devalue people in this work, I just think they don't know -- most people.

GOVERNOR HUNT: Mr. President, if I may, last year, Mrs. Hunt and I had a statewide gala banquet, 1,200 people or so in the State Capitol to present the awards to the top child care-givers like top teachers. And they came from all over the state. And we had the winners in every county. We really need to really start doing that, showing our appreciation, holding these people up, telling how important this is. We've done it some for schools, not nearly enough. You're going to honor teachers tomorrow right here. But we need to do it for child care-givers, the most important teachers in the world.

PRESIDENT CLINTON: I don't think you can underestimate how important it is for people to say to other people that they matter. And if it matters in your personal life, it's got to matter in all these other areas, too. I think it's a big issue.

MRS. CLINTON: Well, I just want to thank Governor Hunt for his example, because one of our hopes is through this conference to highlight what states are doing. He mentioned some of the other states that have very good practices and are expanding the supply of affordable quality child care. I know that the President fought very hard to put into the Welfare Reform Act that there be a provision that would set aside a portion of federal child care dollars to improve quality in the states. And that's a very important aspect of what we hope states are going to be able to do.

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MRS. CLINTON: Dr. Washington, that was an excellent analysis of what we are confronting. And what would be your advice about how the President, governors, all of us who are concerned about this issue could do more to engage communities in this discussion where either the community themselves, or the leadership of the community don't think they have any particular stake in trying to pursue the sort of process that you outlined and that Governor Hunt has put into practice in North Carolina?

DR. WASHINGTON: Well, as we've all heard today, we all benefit from quality child care. We've got the word out that child care is a collective good. That's why the federal role and the state role and the local role is so important. Child care is a collective good that doesn't just benefit the people who receive the service, the children and the families themselves, but it gives benefits that accrue to the whole society. That's what we've heard the Secretary speak to. We've got to get this message out in our communities, child care is a collective good; we all benefit from child care.

MRS. CLINTON: Thank you very much.

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THE PRESIDENT: Well, that is, I think, an extraordinary way to wrap up our morning session. I can't think of anything that could be added to what you said. But if you think about what all of our last speakers said, it amounts a plea to us to do what we can to both increase the coherence and completeness of community-based action within a framework that creates a system that involves all our children.

And again, let me say to all of you involved in this work, I am profoundly grateful to you. I thank you for being here today. This has been an immensely enlightening day to me. I have been struggling to understand this issue, especially since one day

several years ago -- we all have our little epiphanies in life about these matters, but Hillary had been talking to me about child care for years, and one day -- and I was running for governor, more than well over a decade ago -- I used to make a habit in every election season of going to the earliest plant gate in my state, because the workers came to work between 4:30 a.m. and 5:30 a.m. And even the vote-hungriest politicians wouldn't get up that early. (Laughter.) So I always had them all to myself.

And I never will forget, one day I came home and I told Hillary, I said, "you won't believe what happened to me at a quarter to 5:00 a.m. this morning," it was a Campbell soup plant in North Arkansas, and this pickup truck rolled up. And as often happened, the husbands and wives, and one was taking the other to work and they would come up in the dark and kiss each other good-bye. And so this pickup truck came up and this lady leaned over and kissed her husband good-bye and opened the door. And the light came on, and inside were three children under the age of five.

And so I went over and talked to the young man when his wife went in to work -- at a quarter to 5:00 a.m. I said, what are you doing with these kids and how do you do this? He said, well, we've got to get them up every morning at a quarter to 4:00 a.m. And we dress them up. And he said, I keep them as long as I can, but I have to be at work at 7:00 a.m. So I had to find somebody who would take care of them at 6:30 a.m. Three kids under five. But, he said, we've got three kids under five. We both have to work.

Now, there are millions of stories like that. And they are no less gripping for the parents than those who don't have quite such strange circumstances. But it is inconceivable to me that we have had all of you wonderful people working at this and we've put all this money in it, and we still never develop a systematic approach or, in the words of Patty, a quilt that everybody can be a part of. And that, I think, we should all leave as our mission.

Thank you very much. (Applause.)

END

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TO: Heidi_Kukis READ:NOT READ	(Heidi_Kukis@OVP@EOP@LNGTWY@EOPMRX)
TO: Sara_M._Latham READ:NOT READ	(Sara_M._Latham@EOP@LNGTWY@EOPMRX)
TO: G_N._Lattimore READ:NOT READ	(G_N._Lattimore@EOP@LNGTWY@EOPMRX)
TO: Christopher_J._Lavery READ:NOT READ	(Christopher_J._Lavery@EOP@LNGTWY@EOPMRX)
TO: Anne_H._Lewis READ:NOT READ	(Anne_H._Lewis@EOP@LNGTWY@EOPMRX)
TO: LIZIK_C READ:NOT READ	(LIZIK_C@A1@CD) (OA)

TO: Joseph_P._Lockhart READ:NOT READ	(Joseph_P._Lockhart@EOP@LNGTWY@EOPMRX)
TO: Laura_D._Schwartz READ:NOT READ	(Laura_D._Schwartz@EOP@LNGTWY@EOPMRX)
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TO: Reuben_L._Musgrave_Jr. READ:NOT READ	(Reuben_L._Musgrave_Jr.@EOP@LNGTWY@EOPMRX)

TO: Sean_P._Maloney READ:NOT READ	(Sean_P._Maloney@EOP@LNGTWY@EOPMRX)
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TO: Charles_F._Ruff (Charles_F._Ruff@oa.eop@INET@EOPMRX)
READ:NOT READ

IND_TO: Thomas B. Samburg (SAMBURG_T) (OA)
READ:24-OCT-1997 12:14:59.84

TEXT:

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release October 24, 1997

REMARKS BY THE PRESIDENT
AT TEACHING STANDARDS EVENT

The South Lawn

10:40 A.M. EDT

THE PRESIDENT: Thank you very much, ladies and gentlemen. I have to say the Vice President always says when we have this arrangement, he always says, thank you for the standing ovation. (Laughter.) I'd also like to thank the United States Marine Band for being here with us today. I know you enjoyed them very much. (Applause.)

You know, when I have to leave this job, in three years and a couple of months, I'll miss a lot of things about Washington and the White House -- a few things I won't. (Laughter.) But I'll really miss the Marine Band. It's a great honor to be around them every day. They're terrific.

I want to thank Rebecca Palacios for her introduction and for her lifetime of dedication. We wanted her up here because she stands for all of you. And she first came to my attention when she spoke at Al Shanker's memorial service, and I know that a lot of you feel as I do -- I wish he were here today. He'd be tickled to see this crowd and the progress of this endeavor.

I'd like to thank Congressman Bob Etheridge and my good friend, Senator Jim Jeffords from Vermont for being here and for the support we have received in the Congress with the leadership that

they have given, and others, to this endeavor. I thank Secretary Riley. You know, I got a little nostalgic when Dick Riley was up here talking -- Governor Hunt and Governor Riley and Governor Clinton -- we've been at this since the 1970s. And none of us are very young anymore, and we're a little beat up, but it's been, I must say, one of the great treasures of my life to be friends with these two great leaders, to get to know their wives and their families, and to feel like we were giving a lifetime to this endeavor of advancing education.

And I agree with Jim Hunt, Dick Riley is the best Secretary of Education we've ever had, and I thank him for that. (Applause.)

Governor Hunt, I thank you for your leadership yesterday at the first ever White House Conference on Child Care that Hillary and I sponsored, and I thank you for what you're doing in North Carolina to get a systematic approach to giving all of our children in their preschool years the best preparation and support they can have. I thank you for 10 years at the helm of this extraordinary organization. Because of the work that you and the national board, with support from the business community and from states all across America have done, more teachers are now being challenged to fulfill their greatest potential, and just as important, they're finally being rewarded for doing so. And I thank you for that.

And thank you, Barbara Kelley, for stepping in to fill Governor Hunt's shoes. You've worked tirelessly to improve education in Maine, and you've served the board well as vice chair. And I must say, you've got quite a crowd up for your first day on the job here. Congratulations. (Applause.)

I'd also like to thank James Kelly and Sarah Mernissi for their leadership on the board.

Ladies and gentlemen, I'd like to take just a couple of minutes and try to put what you're doing here in this truly historic endeavor into the largest context of the journey that your nation is on. Six years ago this month, when I began to seek the presidency, I did it because I thought we had to change course, become more focused, more united, and more energetic if we were going to succeed in preparing America for the 21st century. And I had a simple, but I think quite profound vision of what I wanted our country to be like when we crossed that next divide.

With all of our challenges, all of our difficulties, and all of our diversity, I want this to be a country where the American Dream is alive for everybody who is responsible enough to work for it. I want America to still be the world's leading force for peace and freedom and prosperity. And I want us to be able to reach across all the lines that divide us to make one America.

Together, we've made a lot of progress. The economy is growing, crime is down, the social fabric is mending. That happened in no small part, I think, because we underwent as a nation our own educational process. We had to think anew and learn anew about what the role of government is and what we ought to be doing in all of these areas that are important to us.

I had listened for years as a governor to a debate here about whether the government should do nothing or try to do everything, neither of which made any sense to me in my own life. So we've given America a smaller and more focused government that focuses on giving people the tools and creating the conditions to make the most of their own lives.

I also believe that we had to go beyond a lot of other kind of false choices. In the economy, the argument used to be, are we going to do something about the deficit, in which case we won't do anything else; or are we going to just keep spending and betray the future of all the children in the audience. We have shown that you can reduce the deficit and balance the budget and still invest in America's children and its future, and that is the right approach. (Applause.) Thank you.

On the environment, the debate was, well, if we clean up the environment, we'll wreck the economy, in spite of the fact that that contradicted all our experiences. So we have energetically embraced the proposition that we have to dramatically improve the environment, dramatically reduce our greenhouse gases, and we're going to do it and grow the economy. When you start new things in an innovative way, you create more jobs and more opportunities. Doing the right thing is normally something that benefits you, economically, and it will here as well.

On crime, I thought there was a totally false debate about people who talked tough on the one hand, and people who were genuinely compassionate about the circumstances that bred crime on the other. I thought we ought to be both tough and compassionate in trying to prevent people from getting into trouble in the first place. And that approach is working and the crime rate is dropping.

On welfare there was a debate which basically treated everybody on welfare on the one hand as if they never wanted to go to work and say we ought to impose a lot of requirements on them, and other people who were genuinely concerned about the welfare of children of people on welfare, but never wanted to hold them to higher standards. So we took an approach to welfare reform that required everybody to work who can, but take care of the children; that's our most important job. (Applause.) And in the process our country has learned and grown and gained self-confidence, just the way your students do in the class.

And we are still engaged in this debate here in Washington about education. You know, there are those who say that the federal government should do next to nothing in education, and

that basically it should be left alone. Or some people think it should be abandoned altogether. I believe that we have to go beyond either giving up on the one hand, or giving more money to the status quo on the other. None of you represent the status quo. You represent standards, reform and investment. That is the proper path for education in the future in every area. (Applause.)

I know we've been saying this all our lives, but it is really true that the greatest challenge America faces to realizing our entire vision is the challenge of giving every child in this country a world-class education. If we don't do it, how can we preserve the American Dream for people who are responsible enough to work for it? There are a lot of people today in America -- every day I think about all of the people out there who are willing to work, are willing to work harder, who are trapped in circumstances that they find totally unsatisfactory, that are difficult for their children, simply because they never got a good education to develop their abilities.

How can we lead the world toward peace and freedom and prosperity if we are weak at home because we don't have strength in the minds and hearts and spirits and the self-confidence of all of our people? How can we have enough sense to overcome all of our diversity and be one America, at a time when racial and ethnic and religious tensions are causing people to kill each other all over the world, if we don't have the education that makes us understand that deep down inside, what we have in common will always be more important than the things that divide us? (Applause.) You are carrying us into the future.

Now, therefore, in a very fundamental sense, you are at the center of America's mission to the 21st century. And you know some things that sometimes it seems like we forget here in Washington when you hear these debates: Meeting the challenge will not be easy. There is no quick fix, there is no single proposal that will magically give all our children the education that they need and deserve.

I might say that I do not believe that a proposal that takes resources away from public schools, most of which are already under-funded, will do anything for the 90 percent of the children who are going to remain there. (Applause.) But I would also say, we make a great mistake when we stop at the denial. We cannot afford to be in denial. What's that story all the children say -- denial is not just a river in Egypt. (Laughter.) We know, and you have proved by what you have done, that we all have to be impatient. If you believe in the education of all children, if you believe in the potential of the public schools, we have to be impatient and focused and determined and willing not just to settle for isolated successes, but to do systematic things.

That is the genius of the national board. I think, of all the many contributions Jim Hunt has made to our public life, when his whole career is over, two will stand out -- the work he's done on

this board and the work he's done in North Carolina to take a systematic approach to all children between birth and age 5 to get them ready to go to school. (Applause.)

We must be impatient. We have to change the system for everyone. It's got to work for everyone. Isolated examples of success are not enough. Therefore, we have to fight to raise standards for students and teachers. We ought to give more choice and competition among public schools. We ought to equip all of our schools with the latest technology -- and people who know how to use it. (Laughter and applause.)

We ought to empower our parents to take a more active role in their children's education. (Applause.) We ought to recognize that people can't succeed in school unless our schools, all of them, are safe and disciplined and drug free. (Applause.) We have to do more to bring high-quality teachers to difficult, under-served, poor areas, where the children need them the most. (Applause.) We ought to make it easier for all schools to reform, to be less bureaucratic. If people aren't performing, it ought to be easier for them to be moved out. But the most important thing we can do is to train and reward the finest teachers in America, to get them and keep them in the classroom. (Applause.)

So that debate is going on here now and we face a choice. There are those of us, like Governor Hunt and our master teachers, who are doing all they can to sustain and improve and strengthen public education in America. And there are those whose answer is to do nothing or, worse, to walk away. It's a choice between those who look at the challenge of public education and throw up their hands, and those who, like you, roll up their sleeves.

I have called upon all of our people to create an America in which every 8-year-old can read, every 12-year-old can log on to the Internet, every 18-year-old can go to college, and every American can keep on learning for a lifetime.

Let us say one thing here for the record. You and people like you all over the country have been working on this for more than a decade, and our schools -- against all odds and great challenges, our schools are getting better. Everybody should know that; they are getting better. (Applause.) We are taking in ever more diverse student populations, we are learning more about how to deal with each other, and we are getting better results. Secretary Riley mentioned North Carolina's results. We are getting better results -- but only when we are impatient, focused, determined, relentless and systematic in our approach.

The balanced budget I signed last summer will help us to do this. It will throw open the doors of college to everybody who is willing to work for it through more Pell Grants, 300,000 more work-study slots, education IRAs, the historic HOPE Scholarship for the first two years of college, and other tax credits for all higher education. The budget goes a long way toward completing our mission

to connect every classroom and library to the Internet by the year 2000, which I think we're going to meet. (Applause.) And I thank you.

