

FIRST LADY HILLARY RODHAM CLINTON
REMARKS TO THE NATIONAL EDUCATION ASSOCIATION
NEW ORLEANS, LOUISIANA
JULY 3, 1994

DRAFT

[Acknowledgments: Keith Geiger]

INTRODUCTION

Thank you for making me feel so welcome. And thank you, most of all, for your extraordinary contributions on behalf of health care reform. For 137 years the NEA has understood that the progress of our society depends on the vibrancy of the American people. And that's why the President so appreciates this organizations unwavering efforts to ensure that every American is educated, healthy, and productive.

One of America's favorite teachers, the late Christa McAuliffe, once said, "I touch the future. I teach." And it's true that the future of this nation sits in your classrooms every day. That's the great reward of teaching; it's also your greatest challenge and responsibility.

As teachers, you have to think every day -- maybe every class period -- about how to exercise that responsibility and meet those challenges so that the next generation of Americans can thrive in a very uncertain new century.

And the same is true for us as a nation. A few days ago the President stressed this point at a ceremony for the Presidential Scholars at the White House. He said that our goal is to give the American people the tools they need to compete in a complicated world. That means giving them educational opportunity, access to high-quality, affordable health care, and incentives that strengthen family and work.

The interconnection between education, health, and our overall productivity and security cannot be overstated. No matter how much energy you put into your schools every day, you have to deal with an array of social problems beyond your control. Nearly 10 million children get up every morning with no health insurance. And it's fair to say that if they get sick their educational progress is going to be severely hampered. Far too many American children come to your classrooms lacking adequate immunizations and protection from serious childhood diseases. Far too many children suffer from health conditions that could have been prevented if their mothers had had adequate prenatal care.

And the list goes on.

Throughout the NEA's history, you have understood that our obligation to improve the health and education of our people is not simply an economic or political imperative. It's a moral imperative. It speaks to our basic humanity. And that's why the President has proposed a comprehensive agenda to safeguard the future of America's children.

EDUCATION ACCOMPLISHMENTS

* With three months to go in the 103rd Congress, the President's vision of a "lifelong learning" system has made significant progress.

- * The Corporation for National and Community Service
- * Head Start reform and reauthorization
- * Goals 2000
- * the School-to-Work Opportunities Act
- * the new direct lending system for college loans

* We face two more legislative challenges before adjournment

* completing work on the reform and reauthorization of the Elementary and Second Education Act, which has passed the House and awaits action by the full Senate

* creating momentum for the Reemployment Act of 1994, which would give displaced workers new opportunities for retraining and reentering the labor market.

* We also face the challenge of adequately funding the education and training reforms Congress has already enacted.

* We understand the fiscal restraints everyone is facing, but we are still disappointed by the level of investments in education recently voted by the House. We will keep working with Congress to achieve a better result.

HEALTH CARE REFORM

* Teachers and educators know first-hand why universal coverage is a must for America: An unhealthy child is at a huge disadvantage in the classroom. And that unhealthy child is less likely to grow up into a happy, productive, fulfilled adult.

- * [Story about the 10-year-old boy at the Denver National

Guard clinic who was there getting his first pair of glasses]

* [Story about the cousins with meningitis]

* Universal coverage will help strengthen "the backbone" of our nation -- working people who fall through the cracks.

* Without universal coverage, people with insurance will subsidize those without it.

* Without universal coverage, billions of dollars will be wasted on expensive, last-minute emergency care.

* Costs will continue to spiral out of control

* Every American will be at risk of losing the insurance they have.

CONCLUSION

Mary Futrell once said that "the Framers of the Constitution did not await their destiny. They created it. And so must we."

We've waited 60 years for health care reform. And if we delay any more we'll be relinquishing control of our future, of our destiny.

It's time to move on this issue. Because on every argument one can make -- economics, social justice, political effectiveness, moral and ethical -- the right path to a healthy and secure future for our nation is for Congress to give Americans the same guarantee of health coverage that they have for themselves.

Thank you for participating in this fight for health care reform and all of the other issues you have worked so hard on. Thank you for helping America create a new -- and healthier -- destiny.

God bless you all.

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July 1, 1994

**PRESIDENT CLINTON'S LIFELONG LEARNING AGENDA:
A STATUS REPORT**

In today's rapidly changing economy, knowledge and opportunity are tightly linked: more and more, what you earn is dependent on what you can learn throughout your life.

On February 22, 1994 in an address to the American Council on Education, President Clinton presented his vision for lifelong learning and the legislative agenda needed to turn that vision into reality for all Americans. As the President prepares to sign the Head Start Act Amendments of 1994 today, the following is a status report on the major building blocks of that agenda.

Head Start reform and expansion	Signed into law by the President on May 18, 1994
Goals 2000: Educate America Act	Signed into law by the President on March 31, 1994
Elementary and Secondary Education Act	Passed by the House on March 24, 1994
School-to-Work Opportunities Act	Signed into law by the President on May 4, 1994
Direct lending/income-contingent repayment	Signed into law by the President on August 10, 1993
National and Community Service Trust Act	Signed into law by the President on September 21, 1993
Reemployment Act of 1994	Transmitted to the Congress on March 15, 1994

THE COMMITTEE FOR EDUCATION FUNDING

FOR IMMEDIATE RELEASE
June 29, 1994

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HOUSE PASSES APPROPRIATIONS BILL WITH NO INVESTMENT FOR EDUCATION

Educators Call on Senate to Correct the Situation

WASHINGTON, DC -- The Committee for Education Funding (CEF), a coalition representing more than 75 national education associations, is extraordinarily disappointed by the lack of education investment in the House-passed Labor, Health and Human Services, Education Appropriations bill for FY1995. The FY1995 spending bill, which cleared the House floor today, contained only a 2.3 percent net increase for education—an amount insufficient to meet even inflationary costs (see chart #1). For higher education, the bill is even more stark; overall funding is well below FY1994 levels.

“The 103rd Congress directed much of its attention to reshaping education at the elementary, secondary, and postsecondary levels,” said CEF President Beth Buehlmann, Director of Federal Relations for the *California State University*, “but without adequate funding to implement these changes, the legislative efforts are absolutely meaningless.”

In February 1994, President Clinton called for an increase of \$1.7 billion for programs across the Department of Education (see chart #2)—a request the education community praised as the largest overall investment proposed by the White House in more than a decade. In May of this year, Congress adopted an FY1995 Budget Resolution sufficient to fund education initiatives and maintain support for existing education programs.

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But in H.R. 4606—the Fiscal Year 1995 Appropriations bill for the Departments of Labor, Health and Human Services, and Education—education received less than a third of the President's recommended increase, \$1.1 billion below the budget recommendation.

Under H.R. 4606, Chapter 1 compensatory education for disadvantaged students, which faces an increasing number of children living in poverty, received less than half of the recommended increase. As a result, millions of eligible students will go unserved. The federal share of support for education programs for students with disabilities continues to erode to a fraction of the level promised when the federal mandate to serve these students was enacted.

John Forkenbrock, CEF Vice-President and Executive Director of the *National Association of Federally Impacted Schools* said, "Elementary and secondary programs are currently undergoing a major reform as Congress reauthorizes the Elementary and Secondary Education Act. Established programs like Chapter 1, Chapter 2, and Impact Aid have been redirected to serve students better. Under the House bill, education dollars will fall far short of being able to accomplish the objectives envisioned by the authorizing committees."

In addition, appropriators' decision to place a cap on the number of Pell Grant recipients is a fundamental change in the nature of the program and an abandonment of the commitments made in the Higher Education Act Amendments of 1992. This cap, along with the \$75 million cut in financial aid to students, undermines the National Education Goals by signaling to students that even if they achieve high academic standards, federal student aid may not be available. Next year, students will receive lower awards than last year, and many will have to go further into debt to finance their education.

"As we talk about re-engineering our economy and our workforce, it is ironic that we continue to cut student access and choice to education," stated CEF Treasurer Violet Boyer, Director

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of Congressional Relations for the *National Association of Independent Colleges and Universities*.

"Study after study shows that a college degree will increase a worker's lifetime earnings—and that grant funding increases the chances of graduation for minorities."

Buehlmann stated that the coalition, "urges this Congress not to sell America's students short. Specifically, we call upon the Senate to approve spending levels consistent with the President's request and the Congressional Budget Resolution. This Congress simply must increase the investment in education this year—and sustain that investment in the future—if we are to strengthen the nation's economic vitality, promote educational opportunity, and preserve national security. After all, a limited investment will only yield limited results."

CEF is a non-profit, nonpartisan organization established in 1969 to achieve adequate financial support for our nation's educational system. As the largest education coalition of its kind, CEF members include elementary, secondary, and postsecondary students, parents, teachers, administrators, librarians, counselors, trustees, school employees, and state and local school board members.

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NEA - GEIGER SPEECH

***** DRAFT *****

***** NOT FOR DISTRIBUTION *****

*Albert
- Zuckerman*

THE VALUES AT THE HEART
OF OUR HERITAGE

1994 RA KEYNOTE

July 3) Keynote
Keith Geiger

JUNE 22, 1994

1 — DRAFT: NOT FOR DISTRIBUTION

GREETINGS TO ALL OF YOU.

SIX YEARS AGO, IN THIS CITY, THE DELEGATES TO OUR 1988 REPRESENTATIVE ASSEMBLY HELD A FUNERAL. WE MARCHED THROUGH NEW ORLEANS . . . WE DROVE TO BATON ROUGE . . . WE BURIED EDUCATIONAL NEGLECT IN THE STATE OF LOUISIANA. WE PUT THE GOVERNOR AND LEGISLATURE ON NOTICE THAT LAE MEMBERS WOULD NO LONGER TOLERATE POLICIES THAT BETRAYED CHILDREN AND SHORTCHANGED EDUCATION.

AND TODAY — THANKS TO THE COURAGE, DETERMINATION, AND PERSEVERANCE OF THE LOUISIANA ASSOCIATION OF EDUCATORS — THIS STATE DISPLAYS A NEW WILLINGNESS TO INVEST IN EDUCATION. TODAY, THERE IS NEW HOPE FOR THE CHILDREN AND THE FUTURE OF LOUISIANA.

CONGRATULATIONS TO THE MEMBERS OF LAE. WE SALUTE YOU. NOT ONLY FOR YOUR JAZZ, YOUR FOOD, AND YOUR FAMED HOSPITALITY. WE SALUTE YOU FOR YOUR COMMITMENT, YOUR DEDICATION, YOUR DETERMINATION.

YOU STOOD UP FOR YOUR VALUES. YOU DEMANDED WHAT SCHOOLS AND CHILDREN NEED. AND YOU PREVAILED.

THAT IS WHAT THIS ASSOCIATION IS ABOUT — IN LOUISIANA AND THROUGHOUT THIS GREAT COUNTRY. WE STAND UP FOR CHILDREN. WE STAND UP FOR PUBLIC EDUCATION. WE STAND UP FOR AMERICA'S VALUES.

SPECIAL GREETINGS TO CALIFORNIA — WHERE OUR ASSOCIATION LED THE FIGHT TO DEFEAT PROPOSITION 174. AND WON.

2 — DRAFT: NOT FOR DISTRIBUTION

SPECIAL GREETINGS TO VIRGINIA BEACH, VIRGINIA — WHERE OUR ASSOCIATION LED THE CAMPAIGN TO PREVENT A FAR RIGHT TAKEOVER OF THE SCHOOL BOARD IN PAT ROBERTSON'S HOMETOWN. AND WON — ALL FIVE SEATS.

AND SPECIAL THANKS, VERY SPECIAL THANKS, TO THE MEMBERS OF OUR NEWEST AFFILIATE — THE MILWAUKEE TEACHERS EDUCATION ASSOCIATION — WHO HAVE JOINED FORCES WITH WEAC AND WITH NEA. MTEA IS ENGAGED IN A HARD-FOUGHT STRUGGLE TO KEEP PUBLIC EDUCATION PUBLIC.
AND THEY WILL WIN!

THANK YOU, MILWAUKEE — AND WELCOME BACK!

THE NEA IS IN THE FOREFRONT OF POLITICAL CHANGE — AND EDUCATIONAL CHANGE. WE ARE AMERICA'S FOREMOST EDUCATIONAL INNOVATORS. FROM ANOKA, MINNESOTA TO PINELLAS COUNTY, FLORIDA TO EL PASO, TEXAS . . . THE MEMBERS OF THIS ASSOCIATION ARE CHANGING THEIR SCHOOLS. WE'RE CHANGING THE WAY WE TEACH. WE'RE CHANGING THE WAYS STUDENTS LEARN.

WE'RE CHANGING THE STRUCTURE OF SCHOOLING — WITHIN THE PUBLIC SCHOOLS. WE'RE BATTLING THE PROFITEERS OF CHRIS WHITTLE'S EDISON PROJECT AND EDUCATION ALTERNATIVES, INC. WE'RE PROVING THAT AMERICANS WANT COMMUNITY-BASED — NOT CORPORATE-IMPOSED — EDUCATION FOR THEIR CHILDREN.

TO ALL OF YOU WHO ARE FIGHTING THE GOOD FIGHT — CONNECTICUT, INDIANA, PENNSYLVANIA, MY GOOD FRIENDS IN MICHIGAN WHO STRUGGLED THROUGH SUCH A DIFFICULT YEAR, AND SO MANY OTHER OF OUR STATE AND LOCAL AFFILIATES — WE CANNOT THANK YOU ENOUGH.

3 — DRAFT: NOT FOR DISTRIBUTION

IT IS BECAUSE OF YOU — BECAUSE OF THE EFFORTS AND DETERMINATION OF THE LEADERS AND MEMBERS OF THIS ASSOCIATION — THAT I CAN ANNOUNCE TO YOU TODAY THAT OUR ASSOCIATION IS 2.2 MILLION STRONG. AT A TIME WHEN PUBLIC EDUCATION AND OUR ASSOCIATION ARE UNDER RELENTLESS ATTACK — WE CONTINUE TO GROW. SINCE OUR LAST RA, WE HAVE ADDED 37,633 MEMBERS — WHICH IS LIKE ADDING A NEW KENTUCKY EDUCATION ASSOCIATION TO OUR RANKS! THE NEA FAMILY TODAY STANDS AS THE LARGEST, MOST INFLUENTIAL, MOST EFFECTIVE CHILD ADVOCACY ORGANIZATION ON THIS PLANET.

