

September 2, 1999

MEMORANDUM FOR HILLARY RODHAM CLINTON

**FROM: NICOLE RABNER
RUBY SHAMIR**

**CC: MELANNE VERVEER
PATTI SOLIS DOYLE**

SUBJECT: EDUCATION EVENT

The purpose of this memorandum is to provide you with background information on the education event the President will hold on Tuesday, September 8, which is currently optional on your schedule. We believe you should strongly consider participating.

Tuesday's event will be the President's second "back-to-school" event to highlight the danger of the GOP tax cut. On Monday, Labor Day, the President will focus on school construction, and emphasize the importance of labor unions. Tuesday's event, which will take place at Brook Grove Elementary School in Montgomery County, will focus on teacher quality and class size.

The President will promote the Administration's class size and teacher quality proposals, and release the third installment of the \$75 million Teacher Quality Partnership Enhancement Grants, which fund projects to promote comprehensive and lasting change to teacher preparation programs and help prepare future teachers for America's classrooms. Approximately 25-30 grants will be awarded.

As currently scheduled, the event would begin with the President teaching a third grade math class. You could join the President in teaching the class or teach a class on your own. The speaking program to follow would include (not in this order) you (if you join), the President, Secretary Riley and potentially Representative Morella, Senators Mikulski and Sarbanes, Governor Glendening, and a teacher from the school.

PROGRAM DESCRIPTION

The Teacher Quality Enhancement Grants Program is authorized under Title II of the Higher Education Amendments of 1998. The purpose of the program is to increase student achievement by implementing comprehensive approaches to improving teacher quality through positive change in the recruitment, preparation, licensing, certification, and on-going support of teachers in America. The Partnership Grants for Improving Teacher Quality Program is designed to provide comprehensive and lasting changes in teacher preparation programs through competitive grants to partnerships that include a school of arts and science and teacher preparation program from the same institution of higher education and a high need local educational agency (LEA) served by the institution. This basic partnership can be expanded to include additional higher education institutions and LEA in order to maximize the impact of Title II on the number of high quality teachers prepared for American schools.

PR Award No.	Applicant Name	State	Awarded Amount FY 1999
P336B990072	UNIVERSITY OF WISCONSIN / MILWAUKEE	WI	\$ 1,537,253
P336B990043	UNIVERSITY OF TENNESSEE / CHATTANOOGA	TN	\$ 690,169
P336B990070	UNIVERSITY OF SOUTHERN COLORADO	CO	\$ 796,978
P336B990073	UNIVERSITY OF ALASKA ANCHORAGE	AK	\$ 1,153,678
P336B990042	ILLINOIS STATE UNIVERSITY	IL	\$ 2,567,802
P336B990008	NORTH CAROLINA CENTRAL UNIVERSITY	NC	\$ 750,446
P336B990039	KANSAS STATE UNIVERSITY	KS	\$ 1,185,115
P336B990079	JACKSON STATE UNIVERSITY	FL	\$ 619,870
P336B990069	WASHINGTON STATE UNIVERSITY	WA	\$ 2,094,755
P336B990064	ARIZONA STATE UNIVERSITY	AZ	\$ 2,721,049
P336B990014	WESTERN KENTUCKY UNIVERSITY	KY	\$ 1,219,252
P336B990044	SAGINAW VALLEY STATE UNIVERSITY	MI	\$ 278,988
P336B990035	YOUNGSTOWN STATE UNIVERSITY	OH	\$ 1,911,576
P336B990003	KEAN UNIVERSITY	NJ	\$ 1,675,227
P336B990053	GRACELAND COLLEGE	IA	\$ 188,430
P336B990061	UNIVERSITY OF SOUTH CAROLINA	SC	\$ 1,029,781
P336B990084	TEXAS A&M UNIVERSITY SYSTEM	TX	\$ 2,713,410
P336B990062	UNIVERSITY OF MIAMI	FL	\$ 2,102,880
P336B990032	SOUTH CAROLINA STATE UNIVERSITY	SC	\$ 1,857,083
P336B990049	MISSISSIPPI STATE UNIVERSITY	MS	\$ 1,847,548
P336B990038	OUR LADY OF THE LAKE UNIVERSITY	TX	\$ 1,420,885
P336B990054	BALL STATE UNIVERSITY	IN	\$ 542,485
P336B990046	JOHNS HOPKINS UNIVERSITY	MD	\$ 2,507,840
			\$ 33,412,500

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PRESIDENT CLINTON CITES RECORD-BREAKING SCHOOL ENROLLMENT AS MORE EVIDENCE OF THE NEED TO INVEST IN OUR SCHOOLS

August 19, 1999

Today, President Clinton will announce the release of the Baby Boom Echo Report, revealing a record high number of school-age children, and drawing attention to the pressing need for investment in our schools. The President will urge Congress to enact a responsible budget that pays down the debt, strengthens Medicare and Social Security, and invests in national priorities like education. President Clinton also pointed out that the Republican tax and budget plans could cause devastating cuts in key initiatives that keep schools safe and drug-free, help children learn to read, reduce class size in the early grades, support after-school programs, and expand access to college. At a time when the need is most urgent, the Republican plan would support the modernization of only about one-tenth as many schools as the President's plan.