We're fighting to fully fund America Reads, which has already involved AmeriCorps volunteers, tens of thousands of college students from 800 campuses now, many other people in churches and other volunteer groups going into our schools to help tutor individually young children. And Congress has taken the first step toward funding that, and I appreciate that .

But all these things will mean little unless the classroom works. Ultimately, the magic of education is what goes on in the class, between the teachers and the students -- hopefully, supported at home by the parents. That's why we have to set high national standards of academic excellence. That's why I'm fighting for these 4th grade reading and 8th grade math tests. And I thank Governor Hunt and the other states and cities who have supported it.

Through voluntary national standards, parents and teachers can make sure that all their children in all of our schools get the skills they need. I thank Governor Hunt again for his leadership here and I hope he can have even more members of the National Governors Association following the lead of the heads of the biggest school districts in the country and many city governments all across the country who are doing this.

Again I will say that if there is any attempt in Congress to kill this effort of national standards and voluntary testing, I will have to veto it. (Applause.)

So this is the context in which your efforts are working, and we have to see it against that. It is the great frontier of our national effort to come to grips with all the challenges we face to get this country into the 21st century in the shape that we all know it must be in. Raising the quality of teaching has to come at the top of the list.

We all know a single extraordinary teacher can change the lives of many students. We all know we should reward excellence in teaching. Now we know that national board certification defines excellence in teaching. That's why I've asked the Congress for \$105 million over the next five years to help us get 100,000 board certified master teachers. (Applause.)

Now, just think of the difference a master teacher could make if we had a master teacher in every single school in America. All of you know that one of the things teachers do a good job of is talking -- (laughter.) In the classroom, in the teachers' lounge, in the halls, before and after school, you talk for a living and you're good at it. If we could get at least one master teacher in every single school building in America, then all the process through which you go, you will be, without even thinking about it -- and sometimes consciously -- imparting to the other teachers, to the principals,

changing the culture of our schools in ways that no one could write out a form book and predict, but we know if we can get enough of these master teachers we will have a critical mass that will then impact on all the other teachers, on the teaching environment and, therefore, on the learning of all of our children.

That is why I asked for the \$100 million. That's why I want 100,000 board teachers. I do not want to stop until we've got a master teacher in every single school building in the United States of America -- eventually, I hope, in every classroom -- but every school building. We should not stop until we do that.

That's the sort of thing that Jim Hunt has visualized all this time, a system -- not isolated successes, a system -- where we give our teachers, our schools, our children a chance to be the best they can be. That is what we have to do, and that is our mission. And that's why we've got to get this through the Congress and why I'm so glad to see Senator Jeffords here. And I know that he stands for a lot of other people who will do it. (Applause.)

I must say, when Congressman Etheridge gave up being head of the North Carolina education effort to come to Congress, he didn't really do that -- he's basically got two jobs in one -- and I think he's going to ask Governor Hunt for a second salary to support it. (Laughter.)

Now, let me also say to you that you're getting a lot more support around the country now in local school districts, and in businesses who are stepping up to the challenge. Last month, the Los Angeles Unified School District and the United Teachers of Los Angeles agreed to reward board-certified teachers with a 15 percent raise. (Applause.) You know, one of Clinton's laws of politics is when someone -- people always say in Washington, that's not a money problem -- when they say that, they're talking about someone else's problem. (Laughter.) It does matter. We must pay people more if

they're doing well, if they're better prepared, and if they're willing to stand out and stake out a new frontier, and it's important. (Applause.)

Just a few days ago the McGraw-Hill company joined forces with the New York City Board of Education and the United Federation of Teachers there, along with New York universities to prepare more teachers for board certification. These things are crucial to our success. We can appropriate the money here, we can help you implement it. But we've got to have friends out there who believe in it and then people who will reward the teachers once they get the certification. So I want every state, every school board, every business to help more of our teachers become master teachers.

As the national board continues to define what teachers should know and be able to do, I also hope you will make even more use of effective technology. Every teacher should be as comfortable with a computer as a chalkboard. You should not be as

technologically challenged as I am. (Laughter.)

And finally, let me say I think we have to do more to attract more young people into teaching as a career, particularly where the kids need it the most. (Applause.) I have called upon Congress to support a \$350-million scholarship program modeled on the National Medical Service Corps. Those of us who come from rural states can all remember how blessed our rural communities have been over the last several years, the last couple of decades, by the doctors who were educated in medical schools with the National Medical Service Corps and then went out to some place where people had never seen a doctor for years, or where the town doctor had died and no other young people would go, and how many people were helped by that. We need to do that for our inner cities schools, for our rural schools, for our poorest children.

This proposal would basically give a talented young person an education in exchange for a promise to teach children growing up in our most underprivileged communities. It will strengthen teacher training in colleges that work directly with inner cities and with poor rural schools. It is a good idea, and I hope you will help me pass it, because the kids out there who have the toughest neighborhoods to live in and the toughest obstacles to overcome, and the parents in the most difficult circumstances, they need the best teachers. They need them, and we ought to try to help them get them. (Applause.)

And finally let me say just a simple thank you for making a decision to spend your lives on the future. If you really think about it, most of us do things every day where, at the end of the day, we can know that the major impact of what we've done comes more or less right after we do it. The major impact of what you do will come perhaps after we're not even around anymore. You literally live your lives based on a faith in the innate dignity and potential of every child that you may never see realized. They may go off to some far, distant place and do something, and the connection will be broken. But you know what you're doing is renewing this country in a constant and profound way. And I thank you for that. (Applause.)

Henry Adams once said that, "Our teachers affect eternity. They can never tell where their influence stops." You will never know where your influence stops, but I can tell you, you will know that it always begins here in Washington as long as Dick Riley and Jim Hunt and Bill Clinton and the people that agree with us have a job to do -- (laughter) -- have a job to do and the energy to do it. Thank you and God bless you. (Applause.)

END

11:04 A.M. EDT

===== ATTACHMENT 1 =====
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RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Steven A. Cohen (CN=Steven A. Cohen/OU=WHO/O=EOP [WHO])

CREATION DATE/TIME:26-OCT-1997 15:06:35.00

SUBJECT: 1997-10/23 remarks by President, etc at child care conf

TO: SKOLODA_K (SKOLODA_K @ A1 @ CD @ LNGTWY [UNKNOWN]) (OA)

READ:UNKNOWN

TEXT:

please add to speech link and child care link please.

----- Forwarded by Steven A. Cohen/WHO/EOP on 10/26/97

03:18 AM -----

SUNTUM_M @ A1

10/23/97 12:49:00 PM

Record Type: Record

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

cc:

Subject: 1997-10/23 remarks by President, etc at child care conf

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

October 23, 1997

REMARKS BY THE PRESIDENT
AND FIRST LADY
AT WHITE HOUSE CONFERENCE ON CHILD CARE

The East Room

10:00 A.M. EDT

MRS. CLINTON: Thank you and please be seated, and welcome to the White House Conference on Child Care. We are delighted to have with us in the East Room today members of Congress and the President's Cabinet, other officials from the government here in Washington. We have many elected officials from around the

country and a great group of distinguished guests, including parents and experts in this important issue.

I also want to greet the hundreds of people gathered at the Departments of Agriculture, Labor, and Health and Human Services here in Washington, and to the thousands more who are joining us via satellite from the more than 100 sites at universities, hospitals and schools and businesses around the country.

I'd like to take a minute for all of us to think about what's happening in America this morning, and about what happens every morning. Parents are making the preparations to get to work, and those preparations include for most working families putting their children in the care of others. And most, even before they're out the door, are worrying about the logistics of the care that their children will receive. Some are even worrying about the safety or quality of that care.

There are many who are wondering whether they would get better quality care if they could pay more. Others are struggling to determine how they'll be able to afford next month's payment. And there are many who are in the work force who worry every day about how they'll care for their child and hold down the job that they need. Many parents will go to work, but have trouble focusing on work because they are worried about the snuffle that their daughter had or wondering how their son is faring.

And before we finish today, many more working parents will keep looking anxiously at the clock and will murmur into telephones the instructions that their children need after school, because their concerns don't end at the end of the day for their children's school time, because parents won't get home, so that they have to worry about what happens to keep their child safe and well occupied during those hours, as well.

These are just some of the questions that America's parents are asking themselves this morning and every morning that they prepare to go to work. Some parents ask themselves these questions in the afternoon, as they prepare to go to a swing shift, or at midnight as they start to work in one of the other jobs that are essential to keeping our economy strong.

Earlier this month I went to the University of Maryland to visit its center for young children, and as soon as I walked in the door I knew immediately it was the kind of place any of us would feel comfortable sending our children. I was, frankly, tempted to

sign up myself. The walls were painted bright colors. There was lots of natural light. The workers there were creative, energetic and focused. Inside there were toys and crafts material. Outside there was a playground. And the children looked happy and occupied

and full of energy.

Now, later I left the center to make a speech, and after the speech I opened the floor to questions. And the very first question was one that I thought summed up the dilemma that we face today. It came from a divorced mother who works full-time as a secretary at the university. To send her 4-year-old son to the center I had visited, she told me, would cost \$6,000 a year, a quarter of her income, and she just couldn't do it. She had to do some real juggling to get the situation that she told me about. She was able to send her son to another less expensive center because she qualified for a scholarship, and she moved back in with her parents. Otherwise, she said, I would have to quit my job and go on welfare, and then I would have to worry about who would watch my child as I looked for a job.

She and so many women like her are the reason we are here today, and parents like Paula Broglio, who is here with us in the East Room, represent the millions of parents who worry about this important issue. Thirteen million American children spend all or some of their day being cared for by someone other than their parent. Yet, a recent national study found that child care at most centers in our country is, "poor to mediocre, with almost half of the infants and toddlers in rooms having less than minimal quality."

The study also concluded that fully 40 percent of the rooms serving infants in centers provided care that was of such poor quality as to jeopardize children's health, safety or development. A recent University of Colorado at Denver survey of child care in four states found only one in seven child care centers to be of good quality.

And quality care, as Paula and so many others know, when it is available is often financially out of reach. According to the 1995 census, families earning under \$1,200 a month or less than \$15,000 a year pay an average of 25 percent of their income for child care. Middle class families are hit hard as well. These families, earning up to \$36,000 a year pay 12 percent of their income for child care.

The urgency of this conference today to focus on child care is heightened by the new scientific information we have about the emotional and intellectual development of young children. As we learned at the White House Conference on Early Childhood Development in April, what happens to a child in the earliest years affects how well he or she learns for a lifetime. With 45 percent of our children under the age of one in day care regularly, the issue of quality has tremendous bearing not just on individual lives, but on the future of our nation.

What's more, we now know from other studies that good care, whether given at home or in a day care setting, is good care. Done right, day care can be beneficial for children, and it is, therefore, worth our investment.

There's another reason that compels us to act, and that is demand. Demand for quality child care is growing, hastened on by our new economy, which has meant in the last 40 years dramatic changes in the American work force and in the American family's life. We know, for example, that half of all mothers with children under one year of age are working outside the home, and not only are more parents working, they are working longer hours. Also, with welfare reform we know that many more children will be needing quality child care.

So this conference is meant to start a conversation. It is only one day, but we hope it is a day that will renew our efforts to improve child care in America. We also hope it will involve our entire national community, because every aspect of our life together must be involved in looking for solutions. The federal government has a role to play, but so do state governments, business and labor, the nonprofit and religious communities, school systems, individual citizens, and especially parents.

We also know there are models of excellent child care around the country and we will hear about some of them -- like the military's day care system or the Smart Start Program in North Carolina. These initiatives provide examples of best practices and can energize and inspire us to do more.

We also know how important it is to ensure choice for parents in their selection of child care. One size fits all child care does not fit America's families. We don't work the same hours, we don't have the same economic or other kinds of pressures that we're dealing with, so we have to provide more options and we have to empower parents with good information to enable them to become good consumers. We also have to find ways that would make it easier and more affordable for parents who want to stay home with their children for some period of time to be able to afford to do so.

So I hope we approach this conversation with a certain fearlessness, with the same kind of energy that I see on the face of a three or four-year-old who's going about some task that he knows will occupy himself. We need to have the same kind of fearless approach, asking the hard questions and then listening to the answers.

There will be a lot of questions raised today -- questions about how to ensure the safety of every child in child care; how to do a better job of training and paying care-givers; how to encourage more employers to provide child care benefits of some variety to employees; how to make successful after-school programs more widely available; how to meet the needs of children with disabilities; how to better support parents who choose, often at significant cost, to stay home with their children; how to ensure that quality and affordability do not come at the expense of one

another; and how to learn from the good models that we have in every community and state of our country; and, also, how do we leave ideology at the door and honestly address the real needs of America's families.

These are tough questions, and there are many more that we will be considering today. But we consider these questions at an opportune time. And we hope that this conference will spur the conversations around kitchen tables and water coolers and standing in supermarket aisles or at soccer games, or while going to or from work in the carpool -- whatever it takes to engage more Americans in this discussion, to make it clear that we want American parents to succeed at the most important task they have, caring for the next generation, and to be good workers who contribute to the economy and the quality of life that we enjoy in our country.

Now I'd like to address your attention to a video produced by New Screen Concepts, in association with the Families and Work Institute, entitled, "Why Should We Care about Child Care?"

(Video is shown.)

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THE PRESIDENT: Thank you very much. Welcome to the White House. Thank you very much, Kathy Carliner, for your remarkable statement. And I thought you were very good in the film. Rob Reiner wants to give you a screen test. (Laughter.)

I am so happy to see all of you here. There are many people here who might well be introduced, but I think I must start with the people who are terribly important to whether we will be able to fully achieve our part of the great agenda we are going to lay out today -- the members of Congress who are here. And I'd like to call their names, and then when I finish, ask them all to stand.

Senator Herb Kohl, who sponsored legislation on child care; Senator Jack Reed; Congressman Bill Clay; Congressman Sandy Levin; Congresswoman Rosa DeLauro; Congresswoman Lynn Woolsey; Congresswoman Sue Kelly; Congresswoman Maxine Waters; Congressman Xavier Becerra; and Congressman Nick Lampson. Would the members of Congress who are here please stand. Thank you for coming. (Applause.)

I'd also like to thank my longtime friend -- Hillary and I have been friends of Governor Jim Hunt and his wife, Carolyn, who are here, for almost 20 years now. And I think Governor Romer is here or on his way. Mayor Clevinger, we're glad to see you. And John Sweeney, the head of the AFL-CIO, and others who have come to be with us today, I thank you very much.

This is a happy day at the White House, first for all the people in the administration and all those who have worked with

them for months and months and months to help this day come to pass; and second, and even more important, from my point of view, this is a happy day because I have been listening to the First Lady talk about this for more than 25 years now -- (laughter) -- and it may be that I will finally be able to participate in at least a small fraction of what I have been told for a long time I should be doing. (Laughter.) And I say that in good humor, but also with great seriousness.