MY FRIENDS, WE IN THIS COUNTRY ARE A PRIVILEGED PEOPLE. WE ARE BLESSED. FOR WE HAVE, IN OUR TIME, BEEN WITNESSES TO MIRACLES.

WE WITNESSED THE MIRACLE, FIVE YEARS AGO, WHEN THE BERLIN WALL CRUMBLLED. WE WITNESSED THE MIRACLE, LAST SEPTEMBER, WHEN ISRAELI PRIME MINISTER YITZHAK RABIN AND PLO CHAIRMAN YASSIR ARAFAT REACHED ACROSS THE CENTURIES TO SHAKE HANDS. AND THIS SPRING, WE WITNESSED THE MIRACLE — AMONG THE MOST SIGNIFICANT, MOST MOVING, MOST INSPIRING EVENTS OF OUR LIFETIMES: THE ELECTION OF NELSON MANDELA AS PRESIDENT OF SOUTH AFRICA!

MANDELA'S ELECTION WAS A STATEMENT, A STATEMENT THAT WILL ECHO THROUGHOUT ETERNITY, THAT THE GENTLE HAND OF JUSTICE WILL, IN TIME, ALWAYS PROVE STRONGER THAN THE IRON FIST OF OPPRESSION.

4 — DRAFT: NOT FOR DISTRIBUTION

NELSON MANDELA KNOWS VERY WELL THAT HIS ELECTION DOES NOT MARK AN END TO THE STRUGGLE FOR HUMAN DIGNITY AND FREEDOM IN SOUTH AFRICA. IT MARKS A BEGINNING. AS NELSON MANDELA PUT IT IN HIS INAUGURAL ADDRESS: "WE UNDERSTAND THAT THERE IS NO FINAL ROAD TO FREEDOM."

THIS, NELSON MANDELA UNDERSTANDS. AND THIS, WE UNDERSTAND. THIS WE HAVE LEARNED BY PAINFUL EXPERIENCE.

FIFTY YEARS AGO, ALLIED FORCES LANDED ON THE BEACHES OF NORMANDY — BUYING OUR FREEDOM WITH THEIR LIVES.

ON THAT DAY — JUNE 6, 1944 — EUROPE BECAME A CONTINENT LIBERATED FROM TYRANNY AND MORE SAFE FOR DEMOCRACY.

FORTY YEARS AGO, THE UNITED STATES SUPREME COURT, IN A UNANIMOUS RULING, SAID THAT SEGREGATED SCHOOLS VIOLATE THE PRINCIPLES OF OUR CONSTITUTION.

ON THAT DAY — MAY 17, 1954 — AMERICA BECAME A NATION MORE JUST.

THIRTY YEARS AGO — TO BE EXACT, 30 YEARS AND 48 HOURS AGO — PRESIDENT LYNDON BAINES JOHNSON SIGNED INTO LAW THE CIVIL RIGHTS ACT, THE SINGLE MOST IMPORTANT HUMAN RIGHTS DOCUMENT SINCE THE EMANCIPATION PROCLAMATION.

ON THAT DAY — JULY 2, 1964 — AMERICA BECAME A NATION MORE FREE.

THESE DATES WILL BE REMEMBERED FOREVER AS AMONG THE MOST GLORIOUS IN OUR HISTORY. FOR THEY ARE LANDMARKS ON THE MARCH TOWARD JUSTICE. WITH THESE ACTIONS, AMERICA KEPT FAITH WITH THE VISION OF OUR FOUNDERS.

5 — DRAFT: NOT FOR DISTRIBUTION

AS A PEOPLE, WE GREW IN CHARACTER. WE LEARNED THAT IN TIME, LIGHT DRIVES OUT DARKNESS — AND THE WILDERNESS BECOMES A GARDEN.

ON THESE DAYS, WE — WE THE PEOPLE — PLEDGED TO END THE INJUSTICE OF PREJUDICE, TO END THE DENIAL OF OPPORTUNITY, TO END THE SHAME OF POVERTY.

THE QUESTION WE FACE TODAY . . . THE QUESTION THAT HAUNTS US . . . IS WHETHER WE AS A PEOPLE HAVE REMAINED TRUE TO THESE PROMISES.

I SUBMIT WE HAVE NOT. THIS IS REASON FOR SADNESS. THIS IS REASON FOR SHAME. BUT THIS IS ALSO REASON FOR REDEDICATION TO THE STRUGGLE AGAINST BIGOTRY, PREJUDICE, AND OPPRESSION. FOR THERE IS NO FINAL ROAD TO FREEDOM.

TODAY, THE RESEGREGATION OF OUR SCHOOLS AND OUR SOCIETY IS A FACT.

THIS IS NOT ACCEPTABLE.

TODAY, INEQUALITY OF WEALTH MAKES A MOCKERY OF EQUALITY OF OPPORTUNITY.

THIS IS NOT ACCEPTABLE.

TODAY, SCHOOL FUNDING INEQUITIES DENY MILLIONS OF AMERICA'S STUDENTS THE OPPORTUNITY FOR A QUALITY EDUCATION.

THIS IS ECONOMIC INJUSTICE.

AND THIS IS NOT ACCEPTABLE.

TODAY, WOMEN IN AMERICA REMAIN A MALIGNED, MISTREATED, AND ABUSED MAJORITY.

THIS IS NOT ACCEPTABLE.

6 — DRAFT: NOT FOR DISTRIBUTION

TODAY, THE CALLOUS AND SOMETIMES VIOLENT TREATMENT OF GAYS AND LESBIANS IS CONSIDERED AN ACT OF COURAGE. THIS IS NOT ACCEPTABLE.

TODAY, MERCHANTS OF GREED MASK THEIR MONEY-HUNGRY MOTIVES WITH PHRASES LIKE "SCHOOL CHOICE." THEIR PRIVATIZATION SCHEMES WOULD DEEPEN SOCIAL AND ECONOMIC DIVISIONS THAT ARE ALREADY FAR TOO DEEP. AND THIS IS NOT ACCEPTABLE!

IF WE ARE TO END THE DISGRACE OF PROMISES BROKEN AND PLEDGES UNFULFILLED, WE MUST RECLAIM THE VALUES AT THE HEART OF OUR AMERICAN HERITAGE.

WE MUST TRANSFORM OUR NATIONAL LANDSCAPE, THE LANDSCAPE OF AMERICA'S CONSCIENCE.

AS EDUCATORS, THIS IS OUR WORK.

AS EDUCATORS, THIS IS OUR RESPONSIBILITY.

AS EDUCATORS, LET US GIVE THANKS THAT WE NOW HAVE ON OUR SIDE — FIGHTING FOR AMERICA'S VALUES — THE PRESIDENT, THE SECRETARY OF EDUCATION, THE SECRETARY OF LABOR, AND YES, HILLARY RODHAM CLINTON, AMERICA'S FIRST LADY!

PARTLY BECAUSE WE NOW HAVE AN ADMINISTRATION IN WASHINGTON THAT SEEKS TO FACILITATE, NOT FRUSTRATE, OUR EFFORTS — BUT EVEN MORE BECAUSE OF OUR DETERMINATION — I KNOW WE CAN SUCCEED.

WE HAVE ALWAYS BEEN FIGHTERS. AND THOUGH VICTORIES HAVE SOMETIMES COME SLOWLY, WE HAVE REMAINED RELENTLESS. WE HAVE ALWAYS REMEMBERED, AS SOMEONE ONCE OBSERVED — THAT DIAMONDS ARE NOTHING MORE THAN CHUNKS OF COAL THAT STUCK TO THEIR JOBS.

7 — DRAFT: NOT FOR DISTRIBUTION

LET ME OFFER JUST ONE EXAMPLE OF THE POWER OF OUR NEVER-GIVE-IN, NEVER-GIVE-UP APPROACH.

TWENTY YEARS AGO, AT THE OPENING CEREMONIES OF OUR 1974 REPRESENTATIVE ASSEMBLY IN CHICAGO, PRESIDENT HELEN WISE INTERRUPTED THE PROCEEDINGS TO ANNOUNCE THAT ALBERTA KING, THE MOTHER OF MARTIN LUTHER KING, JR., HAD BEEN SHOT AND KILLED WHILE ATTENDING SERVICES AT THE EBENEZER BAPTIST CHURCH IN ATLANTA.

PRESIDENT WISE ASKED THE DELEGATES TO STAND FOR A MOMENT OF SILENT REFLECTION ON THIS TRAGIC ACT.

FOR THE DELEGATES TO THE 1974 RA, THIS WAS NOT ENOUGH. THEY INTRODUCED A BOLD NEW BUSINESS ITEM INSTRUCTING THE NEA TO "TAKE IMMEDIATE ACTION TO SUPPORT AND LOBBY FOR STRICT GUN CONTROL LEGISLATION THAT LIMITS THE OWNERSHIP OF HAND GUNS."

JUST THINK OF THIS EVENT. IN EFFECT, THE DELEGATES TO OUR 1974 REPRESENTATIVE ASSEMBLY PUT THE NEA ON RECORD IN FAVOR OF THE BRADY BILL THAT WAS PASSED IN 1994.

WILL ALL OF YOU WHO WERE IN CHICAGO ON THAT HISTORIC OCCASION PLEASE STAND.

WE THANK YOU. YOU WERE 20 YEARS AHEAD OF THE CURVE. YOU PERSEVERED. AND THIS YEAR, YOU BECAME WINNERS . . . AND MADE AMERICA A WINNER. YOU CRUSHED FOREVER THE NATIONAL RIFLE ASSOCIATION'S TIRED DEFENSE OF ANYTHING WITH A TRIGGER. WE THANK YOU ALL.

8 — DRAFT: NOT FOR DISTRIBUTION

AS I SAID, OUR ASSOCIATION'S MEMBERS HAVE ALWAYS BEEN FIGHTERS. WE NEVER GIVE UP BECAUSE WE HAVE FAITH IN THE FUNDAMENTAL GOODNESS OF THE AMERICAN PEOPLE.

NO ONE BETTER EXEMPLIFIED THIS FAITH THAN CESAR CHAVEZ. ONE STORY, PERHAPS MORE THAN ANY OTHER, ATTESTS TO HIS FAITH . . . AND EXPLAINS WHY CESAR REMAINS AN INSPIRATION TO ALL OF US.

ON A TOUR THROUGH HOUSTON IN 1985, REPORTERS ASKED CESAR IF AN AMERICA THAT IGNORED STRIKES, EMBRACED GREED, AND INDULGED YUPPIES MIGHT JUST NOT HAVE TIME FOR THE FACELESS FARM WORKERS IN DUSTY, DISTANT FIELDS.

CESAR CLENCHED HIS JAW.

"I DO NOT BELIEVE THAT," HE SAID. "THEY MAY HAVE FAULTS. WE ALL DO. BUT INSIDE, WHERE IT COUNTS, THEY ARE GOOD. WE JUST HAVE TO LET THEM KNOW WE NEED THEM."

DESPITE ALL HE HAD ENDURED, CESAR NEVER BECAME BITTER. HE NEVER GAVE UP ON THE AMERICA HE LOVED.

THE LESSON OF HIS LIFE IS THAT THE CAUSE OF HUMAN RIGHTS WILL, WITH A LITTLE PRODDING, COME TO LIFE IN THE HEARTS AND MINDS OF MEN AND WOMEN ALL ACROSS AMERICA. WE JUST HAVE TO LET THEM KNOW WE NEED THEM.

THIS IS THE LESSON THAT MUST GUIDE US.

WE MUST ENLIST ALL AMERICANS AS SOLDIERS IN A CAMPAIGN TO REKINDLE THE VALUES THAT HAVE GUIDED OUR NATION IN ITS FINEST HOURS.

WE JUST HAVE TO LET THEM KNOW WE NEED THEM.

LET US TODAY BEGIN THIS CRUSADE. LET'S GET STARTED. AND LET'S BEGIN BY ENLISTING THE HELP OF OUR STUDENTS.

9 — DRAFT: NOT FOR DISTRIBUTION

NO ONE HAS BEEN MORE ELOQUENT OR MORE PERSUASIVE ON THIS ISSUE THAN THE REVEREND JESSE JACKSON.

REVEREND JACKSON HAS SAID THAT THE PEOPLE WHO HAVE THE GREATEST STAKE IN A DRUG-FREE, VIOLENCE-FREE ENVIRONMENT MUST FIGHT FOR ONE. I QUOTE:

STUDENTS CANNOT BE EXEMPT FROM THE ARMY TO FIGHT THE WAR ON DRUGS. THE ULTIMATE ANTI-DRUG WEAPONS ARE VALUES. THAT'S WHY CHARACTER EDUCATION — NOT JUST I.Q. EDUCATION — MUST BE TAUGHT.

REVEREND JACKSON IS RIGHT. VALUES EDUCATION IS WOVEN THROUGHOUT THE LIFE OF EVERY SCHOOL IN AMERICA. FROM THE MOMENT A KINDERGARTEN CHILD STEPS ON THE SCHOOL BUS, SHE LEARNS ABOUT PROMPTNESS, RESPONSIBILITY, AND RESPECT FOR OTHERS.

AMERICA'S SCHOOL EMPLOYEES TEACH VALUES EVERY DAY — IN OUR CLASSROOMS, ON OUR PLAYGROUNDS, IN OUR CAFETERIA LINES. WE FOSTER INDIVIDUAL INITIATIVE AS WELL AS TEAMWORK. WE DEMAND EFFORT AND PERSEVERANCE. WE INSTILL SELF-CONFIDENCE AND PERSONAL RESPONSIBILITY — INCLUDING THE RESPONSIBILITY TO ATTEND SCHOOL EVERY DAY.

OUR TEACHING OF VALUES DOES NOT END WITH HIGH SCHOOL GRADUATION. AMERICAN HIGHER EDUCATION — WITHOUT DOUBT THE FINEST, MOST ENVIED, MOST EMULATED SYSTEM OF HIGHER EDUCATION IN THE WORLD — IS RENOWNED NOT ONLY FOR ITS ACADEMIC RIGOR, BUT FOR THE HIGH VALUE IT PLACES ON INTELLECTUAL INTEGRITY, FREEDOM OF INQUIRY, AND RESPECT FOR DIVERSITY.