This is an anniversary of sorts for me. It was six years ago today as a newly-announced candidate for President that I went back to my alma mater at Georgetown and began a series of three speeches outlining what I thought America ought to look like in the 21st century and what I thought we would have to do to create a country in which everyone had an opportunity, everyone was expected to be a responsible citizen, and where we came together across all the lines that divide us into one community.

There are many things that are necessary for that to be done, but clearly two of them are, first, people in this country have to be able to succeed at work and at home in raising their children. And if we put people in the position of essentially having to choose one over the other, our country is going to be profoundly weakened. Obviously, if people are worried sick about their children, and they fail at work, it's not just individual firms, it's the economic fabric and strength of the country that is weakened. Far more important, if people fail at home, they have failed in our most important job, and our most solemn responsibility.

Second, we'll never be the kind of country we ought to be unless we believe that every child counts and that every child ought to have a chance to make the most of his or her God-given abilities.

That's why we're here today -- to examine where we are and what we still have to do. And what we still have to do is quite a lot, to make sure we live by what we believe when we say that all parents should be able to succeed at home and at work and that every child counts. No parent should ever have to choose between work and family; between earning a decent wage and caring for a child. Especially in this day and age when most parents work, nothing is more important, as you have just heard Kathy Carliner say, than finding child care that is affordable, accessible, and safe. It is America's next great frontier, in strengthening our families and our future.

As the Catholic Conference has noted, no government can love a child and no policy can substitute for a family's care. But there is much that we can do to help parents do their duty to their children. From my days as governor of Arkansas to my service as President, strengthening families has been a central goal of what I have worked on. I'm very proud that the first bill I had the opportunity to sign into law as President was the Family and Medical Leave Act, so that no parent has to choose between caring for a child or keeping a job when a family member is ill.

The expanded earned income tax credit helps to ensure that parents who work don't have to raise their children in poverty. No one who is out there working full-time with children should have to worry about that. Expanded Head Start programs are serving more families than ever before. We've collected record sums of child support enforcement. The historic balanced budget I signed this summer provides a \$500-per-child tax credit and helps parents to pay for their children's college education through IRAs, expanded loans and Pell Grants, the HOPE Scholarship and other tax credits.

The Congress has before it now a program of Secretary Riley's called 21st Century Community Schools in which we ask for funds to help our states keep our schools open after classroom hours for children who have no place else to go and need that environment.

We've also made some progress on child care. Since 1993, child care assistance has increased by 70 percent to help families pay for nearly a million children. Last year in the welfare reform debate, we fought and won the battle to expand child care assistance by \$4 billion over the next six years, giving states an unprecedented opportunity to lead, to innovate in efforts to make child care more affordable.

But we have to do more. With more families required to rely on two incomes to make ends meet, with more single-parent families than ever, more young children are left in the care of others even in their earliest years. And as the First Lady said, we learned at our Conference on Early Childhood and the Brain, that's when children develop or fail to develop capacities that will shape the entire rest of their lives. It's also true that more and more schoolchildren are returning to empty homes after school.

The first thing we have to do is to make it possible for parents to spend time with their children whenever possible. That's why I hope the Congress will vote to expand the Family and Medical Leave law so that parents at least can take some time off for their children's medical appointments, teacher conferences and other basic duties. And I support flex-time laws that will allow workers to choose between receiving overtime in pay or in time off with their families.

But during those times when children can't be with their parents, they must get care that keeps them safe and that helps them to learn and grow. As we all know, too often that isn't the case. Too often, child care is unaffordable, inaccessible and, sometimes, even unsafe. The cost, as Hillary said, strains millions of family budgets. And government assistance meets just about a quarter of the need. Even for those who can afford it, sometimes good care is hard to find, as Kathy said in her remarks. Waiting lists sometimes takes months or years to move, forcing many parents to cobble together unstable arrangements.

The shortage of care puts older children at risk, as

well. Five million of them between the ages of five and 14 are left to fend for themselves after school. And as they get older, that increases the chances that they'll be exposed to drugs, tobacco and crime.

Finally, studies have shown that too many child care facilities are literally unsafe. The tragedies that have befallen families who depended on child care continue to make headlines all across our nation. This conference is an important step forward in addressing all these issues. What we learn today should spur us on to find ways to help parents, all parents, afford safe, affordable, high quality child care, whether it's at home, a child care center or a neighbor's house.

In the coming months, our administration will develop a plan to be unveiled at the next State of the Union, to improve access and affordability, and to help to ensure the safety of child care in America. In the meantime, I want to announce four specific things we can do right now.

First, I'm asking Congress to establish a new scholarship fund for child care providers. (Applause.) Too many care-givers don't have the training they need to provide the best possible care. Those who do have training are rarely compensated with higher wages. The scholarship program I propose will help students earn their degrees as long as they remain in the child care field for at least a year, and it will ensure that care-givers who complete their training will receive a bonus or a raise.

Second, we have to weed out the people who have no business taking care of our children in the first place. I am transmitting to Congress the National Crime Prevention and Privacy Compact, which will make background checks on child care providers easier and more effective by eliminating state barriers to sharing criminal histories for this specific purpose. I urge Congress to pass and states to ratify this legislation.

Third, I've asked Secretary Rubin to oversee a working group on child care, composed primarily of business leaders working with labor and community representatives to find ways more businesses can provide child care or help their employees afford high quality child care. And again, I thank John Sweeney for his important support of this initiative. (Applause.) In some ways the most gripping part of that film we saw was the father talking about how he was just consumed with worry at work. No parent should ever have to go through that.

Finally, we must use community service to strengthen and expand access to after-school programs. Today, the Corporation for National Service through its To Learn and Grow Initiative will pledge to help after-school programs all across our country to use volunteers to provide better care to children. It is releasing a how-to manual for groups who want to incorporate community service into after-school programs. And I think that, Secretary Riley, if we

can win in our little budget battle here on the 21 century community schools, then together, we can do some real good out there on this issue.

My friends, for centuries, over two now, the American Dream has represented a compact that those who work hard and play by the rules should be able to build better lives for themselves and for their children. In this time, and even more into the future, child care that is too expensive, unsafe or unavailable will be a very stubborn obstacle to realizing that dream. So let us commit ourselves to clearing the obstacle, to helping parents fulfill their most sacred duty, to keeping the American Dream alive for them and most important, for their children.

Thank you very much. (Applause.)

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MRS. CLINTON: You know, Ellen, I think that your work over the last number of years from the Families and Work Institute has really helped to highlight a lot of these issues. And one of the most important audiences for this conference, of course, are parents. And I'd like to ask you how we do a better job of empowering parents to make choices about working and child care that are best for their families, and as a subsidiary of that, in particular, what are your views about how we can support parents who want to stay home with their children?

MS. GALINSKY: Well, have the notion in this country that there is a system of choice, but, in fact, if you look at parents choosing child care, we find in our studies between 58 percent and 75 percent of parents feel that they have zero other choices other than the arrangement that they've chosen when they have child care. So, of course, we need to provide better quality child care. And we need to provide the choice for families to stay at home that's a real choice. And you talked about the earned income tax credit and you talked about family medical leave. So it's income and it's programs and policies that support them.

But I think even more important is respect. Right now, I feel often when I talk to mothers and fathers around the country that those mothers who work feel that they're doing something wrong, that they're missing out on their child's life, that society is judging them negatively. And the mothers who are staying at home feel that they're losing the opportunity to earn money and that society is judging them negatively.

So I think what we need to do is to -- you know, I keep wondering, what are we doing to this generation of families? Let's really not only provide real choices, but let's respect them in the

choices that they make.

MRS. CLINTON: Thank you.

THE PRESIDENT: I'd like to ask one question. First of all, I can't help saying this -- when I heard you say that warm and responsive child care actually triggered a biochemical reaction that reduced stress -- I wish we could have a center like that for the White House staff and the Congress staff. (Laughter.) We may actually come up with a revolutionary new proposal here today. (Laughter.)

Let me ask you a serious question. One of the things that I have, that I constantly try to deal with here that I'm super sensitive to because I was a governor for 12 years before I came here, is trying to determine who should do what -- what we can do and make a difference; what we have to basically either exhort or incentivize or require some other people to do.

I was quite taken by the comment you made that only 36 hours of training of a child care worker can make a huge difference. I can't help thinking there probably are a lot of young, often single parents that might benefit from the same 36 hours of training. And I'm wondering how you think that issue ought to be dealt with. Should states basically upgrade their training standards and put funds into it? Should there be training centers established, more than are there now, even if everybody were required to do it? Are there enough places that do the training in all states?

Talk a little bit about how we might set up an infrastructure and pattern of training to give -- let's suppose we said within two years we wanted every child care provider, even people who do it out of their home, wherever, to get the 36 hours of training, and we'd like it to be open, let's say, to low-income parents who are having their first child -- how would we do such a thing?

MS. GALINSKY: The block grant in child care actually, I think, was very helpful. Some of the programs that we looked at were supported by that. And what they did was to let communities determine how best to meet the needs of the people there. But what was particularly interesting to me in that -- so you need to make training available, you need to also make it -- and I think your proposal is terribly important -- you need to make sure that people who get training then make enough money to be able to stay in the field.

People came into the training in our study for, not so much to learn about kids, but they came into training to figure out, what do I do Monday morning, how do I deal with business practices, sort of the more practical aspects of how do I manage my job. And then they got interested in kids and their development. And when that 18 to 36 hours of training was over, almost everyone, more than 95 percent, wanted to continue their training and they wanted it tied

into a credentialing system. They wanted to get college credit for it. And then we followed them over the next year or so and about half of them did get more training.

So it's not just that 36 hours is a magic number or that there's a magic bullet. It's the opportunity to provide meaningful training, training that really helps people where they are in their own development, and to have it continue.

THE PRESIDENT: But what percentage of the people who are now providing child care get that kind of training? That's the question I'm trying to get.

MS. GALINSKY: Well, I don't really know the exact figure of that, but I don't think that it's very many. I mean, in most states in the country all you have to do to start being a child care provider is be alive and breathing and over 18 years old, and hopefully be a good person, as you're saying. And then you have to promise in many states to get training. In a study that we have just finished and hasn't been released yet, even though they required 30 hours of training in that state, very few people actually did it, and it was required. So it's not enough to require it, we need to have a system that supports it.

In that particular study, there were obstacles to getting the training. It wasn't so easily accessible and they couldn't have time off to do it. So we need to create training that is available, affordable, nearby and good quality, and we need to have the whole child care system support it. You have a requirement and then you don't enforce it, you might as well not have it.

MRS. CLINTON: You know, that just reminds me of how often I've heard it said that we have all kinds of licensing and professional requirements for people who do your hair or other kinds of important functions. Why did I think of hair first? I don't know. (Laughter.) Can't imagine. But we don't have anything like the same licensing, credentialing requirements for people who hold themselves out as child care workers. So there is a real disconnect between what we say is important and what we value and what we have systems for supporting.

Thank, you, Ellen.

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THE PRESIDENT: Thank you. I would just like to make a couple of observations. I thought what you said was terrific. First of all, until -- the crime rate in America's been going down for five years now, rather steeply, but it's been going up among people under 18. It may have leveled off, maybe dropping a little bit now; we're hopeful. But if it is, it's because more and more communities are doing what you suggested. We need another -- at least another year

to see whether it's changed.

But you are very familiar with what's been done in Boston, and one of the things that's been done is the whole juvenile justice system has been geared to be warm and responsive. Juvenile probation officers make house calls will police officers. And community groups walk the streets in the afternoon to, basically, almost pick the kids up and give them things to do and get them involved with things. And as far as I know, it's the only major city in America where nobody under 18 has been killed by a gun in two years now. But, it's not rocket science. It's a systematic attempt to take personal responsibility for all these children after school. And I can tell you, you see the flip side of it in these juvenile crime rates -- it's really touching and quite moving.

The other thing I wanted to say is I wonder if you have any sense, just as a practical matter, of whether these programs tend to work better is they are school-based. And the reason I ask that is I think that we fight these battles around here all the time of how to spend the school money, and most money for schools comes from the state and local level, anyway. But I think one of the biggest problems that these schools have on the issue you've talked about is in school after school after school after school, financial problems have caused them to cut back on their art programs, cut back on their music programs, cut back on their non-varsity athletic programs, the things that children used to typically do after school or could stay after school and do. The school districts as they're now budgeting and as they're now staffed and under the rules under which they now labor, they cannot -- more and more schools are dropping these programs. And I think it's disastrous, because a lot of it is just exactly how children relate in kind of a nonlinear, just purely intellectual way that both of you have said is so important. And I was wondering if you've seen that and if you think that's contributing to the problem.

I mean, a lot of people, without any programs, used to just stay after school because there was an art project, there was a music project, you were getting ready for a concert, the intramural teams were playing. And this is -- you know, there are huge school districts in this country where all of these things are a thing of the past. People look at you like you've lost your mind when you talk about this now; they haven't had these things in years.

And it may be that one of the things we ought to be exploring is whether we can reinstitute some of these things in the lives of our schools that would naturally lead to an out-of-school atmosphere so they wouldn't think about adopting a new program approach. Anyway, I just kind of wanted to ask you that: Are the schools the best place if they work, or does it not matter if you do it right?

MS. SELIGSON: I think it should be a matter of whoever is ready, willing and able to do after-school programs. And I think if schools are ready, willing and able to do them and to find the

resources to make them enriching and creative environments, then schools should be the place. But it's not an either-or situation, because really schools can partner with community-based organizations, and most of the school-based care that's out there right now looks like that. It looks like partnerships with the Y or with community organizations.

And then there are some school districts that have put money behind after-school care because they see it in their best interestS to do that in terms of what the outcomes will be for the kids. And some Title I money is going into after school programs. So I think all of it possible. I don't see the schools as the only locus. And because there is such local autonomy about decision-making, the local school board makes those decisions, it's very much a community-by-community decision.

MRS. CLINTON: Can you speak more, though, about what makes up a good after school program? What are the components that you would look for as a parent or as a community leader who wanted to provide such a service in your community? Because sometimes I worry that, just as the President was saying, a lot of what we took for granted when we were growing up is no longer readily available. And a lot of the after-school programs that I visit or that I hear about seem so academically oriented, they're not letting kids sort of blow off steam and explore other talents and be part of doing something different. So perhaps you could talk a little bit about what the components of a good after-school program are, and address the issue about whether or not they're valuable only if they are academically oriented.

MS. SELIGSON: Well, of course, the single most important feature in an after-school program that one would call good is the staff. And that means people who have been trained, who are prepared to work in these informal learning environments with kids.

The other thing that I'd like to say about the academic programs is that academic programs are fine as long as they understand, those program planners understand that you can't do academics alone in a vacuum without meeting the other needs of kids. Because kids will vote with their feet, and even if they stay in the program, they may be absent emotionally or mentally. So all programs should have good space, comfortable facilities. Children should feel that they're not just occupying a cafeteria that isn't really theirs, where they can put their things down, where they can start a project and not have to wrap it up before they're finished with it, where someone actually looks at them and says, aha, so you're interested in radio or chess or macrame or whatever, and really takes the time to create opportunities for that child to learn how to do those things and do them well.

So I think it's about, as I said, the relationship and the individual, the nature of the relationship between the staff and

the individual child. And I think also for parents, it has to be a place where they feel comfortable coming. Many parents find after-school programs to be sort of gateways for them into the school, sort of mediating places, a way to feel more comfortable themselves with the actual schoolteachers and the regular school day.

MRS. CLINTON: Thank you very much, Michelle.

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THE PRESIDENT: I have to excuse Secretary Rubin in a moment to return to his duties, but I wanted to make one point and ask one question. The point I want to make is, he tries real hard to put on that sort of cold shtick, you know, that this is just economics, but -- (laughter) --

SECRETARY RUBIN: "Shtick" is an Arkansas term.
(Laughter.)

THE PRESIDENT: I learned that from him, that word, you know. (Laughter.) But I'm sure you could see there was more there.

It occurred to me, listening to you talk about this, that this child care issue is an example of what makes our work both wonderful and maddening. How many times has Secretary Riley and I said that every problem in American education has been solved by somebody in some school somewhere, so why don't we get uniform excellence.

I just had the most difficult policy development process I have been through I think since I've been President, that Secretary Rubin and I did together; it was on trying to develop America's position on climate change. But it had very little to do with the science. There is literally enough technology out there today to enable us without lowering our standard of living, indeed while raising our standard of living, to substantially cut our emissions of greenhouse gases. And I can cite you industry after industry after industry that's made a ton of money doing it on their own, so why doesn't everybody do it? Why don't we even have a critical mass of companies doing it? And I ask you that question. So we've got another example here with child care.

If you can cite these examples where all of these companies are making money and having happier, more productive employees, what are the barriers? Why is the market dysfunctional in cases like this, and what can we do to make it work? Because if we were trying to get hookups to the Internet, we'd have 100 percent penetration in one-tenth of the time it takes us to get 10 percent penetration for educational excellence, environmental conservation or spread of child care. What's the difference? (Laughter.)

SECRETARY RUBIN: Are you asking me? (Laughter.)

THE PRESIDENT: I think it's the single, most important

question about social policy today. You and I think about this all the time, but I don't know what you think about this.

This is not in the notes, he's not prepared to say this.

SECRETARY RUBIN: You're the President of the United States, you're supposed to know the answer to these things. (Laughter.) But having said that, I'll give you a view, whatever it's worth.

I think, Mr. President, you make a very good point. And I think you can point to a lot of other areas where the same thing is true. I think what we need to do -- and it's true with respect to the importance of our country and the global economy, -- the importance of trade liberalization and a lot of other things -- I think there is a need for a massive effort of trying to improve the understanding of people in all parts of our economy and our society about what we really need to do in this new and modern global economy. And I think one of the great difficulties is trying to communicate what really matters -- issues such as this in a world which has so much else coming in at people that, really, in my judgment, matters very little.

But I think that your point here, which is to set up a private sector group of some sort -- or it wouldn't be totally private sector necessarily, but a group of people of some sort, try to identify the best practices, try to identify what works, try to identify problems, and then go out and amongst their peers try to bring to their peers the same understanding they they've acquired through their own experience is maybe the most effective and best way to do this, rather than having somebody else who is not part of their world talking to them and trying to bring them into a shared understanding. And that's at least what we're going to try to do with this, Mr. President.

THE PRESIDENT: Thank you. (Applause.)

MRS. CLINTON: Thank you very much, Secretary Rubin. It is true -- I think you could hear the frustration in the President's voice, that he spends a lot of time, and all of us around him spend a lot of time, and all of us around him spend a lot of time wondering why the best practices and the model programs in a variety of areas in our country don't receive greater awareness and provide more models for people to follow, so that we could spread the success that is evident in so many ways every time you travel around our country.

And we're going to turn to the next part of our program and in a way start addressing this very issue, because Part Two is how we are doing in meeting the challenge and what we need to be doing.

We're going to turn to four additional experts who will

address how we're working to assure that families have access to safe, affordable child care, and also give us some insight into what is working well and what we might do to try to replicate that.

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THE PRESIDENT: I was glad to hear what you said about not being able to sit still after 3:00 p.m. (Laughter.) I'm glad to know you've been sitting still before 3:00 p.m. (Laughter.) I have never seen you still for two minutes in all of our acquaintance. This is amazing. (Laughter.)

I don't think you can answer this now, but I think it's quite important that we be explicit about a dilemma that we will face as we move toward next year, the State of the Union, what our position ought to be. We all know that there will be in the context of the budget agreement we just adopted, fierce competition for limited money. We're going to have some more money to put into this; we'll do the very best we can. It will be a priority, but still, it seems to me that there will be competition for what the best way the federal government can spend more money in child care is.

We could increase the tax credit to either make it more generous to people who get it now or move it up in the income limits. We could expand Head Start, particularly the Zero To Three program, where we've only got just a few thousand kids now -- 25,000 or something. And I think the early results are pretty promising. It's a terribly important initiative. Or we could devise some way to help get these salaries up, which is abysmal.

When you were talking about the salaries, Hillary gave me a chart which showed that child care workers on the whole are better educated than the American work force and lower paid. So we keep saying we want all these people to come in and get more education and more training, and yet -- and there are some cases where people don't have any education or training, but there are a lot of them that are quite well-educated that are working for ridiculously limited wages. (Applause.)

So what's your sense about how we ought to go about making that decision? And I'll just give a blanket invitation to the audience, too, that if you were in my position and you knew you couldn't do a hundred percent of all these things, would you do a little bit of all of them, would you focus on one, would you focus on the other? And I invite you to make your views known to us either today during the course, or in writing -- because this will be a difficult thing. Congressman Lampson is still here; he's going to have to make a decision about how to vote on this stuff. And we will have to decide.

SECRETARY SHALALA: Mr. President, I think that all of us would say to you we have to invest resources in quality. Start

with the basics -- health, safety and encouraging a good learning environment, focus on the care-giver, start with the care of our youngest children and also our school-age children. But it has to be a quality agenda. That's where the weakness is in the system, and focusing on those care-givers is going to be very important in the future. (Applause.)

* * * * *

THE PRESIDENT: Well, thank you very much. I agree with the last thing you said for sure. (Laughter.)

Let me say, the reason I wanted Governor Hunt to come here today, apart from our 20 years of friendship and my immense admiration for him, is that -- if I could go back to the question I asked Secretary Rubin -- the great trick we have with all great social questions in America is that we know that government can't solve alone, either because we don't have the resources or the capacity, is how to have grass-roots, community-based partnerships that still, when the day is over, add up to a system that serves everybody instead of just makes nice, touching stories we can all tell each other at seminars till kingdom come.

And that is what they have done in North Carolina. They have kept the entrepreneurial spirit, they have the partnership. They've cobbled money together, first one place, then another, and he's put a lot of new money in it, and because he has taken this initiative and set up a framework within which creativity and partnership can flourish, they have a system. And I still believe -- I'll say it again -- I think that is the great sort of challenge that America faces that goes across so many of our problems and plainly relates to this.

The only question I wanted to ask you about it that I would like you to specifically address is, do you have enough money to deal with the dilemma that raising quality standards must increase your cost to some extent, and does that price anybody out of it? And if not, why not?

GOVERNOR HUNT: Well, Mr. President, we don't have enough money. We've put about an additional \$100 million of state funds into this in the last two or three years, and we've been bringing the counties in as they prepared for it. Three years from now -- they have all gotten some planning money. They really have to really show that they're doing this right. Three years from now, our plan is to have \$300 million state dollars in this, in addition to what we had before, federal money and so on. (Applause.)

We think that will get us pretty close to quality for kids. But it may not be enough, and costs go up. It is terribly hard to get the resources. That's why we've got to understand how important this is. You can't do this on the cheap. You really can't. (Applause.) That's why we need businesses' help. We need everybody's help we need the in-kind, churches providing the places,

and we need all the federal money we can get, Mr. President.
(Laughter.)

THE PRESIDENT: You know, just one other thing I'd like to say that I think we ought to consider -- this is a little thing, but you talked about the bully pulpit -- I think a lot of people are just plain, old-fashioned ignorant about what's involved in being an effective, successful child care worker, would be surprised at the average educational level of child care workers in America and the average pay. And I think that we ought -- one of the things that we ought to do with this bully pulpit idea of yours is start trying to find ways that every community and every state can honor outstanding child care workers the same ways we honor teachers today, or scientists or others. (Applause.) Because, I think that's terribly important. I just don't think society -- I don't think they mean to devalue people in this work, I just think they don't know -- most people.

GOVERNOR HUNT: Mr. President, if I may, last year, Mrs. Hunt and I had a statewide gala banquet, 1,200 people or so in the State Capitol to present the awards to the top child care-givers like top teachers. And they came from all over the state. And we had the winners in every county. We really need to really start doing that, showing our appreciation, holding these people up, telling how important this is. We've done it some for schools, not nearly enough. You're going to honor teachers tomorrow right here. But we need to do it for child care-givers, the most important teachers in the world.

PRESIDENT CLINTON: I don't think you can underestimate how important it is for people to say to other people that they matter. And if it matters in your personal life, it's got to matter in all these other areas, too. I think it's a big issue.

MRS. CLINTON: Well, I just want to thank Governor Hunt for his example, because one of our hopes is through this conference to highlight what states are doing. He mentioned some of the other states that have very good practices and are expanding the supply of affordable quality child care. I know that the President fought very hard to put into the Welfare Reform Act that there be a provision that would set aside a portion of federal child care dollars to improve quality in the states. And that's a very important aspect of what we hope states are going to be able to do.

* * * * *

MRS. CLINTON: Dr. Washington, that was an excellent analysis of what we are confronting. And what would be your advice about how the President, governors, all of us who are concerned about this issue could do more to engage communities in this discussion where either the community themselves, or the leadership of the community don't think they have any particular stake in trying to pursue the sort of process that you outlined and that Governor Hunt has put into practice in North Carolina?

DR. WASHINGTON: Well, as we've all heard today, we all benefit from quality child care. We've got the word out that child care is a collective good. That's why the federal role and the state role and the local role is so important. Child care is a collective good that doesn't just benefit the people who receive the service, the children and the families themselves, but it gives benefits that accrue to the whole society. That's what we've heard the Secretary speak to. We've got to get this message out in our communities, child care is a collective good; we all benefit from child care.

MRS. CLINTON: Thank you very much.

* * * * *

THE PRESIDENT: Well, that is, I think, an extraordinary way to wrap up our morning session. I can't think of anything that could be added to what you said. But if you think about what all of our last speakers said, it amounts a plea to us to do what we can to both increase the coherence and completeness of community-based action within a framework that creates a system that involves all our children.

And again, let me say to all of you involved in this work, I am profoundly grateful to you. I thank you for being here today. This has been an immensely enlightening day to me. I have

been struggling to understand this issue, especially since one day several years ago -- we all have our little epiphanies in life about these matters, but Hillary had been talking to me about child care for years, and one day -- and I was running for governor, more than well over a decade ago -- I used to make a habit in every election season of going to the earliest plant gate in my state, because the workers came to work between 4:30 a.m. and 5:30 a.m. And even the vote-hungriest politicians wouldn't get up that early. (Laughter.) So I always had them all to myself.

And I never will forget, one day I came home and I told Hillary, I said, "you won't believe what happened to me at a quarter to 5:00 a.m. this morning," it was a Campbell soup plant in North Arkansas, and this pickup truck rolled up. And as often happened, the husbands and wives, and one was taking the other to work and they would come up in the dark and kiss each other good-bye. And so this pickup truck came up and this lady leaned over and kissed her husband good-bye and opened the door. And the light came on, and inside were three children under the age of five.

And so I went over and talked to the young man when his wife went in to work -- at a quarter to 5:00 a.m. I said, what are you doing with these kids and how do you do this? He said, well, we've got to get them up every morning at a quarter to 4:00 a.m. And we dress them up. And he said, I keep them as long as I can, but I have to be at work at 7:00 a.m. So I had to find somebody who would

take care of them at 6:30 a.m. Three kids under five. But, he said, we've got three kids under five. We both have to work.

Now, there are millions of stories like that. And they are no less gripping for the parents than those who don't have quite such strange circumstances. But it is inconceivable to me that we have had all of you wonderful people working at this and we've put all this money in it, and we still never develop a systematic approach or, in the words of Patty, a quilt that everybody can be a part of. And that, I think, we should all leave as our mission.

Thank you very much. (Applause.)

END

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Draft 10/27/97 11am

PRESIDENT WILLIAM J. CLINTON
& A NEW SOCIAL COMPACT
FOR A NEW ECONOMY⁸
REMARKS TO THE
DEMOCRATIC LEADERSHIP COUNCIL
WASHINGTON, DC
October 27, 1997

It is hard for me to believe that it is now 7 years since Al From, in his ... gentle, demure way, persuaded me to become chairman of this organization. And it is now six years since I declared my candidacy for President. For nearly 5 years now, we have worked together to prepare America for the 21st Century, driven by a vision simple but profound: to keep the American Dream alive for every person responsible enough to work for it, to keep America the world's strongest force for peace and freedom and prosperity, and to bring our people together across all the lines that divide us into one America: Opportunity for all, responsibility from all, a community of all, within and beyond our borders.

From the beginning, we have worked to implement a strategy that owes much to the work the DLC and its grassroots leaders did in the 1980s and early 1990s. Even though we have worked hard to make it clear where we stood, especially our determination to go beyond the outdated categories and false choices that dominated Washington politics, this strategy has often been misunderstood and misinterpreted by those who longed to hold on to the status quo.

But we persevered with our new strategy. First, we had to resolve the argument over the role of government -- to go beyond those who said the government should do nothing, and those who thought it should do everything, to build a government that was smaller, more effective, focused on giving people the tools they need to make the most of their own lives.

Then we had to go beyond the old left/right, either/or divisions of policy that were dividing America and holding us back.

On the economy, we replaced trickle down economics and its deficits with an invest and grow strategy aimed at cutting the deficit and investing in our people.

On crime, we replaced tough talk with tough action, with a strategy of punishment, police and prevention.

On welfare, we went beyond condemnation and complacency, with a strategy that is tough on work but good for children.

On education, we went beyond the old debate of abandoning public education or throwing more money at the status quo, with a strategy of standards, reform and investment.

On the environment, we rejected the idea that protecting the health of our families had to hurt the economy, and instead enforced a strategy designed to preserve and embrace the environment and public health in a growing economy.

[We also reasserted America's leadership in the world in terms relevant to the threats and opportunities of the future, and we restored the primacy of family and community, with a whole host of policies, from the Family and Medical Leave Act to the EITC to the minimum wage increase to pension security and portability, to expanded health care coverage for children, to AmeriCorps to initiatives to help reconcile our religious and racial differences.]

Finally, we soundly defeated the Republican Party's 1995 Contract with America.

All in the name of a new philosophy of opportunity, responsibility, and community, our guideposts to preparing America for the 21st Century.