10 — DRAFT: NOT FOR DISTRIBUTION

BUT TODAY WE MUST RECOGNIZE — AND ACT ON THE RECOGNITION — THAT OUR EFFORTS MAKE LITTLE DIFFERENCE IF THE VALUES TAUGHT IN OUR SCHOOLS ARE NOT REINFORCED IN OUR STUDENTS' HOMES AND COMMUNITIES.

THIS IS THE PART OF REVEREND JACKSON'S VISION THAT I FIND MOST INSPIRING. AS PART OF HIS CRUSADE, REVEREND JACKSON CALLS ON ALL AMERICANS TO WEAVE A BASKET FOR AMERICA'S YOUTH. EACH OF US, HE SAYS, REPRESENTS A LITTLE STRIP OF STRAW. BUT ONLY WHEN WE INTERRELATE AND INTERCONNECT — ONLY WHEN WE ARE INTERWOVEN — DO WE GIVE OUR YOUNG PEOPLE THE SECURITY WE OWE THEM.

LET US BUILD ON THIS VISION. IT IS TIME FOR US TO RE-CONNECT. IT'S TIME TO RECONNECT YOUNG PEOPLE TO SCHOOLS . . . SCHOOLS TO COMMUNITIES . . . AND YES, PARENTS TO THEIR CHILDREN.

LET US REMIND OURSELVES — AND REMIND AMERICA — OF THE PROMISES OF THE BILL OF RIGHTS FOR CHILDREN EMBRACED BY THIS ASSEMBLY IN 1991. LET US REMIND OURSELVES — AND REMIND AMERICA — OF THE PLEDGE TO AMERICA'S CHILDREN WE EMBRACED IN 1992. THESE ARE THE PROMISES THAT MUST GUIDE US.

AND SO, TO THE PARENTS OF THE CHILDREN IN OUR SCHOOLS, LET US SAY TODAY AND LET US SAY AS ONE: YOU ARE A NATIONAL TREASURE. YOU HAVE OUR RESPECT. YOU HAVE OUR UNDERSTANDING. YOU HAVE OUR ADMIRATION. WE NEED YOU.

WE ALSO HAVE AN IMPORTANT MESSAGE FOR YOU: YOUR RESPONSIBILITY FOR YOUR CHILDREN DOES NOT END AT THE SCHOOLHOUSE DOOR.

11 — DRAFT: NOT FOR DISTRIBUTION

NOR DOES OUR RESPONSIBILITY AS EDUCATORS END WITH FORM LETTERS SENT TO STUDENTS' HOMES. THIS YEAR, LET US INVITE PARENTS AND OTHER CONCERNED ADULTS TO ACCOMPANY A CHILD TO SCHOOL ON THE FIRST DAY. LET US USE EVERY MEANS AT OUR DISPOSAL TO GET THEM THERE. LET US MAKE THEM FEEL WELCOME, WANTED, NEEDED, AND RESPECTED.

IF YOU'RE PREPARED TO ACT ON THIS PROPOSAL, THEN YOUR ASSOCIATION IS PREPARED TO BEGIN THE DISTRIBUTION OF STICKERS THAT STATE "I TOOK A CHILD TO SCHOOL TODAY." WE'RE READY TO KICK OFF THIS NATIONAL CAMPAIGN. WE'RE READY RIGHT NOW.

ONE MILLION STICKERS HAVE ALREADY BEEN PRINTED. IN FACT, I'VE GOT ONE RIGHT HERE. WE CAN OFFICIALLY BEGIN OUR PARENTAL INVOLVEMENT CAMPAIGN IMMEDIATELY. STICKERS, JUST LIKE THIS ONE, WILL BE AWAITING YOU AT YOUR CAUCUS MEETINGS TOMORROW MORNING.

THE USE OF THESE STICKERS IS, OF COURSE, A SYMBOLIC ACT. IT SYMBOLIZES OUR CONVICTION THAT EDUCATION IS THE RESPONSIBILITY OF EVERY AMERICAN. IT SYMBOLIZES OUR UNDERSTANDING OF THE AFRICAN PROVERB THAT IT TAKES AN ENTIRE VILLAGE TO EDUCATE A CHILD. IT SYMBOLIZES THE LINKAGES BETWEEN HOME AND SCHOOL THAT ARE NECESSARY — THAT EXIST — AND THAT MUST BE STRENGTHENED.

12 — DRAFT: NOT FOR DISTRIBUTION

WHAT WE ARE SAYING WITH THIS CAMPAIGN IS THAT WE WILL COMMIT OURSELVES, THROUGHOUT THIS SCHOOL YEAR, TO AN EFFORT — UNRELENTING IN SPIRIT AND UNPRECEDENTED IN SCOPE — TO PROVE TO ALL OF AMERICA WHAT WE HAVE KNOWN FOR SO LONG: THAT THE DIFFERENCE BETWEEN GOOD SCHOOLS AND GREAT SCHOOLS HAS ALWAYS BEEN PARENTAL INVOLVEMENT.

WHAT WE ARE SAYING WITH THIS CAMPAIGN IS THAT THE GOALS 2000: EDUCATE AMERICA ACT — PASSED BY CONGRESS AND SIGNED BY THE PRESIDENT IN MARCH — IS A POWERFUL, PROGRESSIVE PIECE OF LEGISLATION. IT IS POWERFUL AND PROGRESSIVE PRECISELY BECAUSE IT MAKES THE GOAL OF PARENTAL PARTICIPATION A NATIONAL PRIORITY. WE WILL SPEARHEAD THE QUEST TO TRANSFORM THIS NOBLE IDEAL INTO VIBRANT REALITY. WE WILL LEAD THE CHARGE. AND WE WILL PREVAIL!

NO DOUBT, SOME PEOPLE WILL SAY THAT OUR CAMPAIGN IS NO MORE THAN A SMALL FIRST STEP. ABSOLUTELY TRUE. SO, TOO, WAS THE STEP NEIL ARMSTRONG TOOK AS HIS FOOT TOUCHED THE SURFACE OF THE MOON ON THAT MAGICAL JULY NIGHT 25 YEARS AGO.

OUR SMALL STEP TOWARD CLOSER COMMUNITY/SCHOOL LINKAGES COULD PROVE JUST AS IMPORTANT, JUST AS HISTORIC. IT IS THE FIRST STEP IN BUILDING BRIDGES BETWEEN TEACHERS AND PARENTS AND SCHOOLS AND COMMUNITIES THE FIRST STEP IN BUILDING BRIDGES THAT WILL ENABLE OUR COUNTRY'S YOUNG PEOPLE TO CROSS SAFELY TO ADULTHOOD.

13 -- DRAFT: NOT FOR DISTRIBUTION

NO ONE IS MORE QUALIFIED TO LEAD THIS CAMPAIGN THAN THE MEMBERS OF OUR ASSOCIATION. FOR YOUR WORK, EVERY HOUR OF EVERY DAY, IS THE WORK OF BRIDGE-BUILDING. YOU BUILD BRIDGES OF UNDERSTANDING. YOU FIND A WAY TO CONNECT WITH A STUDENT WHO IS LONELY, A STUDENT WHO IS ANGRY, A STUDENT WHO IS READY TO GIVE UP ON HERSELF AND GIVE UP ON HER FUTURE.

THIS IS YOUR SPECIALTY. AS BRIDGE-BUILDERS, YOU HAVE NO EQUALS. NOW YOU MUST EXERCISE THIS TALENT TO AGAIN MAKE OUR SCHOOLS INTO COMMUNITY CENTERS . . . AND TO AGAIN UNIFY OUR PEOPLE.

WHEN WE SUCCEED WITH THIS CRUSADE, AS SURELY WE WILL, WE WILL TAKE NEW PRIDE IN THE FACT THAT WE ARE PUBLIC EMPLOYEES, SERVING THE PUBLIC GOOD. WE WILL REMAIN TRUE TO THE RESPONSIBILITY IMPLICIT IN THE WORDS: PUBLIC EDUCATION IS A PUBLIC TRUST.

THIS IS THE RESPONSIBILITY WE HAVE ACCEPTED THROUGHOUT OUR ASSOCIATION HISTORY. WE PLEDGE, ON THIS DAY, AT THIS RA, TO KEEP FAITH WITH THE TRUST INVESTED IN US.

IF WE ARE TO REMAIN TRUE TO THIS LEGACY, EACH OF US WOULD BE WISE TO TAKE TO HEART THE STATEMENT OF CONSCIENCE UTTERED BY THE GREAT AMERICAN PLAYWRIGHT LILLIAN HELLMAN . . . THE STATEMENT THAT "I REFUSE TO TAILOR MY VALUES TO FIT THIS YEAR'S FASHION."

WITH THIS GUIDANCE . . . WITH THE UNDERSTANDING THAT THE FUTURE BELONGS TO THOSE WHO MOLD THEIR VALUES NOT JUST IN ACCORD WITH THE KNOWLEDGE OF THIS DAY AND AGE, BUT IN ACCORD WITH THE WISDOM OF THE AGES

14 — DRAFT: NOT FOR DISTRIBUTIONWE AFFIRM THE VALUE OF EQUITY.

AND IN THE NAME OF EQUITY WE SAY: THERE IS NOTHING NEW ABOUT THE EVIL OF POVERTY. WHAT IS NEW ABOUT POVERTY IS THAT IT IS NOT NECESSARY . . . IT IS NOT INEVITABLE . . . IT IS NOT EXCUSABLE. SURELY THE WEALTHIEST NATION ON THE PLANET HAS A RESPONSIBILITY TO ERADICATE THIS EVIL FOR ALL — AND FOR ALL TIME.

WE AFFIRM THE VALUE OF PEACE — NOT MERELY PEACE WITH OTHER NATIONS, BUT PEACE IN OUR HOMES, PEACE IN OUR COMMUNITIES, PEACE IN OUR CITIES, PEACE AMONG OURSELVES.

WE AFFIRM THE VALUE OF WORK — THE WORK OF CREATIVE MINDS AND SKILLED HANDS . . . THE WORK OF THE POET AND THE WORK OF THE CARPENTER, THE WORK OF THE SCIENTIST AND THE WORK OF THE FARMER. FOR IN ALL OF THESE THERE IS DIGNITY.

WE AFFIRM THE VALUE OF PATRIOTISM. AMERICAN HISTORY OFFERS DRAMATIC EVIDENCE OF THE PATRIOTISM OF THE SOLDIER. BUT WE NEED TO REMEMBER THE PATRIOTISM OF THE PARENT, THE GRANDPARENT, THE PROFESSOR, THE NURSE — OF ALL THOSE WHO SUBORDINATE SELFISH MOTIVES TO SELFLESS DEVOTION TO THE COMMON GOOD.

WE AFFIRM THE VALUE OF COMPASSION — THE COMPASSION THAT DRIVES OUR COMMITMENT TO NATIONAL HEALTH CARE. AND TO THOSE WHO DISMISS THIS GOAL AS UNREALISTIC . . . TO THOSE WHO RIDICULE US AS TEARY-EYED IDEALISTS, WE WILL RESPOND WITH THE WORDS OF FORMER VICE-PRESIDENT HUBERT HUMPHREY: "A MAN WHO HAS NO TEARS IS A MAN WHO HAS NO HEART."

15 — DRAFT: NOT FOR DISTRIBUTION

WE AFFIRM THE VALUE OF EDUCATION — EDUCATION THAT IS FREED FROM BUREAUCRATIC TANGLES AND AGE RESTRICTIONS AND TIME LIMITATIONS. WE WILL DEMAND A NEW SCHOOL CALENDAR AND A NEW SCHOOL CLOCK. WE WILL DEMAND A NEW RECOGNITION OF HOW MUCH OF OUR TIME IS NOW STOLEN AWAY BY DUTIES THAT HAVE NOTHING TO DO WITH HELPING CHILDREN LEARN.

WE'LL DEMAND MORE TIME TO READ AND MORE TIME TO THINK, MORE TIME TO LEARN FROM OUR COLLEAGUES — AND MORE TIME TO TEACH. THIS ISSUE WILL BE ON THE BARGAINING TABLE, AND IT WILL SAY — "NO COMPROMISE!"

WE AFFIRM THE VALUE OF SELF-DISCIPLINE AND RESPONSIBILITY, IN THE WORDS OF ELEANOR ROOSEVELT:
"A DEMOCRATIC FORM OF GOVERNMENT, A DEMOCRATIC WAY OF LIFE, PRESUPPOSES FREE PUBLIC EDUCATION; IT ALSO PRESUPPOSES AN EDUCATION FOR PERSONAL RESPONSIBILITY."

WE WILL TOLERATE NO ABDICATION FROM THE OBLIGATION TO ACT RESPONSIBLY. WE WILL NOT FORGET THAT WHAT MOSES BROUGHT DOWN FROM MOUNT SINAI WERE NOT THE TEN SUGGESTIONS.

FINALLY, WE AFFIRM THE VALUE OF DIVERSITY. WE MUST BECOME AGAIN A PEOPLE UNITED IN COMMON CAUSE. THE TIME HAS COME TO MOVE FROM A CULTURE OF CONFLICT TO A CULTURE OF COLLABORATION.

WE MUST REMEMBER — AND MUST TEACH OUR CHILDREN — THAT THE LADY WHO HOLDS ALOFT THE TORCH OF LIBERTY . . . THE LADY WHO IS THE MOST ABIDING SYMBOL OF AMERICA'S PROMISE TO ALL THE WORLD'S PEOPLES . . . THIS LADY WHO, IN 1885, ARRIVED IN WHAT WAS THEN KNOWN AS BEDLOE'S ISLAND IN NEW YORK HARBOR IS AN IMMIGRANT.

16 — DRAFT: NOT FOR DISTRIBUTION

AND LET ME JUST ADD THAT THE INSCRIPTION ON THE BASE OF HER STATUE DOES NOT SAY — GIVE ME YOUR ENGLISH-SPEAKING ONLY.

NO, THIS LADY IS ENLIGHTENED. SHE IS A TRIBUTE TO AMERICA'S PLURALISM. AND THOUGH SHE STANDS IN NEW YORK HARBOR, SHE BELONGS TO ALL AMERICANS. SHE BELONGS TO THE MOST DIVERSE POPULATION ON THE FACE OF THE EARTH.