Now, our vision has become America's vision) and because of that vision, America is stronger than it has been in a generation. Our economy is the healthiest in the world, our social fabric is mending, our international leadership is unchallenged. We have 13 million new jobs; unemployment remains below 5%; inflation is the lowest since the 1960s; homeownership is at an all-time high.

Crime is down, for five years in a row. And millions of people have moved from the dependency of a welfare check to the dignity of a paycheck, with the smallest percentage of people on welfare since 1976. We can say with pride: we are preparing our nation for the challenges of the 21st Century.

Fundamentally, we are steering the vast changes underway today in technology, trade and our social makeup in ways that will minimize disruption and doubt and instead will increase the chance that these powerful forces will benefit all our people. Once again, we are facing the future with confidence, confidence that must give us strength for the work ahead. For we still have much to do to fully prepare America for the 21st Century.

Today, the challenge for the DLC) for all Democrats) and for all Americans -- is this: Can we seize the benefits of the new economy, in a way that benefits all our people? Can we embrace, not retreat from, all the new developments in trade and technology, and at the same time forge a new social compact that keeps us moving forward together?

To date, no nation has fully succeeded in reaping the new economy's rewards and preserving the social compact from disruptions in workers, lives and environmental conditions.

We can do that, but only if we are prepared to lead the global march toward the new economy.

The new economy

For we must all recognize that we are not merely riding the crest of the latest rise in the economic cycle. Americans of this generation are forging and leading a new economy) a new economy that can lift our families, if we are ready for it.

In the cutting edge industries of the future -- computers, biotech, aerospace -- America leads the world. Today, a larger proportion of Americans work in the computer industry than worked in the auto industry at the height of the 1950s. Yet we also lead the world again, for the first time since the 1970s, in automobile production and sales. In sectors old and new, information and technology are leading the transformation. Ever stronger links of commerce and communications span the globe.

Skills, knowledge, and imagination are the new wealth of nations. But they must be backed up by strong economic and trade policies, and a commitment to the environment and to giving all workers the chance to succeed. This too cannot be an either/or choice -- we must embrace both the global economy and a social compact of mutual interdependence and responsibility.

In the industrial age, the Progressive movement and the New Deal forged a social compact in which the success of the economy was premised on the security of working people. This 20th Century social compact served our people and preserved our values in a mature industrial economy. It helped us to build the middle class as the backbone of America and the embodiment of the American Dream. But the old arrangements are not adequate to deal with the boisterous energy of the information economy.

It is up to us, the generation of the computer revolution, to craft a new social compact for the new economy) a new understanding of the responsibilities government, business, and every one of us has to one another. It is up to us to make sure that our people have the strength, the skills, the security, the flexibility we need to be the pathfinders and reap the rewards of the 21st Century.

OUR ECONOMIC STRATEGY

When I took office in 1993, the new economy was within reach, but our policies were mired in the past. The resulting stagnation in employment and wages was the high price the American people paid for those policies. We put in place a bold new economic strategy to remove the impediments that restrained the American people, and to give them the tools and training to help them race ahead.

In the new economy, no nation can any longer create prosperity through big government deficits. No nation can hide from the rigorous discipline of financial markets around the world. So the first thing we did was to reduce the nation's massive deficits, to free our people of the dead weight that had slowed their every step in the 1980s.

In 1993, with your strong support, we put in place a deficit reduction plan -- supported only by Democrats, enacted in the face of withering partisan criticism and real political risk. This approach has been dramatically successful.

On the day I took office, the federal budget deficit was \$290 billion. Today, I am pleased to announce that budget deficit this past year was \$22.6 billion -- a cut of \$267 billion, over 90%, in five years, even before the balanced budget law takes effect. Today, America has the smallest deficit proportionally of any major economy, taking the smallest share of our economy since 1970. For the first time, in decades, our economy has been growing while deficits are shrinking -- an expansion fueled by investment, not debt.

Now, the balanced budget I have signed into law will complete this process and give us the first balanced budget in a generation. Trickle-down, big deficit economics are a thing of the past.

The second element of our strategy recognized that for America to grow, America must expand exports. The arithmetic of the new economy is simple: We have 4% of the world's population, and 20% of its income. 96% of the world's consumers live beyond our borders. To maintain our income, we must sell to that 96% -- and we are doing so. America is the world's number one exporter. Our exports are at an all time high. Export-related jobs pay significantly more than other jobs. And fully one third of our economic growth over the past four years came from trade.

This has happened, in large part, because we have negotiated tough trade agreements -- over 200 of them -- to level the playing field with our competitors. America's markets have been open to the world for decades; the core of our international economic strategy has been to open the world's markets to us. Our workers are the best in the world, and when given a fair chance, we can outcompete anyone.

When I have had the authority to make broad agreements, I have used it for America's interest. That is why it is critically important that I be given the same fast track authority to negotiate trade agreements and submit them to Congress that every other President of either party has had since Gerald Ford. This is nothing more, and nothing less, than the ability to create open and fair trade for our businesses and working people. And it is essential to our prosperity.

For example, the information technology agreement that we reached with 37 other nations a year ago will eliminate tariffs and unshackle trade on \$500 billion of trade in computers, semiconductors, and telecommunications. This amounts to a \$5 billion cut in tariffs on American products exported to other nations. It can lead to hundreds of thousands of high-wage jobs for Americans.

Now if Congress grants this authority, we can use it to open trade in areas where American firms are leading, such as computer software, medical equipment, environmental technology. America can use it to open foreign markets to our agricultural products. America can use it to open the markets of Chile and other Latin American nations to our goods and services. This is especially important, since developing nations will grow three times as fast as developed nations over the next few years.

If we don't seize these opportunities, our competitors surely will. Last year, for the first time, Latin American nations had more trade with Europe than the United States. Now that Canada has negotiated a trade agreement with Chile, every major economy in this hemisphere has duty-free access to Chilean markets -- every major economy but one -- ours. That's a bad deal for our businesses and workers. It's &America Last8) and it's unacceptable.

America is not alone in needing to ensure that the new economy brings with it a new social contract. The fast track legislation I support will give us the leverage to make progress with our trading partners on child labor, labor standards generally, the environment -- the most detailed and concrete authority for these issues to be included in this kind of trade legislation ever. And let's be clear: Walking away from this opportunity will not create a single American job -- will not keep a single child out of a sweatshop -- will not clean up a single toxic waste site. Turning away from the effort will not expand our economy, enhance our competitiveness or empower our workers.

Aggressive trade and expanded exports are a critical part of America's economic strategy. This strategy is working. We must not allow our nation to turn back, to shrink from the promise of the new economy, to leave world leadership to others. I thank you for your support of fast track, and I urge you to press even harder in the days ahead.

But it is up to all of us who support open trade to make the case with equal fervor for the third element of our economic strategy: investing in the skills of our people and our future. For the core of the new social compact must be that if all Americans are going to open their arms to the challenges of the new economy, then all Americans must be equipped to reap the rewards of economic change.

Like so many of the issues we have tackled, this too is not an either/or proposition.

We all know: the risks and rewards of the new economy do not fall evenly. The new economy rewards those who are more educated; those who are flexible; who have the skills and confidence to move on to new jobs

and seize new opportunities. If in the 19th Century opportunity came from access to a land grant, in the 21st Century opportunity will come from access to a Pell Grant.

In forging the new social compact, education must be our nation's most important tool. So we have worked to make sure that every 8 year old can read, every 12 year old can log on to the Internet, every 18 year old can go to college, every adult can learn for a lifetime.

Our education strategy is rooted in three precepts: investment, standards, and reform.

We have opened the doors of college to all who will work for it, with the largest investment in higher education since the GI Bill a half century ago, including more scholarships, loans with flexible payment options, 300,000 more work study positions, the Hope Scholarship tax credit which makes it possible for every young person and working person to get 2 years of college, and other tax credits for the 3rd and 4th years, graduate school and job training.

We are moving forward to renew our public schools through school choice and thousands of charter schools, connecting every classroom to the Internet by 2000 and raising standards so that every child can master the basics. Today I expect to sign into law full funding for the America Reads challenge, which will significantly increase support for AmeriCorps -- a legacy of the DLC -- so that these citizen servants can harness the energy of an army of volunteer tutors to meet the challenge of teaching every child to read.

We are helping create opportunity and security for working people in many ways, from our initiative to secure the pensions of 40 million Americans and increase pension portability ... to the \$24 billion investment in children's health care, mostly for the children of working people, that I signed into law ... to the Kassebaum-Kennedy law that lets workers take their health care with them from job to job. Our new economy is dynamic and flexible, so the efforts we make to empower our people must be dynamic and flexible as well.

We have a special obligation to those who may be displaced, or who have not yet benefitted from the global economy. This week, working with Members of Congress, my administration will announce new initiatives to bring more Americans into the winners' circle on trade.

We must increase our investment in workers who do lose their jobs -- whether due to a trade agreement, technology, or for any other reason.

We must increase our investment in communities that suffer from the dislocation that can come with expanded trade. Learning from our experience with military base closings, my administration will step up involvement when a factory closes because of trade.

And we must do more to tap the potential of our inner cities and poor rural communities -- for they are America's most important source of

new economic growth, and we must lift them up so they share in our prosperity and join our growing middle class.

Balancing the budget. Expanding exports through tough trade agreements. Investing in our people through education and training: This is America's strategy to create a vital new economy. This is the strategy, advanced and hammered into place by the Democratic Party, that has revitalized our economy and expanded opportunity for millions of Americans.

Our nation must not turn back; our party must not turn back. We need an economy for the 21st Century, and we need a Democratic Party for the 21st Century. We must move forward, with confidence in ourselves, our people and our nation, to build a new economy and forge a new social compact that will include every American.

To every generation of Americans come great challenges that have never been met before. But every generation, raising itself to the test, has mastered it. At each critical juncture, we have made a compact among ourselves, pledging our responsibility to the progress of the American experiment.

We have preserved our independence and advanced our prosperity, in no small measure because we have recognized and reaffirmed our interdependence

The first American social compact was forged by the Pilgrims as they began a new society in a new land. Their leader, John Winthrop, told his shipmates gathered in the hold of the Mayflower that in America, & We must be knit together in this work as one man. ... Rejoice together, mourn together, labor and suffer together; always having before our eyes our (community in the work, our community as members of one body. 8 At the dawn of the new century, we must write a new social compact. We must be the authors of our time. We must master the new economy as One America. This is our challenge. This is our responsibility.

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RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Laura K. Capps (CN=Laura K. Capps/OU=WHO/O=EOP [WHO])

CREATION DATE/TIME:27-OCT-1997 12:16:18.00

SUBJECT: pls. review fast track stats.

TO: Glen M. Weiner (CN=Glen M. Weiner/OU=WHO/O=EOP @ EOP [WHO])

READ:UNKNOWN

TEXT:

----- Forwarded by Laura K. Capps/WHO/EOP on 10/27/97
01:15 PM -----

Jonathan Orszag
10/27/97 12:06:49 PM
Record Type: Record

To: Laura K. Capps/WHO/EOP
cc:
Subject: latest (still under construction)

----- Forwarded by Jonathan Orszag/OPD/EOP on 10/27/97
01:09 PM -----

Russell W. Horwitz
10/27/97 12:01:00 PM
Record Type: Record

To: Jonathan Orszag/OPD/EOP, Peter R. Orszag/OPD/EOP
cc:
Subject: latest (still under construction)

----- Forwarded by Russell W. Horwitz/OPD/EOP on 10/27/97
12:02 PM -----

Michael Waldman
10/27/97 11:57:53 AM
Record Type: Record

To: Melissa Green/OPD/EOP, Russell W. Horwitz/OPD/EOP
cc:
Subject: latest (still under construction)

Draft 10/27/97 11am

PRESIDENT WILLIAM J. CLINTON
& A NEW SOCIAL COMPACT
FOR A NEW ECONOMY⁸
REMARKS TO THE
DEMOCRATIC LEADERSHIP COUNCIL
WASHINGTON, DC
October 27, 1997

It is hard for me to believe that it is now 7 years since Al From, in his ... gentle, demure way, persuaded me to become chairman of this organization. And it is now six years since I declared my candidacy for President. For nearly 5 years now, we have worked together to prepare America for the 21st Century, driven by a vision simple but profound: to keep the American Dream alive for every person responsible enough to work for it, to keep America the world's strongest force for peace and freedom and prosperity, and to bring our people together across all the lines that divide us into one America: Opportunity for all, responsibility from all, a community of all, within and beyond our borders.

From the beginning, we have worked to implement a strategy that owes much to the work the DLC and its grassroots leaders did in the 1980s and early 1990s. Even though we have worked hard to make it clear where we stood, especially our determination to go beyond the outdated categories and false choices that dominated Washington politics, this strategy has often been misunderstood and misinterpreted by those who longed to hold on to the status quo.

But we persevered with our new strategy. First, we had to resolve the argument over the role of government -- to go beyond those who said the government should do nothing, and those who thought it should do everything, to build a government that was smaller, more effective, focused on giving people the tools they need to make the most of their own lives.

Then we had to go beyond the old left/right, either/or divisions of policy that were dividing America and holding us back.

On the economy, we replaced trickle down economics and its deficits with an invest and grow strategy aimed at cutting the deficit and investing in our people.

On crime, we replaced tough talk with tough action, with a strategy of punishment, police and prevention.

On welfare, we went beyond condemnation and complacency, with a strategy that is tough on work but good for children.

On education, we went beyond the old debate of abandoning public education or throwing more money at the status quo, with a strategy of standards, reform and investment.

On the environment, we rejected the idea that protecting the health of our families had to hurt the economy, and instead enforced a strategy

designed to preserve and embrace the environment and public health in a growing economy.

[We also reasserted America's leadership in the world in terms relevant to the threats and opportunities of the future, and we restored the primacy of family and community, with a whole host of policies, from the Family and Medical Leave Act to the EITC to the minimum wage increase to pension security and portability, to expanded health care coverage for children, to AmeriCorps to initiatives to help reconcile our religious and racial differences.]

Finally, we soundly defeated the Republican Party's 1995 Contract with America.

All in the name of a new philosophy of opportunity, responsibility, and community, our guideposts to preparing America for the 21st Century.

Now, our vision has become America's vision) and because of that vision, America is stronger than it has been in a generation. Our economy is the healthiest in the world, our social fabric is mending, our international leadership is unchallenged. We have 13 million new jobs; unemployment remains below 5%; inflation is the lowest since the 1960s; homeownership is at an all-time high.

Crime is down, for five years in a row. And millions of people have moved from the dependency of a welfare check to the dignity of a paycheck, with the smallest percentage of people on welfare since 1976. We can say with pride: we are preparing our nation for the challenges of the 21st Century.

Fundamentally, we are steering the vast changes underway today in technology, trade and our social makeup in ways that will minimize disruption and doubt and instead will increase the chance that these powerful forces will benefit all our people. Once again, we are facing the future with confidence, confidence that must give us strength for the work ahead. For we still have much to do to fully prepare America for the 21st Century.