AND SO, LET US ASK ALL AMERICANS TO JOIN US AS WE REACH ACROSS THE BARRIERS THAT DIVIDE US. LET US INVITE ALL AMERICANS TO JOIN US IN THE CAUSE OF BUILDING BRIDGES OF UNDERSTANDING, BRIDGES OF COMPASSION, BRIDGES OF HOPE.

LET US BUILD BRIDGES THAT WILL TRANSPORT AMERICA'S YOUNG PEOPLE INTO THE LIGHT OF A NEW DAY — A DAY WHEN THE WORLD IS WARMER . . . OUR PEOPLE MORE PEACEFUL . . . OUR CHILDREN MORE HOPEFUL.

THIS WE OWE TO THE AMERICA OF TOMORROW.
THIS WE OWE TO THE CHILDREN WHO WILL DETERMINE THE DESTINY OF OUR DEMOCRACY.

THIS, AS PRESIDENT FRANKLIN DELANO ROOSEVELT SAID SIXTY-ONE YEARS AGO, "IS THE TRUST REPOSED IN US . . . THE TRUST WE MUST RETURN WITH ALL OUR COURAGE, WITH ALL OUR DEVOTION.

WE CAN DO NO LESS."

THANK YOU ALL VERY MUCH.



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FACSIMILE TRANSMITTAL

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TOTAL NUMBER OF PAGES INCLUDING TRANSMITTAL FORM:

25

DATE:

6/30

TIME:

7:30 pm

**Special Address
Hillary Rodham Clinton
July 3, 1994**

DRAFT

- 8:30 am R.A. hall opens to delegates
- 9:30 am Call to order by Keith Geiger
Pledge of allegiance by Eddie Middleton
National anthem by Karen Beasley
Invocation by Rev. Carole Cotton-Winn
- 9:40 am Music Transition
1) "Heal the World"
2) "America the Beautiful"
- 9:50 am Video tribute to First Lady
- 10:00 am Introduction of First Lady by Keith Geiger
- 10:05 am Address to R.A. by the First Lady
- 10:45 am Music & rope line
3) "Stand by Me"
4) "Wake up Everybody"
5) "What a Wonderful World"
6) "United We Stand"
- 10:55 am Exit R.A. hall to meet & greet NEA officials backstage
- 11:15 am First Lady departs Convention Center

Introduction

Kieth Geiger

**INTRODUCTION FOR HILLARY RODHAM CLINTON
JULY 3, 1994**

**WHEN THE FIRST LADY AGREED TO SPEAK TO US TODAY,
OUR CRACK RESEARCHERS WENT THROUGH THE ARCHIVES TO
SEE IF THERE WAS A PRECEDENT.**

**IN FACT, IN 1938 IN NEW YORK CITY, ELEANOR
ROOSEVELT PRESIDED OVER A SESSION ON INTERNATIONAL
RELATIONS AND MADE VERY BRIEF REMARKS INTRODUCING
HER HUSBAND, PRESIDENT FRANKLIN ROOSEVELT. SO IN
FACT, TO THE BEST OF OUR KNOWLEDGE, MRS. CLINTON IS
THE FIRST FIRST LADY TO FORMALLY ADDRESS THE R.A.**

AND WE ARE PROUD TO HAVE HER HERE.

**HILLARY RODHAM CLINTON IS AN ARDENT AND FORCEFUL
ADVOCATE FOR CHILDREN.**

**SHE IS AN ELOQUENT SPOKEPERSON FOR WOMEN -- AND
FOR OUR NATION.**

SHE IS A TIRELESS WORKER WILLING TO GET DOWN IN THE TRENCHES. NOT ONE TO MAKE JUDGMENTS FROM A LOFTY TOWER, WHEN THE CLINTONS DETERMINED TO IMPROVE EDUCATIONAL OPPORTUNITY IN ARKANSAS, MRS. CLINTON TRAVELLED THE STATE -- OBSERVING, LISTENING, IDENTIFYING NEEDS, AND CONSIDERING SOLUTIONS.

AND SHE HAS TREATED THE CHALLENGE OF NATIONAL HEALTH CARE REFORM IN THE SAME WAY. PRIOR TO UNVEILING A PROPOSAL, THE FIRST LADY INVESTIGATED, READ, OBSERVED, LISTENED. SHE STUDIED UNTIL SHE WAS CERTAIN THAT SHE AND THE PRESIDENT HAD THE INFORMATION NECESSARY TO MAKE THE CRITICAL DECISIONS THAT COULD AFFECT THE LIVES OF MILLIONS.

HILLARY RODHAM CLINTON POSSESSES AN ENVIABLE UNION OF A BRILLIANT MIND AND A COMPASSIONATE SPIRIT THAT MAKES HER A POWERFUL ADVOCATE FOR WHAT IS RIGHT FOR PEOPLE -- NOT PEOPLE ISOLATED AS VOTERS OR

WORKERS OR CONSUMERS -- BUT PEOPLE AS HUMANS WITH HUMAN NEEDS AND DREAMS.

WE ARE PROUD TO SHARE HER DREAM OF A NATIONAL HEALTH CARE SYSTEM THAT PUTS PEOPLE AHEAD OF PROFIT...THAT FULFILLS THE PROMISE OF NATIONAL SECURITY, DOMESTIC TRANQUILITY, AND THE PURSUIT OF HAPPINESS BY GIVING NATIONAL REASSURANCE THAT HEALTH CARE IS THERE WHEN YOU NEED IT.

WE HAVE BEEN INVOLVED IN THE CAMPAIGN FOR NATIONAL HEALTH CARE REFORM FROM THE BEGINNING. AND AS WE MOVE INTO THE CRITICAL END GAME OF THIS LEGISLATIVE DEBATE, WE MUST REDOUBLE OUR EFFORTS.

AND WHEN ITS DONE, YOU CAN SAY YOU PLAYED A REAL AND MEANINGFUL PART IN THE PROCESS. AND YOU CAN SAY YOU HAD THE CHANCE TO HEAR AND SEE ONE OF THE GREAT WOMEN OF OUR AGE.

**I PRESENT TO YOU THE FIRST LADY OF THE UNITED
STATES, HILLARY RODHAM CLINTON.**

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the Agreement, the tariff treatment provided for in the HTS for certain goods originating in the territory of Canada and general note 3(c)(vii) to the HTS are modified as provided in sections A and B of the Annex to this proclamation.

(2) In order to correct the continued staged duty reductions on Canadian goods provided for in HTS subheading 4421.90.95, the HTS is modified as set forth in section C of the Annex to this proclamation.

(3) In order to implement accelerated elimination of the rate of duty otherwise applicable under section 466 of the Tariff Act of 1930 to the equipments, or any part thereof, including boats, originating in the territory of Canada and the expenses of repairs made in the territory of Canada upon U.S.-documented vessels (other than civil aircraft, as defined in general note 3(c)(iv) of the HTS), such equipments, parts (including boats), and expenses of repairs shall be subject to duty at a rate of free, effective with respect to any U.S.-documented vessel arriving in any port of the United States on or after the date specified in a notice by the United States Trade Representative and published in the *Federal Register*.

(4) Any provisions of previous proclamations inconsistent with the provisions of this proclamation are hereby superseded to the extent of such inconsistency.

(5) The modifications made by paragraph (1) of this proclamation shall be effective with respect to goods originating in the territory of Canada entered, or withdrawn from warehouse for consumption, on or after the dates set forth in sections A and B of the Annex to this proclamation.

(6) The modifications made by paragraph (2) of this proclamation shall be effective with respect to goods originating in the territory of Canada entered, or withdrawn from warehouse for consumption, on or after the dates set forth in section C of the Annex to this proclamation.

In Witness Whereof, I have hereunto set my hand this fourth day of July, in the year of our Lord nineteen hundred and ninety-three, and of the Independence of the United States of America the two hundred and eighteenth.

William J. Clinton

[Filed with the Office of the Federal Register, 5 p.m., July 6, 1993]

NOTE: This proclamation and its annex were published in the *Federal Register* on July 8.

Remarks to the National Education Association in San Francisco, California July 5, 1993

Thank you very much. Thank you for the warm reception you gave to the First Lady and to Secretary Riley. Thank you for inviting me back.

You know, last year when we were in Washington I was out in the crowd over there by the Nebraska delegation. Where are the Nebraska teachers this year, over there? And where are the teachers from Arkansas? Over there. Thank you. Always a rowdy group. [Laughter]

I want to thank all of you who teach our children, staff and schools, lead our communities, and build our future. I am very grateful for the support you gave in the campaign of 1992, grateful for the support and the work you continue to do as we work our way through the changes this Nation has to make in the Congress and in the country. But most of all, I want to say at the outset, what I tried to say all along the way last year: Perhaps more than any person who ever sought this job, I spent my apprenticeship in the schools of my State, in the schools of this country, listening to teachers talking with children, learning from principals, trying to inspire people everywhere to work together for reform. And I want to thank you most of all for your clear and simple devotion to the work of teaching.

While I was thinking about this speech, I received a quote from the novel, "The Prince of Tides." Secretary Riley gave it to me. I want to give him full credit. He'll probably have to take the blame for a thing or two along the way. [Laughter] But I love the "Prince of Tides"; it's my favorite novel I guess I've read in the last decade or so. And the main character is a teacher named Tom. There's a passage in the book that I remember vividly where he's asked why he chose

to sell himself short when he was so talented, and he could have done anything with his life. He replied, and I quote from Pat Conroy's eloquence, "There's no word in the language I revere more than 'teacher'. My heart sings when a kid refers to me as his teacher, and it always has. I've honored myself and the entire family of man by becoming a teacher."

I am delighted to be here with so many distinguished Californians, in addition to the teachers: Senator Boxer, Congresswoman Pelosi, Congressman Lantos, Congresswoman Anna Eshoo, Congresswoman Lynn Woolsey, Speaker Willie Brown, controller Gray Davis, secretary of state March Fong Eu, insurance commissioner John Garamendi, Mayor Frank Jordan, Brad Sherman, and many others. To all those folks who are here in our administration and to Keith Geiger and all the people who work for you in Washington, I have a special word of thanks to the NEA for the gift of our Assistant Secretary for the Office of Education and Research and Improvement, Dr. Sharon Robinson, who is also here today.

For the past 5 months all of us have been working hard with you to change our country and to build our future. The film that you so graciously put together shows some of the progress that has been made; the family leave bill; the motor voter bill; a tough ethics set of rules for the executive branch; one House of Congress having already passed finally a lobby reform bill that requires all lobbyists to register and to report what they spend on Members of Congress; and a campaign finance reform bill that lowers the cost of campaigns and opens the airwaves to honest debate and reduces the influence of organized groups; a new environmental policy, which puts the United States at the head, instead of at the rear of the environmental movement that is sweeping the globe. We did reverse the gag rule and the ban on fetal tissue research, which was undermining diabetes and Parkinson's and other medical research so critical to the health and the welfare and the future of the United States.

There is much more to be done. Soon we will pass the economic program. Soon we will begin in earnest an attempt to provide health security and to control health care costs and

to provide quality health care to every American family. Soon we will have the Vice President's recommendations on how we can literally reinvent our National Government so that we can reduce the amount of regulation and increase the empowerment we give to people at the local level and free up funds not only to bring our deficit down but to invest in people instead of the constant expansion of yesterday's Government.

These things are very important. And already, in spite of the fact that most Americans are still having a very tough time and are very insecure in this tough global economy, the fact that our economic program is two-thirds home has led to a dramatic reduction in interest rates, which has caused millions of people to refinance their home mortgages and save them a whole lot more money in lower interest than the middle class will be asked to pay to bring this deficit down and leave us some modest funds to invest in education and our future.

We have already seen in 5 months nearly one million jobs added to this economy. It is not enough. It is nowhere near where we should be coming out of the so-called bottom of the recession, now nearly 2 years ago. But it is a beginning, and it indicates that we are moving along the right track.

In a few hours I will be traveling to Tokyo to attend the annual summit of the world's largest industrial nations. A foreign summit with all of its protocol, its interpreters, its communiques, seems awfully remote to most Americans' lives and probably seems remote to the work most of you do in our schools. But in fact, the work that I will be doing in the next few days and the work that you do every day are closely related, for we have entered an era where the line between our domestic policy and our foreign policy has completely evaporated.

Today I want to take a few moments to explain to you what this trip is about, how it relates to what you do, and the goals that we all share for our country. Like your work in the schools, this trip is about crafting our future. Its goals are our prosperity and security in a tough global economy.

Forty-five years ago at the end of the cold war, President Harry Truman and a generation of visionary leaders realized we had en-

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tered a new age that demanded new policies and new institutions. They built NATO to deter Soviet aggression. They created international financial institutions to help to rebuild Europe and Japan and promote global economic growth.

Now our generation after the cold war must create a new vision, new policies, and new agreements to enable the world's nations to prosper. We cannot long continue to promote democracy when Europe is having the slowest economic growth in 20 years, Japan facing the slowest economic growth in four decades, and America over 3 million jobs behind where we ought to be at this point in our development, still with the strongest economy of all these industrialized nations. We can do better, and we must. You think about every one of your schools with every financial problem you've got. If every American who wanted a job had one, and we were growing this economy, the money would be there to pay our teachers, to invest in our schools, to give our kids a better life.

A generation ago, our students prepared themselves for a working world dominated by large corporations and heavy manufacturing industries which competed with each other and the United States, but suffered no foreign competitors and could dominate the international markets they chose to enter. Today they enter a high-tech information revolution spearheaded by flexible entrepreneurial firms, both large and small, that are networked through computers with their suppliers and their customers all around the world. They enter a world where everybody's job, directly or indirectly, is affected by global competition. In this economy, money and management and technology are incredibly mobile, and a nation's well-being depends largely on the skills of its work force and the capacity of the people to adapt and be productive.

A generation ago, students planned for lifetime careers with one company. Today's graduates can expect to change jobs six or seven times in a lifetime, even if they stay with one company. Before they reach retirement, always in conjunction with other workers in the world, they will be in constant competition. And we must face the hard fact that many of the people with whom we compete

for the high-wage, high-growth jobs are uniformly more thoroughly prepared to begin their work than our people are.

The European Community will require fluency in two foreign languages for high school graduates by the year 2000. Germany has one of the most well-developed youth apprenticeship programs in the world. The rigor of Japan's public school system is legendary. We know that we, too, have our strengths, and we know that we, too, are challenged in ways that no other nation is. No other nation with which we compete for this future has so many diverse cultures, so many diverse ethnic groups, so many diverse religious groups, and so many poor children that we are trying to educate all the way through high school. No other nation has anything like the system of higher education that we do, and we should be proud of that as well.

But if you look at the challenges we face, if you look at the results faced here in California by big companies and trying to secure qualified employees, if you look at the challenges faced by the children that go to school in this State in some of the toughest neighborhoods in America every day, we still have to say that these things can be challenges to us, but they can never be excuses. For the global economy is here to stay. We can't wish it away. We can't hide from it, and no political leader can promise to protect you from it. We simply have to compete, not retreat, and we have to do it while maintaining our position of world leadership. That means your job and my job are fundamentally intertwined. And unless we both do it very well, this country cannot be what it ought to be.

Now, there are people who believe that the situation is all bad and that our best days are behind us, and we're not going to do what we need to do. I think they're dead wrong. We are better positioned for this new world than most people think. The new economy is built on information and innovation. We are an innovative people with a passion for information technology that dates all the way back to the first telegraph and the first telephone and is found today in millions of American homes.

The new global economy is built on flexibility and constant change. We are a people whose open society and open political system

embrace change more energetically than any other nation. New global economy is based on interacting and doing business with the people all over the world, understanding their economies, their societies, and their languages. We are a nation of immigrants. We have two centuries of experience in building bridges across the lines of race and religions and cultures. One county in this State has people from 150 different racial and ethnic groups. We can meet the challenges of the global economy, and we will.

This new economy is based on high productivity. And after faltering in the seventies and the early eighties, our productivity growth is once again making America the high-quality, low-cost producer in many areas. American automobiles in the last year have been regaining market share in the United States, something people thought would never happen. Why? Because they're the best cars at the most reasonable price. And we can do that in many other areas.

Of course, we have problems. We still lose a stunning number of our children to poverty, to drugs, to violence. Too many of them simply never learn enough to compete and win. Too many, indeed, can barely function in a highly organized and flexible society.

For more than a decade, our policies ignored these problems. We ran up huge deficits, not to invest in our children and our future but huge deficits that mortgaged our future, weakened our economy. And all the while we actually reduced our investments in education and technology and the things that make a country strong. We mortgaged our future by rewarding speculation over savings, by cutting taxes on the wealthy while we raised them on the middle class, by failing to invest in those things which really count in the long run.

But we are turning that around. We are getting our house in order. We are putting the steel back into our competitive edge. But the job that the President has in doing this is no different than the job you have faced in your classroom hundreds, indeed, thousands of times if you've been a teacher long enough. A lot of people don't want to hear what you have to say, to do what it takes to learn what they need to know. *[Applause]* Thank you.

How many times have you been in a classroom when you had to say something that was genuinely challenging and tough to a single student or to a whole class, and they would simply resist and resist and resist it. That's what's going on in this country today, isn't it? Our people have been told what they wanted to hear for so long, instead of what it really takes to make it, that there is a natural resistance, one which I understand and do not begrudge. For 12 years, voters have been spoon-fed pablum. They've been told that there was a free ride. There was a free ride. If only if we would cut somebody else's program, if only we would blame someone else, you can have it all. You can have your lower taxes and all the projects you want, and we'll just cut it somewhere else.

Well, the people of California know better. They know that we had to and we should welcome the opportunity to cut defense spending at the end of the cold war. But that means tough choices like closing bases and reducing contracts. And if there is no plan to invest in the people that are left behind, then an awful lot of unfair harm will be done. So if you're going to make the tough decision, you have to level with the people, and then forge ahead to try to make something good happen.

But I've heard all these siren songs about how "it's spending, stupid." Well, let me tell you something: In our budget, which cuts \$500 billion from the deficit, half of it comes from spending cuts. We have a hard freeze on domestic spending over the next 5 years, even though we spend more money in some things you and I care about. We reduced defense spending as much as we should, and we have pushed the limit of that. We have cut and cut and cut the entitlements. We have cut the discretionary programs. We have cut the defense programs.

And when this program came up in the Senate Finance Committee, a fair program that raises 75 percent of its money from the top 6 percent of the income-earners whose taxes were reduced in the 1980's, and has \$250 billion in spending cuts, over 100 cuts of \$100 million or more—let me ask you a question that you can take home to the classroom of your community: The other side who kept screaming to America, "This is a tax-

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and-spend program, and the only problem is spending," had their chance to offer spending cuts in the Senate Finance Committee. How many spending cuts do you suppose they offered over and above the tough cuts that I had taken out of agriculture and veterans and every other program? Zero, that's how many. You couldn't find them when it got to be specific.

Let me tell you, for every \$10 of deficit reduction in this plan designed to get interest rates down and spur growth, \$5 comes from spending cuts; \$3.75 from the upper 6 percent of American earners, as I said, whose taxes were lowered in the 1980's; \$1.25 comes from the great middle class with incomes of between \$30,000 and \$100,000. Families under \$30,000 are held harmless, and for the first time in the history of this country, if this program passes, people who work 40 hours a week and have children in their homes will be lifted out of poverty. That's the best incentive to get off and stay off welfare I ever heard. That's what's in this plan, and those are the facts.

I challenge you to embrace this issue with exuberance and joy and optimism. The only thing I question about the end of that beautiful film was when everybody said, "We've got to stick with the President, and it's hard to change." It was almost like a burden to carry. This is like teaching a new class to your students. This is no big deal. America will change if somebody will tell the people the truth instead of giving them the same old pablum.

In spite of all the cutbacks, this budget does invest more, in Head Start, in immunizations, in family preservation, in college loans, in national service tuition grants, in school-to-work transition, in defense conversion, to help all those people in the Bay area that are going to lose their jobs because of base closings, and in new technologies to create new jobs for the 21st century to take up for all the defense cuts. It sure does, but we still maintain a freeze on overall spending for 5 years because we've cut so much out of other things.

Now, those are the facts. We need your help to get them out. But most importantly, we need America's help to put this country on the right track. This deficit is like a bone

in our throat. It is keeping us from investing in our people, in our growth, and in our future. And you can help to take it out by explaining to the American people what the facts are. This is not about labels and slogans. This is not about tax and spend. It's not about borrow and spend, either, which is what we've been doing for the last 12 years.

And it is not enough to reform our economic system. We must reform our schools, our welfare system, our health system, and our political system. We have to be about that, too. And we are. We have to do something for all these people who have been hurt by the base closings and the defense contract cutbacks. Here in the Bay area, the people here took the hardest lick from this, the third round of our base closures. They and the people in South Carolina and the people in a part of New York were hardest hit. It is wrong for us not to do something for them. So we propose to spend over the next 4 years \$5 billion to speed up the environmental cleanup, to give preference to job-creating strategies around these base closings, to train people, to empower communities, to let people rebuild their lives in a new peace-oriented society where we still value the people who won the cold war. It is worth the money. We have to do that.

Now, what has all that got to do with education, and what has all that got to do with what I'm about to do? That is what I want to say to you in the last portion of my remarks.

I am leaving when I leave you to go to Tokyo to the G-7 summit. This will strengthen my hand, the progress we are making on the economic program. And every one of you, in lobbying your Members of Congress to support it, have helped that. Why will it strengthen my hand? Because for years American Presidents have gone to these meetings, and they have complained that other countries should open their markets to American goods, that other countries should trade with us more fairly. Do you know what the American Presidents have been told? "Don't talk to us about that. Your deficit is so big it is distorting the global economy. It is mandating your big trade deficit. Your Government deficit is messing up the whole works. Don't tell us to change until you

change." Well, guess what? I'm going to be able to go for the first time in a decade and say, "We are changing. Now you must change, too. Work with us. Let's put some jobs back into this global economy. We can create more jobs and have more economic growth if we can open everybody's markets and if we can coordinate our economic policies." And now we'll be able to say, "You've been asking us to do this for 10 years. Here we are. Now help. Let's do it."

We cannot grow unless all the world grows. I will say again, Japan has its lowest rate of growth in decades. Europe has its lowest rate of growth in 20 years. Since 1987, over two-thirds of our new jobs have come from exports. Somebody has to be able to buy from us in order to create jobs that way. This is very important. And by helping us to pass the economic program, you have made a contribution to that.

I also want to say to you very frankly that I am going to challenge the other countries to work with us in a new cooperative effort to tackle the most troubling problem of this new era, and that is the stubbornly high rates of unemployment growth. There are European nations that have had big economic growth and have still not been able to get their unemployment rate down below 9 percent.

We're supposed to have been out of the bottom of our recession 2 years ago. And yes, we have nearly a million jobs in the first 5 months of this year, but we're still over 3 million behind where we ought to be based on historical trends. This is a global crisis. The wealthy countries, even when they become more productive, even when they grow, are having trouble creating new jobs. We need to know why. We need to ask new questions, and we need to find new answers. We have to do this. We owe it to you, to your families, and to the future of this country.

Today I am announcing that I have asked my top economic and labor advisers to invite their counterparts from all these nations to come to the United States in the next few months to a meeting in which we search for the causes and possible answers for this stubbornly high unemployment. There are things each of us can do within our Nation, and

we do it together, that will help us not just to grow the economy but to ensure that economic growth means more jobs for Americans and more jobs for the world. That is the way we have to do this, and this is a very important advance in the dialog going on among these countries. We've never really discussed this issue before, and we have to face it. I have called several of the other leaders of these other countries, and they are very enthusiastic because they're just as frustrated as I am that no matter what they seem to do for their economy, the jobs aren't coming along. And I will say again, if everybody in every one of your communities who wanted to work had a job, we wouldn't have half the problems we do today.

Finally, I want to emphasize in this area one other issue. I'm not just going to a meeting of the top industrialized nations, I'm taking my first foreign trip to Asia, to send a message that the Asian Pacific region has a very important role to play in your future. After the summit in Tokyo—thank you—[laughter]—I'm going to Korea as well. This region today is absolutely bursting with energy and growth. Already, over 40 percent of our trade is with the Asian Pacific region. Last year it exceeded \$120 billion and accounted for almost 2.3 million America jobs.

Along with Europe and the Western Hemisphere, Asia is where we must find much of our growth in the next few years. In recent years, when we looked across the Pacific, we focused on our trade difficulties with Japan. Well, the trade deficit with Japan is real, unacceptable, and we're working very hard to take some steps with Japan to deal with that. But our relationships with the Pacific for the most part are good for us, and we will benefit from them.

We must never forget how much we've already benefited from all the immigrants who have come to this Nation, many of them to this State, from all the nations of Asia. We can build on that for a brighter future.

I want to lay out ways in which we can make our relationship with Japan, with Korea, and with these other nations stronger. I hope we will have a new global agreement on more open trade before the end of the year. I hope we can coordinate our efforts

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These kinds of policies are important, but they're not sufficient, and that's where you come in. Our policies can open the door to new opportunities for the American people, but whether they can walk through the door depends on whether they are educated and trained for the new global economy. Without the knowledge, without the skills, without the temperament, without the drive to capitalize on opportunities, America will still not be what it ought to be.

One hundred years ago our Nation's wealth was based on raw materials. Fifty years ago it was based on the huge capacity we had for mass production. Today it's based on what our people know and what they can learn. That's why the very best investment we can make is in the one resource that remains firmly rooted within our borders, the people who live in the United States of America.

When I was a boy, education was touted, as it always has been, as America's great equalizer. It is still that. But today, it is America's great energizer as well, the best change agent we can possibly have. It binds us together, it draws our youngsters in, it moves them ahead, it builds their self-worth, it instills a sense of pride and civic responsibility. America's public schools have been the cornerstones of progress for over two centuries, from the little red schoolhouses, to land grant colleges, to hundreds of community colleges that gave the children of working parents a chance to make something of themselves. We have seen what education can do.

Now there are school-to-work programs launched in cities and suburbs and rural districts around the country that are giving people the real chance to compete for a lifetime. And now I go into educational settings, and I see people in their twenties, their thirties, their forties, their fifties, their sixties, sometimes their seventies, learning anew for the challenges and opportunities they face.

You know better than anyone else the immense challenges that you face in our schools because they have such ambitious goals and such difficult and challenging obstacles. No other nation, as I said before, tries to teach so many students from so many backgrounds

and cultures and languages. You shoulder our country's hardest and most important work. That's why we need to make sure that you and your schools are ready for the 21st century. That's what the national education goals are all about, to ensure that every child enters school ready to learn, to get rid of drugs and violence and make our schools safe. Several weeks ago, our administration's "Safe Schools Act" was introduced into the House and the Senate. It is a good beginning. We cannot expect the students of this country to reach high achievement when their very safety or the safety of their teachers is in danger.

In safe schools, we can make sure our students know what they need to know. We can make sure that our students lead the world in math and science achievement. We can make sure that we can compete in the global economy and live in the global village. As I head overseas, I'm reminded how much more we need to do. We need to give our students a thirst for exploration and a sense of widening horizons. As one college president puts it, we need to acquire global literacy. Our students need to understand not only the meaning of democracy but the spirit of Japanese culture and the richness of African history. We need them to know more about foreign languages than just how to order in a restaurant. Foreign languages in this era aren't simply a sign of refinement, they are a survival tool for America in the global economy.

And while I have said repeatedly all across this country, the magic of education is what occurs in the classroom and what the parents give if they do their job, it is still clear that your National Government has a role to play and must be your partner. Our job is to provide leadership, to set standards, to offer incentives that will help States and local school systems chart their own path to excellence with responsibility and accountability from all in the system. Most of all, we can do that if we are your partners. And I believe that the president of this organization would say we have had the partnership I promised in the campaign of 1992, and we will continue to have it through the work of Secretary Riley and Secretary Reich at the Labor Department and our entire Cabinet. We want the

teachers of America to be the engines of reform. And we are convinced that they will be.

Our education agenda is ambitious, and its heart is Goals 2000, which enshrines into law the national education goals and world-class standards. We must reach them by the turn of the century. The legislation we need to make it happen, enshrining Goals 2000, is awaiting action now in both Houses of Congress. It has bipartisan support, thanks in large measure to the Herculean efforts of the Secretary of Education.