Today, the challenge for the DLC) for all Democrats) and for all Americans -- is this: Can we seize the benefits of the new economy, in a way that benefits all our people? Can we embrace, not retreat from, all the new developments in trade and technology, and at the same time forge a new social compact that keeps us moving forward together?

To date, no nation has fully succeeded in reaping the new economy's rewards and preserving the social compact from disruptions in workers, lives and environmental conditions.

We can do that, but only if we are prepared to lead the global march toward the new economy.

The new economy

For we must all recognize that we are not merely riding the crest of the latest rise in the economic cycle. Americans of this generation are forging and leading a new economy) a new economy that can lift our families, if we are ready for it.

In the cutting edge industries of the future -- computers, biotech, aerospace -- America leads the world. Today, a larger proportion of Americans work in the computer industry than worked in the auto industry at the height of the 1950s. Yet we also lead the world again, for the first time since the 1970s, in automobile production and sales. In sectors old and new, information and technology are leading the transformation. Ever stronger links of commerce and communications span the globe.

Skills, knowledge, and imagination are the new wealth of nations. But they must be backed up by strong economic and trade policies, and a commitment to the environment and to giving all workers the chance to succeed. This too cannot be an either/or choice -- we must embrace both the global economy and a social compact of mutual interdependence and responsibility.

In the industrial age, the Progressive movement and the New Deal forged a social compact in which the success of the economy was premised on the security of working people. This 20th Century social compact served our people and preserved our values in a mature industrial economy. It helped us to build the middle class as the backbone of America and the embodiment of the American Dream. But the old arrangements are not adequate to deal with the boisterous energy of the information economy.

It is up to us, the generation of the computer revolution, to craft a new social compact for the new economy) a new understanding of the responsibilities government, business, and every one of us has to one another. It is up to us to make sure that our people have the strength, the skills, the security, the flexibility we need to be the pathfinders and reap the rewards of the 21st Century.

OUR ECONOMIC STRATEGY

When I took office in 1993, the new economy was within reach, but our policies were mired in the past. The resulting stagnation in employment and wages was the high price the American people paid for those policies. We put in place a bold new economic strategy to remove the impediments that restrained the American people, and to give them the tools and training to help them race ahead.

In the new economy, no nation can any longer create prosperity through big government deficits. No nation can hide from the rigorous discipline of financial markets around the world. So the first thing we did was to reduce the nation's massive deficits, to free our people of the dead weight that had slowed their every step in the 1980s.

In 1993, with your strong support, we put in place a deficit reduction plan -- supported only by Democrats, enacted into the face of

withering partisan criticism and real political risk. This approach has been dramatically successful.

On the day I took office, the federal budget deficit was \$290 billion. Today, I am pleased to announce that budget deficit this past year was \$22.6 billion -- a cut of \$267 billion, over 90%, in five years, even before the balanced budget law takes effect. Today, America has the smallest deficit proportionally of any major economy, taking the smallest share of our economy since 1970. For the first time, in decades, our economy has been growing while deficits are shrinking -- an expansion fueled by investment, not debt.

Now, the balanced budget I have signed into law will complete this process and give us the first balanced budget in a generation. Trickle-down, big deficit economics are a thing of the past.

The second element of our strategy recognized that for America to grow, America must expand exports. The arithmetic of the new economy is simple: We have 4% of the world's population, and 20% of its income. 96% of the world's consumers live beyond our borders. To maintain our income, we must sell to that 96% -- and we are doing so. America is the world's number one exporter. Our exports are at an all time high. Export-related jobs pay significantly more than other jobs. And fully one third of our economic growth over the past four years came from trade.

This has happened, in large part, because we have negotiated tough trade agreements -- over 200 of them -- to level the playing field with our competitors. America's markets have been open to the world for decades; the core of our international economic strategy has been to open the world's markets to us. Our workers are the best in the world, and when given a fair chance, we can outcompete anyone.

When I have had the authority to make broad agreements, I have used it for America's interest. That is why it is critically important that I be given the same fast track authority to negotiate trade agreements and submit them to Congress that every other President of either party has had since Gerald Ford. This is nothing more, and nothing less, than the ability to create open and fair trade for our businesses and working people. And it is essential to our prosperity.

For example, the information technology agreement that we reached with 37 other nations a year ago will eliminate tariffs and unshackle trade on \$500 billion of trade in computers, semiconductors, and telecommunications. This amounts to a \$5 billion cut in tariffs on American products exported to other nations. It can lead to hundreds of thousands of high-wage jobs for Americans.

Now if Congress grants this authority, we can use it to open trade in areas where American firms are leading, such as computer software, medical equipment, environmental technology. America can use it to open foreign markets to our agricultural products. America can use it to open the markets of Chile and other Latin American nations to our goods and services. This is especially important, since developing nations will grow three times as fast as developed nations over the next few years.

If we don't seize these opportunities, our competitors surely will. Last year, for the first time, Latin American nations had more trade with Europe than the United States. Now that Canada has negotiated a trade agreement with Chile, every major economy in this hemisphere has duty-free access to Chilean markets -- every major economy but one -- ours. That's a bad deal for our businesses and workers. It's &America Last8) and it's unacceptable.

America is not alone in needing to ensure that the new economy brings with it a new social contract. The fast track legislation I support will give us the leverage to make progress with our trading partners on child labor, labor standards generally, the environment -- the most detailed and concrete authority for these issues to be included in this kind of trade legislation ever. And let's be clear: Walking away from this opportunity will not create a single American job -- will not keep a single child out of a sweatshop -- will not clean up a single toxic waste site. Turning away from the effort will not expand our economy, enhance our competitiveness or empower our workers.

Aggressive trade and expanded exports are a critical part of America's economic strategy. This strategy is working. We must not allow our nation to turn back, to shrink from the promise of the new economy, to leave world leadership to others. I thank you for your support of fast track, and I urge you to press even harder in the days ahead.

But it is up to all of us who support open trade to make the case with equal fervor for the third element of our economic strategy: investing in the skills of our people and our future. For the core of the new social compact must be that if all Americans are going to open their arms to the challenges of the new economy, then all Americans must be equipped to reap the rewards of economic change.

Like so many of the issues we have tackled, this too is not an either/or proposition.

We all know: the risks and rewards of the new economy do not fall evenly. The new economy rewards those who are more educated; those who are flexible; who have the skills and confidence to move on to new jobs and seize new opportunities. If in the 19th Century opportunity came from access to a land grant, in the 21st Century opportunity will come from access to a Pell Grant.

In forging the new social compact, education must be our nation's most important tool. So we have worked to make sure that every 8 year old can read, every 12 year old can log on to the Internet, every 18 year old can go to college, every adult can learn for a lifetime.

Our education strategy is rooted in three precepts: investment, standards, and reform.

We have opened the doors of college to all who will work for it, with the largest investment in higher education since the GI Bill a half century ago, including more scholarships, loans with flexible payment options, 300,000 more work study positions, the Hope Scholarship tax

credit which makes it possible for every young person and working person to get 2 years of college, and other tax credits for the 3rd and 4th years, graduate school and job training.

We are moving forward to renew our public schools through school choice and thousands of charter schools, connecting every classroom to the Internet by 2000 and raising standards so that every child can master the basics. Today I expect to sign into law full funding for the America Reads challenge, which will significantly increase support for AmeriCorps -- a legacy of the DLC -- so that these citizen servants can harness the energy of an army of volunteer tutors to meet the challenge of teaching every child to read.

We are helping create opportunity and security for working people in many ways, from our initiative to secure the pensions of 40 million Americans and increase pension portability ... to the \$24 billion investment in children's health care, mostly for the children of working people, that I signed into law ... to the Kassebaum-Kennedy law that lets workers take their health care with them from job to job. Our new economy is dynamic and flexible, so the efforts we make to empower our people must be dynamic and flexible as well.

We have a special obligation to those who may be displaced, or who have not yet benefitted from the global economy. This week, working with Members of Congress, my administration will announce new initiatives to bring more Americans into the winners' circle on trade.

We must increase our investment in workers who do lose their jobs -- whether due to a trade agreement, technology, or for any other reason.

We must increase our investment in communities that suffer from the dislocation that can come with expanded trade. Learning from our experience with military base closings, my administration will step up involvement when a factory closes because of trade.

And we must do more to tap the potential of our inner cities and poor rural communities -- for they are America's most important source of new economic growth, and we must lift them up so they share in our prosperity and join our growing middle class.

Balancing the budget. Expanding exports through tough trade agreements. Investing in our people through education and training: This is America's strategy to create a vital new economy. This is the strategy, advanced and hammered into place by the Democratic Party, that has revitalized our economy and expanded opportunity for millions of Americans.

Our nation must not turn back; our party must not turn back. We need an economy for the 21st Century, and we need a Democratic Party for the 21st Century. We must move forward, with confidence in ourselves, our people and our nation, to build a new economy and forge a new social compact that will include every American.

To every generation of Americans come great challenges that have never been met before. But every generation, raising itself to the test, has mastered it. At each critical juncture, we have made a compact among ourselves, pledging our responsibility to the progress of the American experiment.

We have preserved our independence and advanced our prosperity, in no small measure because we have recognized and reaffirmed our interdependence

The first American social compact was forged by the Pilgrims as they began a new society in a new land. Their leader, John Winthrop, told his shipmates gathered in the hold of the Mayflower that in America, & We must be knit together in this work as one man. ... Rejoice together, mourn together, labor and suffer together; always having before our eyes our (community in the work, our community as members of one body. 8 At the dawn of the new century, we must write a new social compact. We must be the authors of our time. We must master the new economy as One America. This is our challenge. This is our responsibility.

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RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Jonathan Orszag (CN=Jonathan Orszag/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:27-OCT-1997 10:03:08.00

SUBJECT: dlc #1

TO: Glen M. Weiner (CN=Glen M. Weiner/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TEXT:

----- Forwarded by Jonathan Orszag/OPD/EOP on 10/27/97
11:03 AM -----

Michael Waldman
10/25/97 06:32:52 PM
Record Type: Record

To: See the distribution list at the bottom of this message
cc: mawaldman@aol.com @ inet
Subject: dlc #1

MEMORANDUM FOR CIRCULATION

FROM: MICHAEL WALDMAN

SUBJECT: DLC SPEECH DRAFT

Attached is a first draft of the DLC speech. It is too long -- so as you add, please find ways to cut as well. It does break some new ground on the &new economy& &new social compact& front.

It will be steamed down and rewritten to make it more taut.

Please get your comments to me at home -- 202-364-4283 or via pager -- tonight or tomorrow. I will do another draft and send it in to the President tomorrow.

Draft 10/23/97 6:30pm
PRESIDENT WILLIAM J. CLINTON
&A NEW SOCIAL COMPACT FOR A NEW ECONOMY&
REMARKS TO THE DEMOCRATIC LEADERSHIP COUNCIL
WASHINGTON, DC
October 27, 1997

Acknowledgments: Al From, Will Marshall, ???

It is hard for me to believe that it is now 7 years since Al

From, in his ... gentle, demure way, persuaded me to become chairman of this organization. And it is now six years since I declared my candidacy for President, on brandishing our principles on a mission move this country forward. I said then that America had a vital goal for the 21st Century -- to keep the American Dream alive for every person responsible enough to work for it, to keep America the world's strongest force for peace and freedom and prosperity, and to bring our people together across all the lines that divide us into one America. America's oldest, most incandescent ideals --opportunity for all, responsibility from all, a community of all -- had to illuminate our path as we address the challenges of a new era.

We were determined to build a new government, not intent on doing everything, but not content to do nothing; instead, a progressive government committed to giving people the tools they need to make the most of their own lives.

My friends, six years later, our vision has become America's vision) and because of that vision, America is stronger than it has been in a generation. Our economy is the healthiest in the world, our social fabric is mending, our international leadership is unchallenged. We have 13 million new jobs; unemployment remains below 5%; inflation is the lowest since the 1960s; homeownership is at an all-time high. Crime is down, for five years in a row. And millions of people have moved from the dependency of a welfare check to the dignity of a paycheck. We can say with pride in everything we have accomplished: we are preparing our nation for the challenges of the 21st Century.

Perhaps most fundamentally, we are steering the vast changes underway today in technology, trade and our social makeup -- the very changes that once produced so much doubt and unease -- in ways that will ensure that they will become powerful forces for good. Slowly, but with increasing confidence, the American people are coming to believe this, too. Our nation, forever young, forever questing, once again is finding its faith in progress.

Today, the challenge for the DLC) for all Democrats) and for all Americans -- is this: Will we keep moving forward, taking the steps we need to prepare America for the 21st Century? Will we retreat from the world economy, with all its challenges, or master it so it works for our working people? Will we forge a new social compact for the new economy, a new social compact that will secure our values in the 21st Century?

The new economy

For we must all recognize that we are not merely riding the crest of the latest rise in the economic cycle. Americans of this generation are forging and leading a new economy. It is an economy that is irretrievably global, interconnected, driven by technology, powered by turbo charged markets. It is dynamic, disruptive, placing new demands on our families as it opens new opportunities for millions. It offers stunning new opportunities as it poses stiff new challenges.

Once, America's economic landscape was settled. Today, a larger proportion of Americans work in the computer industry than worked in the auto industry at the height of the 1950s. In the cutting edge industries of the future -- computers, biotech, aerospace -- America leads the world. And as new industries are born, old industries are transformed and revived: We lead the world again, for the first time since the 1970s, in automobile production and sales.

Once America's prosperity principally came within our borders; today we are increasingly linked to other nations by currents of commerce and communications. And as we have seen in recent days, tremors in a stock market 8 thousand miles away can be felt underfoot within minutes on every exchange on the planet.

Most important of all, where once the wealth of a nation grew from the gold in the ground or the abundance of our farmland or the power of our factories, now it will come from the skills of our people and the power of our imagination. In the new economy, we can no longer create growth by priming the pump) we can only create growth by priming our people with skills and education.

To be sure, in this new economy there still will be ups and downs; there will be recessions and crisis; they will demand action. But the economy has fundamentally changed. And our response to it must fundamentally change, as well.

In the industrial age, the Progressive movement and the New Deal forged a social compact that bound the success of the economy to the security of working people. When working people went to work at the same plant their entire life, everyone understood government's mission, and everyone understood their own role and responsibility.

This 20th Century social compact served our people and preserved our values in a mature industrial economy. It was a source of pride and strength. But it has been overwhelmed by the boisterous energy of the information economy now being born. It is up to us, the generation of the computer revolution, to craft a new social compact for the new economy) a new understanding of the responsibilities government, business, and every one of us has to one another. It is up to us to make sure that our people have the strength, the skills, the flexibility they need to take the risks and reap the rewards of the 21st Century.

Our economic strategy

When I took office in 1993, the economy was changing, but our policies remained mired in the past. We put in place a bold new economic strategy to remove the impediments that restrained the American people, and to give them the tools and training to help them race ahead.

In the new economy, no nation can any longer create prosperity through deficits and inflating the currency. No nation can hide from the rigorous discipline of financial markets around the world. So the first thing we did was to reduce the nation's massive deficits to free our

people of the dead weight that had slowed their every step in the 1980s. In 1993, with your strong support, we put in place a deficit reduction plan -- supported only by Democrats, enacted in the face of withering partisan criticism and real political risk. This approach has been deeply, dramatically successful.

On the day I took office, the federal budget deficit was \$290 billion. Today, I am pleased to announce that budget deficit will be \$23 billion -- a cut of \$267 billion, well over 90%, in four years. All of it before the balanced budget law even takes effect. That means that over the past four years, America has gone from having the highest deficit in the industrialized world to the lowest. The overall national debt will be \$2 Trillion lower in 2002 than it was projected to be when I took office -- \$20,000 less per family (ck). For the first time, in decades, this sustained expansion is happening while deficits are shrinking -- fueled by investment, not debt.

Now, the balanced budget I have signed into law will complete this process and give us the first balanced budget in a generation. The decades of deficits, dominating our politics and crippling our ability to meet our challenges, are a thing of the past.

The second element of our strategy recognized that for America to grow, America must expand exports. Here is the arithmetic of the new economy: We have 4% of the world's population. 96% of the world's consumers live beyond our borders. We must sell to that 96% -- and we are doing so. America is the world's number one exporter. Our exports are at an all time high. Export-related jobs pay significantly more than other jobs. And fully one third of our economic growth over the past four years came from trade.

This has happened, in large part, because we have negotiated tough trade agreements to level the playing field with our competitors. America's markets have been open to the world for decades. Our mission has been to open the world's markets to us. We have negotiated over 200 tough trade agreements to do that -- every single one of them tearing down tariffs that are higher, sometimes far higher, than ours.

That is why it is critically important that I be given the same fast track authority to negotiate trade agreements and submit them to Congress that every other President of either party has had since Gerald Ford. This is nothing more, and nothing less, than the ability to create open and fair trade for our businesses and working people. And it is essential to our prosperity.

We have seen in the past year what a strong trade agreement can do for our people and our businesses. The information technology agreement that we reached with 37 other nations a year ago will eliminate tariffs and unshackle trade on \$500 billion of trade in computers, semiconductors, and telecommunications. This amounts to a \$5 billion cut in tariffs on American products exported to other nations. It can lead to hundreds of thousands of high-wage jobs for Americans.

Now if Congress grants fast track authority, I can use it to open

trade in areas where American firms are leading, such as computer software, medical equipment, environmental technology out of other markets. I can use it to open foreign markets to our agricultural products. I can use it to open the markets of Chile and other Latin American nations to our goods and services.

If we don't seize these opportunities, our competitors surely will. Last year, for the first time ever, Latin American nations had more trade with Europe than the United States. There is no reason to think that others will wait while we sit idle. Now that Canada has negotiated a trade agreement with Chile, every major economy in this hemisphere has duty-free access to Chilean markets -- every major economy but one -- ours. That's a bad deal for American businesses and American workers.

Aggressive trade and expanded exports are a critical part of America's economic strategy. This strategy is working. Our economy creates more jobs in two months than even the gloomiest estimate of jobs lost due to NAFTA over four years. I will not allow our nation to turn back, to shrink from the promise of the new economy, to leave world leadership to others. I thank you for your support of fast track, and I urge you to press even harder in the days ahead.

We have created the conditions for growth. We have expanded exports through tough trade agreements. But it is up to all of us who support open trade to make the case with equal fervor for the third element of our economic strategy: investing in the skills of our people. For the core of the new social compact must be that all Americans can reap the rewards of economic change.

We must be honest: the risks and rewards of the new economy do not fall evenly. The new economy rewards those who are educated; those who are flexible; who have the skills and confidence to move on to new jobs and seize new opportunities. Fifteen years ago the typical worker with a college degree made 38% more than a worker with a high school diploma; today that college graduate earns 73% more. If in the 19th Century opportunity came from access to a land grant, in the 21st Century opportunity will come from access to a Pell grant.

You and I know that education must be our nation's most important mission. So we have worked to make sure that every 8 year old can read, every 12 year old can log on to the Internet, every 18 year old can go to college.

We have opened the doors of college, with the largest investment in higher education since the GI Bill a half century ago ... with a college opportunity agenda from low-income scholarships to the Hope Scholarship for every family. We have made it possible for every young person -- and every working person -- to get two years of community college.

We are moving forward to renew our public schools, connecting every classroom and raising standards so that every child can master the basics. Today I expect to sign into law full funding for the America Reads challenge, which will significantly increase support for AmeriCorps

-- a legacy of the DLC -- to harness the energy of citizen service to meet the challenge of teaching every child to read.

We are helping create opportunity for working people in many ways, from our initiative to secure the pensions of 40 million Americans ... to the \$24 billion investment in children's health care, mostly for the children of working people, that I signed into law ... to the Kassebaum-Kennedy law that lets workers take their health care with them from job to job.

These investments in our people, especially education, are the most important things we can do to make our people winners in the new economy. But we must focus additional attention on those who do not yet benefit from open markets. This week, working with members of Congress, my administration will submit new initiatives to bring more Americans into the winners, circle on trade.

We must increase our investment in workers who do lose their jobs -- whether due to a trade agreement, or for any other reason. We must increase our investment in communities that suffer from the dislocation that can come with expanded trade. Learning from our experience with military base closings, my administration will step up involvement when a factory closes because of trade. And we must do more to tap the potential of our inner cities and poor rural communities -- for they are America's most important source of new economic growth, and we must lift them up so they share in our prosperity and join our growing middle class.

Balancing the budget, expanding exports through tough trade agreements, investing in our people through education and training -- this is America's strategy to create a vital new economy. This is the strategy, advanced and hammered into place by the Democratic Party, that has revitalized our economy and expanded opportunity for millions of Americans. Our nation must not turn back; our party must not turn back. We need an economy for the 21st Century, and we need a Democratic Party for the 21st Century. We must move forward, with confidence in ourselves, our people and our nation, to build a new economy and forge a new social compact that will include every American.

Soon it will be Thanksgiving [finish with the first American social compact, John Winthrop, Mayflower compact, maybe even & shining city.8 etc.]

Message Sent

To:

Gene B. Sperling/OPD/EOP

Melissa Green/OPD/EOP

Victoria Radd/WHO/EOP

Jonathan Orszag/OPD/EOP

Russell W. Horwitz/OPD/EOP

Ann F. Lewis/WHO/EOP

Kevin S. Moran/WHO/EOP
Paul E. Begala/WHO/EOP
Sidney Blumenthal/WHO/EOP
John L. Hilley/WHO/EOP
KYLE_R @ A1 @ CD @ LNGTWY
Ron Klain/OVP @ OVP
Stephen B. Silverman/WHO/EOP
Douglas B. Sosnik/WHO/EOP
John Podesta/WHO/EOP
Sara M. Latham/WHO/EOP
Sylvia M. Mathews/WHO/EOP
June G. Turner/WHO/EOP
Bruce N. Reed/OPD/EOP
Elena Kagan/OPD/EOP
Craig T. Smith/WHO/EOP
Linda L. Moore/WHO/EOP

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Thurgood Marshall Jr (CN=Thurgood Marshall Jr/OU=WHO/O=EOP [WHO])

CREATION DATE/TIME:28-OCT-1997 12:42:28.00

SUBJECT: 1997-10-28 President's Remarks at Oscar Mayer School

TO: MAHONEYC (MAHONEYC @ SEC.GOV @ inet [UNKNOWN])

READ:UNKNOWN

TEXT:

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10/28/97 12:34 PM -----

Kris M Balderston
10/28/97 12:23:07 PM
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To: Thurgood Marshall Jr/WHO/EOP, Elisabeth Steele/WHO/EOP
cc:
Subject: 1997-10-28 President's Remarks at Oscar Mayer School

we should get these out to the Cabinet as an fyi

----- Forwarded by Kris M Balderston/WHO/EOP on 10/28/97
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SUNTUM_M @ A1
10/28/97 11:35:00 AM
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To: See the distribution list at the bottom of this message
cc:
Subject: 1997-10-28 President's Remarks at Oscar Mayer School

THE WHITE HOUSE

Office of the Press Secretary
(Chicago, Illinois)

For Immediate Release
1997

October 28,

REMARKS BY THE PRESIDENT
DURING ADDRESS ON EDUCATION

The Oscar Mayer School
Chicago, Illinois

9:34 A.M. CST

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

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

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

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

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

I wanted to be here today because this school is the embodiment of the effort that I have asked Americans to make to prepare our country for the 21st

century, to make sure we have an America where every person who is responsible enough to work for it can live the American Dream; where we're still strong enough to lead the world for peace and freedom and prosperity; and where we look across all of our diversity and come together as one America.

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

With unemployment and inflation at their lowest levels in two decades, businesses and banks healthy and sound, new jobs being created every day, our economy is continuing to grow steady and strong. That's why we have to feel confident and continue our

,
economic strategy. We've got to balance the budget, expand trade, and invest in the education of all our people. (Applause.)

Now, on that last score -- in spite of all the economic progress we're making, in spite of the fact that crime is down five years in a row, that we have the lowest percentage of people on

,
welfare we've had since 1970 -- millions of people have left the roles -- on education, we know we've got a lot more to do to make sure all children receive the world-class education they deserve to thrive in the information economy of the 21st century. That's why I've put educational excellence and opportunity at the top of America's agenda, and that's why I've come to Oscar Meyer school -- to thank the Mayor, the principals, the teachers, the students, the parents, and the people of Chicago for leading this crusade.

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

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

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

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

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

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

But you can do all this and you still have to have high expectations, high standards, and some accountability, because people have to be working toward a goal and they have to know what the goal is. That's why I've worked so hard for the concept of academic standards in the basics that we say should apply to every child in America, and to establish voluntary tests to measure the students' performance, beginning with 4th grade reading and 8th grade math. This will give our parents and our teachers the assurance that their children have mastered the basics. This will let every employer know that a diploma means something -- a job applicant can read a manual,

tally a check, analyze and solve a problem, and become a dependable employee.

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

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

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

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

I care a lot about the self-esteem of the American people. But I would ask you to think about the thousands of Americans who are sitting in GED classes today, struggling in literacy programs, standing in unemployment lines, who can tell you

there is nothing more damaging to self-esteem than wanting a job and not being able to get one; wanting to get an improvement, a promotion, a raise, and not having the skills necessary to get it. And if we adults send our children the right messages now, their self-esteem will not be harmed by an expression of love and hope for their future that prevents that sort of problem for them later on. (Applause.)

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

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

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

Thank you. Stay with it. God bless you. (Applause.)

END

9:45 A.M. CST

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COGDELL_C @ A1@CD@LNGTWY
backup @ wilson.ai.mit.edu@INET@LNGTWY
wh-outbox-distr @ clinton.ai.mit.edu@INET@LNGTWY
BARBUSCHAK_K @ A1@CD@LNGTWY
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TCSmith @ dol.gov@INET@LNGTWY
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WOZNIAK_N @ A1@CD@LNGTWY
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RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Laura D. Schwartz (CN=Laura D. Schwartz/OU=WHO/O=EOP [WHO])

CREATION DATE/TIME:29-OCT-1997 16:18:49.00

SUBJECT: INTERNAL TRE

TO: Douglas J. Band (CN=Douglas J. Band/OU=WHO/O=EOP @ EOP [WHO])

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TEXT:

----- Forwarded by Laura D. Schwartz/WHO/EOP on 10/29/97
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SUNTUM_M @ A1
10/02/97 04:43:00 PM

Record Type: Record

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Subject: INTERNAL TRE

THE WHITE HOUSE

Office of the Press Secretary

REMARKS BY THE PRESIDENT
IN VIDEOTAPED MESSAGE
TO THE U.S. HISPANIC LEADERSHIP CONFERENCE

THE PRESIDENT: Thank you for inviting me to speak with you today. I'm happy to know that you will be joined by Secretary of Labor Alexis Herman, Secretary of Education Dick Riley, Secretary of Energy Federico Pena, Ambassador Bill Richardson, Administrator Aida Alvarez, and OPIC President George Munoz.

I'd like to congratulate my friend, Juan Andrade and all the participants in the 15th annual conference of the United States Hispanic Leadership Institute on another successful year. I'm delighted that Henry Cisneros is this year's honorary chair; you couldn't have a better one.

The United States Hispanic Leadership Institute Conference has become a major forum for the aspirations of millions of Americans. You speak to the challenge of leadership and the promotion of unity. I know you'll continue to have an integral role as we move forward together into the 21st century. The work that you do is grass roots at its best.

Over the past 15 years, you've registered 1.3 million new voters, trained over 25,000 volunteers, and published hundreds of studies on Hispanic issues. You are grooming a new generation of leaders; and for that especially, I say thank you.

Over the past four and a half years, our administration, which has appointed more Hispanic Americans to high office than any other, has worked with you to expand opportunity for every American. Last year, the income of the typical Hispanic household increased faster than during any other year on record. Hispanic unemployment has dropped by one-third. More Hispanics than ever before are opening businesses and buying homes. It makes me proud to know that Hispanics are claiming a greater share of the economic success of America.

Our balanced budget represents the largest single increase in investment in education since 1965. I've fought hard to ensure that it expands Head Start, funds America Reads, and includes a 36 percent increase in funding for bilingual and immigrant education.

I also fought hard to restore benefits for disabled legal immigrants and with your help we were successful. And we had enough money, \$24 billion, to expand health insurance to 5 million children who don't have them. A lot of those children are in Hispanic working families.

We are at a moment of hope, but we have a lot more work to do. We must work to ensure that more of our Hispanic youth stay in school. We've organized an intense effort here in the White House to address the dropout problem and evaluate the ways in which our current programs can help young Hispanics reach their highest potential.

Perhaps the most important achievement of the balanced budget was that for the first time in history, it truly opened the

doors of college to all Americans willing to work for it. We had the biggest increase in Pell Grants in 20 years, another 100,000 work-study positions, IRAs that you can withdraw from without penalty for education, and the HOPE Scholarship tax credit, \$1,500 against the first two years of tuition, and federal tax credits for the junior and senior year, for graduate students, and for older students going back.

These things really will help, but only those who finish high school. The values that Hispanics have always held dear -- love of God, love of family, love of country -- continue to lift us all. We have to make them real in the lives of all Americans.

Thank you again for all the important work you do, for encouraging our youth to become involved and to use our voice in democracy. I would especially like to congratulate the 30 students who will receive the Juan Andrade Scholarship for young Hispanic leaders this year. May all of you enjoy continued great success.

God bless you.

* * * * *

THE WHITE HOUSE

Office of the Press Secretary

REMARKS BY THE PRESIDENT IN VIDEOTAPED MESSAGE FOR NICKELODEON'S "THE BIG HELP"

THE PRESIDENT: Good evening. For the past three years I've encouraged you to take part in Nickelodeon's "The Big Help." And for the past three years, you have answered the call. Millions of you have pledged your time to make our world a better place, and you've made me very proud of you. Now I would ask you to make that pledge again.