Goals 2000 will give parents and students and teachers a clear assessment of classroom performance. It will encourage schools to be more creative in organizing classrooms, training teachers, and motivating students. It will help students to prepare for work after graduation. It will provide funding to support the reform efforts that are blossoming all across America. It will mean that the investments we propose to make in Head Start and other early childhood programs, like immunization, will actually be able to bear fruits so that the gains from preschool will be able to be made permanent instead of being lost if we have the right sort of goals and the right sort of standards and the right sort of partnership and support. That is what we seek through Goals 2000.

I intend to fight hard for this bill's passage. And I intend to fight hard against anything that will water it down, weaken it, or divert it from its essential mission: partnerships with people at the State and local level. We cannot run the schools of this country from Washington, DC. We need to empower you to run them.

I also want to mention our school-to-work initiative. Today half of America's young people don't go on to college. We know from now the census data in the 1980's that every high school graduate who gets at least 2 years of post-high school education at least has a decent chance to get a good job with a growing income, and that every high school graduate with less than 2 years of post-high school education or every person who drops out of high school has an excellent chance of being unemployed or getting a job with a declining income. I think it is clear what our course should be. Every student ought to finish high

school, every high school graduate ought to have at least 2 years of school-to-work transitional education and training so they can successfully learn for a lifetime. That has to be our objective. Our legislation forges a remarkable and heretofore unprecedented partnership between the Departments of Education and the Department of Labor and then working with people at the local level. We must do this.

This is not a controversial issue. It may never blister across the headlines of America. But I'm telling you, if we want to raise the per capita income of Americans, we've got to make every worker literate, we've got to make everybody have the equivalent of a high school degree, and we've got to give people the chance to get at least 2 years of further training. That will raise incomes and increase jobs in the United States.

Now, my fellow Americans, as I leave you and head off to Japan, I want to say again that there is a common challenge that spans your work and mine. For the challenge we face in the global economy is about more than interest rates and trade balances and the challenge you face in your own classrooms. It's about more than discreet subjects and SAT test scores. The fundamental question of our time involves a matter of national character, the question of whether we will apply our heritage and values to the demands of a new and rigorous time. I am confident of the answer. I am concerned still that so many of our people seem to lack the same confidence. I know life is tough for most Americans, as much because it is uncertain as because of the real difficulties of the moment. But both are real. Still there is no nation with more resilience, more creativity, more love for freedom and devotion to progress than the United States. So now it is time once again to show what we are made of.

Yesterday in Philadelphia on the 217th anniversary of the United States, I had the astonishing experience of being an American President sitting in the middle of the President of South Africa and the president of the African National Congress, the President of a nation once known as the most vociferous symbol of apartheid in the world and the man who had been the symbol of the struggle

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against apartheid, having lingered for 27 years in jail as a political prisoner there together to receive in common a political medal from the founding city of the United States of America because they put their differences behind them, agreed on elections, agreed on a nonracial democracy. And by next year we will have that in South Africa. Now, that, that is a symbol. That is a symbol of what people can do when they suspend their cynicism and they suspend their bitterness and they overcome their difficulties and they act on their beliefs. And what has that got to do with us? Because what is bringing them together are democratic ideals forged in the American Constitution, a commitment to a bill of rights like the American Bill of Rights to protect the rights of minorities as well as majorities and to enable people who are different to live in peace and to pursue progress.

If we can inspire that in that country, how can we not still be a nation of builders and believers here at home. You and I are joined in common cause, and I believe we will succeed. You in the classroom and me in my classroom. And so, now I go abroad grateful for your support, grateful for your commitment to our children, and more confident than ever that together we can do our jobs and make life for all Americans what it ought to be.

God bless you, and God bless America.

NOTE: The President spoke at 10:02 a.m. at the Moscone Center. In his remarks, he referred to Brad Sherman, chairman of the State Board of Equalization, and Keith Geiger, president, National Education Association. A tape was not available for verification of the content of these remarks.

Executive Order 12854— Implementation of the Cuban Democracy Act

July 4, 1993

By the authority vested in me as President by the Constitution and the laws of the United States of America, including the Trading with the Enemy Act, as amended (50 U.S.C. App. 1-6, 7-39, 41-44), the Cuban Democ-

racy Act of 1992 (Public Law 102-484, sections 1701-1712, October 23, 1992, 106 Stat. 2575) (the "Act"), and section 301 of title 3, United States Code,

I, William J. Clinton, President of the United States of America, hereby order:

Section 1. Implementation of the Act. All agencies are hereby directed to take all appropriate measures within their authority, including the promulgation of rules and regulations, to carry out the provisions of the Act.

Sec. 2. Functions of the Department of State. The Secretary of State shall be responsible for implementing sections 1704, 1707, and 1708 of the Act. Responsibility for transmitting the certification required by section 1707 and the report required by section 1708 of the Act is delegated to the Secretary of State.

Sec. 3. Functions of the Department of the Treasury. Except as provided in section 4 of this order, the Secretary of the Treasury shall be responsible for implementing sections 1705(b)-(e) and 1706 of the Act, to the extent that these sections pertain to transactions with Cuba.

Sec. 4. Functions of the Department of Commerce. The Secretary of Commerce shall be responsible for implementing sections 1705(b)-(e) of the Act, to the extent that these sections pertain to the exportation to Cuba from the United States or from a third country of goods and technology subject to the jurisdiction of the Department of Commerce.

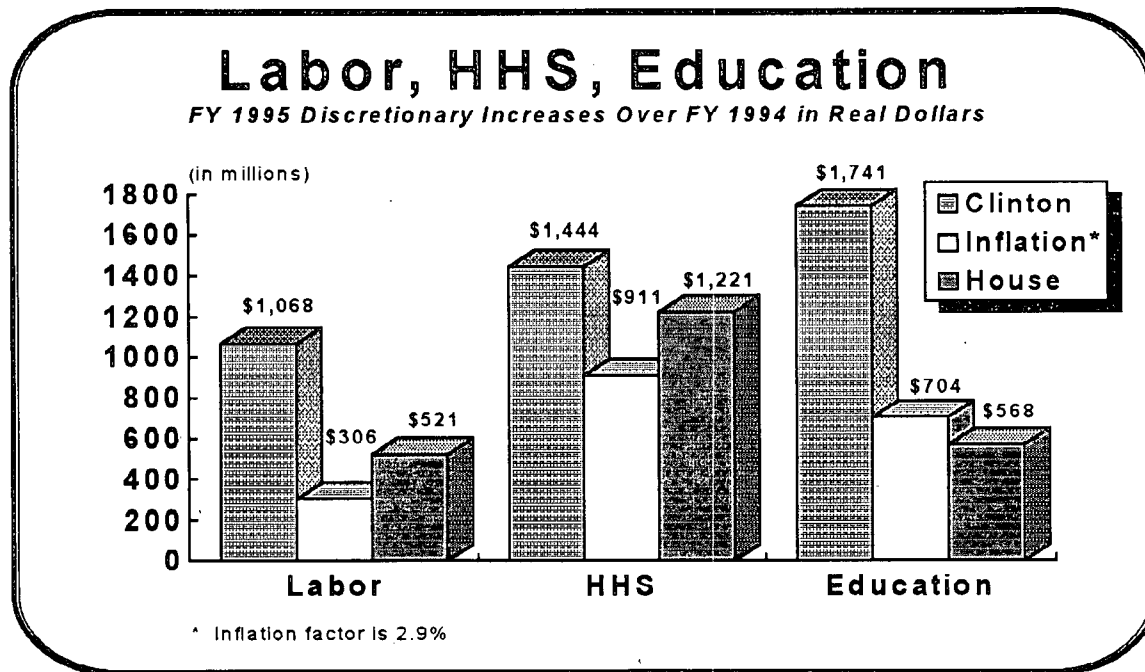
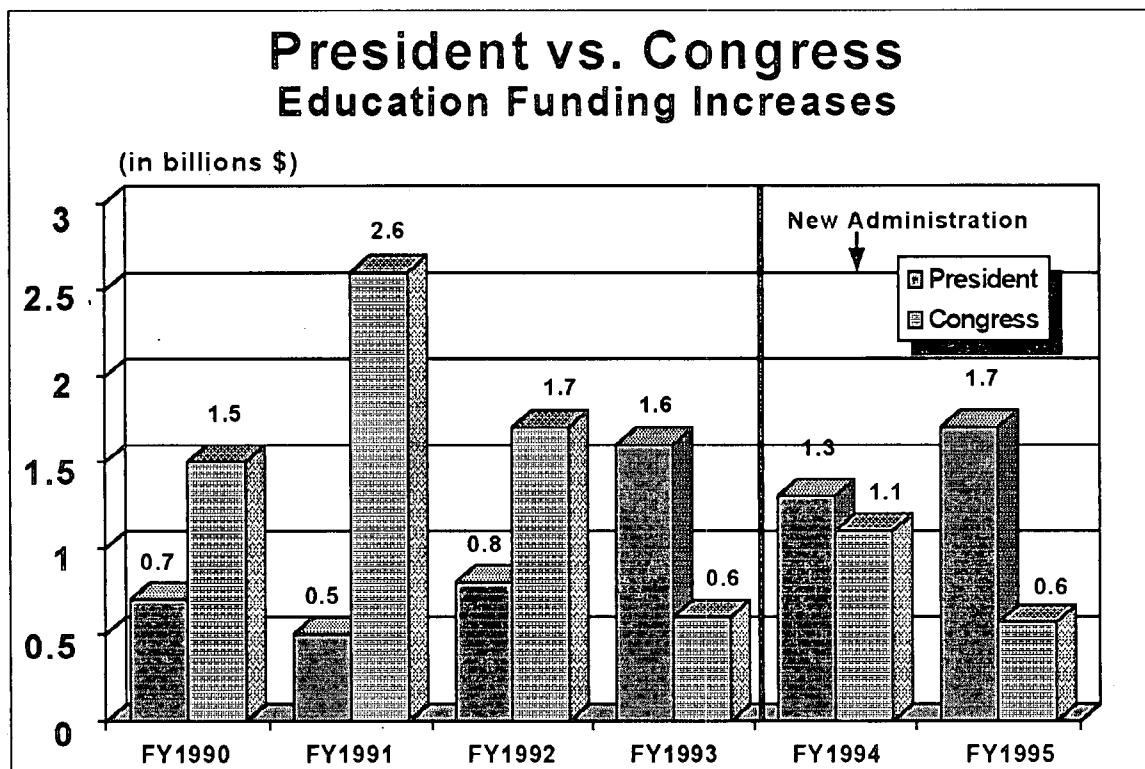
Sec. 5. Consultation. In consultation with the Secretary of State, the Secretary of the Treasury and the Secretary of Commerce are hereby authorized to take such actions, including the promulgation of rules and regulations, as may be necessary to carry out the purposes of the Act and this order.

Sec. 6. Nothing in this order shall be deemed to affect any functions vested by law in the Federal Communications Commission.

Sec. 7. Effective Date. This order shall be effective immediately.

William J. Clinton

The White House,
July 4, 1993.

Chart #1:Chart #2:

THE WHITE HOUSE

WASHINGTON

July 1, 1994

TO: HILLARY RODHAM CLINTON

FROM: BILL GALSTON

SUBJ: EDUCATION UPDATE/TALKING POINTS FOR YOUR NEA SPEECH

I understand that health care will be the focus of your forthcoming speech to the NEA. Nonetheless, I was asked to prepare a few talking points on education that you may want to weave in to your remarks.

The main points are these.

1. With three months still to go in the 103rd Congress, President Clinton's leadership has already produced significant progress toward the "lifelong learning" system he called for in his February, 1993 budget proposal, including:

- o the Corporation for National and Community Service
- o Head Start reform and reauthorization
- o Goals 2000
- o the School-to-Work Opportunities Act
- o the new direct lending system for college loans
- o income-contingent repayment of loans (as a small percentage of income over time)

2. We face two more key legislative challenges before the 103rd Congress adjourns:

- o completing work on the reform and reauthorization of the Elementary and Secondary Education Act, which has passed the full House and the Senate Labor and Human Resources Committee and now awaits action by the full Senate (soon after July 4, we hope);
- o creating momentum for the Reemployment Act of 1994, which would give displaced workers broad new opportunities for retraining and reentering the labor market.

3. We also face the challenge of adequately funding the education and training reforms the Congress has already enacted. We understand the fiscal constraints under which everyone is operating. Nonetheless, we are disappointed by the level of investments in education recently voted by the House (see the attached memorandum from the Committee for Education Funding). We intend to keep working with both House to achieve a better result.

4. This fight is about more than education and training. In today's economy, more and more, the ability of young people to enjoy real opportunity and enter careers with real futures depends on world-class elementary and secondary education--and on advanced training beyond high school graduation.

Kay - Anne

NATIONAL EDUCATION ASSOCIATION
125th Annual Meeting, Los Angeles, California
June 30 - July 5, 1987

Mary Hatwood Futrell, President
1987 Representative Assembly Address
"Educators On The Move"
July 2, 1987

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Friends, educators, delegates to this great Assembly, fellow Americans.

Two hundred years ago today, there met in Philadelphia another Assembly.

A small band, they came to America's Constitutional Convention to save an infant nation, a nation whose destiny, George Washington said, "was stranded on a thread."

Never abandoning their belief in the ideals contained in the Declaration of Independence, these patriots were able to discard the failed Articles of Confederation, and draft the Constitution of the United States of America.

The divided states had become the United States, a government not of kings, but of laws.

A government based on a document that became more fair and just as the country matured.

★ The articles of political faith contained in the Constitution have made our nation the custodian of freedom's dream for the entire world. And it is that dream of which I speak today.

must The Framers did not await their destiny. They created it. And so have we.

One hundred and thirty years ago we, the educators of America, began the National Education Association, the most fair, free, democratic and participatory enterprise of its kind.

Each year our influence grows, and with it so does our capacity to help America fulfill its promise.

Today, however, both NEA and the nation itself are being tested as never before.

We do our best to educate in this atmosphere.

But youngsters who drop out, do drugs, get pregnant, act out, become so alienated and depressed that suicide seems an attractive alternative...these youngsters do not choose their fate. These are youngsters trapped in a web of cultural change, economic turmoil, and political manipulation that they had absolutely no part in shaping.

We in NEA must work even harder to realize our dream for American education, because education is the foundation of democracy. Thomas Jefferson spoke to this point when he said, "Education is the anvil upon which democracy is forged."

Can we do it? Can we mobilize and energize ourselves to shape a new agenda for America?

Of course we can. We have already begun.

In the history of NEA we've always set specific goals and exceeded them, tackled the toughest problems and solved them.

Consider our membership growth. Last year, I challenged you to expand membership efforts in each state. I set an ambitious goal of 2 million and one by 1991.

My friends, once again you have exceeded everyone's expectations. We are far ahead of our schedule. This year alone we have added sixty thousand new members.

There are many reasons we are growing.

But the principal reason is you.

Your dedication.

Your energy.

Your leadership and courage in communities as diverse as Homer, Illinois, Eugene, Oregon, and Compton, California. *Rule 4 2*

Your tenacity right here in Los Angeles.

Your struggles for dignity in the workplace dramatize for the whole world the values that have built our Association.

Yes we are growing--but we are not through by a long shot.

Our determination to recruit new members has brought us to another historic threshold in American education. I believe we are at last

First, just last month, the Forum of Education Organization Leaders, representing every major educational group in the country, released its own report on "at-risk" students.

That call to action is identical to the one we issued in 1985. Our initiative became their agenda. Thanks to NEA, to you, educators now speak with one voice on at-risk students.

Second, and more importantly, Operation Rescue is already proving to be the most imaginative, effective and accepted anti-dropout effort in America. It is so acknowledged by foundations, organizations, governors, reformers, educators and business leaders.

In mid-June I had the opportunity to visit an Operation Rescue program in Ann Arbor, Michigan, called "Tender Loving Care Mentors."

I was fortunate enough to attend that program's "end of the year" party, an opportunity to honor the senior citizens, teachers, and members of the community who worked in the program. I had an opportunity to visit at length with many of those present.

It was one of those times I wish each of you could have been with me.

I was moved beyond words by the parent who took a day off from work to thank those who developed and supported the program that had turned her son around and kept him in school.

I was moved by the senior mentor, a retired businessman, who told me that his impression had been that teenagers were wasting their lives and that teachers didn't care. He told me, "My perceptions were completely wrong."

I was moved by the young man who had been flunking out of school until he entered the program and turned those F's to B's.

I was moved almost to tears by a young lady who had always dreamed of becoming a writer. She wanted to introduce me to two of her friends. Her friends turned out to be a couple in their seventies. Thanks to that couple, that young student now has the self-confidence to write.

In one short year, we, members of NEA, did this, and I thank you.

We proved with Operation Rescue that where others provide rhetorical placebos, NEA provides tangible programs. We proved that where others see hardship, NEA sees hope.

We don't need miracles in education. We need muscle. The kind of muscle a new NFIE would give us. A thirteen million dollar NFIE endowment would allow our Foundation to award grants of \$1 million each and every year.

We could let others do the work that will shape American education well into the twenty-first century.

Or we could do it ourselves.

I know what our choice will be. We will choose to make our voices heard.

I believe that with a new NFIE the power of our politics will soon be matched by the power of our ideas and ideals.

This does not mean, of course, that we can afford to relax our efforts on other fronts.

I certainly believe, for example, that this year we must continue to strengthen our already substantial political prowess.

My friends, think very carefully for a moment about the next election, and why we must win.

The 1988 presidential election is shaping up to be the watershed election of this century.

Already, education is the major domestic issue of the campaign.

And, with no incumbent running for the first time since 1960, there will be no need for the candidates to defend existing orthodoxies. Each will be free to stake out new and imaginative positions. Each will be looking for expert advice on what to do, from people with experience in dealing with education issues.

I believe the voters of America are becoming more sophisticated. They are discovering that Madison Avenue cannot substitute images for issues. They know now that prosperity does not result from public relations, nor is progress built on a smile, a nod, and an anecdote.

That is why we are going to our strength, grassroots organizing. Our election strategy is designed to mobilize citizens who want real answers to real problems in their schools, citizens who want help, not hype.

In this presidential election we will reach each of our one million eight hundred sixty thousand members. We will hold meetings in each one of our 12,000 local affiliates. We will be so well

Whether America achieves a system that honors and rewards all education employees, instead of a chosen few, depends on you.

Whether America will be led by someone who will open the windows at the Department of Education to let in the fresh air of cooperation depends on you.

Our task will not be easy. The forces of reaction are dug in very deeply.

That is why we must take the critical next steps I have proposed today, because to sit back, to be apathetic, is to accept an America that is less well educated than we are capable of producing.

To accept that would be to acquiesce in the de facto surrender of the American dream, to accept an America of memory, not an America of hope.

We cannot let this happen.

In 1963 in an address at Vanderbilt University, President Kennedy reminded us of that fact. He said: "The privileges of citizenship are no greater than the obligations. Our rights can endure no longer than the performance of our responsibilities. Each can be neglected only at the peril of the other."

The members of NEA -- teachers, support employees, higher education faculty -- come from and represent every community in America. Together, we represent America.

And today, America needs us. Let me be very specific.

Sixty-seven years after women won the right to vote, equal rights still elude us. Forty-two years after the Holocaust -- the ugliest and most bestial spectacle in human history -- anti-semitism is again practiced and tolerated. Thirty-three years after the Supreme Court ordered public schools to desegregate, incidents of racist hatred again scar the land, and resegregation is openly advocated.

This spectacle is grotesque. And if we NEA members permit these attitudes and incidents to darken our classrooms, our campuses, and our communities, we are as responsible as the hate-filled bigots who deface synagogues with swastikas and burn crosses on lawns in Black communities.

We must say to America that we will not and cannot accept intolerance and hatred.

This is the America of which I dream. I believe that America's uniqueness among nations lies squarely in the level of opportunity we afford all our people, especially our children.

As educators, that is why we try to set the right example. That is why we try so hard to teach children the values that a democracy demands.

Every day we teach the values of hard work, honesty, tolerance for the views of others, respect for learning and scholarship, and cooperation.

It is time these values be taught elsewhere in America as well.

Not just in the classroom, but in the locker rooms of college athletes.

Not just in the classroom, but in the screening rooms of movie producers.

Not just in the classroom, but in the boardrooms of wall street brokerage houses.

Not just in the classroom, but in the situation room of the National Security Council.

For our part, we will teach values the way we always have--by example, and from what the lessons of reason, history, and religion teach us. No other way is acceptable.

Americans want to believe as we do that the best passages of American history are yet to be written. That all children can and will be allowed the dreams of free children, dignified children, hopeful children.

So many times I have asked you to take a risk, to trust each other, but most of all to trust yourself. Each time you have done that, we have emerged bigger and stronger, more capable and confident in our skills, more certain of the rightness of our cause.

More importantly, each time our success has enriched America.

For, in many ways, we are today's patriots, idealistic, challenging the status quo, laboring for an America as great in practice as in promise.

Like the authors of our Constitution, we love and believe in our country.

Like them, we have a mission to secure for every man, woman, and child the blessings of liberty.

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

July 1, 1994

REMARKS BY THE PRESIDENT
AT 1994 PRESIDENTIAL SCHOLARSHIP AWARDS CEREMONY

The South Lawn

3:11 P.M. EDT

THE PRESIDENT: Thank you. Thank you, please be seated. Secretary Riley and Barbara Holt, members of the Commission on Presidential Scholars, most important, to all of you who have won these awards, and to your family members, your teachers who are here, to your friends -- I look forward to this event very much every year. And I am delighted to be here with you today and to look out at your faces and to imagine your futures. I don't see how anybody could be too concerned about the future of this great country, looking at you, reading your records, knowing what you have achieved.

Today I also think we should reflect upon the God-given potential of all of our young people in this country and the importance that the rest of us must attach to providing the greatest education we possibly can, not only to those of you who have been outstanding always and who have won this extraordinary recognition, but to all of the people in this society on whom the rest of us will depend to maintain America's leadership. (Applause.)

This administration has worked very hard to try to do everything we could to give the American people the tools they will need to go confidently into the 21st century. I have spoken a great deal since I have been President about the importance of family and community, of work and responsibility. These things have a great deal to do with your future and the future of America.

When I sought this office, I did it because I was concerned about the direction of our country, both economically and in terms of our community. I was afraid we were coming apart when we ought to be coming together. We seem to be going in so many ways in the wrong direction. I had a strategy that was clear in my own mind for what we ought to do for the economy. I've been thinking a lot about it because, as some of you know, perhaps, I will be leaving on July 5th to go to Europe for a meeting of the G-7, the world's largest industrial countries. And as I think back over the last year and a half, I can go to this meeting with a great deal of pride.

We have forty percent of the income of the world's largest industrial countries. But we've had 75 percent of the growth; created 100 percent of the new jobs by cutting spending. By bringing our deficit down, by reducing the size of our federal work force, by providing incentives for small business and working families, we've been able to create 3 million new jobs, reduce unemployment by 1.7 percent, have three years of deficit reduction for the first time since Harry Truman was President -- none of you were born then -- the last time America brought its deficit down three years in a row.

But if we do all those things, it still won't be enough unless we empower our people to make the most of their lives as we move toward the 21st century -- a time when information will double rapidly every few years, a time when the average person will change jobs seven or eight times in a lifetime. The whole question is whether all these changes will be friendly to most Americans or terribly, terribly threatening.

Indeed, one of the main reasons I have fought as hard as I have for guaranteed health coverage for all Americans is that that will make our families more secure in the face of all these changes. But in the end, how well we do will be determined by how well we educate our people; and in the end, how well our people are capable of reeducating themselves. That's what Goals 2000 is all about. That's what the school-to-work transition bill is all about. And now, today, it has been announced what the consequences and the mechanisms will be for reordering the student loan program -- something that was very important to me when I ran for President.

I'd like to talk a little bit about that. I became very concerned when I was a governor about the number of young people in my state who would go to school and drop out, not for academic reasons but for financial reasons; and the number of young people who said that they could no longer go to college because, believe it or not, in the 1980s the cost of a college education was just about the only really important thing that increased even more rapidly than the cost of health care.

And so, we began to look at what options were available for opening the doors of college to all Americans. And one of the things that became clear to me is that the student loan program cost too much and the repayment terms were too stiff for a lot of our younger people, particularly if they wanted to go into work which might be immensely rewarding, terribly valuable to our society, but not particularly rich in terms of the salaries that were paid.

So, we decided to change the way the college loan program worked and to go to something called direct lending. The Secretary of Education had primary responsibility for figuring out how we would do that. Our new program means lower interest rates for college loans, lower fees and much better repayment terms with the option for young people to string out their repayment over several years and to pay loans back based on a percentage of what they earn after they get out of college, not simply based on how much they had to borrow to afford the education that they got.

It also means \$4.3 billion in savings for taxpayers. During this first year we're going to make \$1 billion in direct loans at over 100 institutions of higher education. We've also designed the program so that 20 million young Americans who took out \$50 billion in loans under the old system can switch to the new system. That is, if they want to pay back their loans at a lower interest rate over a longer period of time based on how much money they're making rather than how much they borrowed, they'll be able to do that.

Well, we're going to lay out the details of how this will work in the next couple of weeks. But the point I want to make is this. It's a great thing when gifted young people can have ample scholarships to go to college. But we now know that we need 100 percent to finish high school and to get at least two years of

further education of they're going to have a good chance to land a productive job with growing income prospects, not shrinking income prospects.

And we also know that in every wealthy country in the world -- this is something you'll have to worry more about than I have, when you're my age -- there is a diversion in income. In other words, there is a widening gap between the wealthy and the poor within the wealthy countries. We know of no other way at this time to turn that around, other than to dramatically increase the education and skill levels of all of our people. Education is the great equalizer. It will change the job mix in America. (Applause.)

So, I congratulate you here. I ask you to maintain your personal commitment to giving this country the kind of education system it needs to guarantee that every young American will be able to live up to the fullest of his or her God-given capacities, and be able to have the tools needed to guarantee the security and the strength of our middle-class way of life well into the next century.

I also want to say one last thing in closing. This is a celebration not only of academic achievement, but of creative ability and concern for others. Perhaps the signature program of this administration when the history of our time here is written will be the Americorps program, the national service program, sort of a domestic Peace Corps, that this year will involve 20,000 young Americans working in community service and earning money against their further education. And the year after next, if we can just keep the funding up, we'll have 100,000 young Americans doing that, revolutionizing life at the grass-roots level.

To give you an idea, the equivalent of that in my time was the Peace Corps, which President Kennedy launched and which captured the imagination of every American. But there were never more than 16,000 young Americans in the Peace Corps in any given year. And we'll have 100,000 year after next. Why? Because learning is important, but giving is important as well.

I want to recognize, if I might, just one of the scholars who's here. We could recognize many. But I wanted to mention one, not because she deserves to be mentioned over the rest of you, but because everybody here and everyone within the sound of my voice needs to get the flavor of the extraordinary quality and character of the young men and women we honor today.

Jessica Luterman, of Staples High School in Westport, Connecticut, organized a portable art therapy program for geriatric patients called Art On Wheels, which is now permanent. She did this while being an all-state athlete, a member of the All-USA Academic First Team, serving on the boards of her YWCA and the United Way. That's what we need more of in America. (Applause.) Stand up, Jessica. Where are you? Stand up. (Applause.)

Like I said, if you all would just remember what got you here today and commit yourselves to trying to communicate that to the rest of this country, our future is in good hands.

Congratulations, and God bless you all. (Applause.)