Let me tell you what some kids in Connecticut did last year when one of their neighborhood parks was doomed to be shut down. These kids didn't wait for adults to take the lead; instead, they took action -- called "The Big Help" and saved the park themselves. They cleaned it up and made it safe, and now it is still there for all to enjoy.

You, too, can show the world what a big difference young people can make when you work together. There's nothing more rewarding than volunteering your time to help others.

Please call now. Find out what it's like to be a part of the American tradition of service. Find out how great it is to be a big help to your community. The phone lines are now open; we're waiting for your call.

* * * * *

THE WHITE HOUSE

Office of the Press Secretary

REMARKS BY THE PRESIDENT
IN VIDEOTAPED TRIBUTE TO DOROTHY HEIGHT

THE PRESIDENT: Dorothy, you know I would love to be there tonight to pay tribute to you in person, but I'm very glad at least one admirer from our family could join me.

There are many people whose lives have served are great sources of inspiration to me, to Hillary, and to all Americans. Yours is clearly one of them. As head of the National Council of Negro Women, for more than 60 years you have been a vital force for change, for justice, for equality in America. You haven't just witnessed history, you have actually made it -- playing crucial roles in almost every civil rights victory of our century. From the bottom of my heart, I thank you for helping all Americans live closer and truer to our best ideals.

You once said that, "Progress comes from caring more about what needs to be done than who gets the credit." Well, tonight, as we remember the great progress your boundless compassion, commitment, and caring have brought to our world, it is our privilege to offer you some of the credit you so richly deserve.

Thank you and God bless you.

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THE WHITE HOUSE

Office of the Press Secretary

REMARKS BY THE PRESIDENT
IN VIDEOTAPED TRIBUTE TO JACK VALENTI

THE PRESIDENT: Jack, I'm delighted to honor you as one of America's true champions of liberty. Few Americans have served our country and touched the lives of their fellow Americans in so many different and important ways -- as wartime bomber pilot, advertising executive, White House adviser, author, and head of the Motion Picture Association of America. I get tired just thinking about it.

On a personal note, I want to thank you for taking the leading role this past year in developing a new rating system that will both help parents protect their children from what they believe are TV's most harmful messages and still preserve the free expression of our writers, producers, and actors.

If there is one guiding principle behind all your accomplishments, it is your passionate commitment to defending the American ideals and freedoms too many of us take for granted. So on behalf of all Americans, Hillary and I thank you for dedicating your voice, your eloquence, and your energies to reminding all of us that freedom is never free.

I can think of no one who is more deserving of the People For The American Way Spirit of Liberty Award. Good luck, congratulations, God bless you.

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THE WHITE HOUSE

Office of the Press Secretary

REMARKS BY THE PRESIDENT
VIDEOTAPED MESSAGE TO
THE AMERICAN COUNCIL ON EDUCATION

THE PRESIDENT: Hello. I've enjoyed speaking to the the American Council on Education at your national conference year after year. And I wish I could be with all of you again in Miami. I'm pleased to know that the administration is well represented at the conference by Judith Winston, the Executive Director of One

America in the 21st Century, my initiative on race, as well as Dr. John Hope Franklin, Governor William Winters and Reverend Susan Johnson Cook of the Race Advisory Board.

I also want to thank ACE for focusing on America's growing diversity -- the issue I believe is the most challenging and pressing we face as a nation. Providing every American the opportunity to make the most of his or her God-given potential is our central value. But the very meaning of that has fundamentally changed.

For example, in the 19th century, opportunity meant access to a land grant. In the 21st century it will mean access to a Pell Grant, to a community college, to a trade school, to a university. It is my strongest conviction that we must work together to open the doors of college even wider.

At a time when a college education means stability, a good job, a passport to the middle class and to a brighter future, we must make at least two years of college as universal at the dawn of the next century as a high school diploma is today.

And here we are making great progress. Our balanced budget includes the largest increase in aid to education since 1965, and the biggest increase in higher education aid since the G.I. Bill 50 years ago. By increasing Pell Grants, creating more work-study positions, and establishing the HOPE Scholarship and lifetime learning tuition tax credits, we are eliminating the financial obstacles that have barred many of our citizens from pursuing post-secondary education. I want to thank ACE for its active support of our financial aid increases.

Because of your help, we can proudly say for the first time in history that college is available for all Americans who are willing to work for it. But we know we have more work to do. We know that too many other obstacles still exist, those which prohibit our children from making the most of their potential.

For the first time since the 1950s, our schools in America are actually resegregating. There are still too many places where opportunity for education and work are not equal, where disintegration of families in neighborhoods make it more difficult to plan for a college career. The recent attempts to roll back affirmative action are slamming the door shut on higher education to many in a new generation.

We must not give in to those who have given up on the idea of integration and a search for common ground. Despite the recent setback in the courts, I hope all of you will come away from this conference emboldened by the need to preserve and protect appropriate affirmative action on your campuses.

As we work to open a national dialogue on matters of race, colleges and universities can and should play a central role in

that effort. I urge all of you to search for ways in which your institution can contribute.

Thank you, God bless you, and good luck in your important work.

* * * * *

THE WHITE HOUSE

Office of the Press Secretary

REMARKS BY THE PRESIDENT
IN VIDEOTAPED GREETING FOR BUCKLE UP AMERICA

THE PRESIDENT: Each year, 40,000 people lose their lives on our nation's highways. Too many of us have experienced the pain of losing a friend, a colleague, or a loved one in a car accident. And far too many of these tragedies could have been prevented.

We know that seatbelts are the most effective safety device we have to save lives on our roadways. Research has found that they reduce the risk of fatal injury by nearly 50 percent and save nearly 10,000 lives every year. There is nothing more important than taking a few seconds to buckle your seatbelt and that of your child each and every time you get inside a car.

Because safety is my highest transportation priority, I'm proud to be a part of the campaign to "Buckle Up America." Last year I directed the Department of Transportation to develop a comprehensive strategy to increase seatbelt use nationwide. In April, Secretary Rodney Slater presented me with an impressive plan -- one that aims high and demands personal responsibility from all of us. The plan involves building partnerships between the government and private sector, increasing public awareness, and working with America's families, enacting tougher seatbelt provisions and supporting law enforcement. It is a good campaign and it will work because it relies on your involvement.

With your help, the Buckle Up America campaign will effectively increase seatbelt use nationwide to 85 percent by the year 2000. If we reach that goal, we'll save more than 4,000 lives and prevent more than 100,000 injuries each and every year. It's a

goal we can and must achieve. I thank you for stepping up to the challenge and being a partner in the campaign to "Buckle Up America."

* * * * *

THE WHITE HOUSE

Office of the Press Secretary

REMARKS BY THE PRESIDENT
IN VIDEOTAPED MESSAGE FOR
POTENTIAL CONGRESSIONAL YOUTH LEADERSHIP CONFERENCE PARTICIPANTS

THE PRESIDENT: More than 30 years ago, when I was your age and in high school, I learned about our national history and the way our government works. I knew then that I wanted to do more than just read about our political system. I knew I wanted to experience it, to participate in it firsthand. I came to Washington to participate in a program that introduced me to the responsibilities of citizenship. It had a lasting effect. It inspired me to work toward a career in public service.

The National Youth Leaders Conference is similar to the program that brought me to Washington. It will give you the education of a lifetime. It will allow you to meet with members of Congress, to hear from foreign diplomats, to visit each branch of government. You'll be encouraged to ask questions, to think through tough policy decisions, to work with others to achieve a common goal. You will experience democracy in action.

As Theodore Roosevelt told the nation at the turn of the century, "The government is us; we are the government, you and I." Right now, you are at the right age to take Theodore Roosevelt's message to heart, for you are the leaders of the next century. I encourage you to fulfill a challenge of leadership and to begin experiencing the rewards of public service now.

* * * * *

THE WHITE HOUSE

REMARKS BY THE PRESIDENT
IN VIDEOTAPED MESSAGE FOR
DOCUMENTARY ON ART PORTER, SR.

THE PRESIDENT: Art Porter was devoted to his family, to his music, and to the state of Arkansas and its people. He could have had great fame and fortune had he left our state, but he wanted to remain close to those he loved. His music touched our souls and stirred our spirits. He raised a son and namesake who also became a brilliant musician.

Art Porter was one of our greatest musical talents from Arkansas. He was, by any standard, a great jazz pianist. But, to me, he was more than a great musician. He was also my good friend. I'm proud that he and his group were able to play at my first inauguration. I missed him at my second inauguration, and I still miss him very much. He was one of a kind, and his smile can still light up my room.

* * * *

THE WHITE HOUSE

Office of the Press Secretary

REMARKS BY THE FIRST LADY
IN VIDEOTAPED MESSAGE
ON YEARLY MAMMOGRAMS

MRS. CLINTON: Be sure the first lady in your life knows about the important new benefit that helps pay for yearly mammograms for Medicare-eligible women. Encourage her to get a mammogram. It's a picture that can save her life.

* * * * *

THE WHITE HOUSE

Office of the Press Secretary

REMARKS BY THE FIRST LADY
IN VIDEOTAPED MESSAGE ON
MEDICARE BENEFITS FOR MAMMOGRAMS

MRS. CLINTON: Be sure the first lady in your life knows about an important new mammography benefit. Starting January 1, Medicare will help pay for yearly screenings for all Medicare-eligible women. Encourage your first lady to get a mammogram. It's a picture that can save her life.

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THE WHITE HOUSE

Office of the Press Secretary

REMARKS BY THE FIRST LADY
IN VIDEOTAPED MESSAGE TO
THE INTERNATIONAL HEALTH ALLIANCE

MRS. CLINTON: I am delighted to send greetings to all of you gathered for the American International Health Alliance's Annual Conference for Health Care Partnerships in the New Independent States.

I am grateful for your efforts to improve the quality of health care, and for your coming together to share experiences and work together to solve some of the most difficult health care challenges.

The President is proud of the partnership between health care providers and educators in the United States, Agency For

International Development. Those partnerships have brought people together from around the globe to work on the most pressing health issues facing the region.

Health care issues are global issues, and partnerships offer the opportunity to develop global solutions. The special focus of this year's conference on new and reemerging infectious diseases underscores this global challenge and our common goal of eradicating them.

I'm especially pleased that the American International Health Alliance and the U.S. Department of Health and Human Services and the CDC are jointly sponsoring your activities this week on the Emory University campus, further enriching the public-private partnership that has been the hallmark of your program.

Over the past two years, I have had the privilege of meeting many of you in previous trips to Russia, Ukraine, and Estonia. I'm looking forward to seeing more of your good works firsthand in November, when I am privileged to travel to Kazakstan, Kyrgyzstan, Uzbekistan, Russia and Ukraine. During my visits, I have been impressed with the work of the partnerships, and I am pleased that the U.S. partners continue to demonstrate our country's willingness to provide assistance and expertise to our friends around the world. I believe these partnerships embody the spirit of community and volunteerism that is so needed in our world today.

While I cannot be there with you this afternoon, I am very pleased that the First Lady of Armenia is actively participating in your conference. Her nursing background has led her to be a leading advocate for nursing education in Armenia, and given her a strong commitment to women's health which has set an important example throughout the world. I know that I speak for her when I say that you represent the tremendous strides that we can make working together.

Thank you for all your continued commitment and dedication. And thank you for what you are doing every day.

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Message Sent

To:

Laura D. Schwartz
Lori Anderson
Brenda M. Anders
Douglas B. Sosnik
david t. johnson
Julia R. Green
Joseph P. Lockhart
Laura D. Schwartz

Michael McCurry
Megan C. Moloney
Jonathan Murchinson
Elizabeth R. Newman
Julia M. Payne
Joshua Silverman
Darby E. Stott
Barry J. Toiv
Michael Waldman

terri tingen

SUNTUM_M @ A1@CD@LNGTWY

WOZNIAK_N @ A1@CD@LNGTWY

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Jordan Tamagni (CN=Jordan Tamagni/OU=WHO/O=EOP [UNKNOWN])

CREATION DATE/TIME:31-OCT-1997 11:48:23.00

SUBJECT: For Paul Tuchmann

TO: Christopher J. Lavery (CN=Christopher J. Lavery/OU=WHO/O=EOP @ EOP [WHO])

READ:UNKNOWN

TEXT:

SECRETARY WILLIAM DALEY

DNC LUNCHEON

PALM BEACH, FLORIDA

October 31, 1997

Acknowledge: Rep. Peter Deutsch; Dorothy and Sidney Kohl [Hosts; Event Co-Chairs]; Harriet and Jerome Zimmerman, [Event Co-Chairs].

President Clinton, I feel your pain.

Six years ago, President Clinton had a vision for an America where we would keep the American Dream alive for all of our people, keep America the world's strongest force for peace, security, and freedom, and keep coming together across the lines that divide us into one America. It is a vision we all share.

And it was a vision he put into effect, with a bold economic plan that was passed without a single Republican vote and in the face of withering political criticism. Since then, we have come a long way toward realizing that vision. Our economy is growing steady and strong -- at over [3%], with 13.2 million new jobs in 4 « years, unemployment under 5%, and low inflation. The deficit has been cut by over 90% even before the new balanced budget law takes effect. Crime is down all over America for five years in a row. And we ,ve seen the biggest drop in the welfare rolls in history. On issue after issue, problems that once seemed impossible to solve are now being solved -- by the common sense policies of this Democratic President.

Now, we have reached a new milestone -- for this country and for our party. The balanced budget law that the President signed into effect is not just the first balanced budget in a generation. It is also the most important investment in education in a generation -- the biggest investment in higher education since the GI Bill a half century ago. With college tax cuts, including the Hope Scholarship the President fought so hard for, it will make it possible for every American to attend the first two years of college. It includes the biggest investment in children ,s health since the Medicaid program was passed in 1965, with \$24 billion to cover up to 5 million uninsured children. And it secures Medicare for a decade.

This is extraordinary progress in a short span of time. This

administration, led by this President, has given this country a government that reflects our values. Bit by bit, our nation's confidence has returned. We know that we can meet our challenges, and do it together.

Now we have more to do to prepare the American people for the challenges and opportunities of the 21st Century. You know and I know how hard President Clinton is fighting for education standards in our schools, and for the America Reads program to teach every child to read independently. You know and I know how hard President Clinton has fought to protect our children from the dangers of tobacco, and how important it is that we pass sweeping legislation that stops the marketing campaigns aimed at our children. You know and I know that -- as grateful as we are for your support -- we must break the filibuster that has bottled up campaign finance reform for years. You know and I know how important it is to keep our economy growing by passing fast track legislation to give this President the same authority to make trade agreements given by Congress to every President since Gerald Ford. You know, and I know, there is more, much more, to do.

President Clinton is determined to keep fighting for those things that will keep America strong and growing into the next century. He is determined to fight for our values and to protect our families. And he will be able to lead toward these goals if he has a Democratic House. This election will be won or lost in narrow races on local issues. And those issues -- the environment, jobs, education -- those issues are Democratic issues. Thank you for your support.