END

3:24 P.M. EDT

TO: Todd Stern
 TO: Paul A. Toback
 TO: Lorraine A. Voles
 TO: Anne Walley
 TO: Dawn A. Alexander
 TO: Steven A. Cohen
 TO: Anne M. Edwards
 TO: Jeremy Gaines
 TO: Chad H. Griffin
 TO: Arthur L. Jones
 TO: Kathy McKiernan
 TO: Dee Dee Myers
 TO: A. Victoria Rivas-Vazquez
 TO: Lorraine A. Voles
 TO: Nancy L. Ward
 TO: Natalie S. Wozniak
 TO: Virginia M. Terzano
 TO: Felton T. Newell
 TO: Erin A. O'Connor
 TO: APRIL K. MELLODY
 TO: Laura D. Schwartz
 TO: Rica F. Rodman
 TO: Richard L. Siewert
 TO: Anne M. Edwards
 TO: Marcia Hale
 TO: Lee A. Satterfield
 TO: Patti Solis
 TO: Stephanie Streett
 TO: Isabelle R. Tapia
 TO: Anne Walley
 TO: BULLETIN@1=US@2=TELEMAIL@3=HOUSE@MRX@EOPMRX
 TO: MATT GELMAN@1=US@2=TELEMAIL@3=HOUSE@MRX@EOPMRX
 TO: 1=US@2=TELEMAIL@3=INTERNET@*RFC-822\WH-OUTBOX-DISTR(A)LE
 X-LUTHOR.AI.MIT.EDU@MRX@EOPMRX
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 IT.EDU@MRX@EOPMRX
 TO:
 TO: 1=US@2=TELEMAIL@3=INTERNET@*RFC-822\USIA01(A)ACCESS.DIGE
 X.COM@MRX@EOPMRX
 TO:

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

June 23, 1994

REMARKS BY THE FIRST LADY
AT HEALTHRIGHT EVENT

MRS. CLINTON: Thank you very much. I am always grateful that Healthright holds events like this. I'm also grateful they don't do it every day. I could not emotionally take it every day, because what they do is to break through the sometimes self-protection that exists among those of us who care about this issue and who see the faces of the people we have heard from today and the thousands of others through this past year, and know what an incredible obligation we face to provide health care to every American.

I particularly want to thank Candy and Lisa, Edwin and Gladys and Ruby and Douglas for sharing their stories. It is not easy, as you've already heard, standing up and talking to people about your medical condition, and I am grateful that each one of these speakers today was willing to do that, because they were able to stand for millions of other Americans. Each one of their stories is not their own personal story alone; it is the story of many, many other Americans who are not here physically, but are here in spirit, because they face the same challenges because of our health care system.

I was thinking as I heard these testimonies from working, middle class Americans that in the last three years, nearly three million more Americans have lost their insurance. When my husband started running for president, the best estimate we had was that there were about thirty-seven million uninsured Americans, 85 percent of whom worked and were in working families. Now the best estimate is that we're closer to forty million, and the numbers are continuing to rise. That is approximately one percent of our population that has become uninsured in the last three years.

If we had an epidemic that had affected three million Americans in the last three years, we would certainly be mobilized to act. If we had an extraordinary national

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*kids who are
in the schools
kids w/o insurance
whose mothers did
not receive*

disaster that had occurred, like we've unfortunately suffered in the last years with earthquakes and floods and hurricanes, that affected three million people, we would be mobilized.

Well, sometimes unseen by those of us who live in a place like Washington and are well-insured, millions of Americans are living through their own personal disaster. We've heard some of those stories. Because although we have the finest health care system in the world, we have not yet figured out how to make it available and affordable for every single American.

There's been a lot of talk in the last few weeks about why we need to reach the president's principle goal, which is that every American will be guaranteed health insurance, and I'd like to just review briefly the reasons why that is the goal. Because as has been said, no other reform in our health care system will work if we do not achieve guaranteed universal coverage.

Arthur Fleming, who has led Healthright's efforts, wrote an article, along with former Secretary and Attorney General Elliott Richardson, which outlined clearly what was at stake and why universal coverage must remain the goal. First, because it is those in the middle, the great majority of Americans, the people who have been referred to as "the backbone," the people who work in the nursing homes, the people who keep our businesses going, the people do four part-time jobs, these are the people who will be the ones left out and disadvantaged without universal coverage.

If you are rich enough, you will have health insurance; if you are poor enough, you will have health insurance. And it is people in the middle, the vast majority, who are either now losing it and are among the now forty million uninsured, or who are one job, one divorce, one accident, one illness away from losing their health insurance.

Secondly, people with insurance will continue to pay for people without insurance. This is a point that cannot be made too often, because too many people with insurance give a great sigh of relief and say, "Well, thank goodness, they're not talking about me." Well, we are talking about the insured, because for every increase in the uninsured, those who are insured pay. We pay because

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eventually people get health care. We heard how, if you do finally make the decision, if you are in the position that Edwin and Gladys are, and you don't have insurance for your children, and you wait and wait, eventually you do end up at the emergency room. Those who are insured pay for the care that's given.

Third, responsible businesses will continue to pay the price, because the businesses that currently insure will be charged more and more to make up for those who are uninsured and to pay for the care that the uninsured receive. It is a vicious cycle we are caught in. The more you have uninsured continuing to receive care, the more the cost is shifted to those who pay the bills, who pay more and therefore decide to drop coverage for people because they can no longer afford to provide it, thereby putting more people into the uninsured pool, which puts more and more of a financial burden on the businesses and individuals who pay the bills.

Billions will continue to be wasted on last-minute emergency-related acute care. We don't know what the outcome would have been for Ruby's husband. We will never know. But we do know that there are millions and millions of people like Ruby's husband who don't get the care they need until the last possible moment, which thereby costs all of us more money than it would have if they had gotten preventive and timely care in the meantime.

We cannot get costs under control without universal coverage. That is particularly important in regard to the federal budget, because those of you are in Congress and those who cover Congress know that although we finally have a responsible budget, we finally have the deficit going down -- it will go down for the third time in a row, and that has not happened since Harry Truman was president -- we finally are cutting discretionary spending, we are finally moving the federal workforce back to the level it was before 1980, we are doing what we need to do to control the federal budget. But we cannot keep the budget under control unless you control health care costs.

So what will happen if we don't have comprehensive health care reform with universal coverage that controls costs? There will be pressure to cut back on Medicaid and Medicare. You can hear some in the Congress already saying,

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some who don't seem to understand the relationship between cutting back on expenditures in Medicare to try to control the federal budget is like holding onto a balloon that pops out somewhere else.

You can look at any state and any business, and you can see what the result will be if we try to control only Medicare and Medicaid by cutting reimbursement levels there, thinking we are getting entitlements under control. What will happen is, as costs begin to be decreased in terms of what hospitals and doctors get from Medicare and Medicaid, costs will be shifted onto private payers, businesses and individuals.

I spoke to a group of North Carolina business people, and I explained that Medicare now only pays 90 percent of the costs of health care in North Carolina, on average, so, therefore, the businesses in North Carolina, particularly the small businesses, pay a 30 to 40 percent surcharge to try to get to something resembling costs. So the more you cut Medicare and Medicaid from the top, the more the costs get shifted onto the backs of businesses and individuals, the more they decide they cannot pay for it, the more people then get dropped and end up being uninsured, therefore eligible for Medicaid, and the cost cycle continues to spiral out of control.

Every American risks losing their health insurance. There is not one of us in this room who can with any certainty say we will have the same health care coverage this time next year to cover the same benefits at the same costs.

We also are seeing the result of breaking the link between responsible behavior and work and health care when we hear stories that I hear all the time, particularly what we heard from both Deborah and Gladys, about people who have to stay on welfare because if they leave welfare to go into a job without benefits, they cannot provide health care for their children.

So we will continue to pay more to cover less; we will continue to see thousands of Americans stay on welfare, not because they want to, but because that's where they get their health care benefits. All of these problems will get worse in the absence of universal coverage. This is not a static status quo; this is a deteriorating status quo.

MORE

So on nearly every argument one can make -- economics, social justice, political effectiveness, moral, ethical -- the right decision is to do what all of our speakers have asked, and that is for the Congress to give to Americans the same guarantee of health coverage that they have for themselves. That is what we who are in government owe the people who pay our salaries, pay for our health benefits, and basically want all of those who are in government, in the Executive and the Legislative Branch, to hear them and understand that we owe working middle class Americans the same health security that they give to all of us.

Thank you very much.

(End of speech.)

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THE WHITE HOUSE

WASHINGTON

July 1, 1994

**SPEECH BEFORE THE NATIONAL EDUCATION ASSOCIATION
REPRESENTATIVE ASSEMBLY**

DATE: July 3, 1994
LOCATION: New Orleans Convention Center, Hall F
TIME: 10:00 to 10:45 a.m.
FROM: Joe Velasquez

I. PURPOSE

You will speak to delegates of the National Education Association (NEA) Representative Assembly gathered in New Orleans for their Annual Meeting to thank them for their support and encourage their continued action on behalf of the health care reform effort.

II. BACKGROUND

The NEA is the nation's largest union, with over 2 million members. Their President, Keith Geiger, as well as the general union membership, have been leaders in the labor movement's support of the Administration's health care plan. The union has put more than \$4 million into the effort (including \$3.5 million in contributions to political candidates and party committees) and its members nationwide are highly supportive of the plan.

This Annual Meeting, whose theme is "Public Education is a Public Trust," is the union's major gathering of the year. It is here that NEA members decide their policies and priorities for the upcoming year, and it is well attended by political organizers and grassroots activists from around the country.

Your speech is the first ever special address to an NEA Annual Meeting by a First Lady in the union's 137 year history.

You should expect an enthusiastic and friendly crowd. The delegates will have seen a video tribute to you just before you are announced into the room.

III. PARTICIPANTS

Approximately twelve thousand delegates will attend your speech.

Seated on stage will be 22 people including:

Keith Geiger, President of the NEA and Janet Geiger
Bob Chase, Vice President
Marilyn Monahan, Secretary-Treasurer
Don Cameron, Executive Director
Ken Melley, Asst. Executive Director for Public Affairs
Debra DeLee, Executive Director of the Democratic National Committee
Mickey Ibarra, Political Advocacy Manager
plus 5 NEA delegates chosen by lottery

IV. PRESS PLAN

Open Press

V. SEQUENCE OF EVENTS

- Keith Geiger will introduce you and announce you onto the stage.
- You proceed directly to the podium for 20 minutes of remarks.
- You exit stage left, working rope line on departure, and proceed backstage for meet and greet with NEA officials.

VI. REMARKS

To be provided by Speechwriters.

*Am. 's future walks through the doors of
our schools each day. Mary Torda
LeTendre*

*I touch the future - I teach -
McAuliffe*

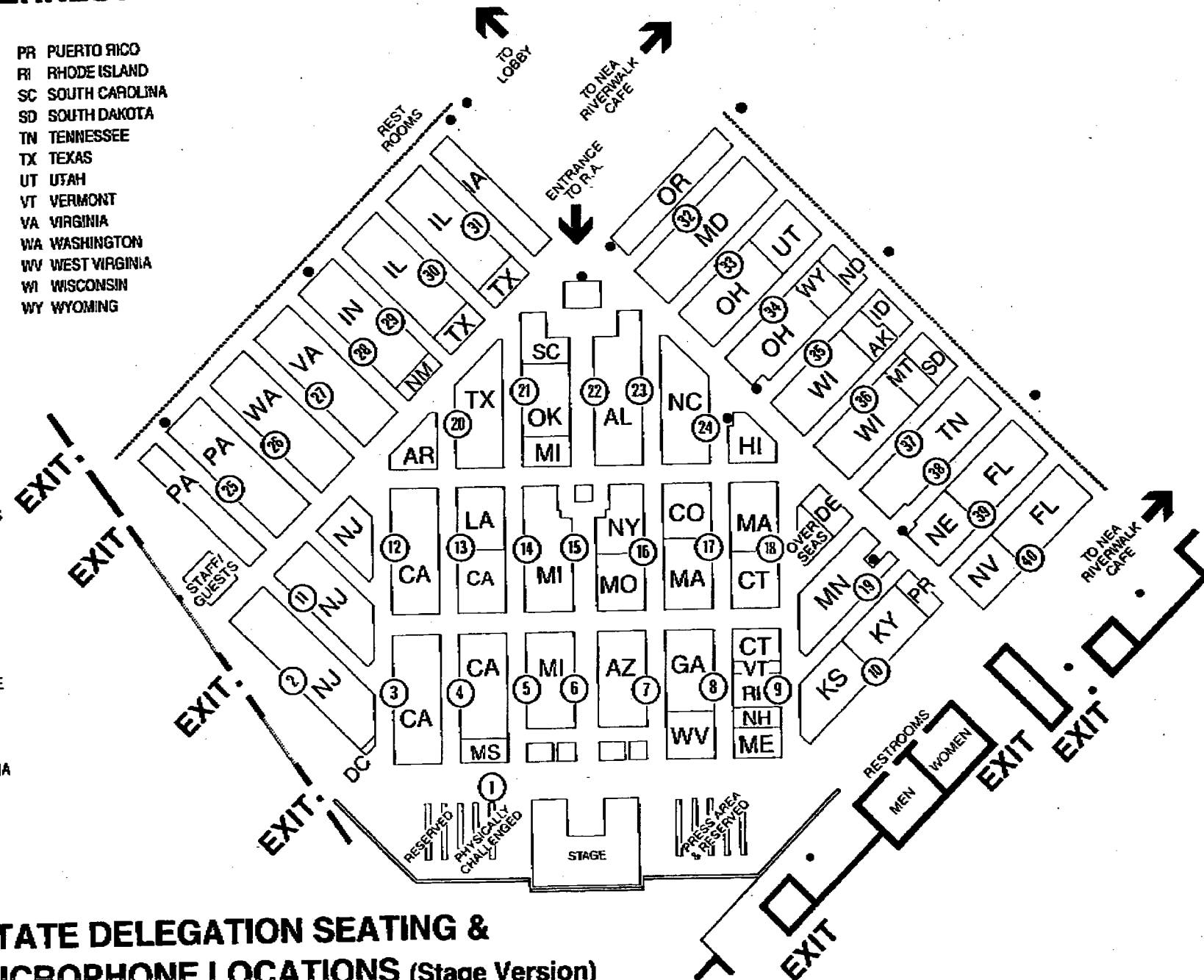
NATIONAL EDUCATION ASSOCIATION 132ND ANNUAL MEETING ERNEST N. MORIAL CONVENTION CENTER, NEW ORLEANS, LA

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JUL 01 '94 10:20AM FAIRMONT HOTEL

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AK ALASKA
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AR ARKANSAS
CA CALIFORNIA
CO COLORADO
CT CONNECTICUT
DE DELAWARE
DC DISTRICT OF COLUMBIA
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**STATE DELEGATION SEATING &
MICROPHONE LOCATIONS (Stage Version)**

HEALTH
CARE



We care

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NATIONAL EDUCATION ASSOCIATION

*“You can't look into a sick
child's eyes and not care.”*

—Hillary Rodham Clinton

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*Together with Hillary for
a healthier America!*