CHILDREN OF BABY BOOMERS CONTINUE TO BREAK SCHOOL ENROLLMENT RECORDS

- **Total public and private school enrollment will reach a record 53.2 million students this year.** The 1996-97 school year was the first year that members of Baby Boom Echo broke their parents' record for school enrollment, and they have continued to enroll in the record-breaking numbers every year since then. In fact, it is expected that enrollment will continue to increase every year until 2008.
- **The West and South lead the nation in growth.** While every region of the country will see significant increases in student enrollment, Southern and Western states will experience the greatest growth. Between 1989 and 2009, the West will see enrollment increase by over 35%, while enrollment in the South will increase by nearly 20%.
- **Growth is both urban and suburban.** The top 25 growing districts in the country are both urban and suburban. From 1987 to 1997, New York City had the largest increase (131,920), followed by Dade County (92,635) and Los Angeles (91,119). Suburban districts surrounding Atlanta: Gwinnett County (35,462), Cobb County (24,702) and Fulton County (23,089), and the Washington, D.C. suburbs: Montgomery County (28,752) and Prince Georges County (23,935) have also experienced rapid growth.
- **The most rapid increases over the next ten years will occur in America's high schools.** High school enrollment is expected to increase by 1.3 million students over the next decade (from 14.9 million in 1999 to 16.2 million in 2009), creating a pressing need for more well trained teachers. On average, high schools also cost approximately twice as much to build as elementary schools. The average cost of construction for new schools is \$8 million for elementary schools, and \$16 million for high schools. [Council for Educational Facility Planners International, 1997]
- **College enrollment will rise to an all-time high of 14.9 million this year.** This is the second year in a row that college enrollment has set a new record. This number is expected to jump an additional 1.5 million in the next ten years, at a time when colleges and universities are already filled to capacity.

HIGHER ENROLLMENT UNDERSCORES NEED FOR GREATER INVESTMENT IN SCHOOLS, AS PRESIDENT CLINTON HAS PROPOSED

- **The size of the Baby Boom Echo underscores why we must act now to build new schools and fix old ones; and to recruit and hire high quality teachers to reduce the class size in the early grades.** President Clinton has proposed, as part of his balanced budget, to support state and local efforts to build or renovate up to 6,000 schools nationwide; and to fulfill the commitment he and Congress made to hire 100,000 new teachers to lower class size in the early grades.

REPUBLICAN PLANS FAIL TO ADDRESS URGENT NEED FOR SCHOOL CONSTRUCTION AND MODERNIZATION

- **The Republican plan denies local school districts vital support to build and modernize up to 6,000 public schools across the nation.** The President's targeted tax cut would cover the interest on state and local efforts to build and modernize 6,000 public schools across the nation. The Republican tax cut provides marginal help to address the needs of only one-tenth that many schools. The President's proposal to modernize our public schools could be fully funded using only about 1% of the Republican tax cut approved by the House.

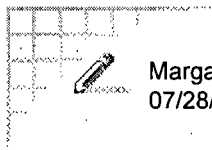
REPUBLICAN PLANS FAIL TO PROVIDE SMALLER CLASSES FOR AMERICA'S CHILDREN

- **Republican plans undermine a bipartisan effort to ensure funding for smaller classes.** Last year, a bipartisan agreement was reached to make a down payment on the President's plan to hire 100,000 teachers to reduce class size in the early grades to a nationwide average of 18; earlier this month the Education Department awarded funds to help local school districts begin hiring 30,000 teachers before school starts this fall. While the President wants to finish the job, House Republicans have passed a bill that undermines this class size initiative and fails to guarantee that one cent will be used to hire a single teacher to reduce the size of a single class.

REPUBLICAN TAX BILL SQUEEZES OUT OTHER KEY INVESTMENTS IN EDUCATION

- **The Republican tax and budget plans could force dramatic cuts in funding for education.** The President cited Administration estimates¹ of the long-term impact of the Republican plans on key investments to improve our schools and expand access to college. In the tenth year alone of the Republican tax and budget plans, the nation could be forced to deny support to nearly 6 million students in high-poverty communities; withhold from 520,000 children the assistance they need to learn to read; deny 430,000 kids access to Head Start; slash Pell grants, and block hundreds of thousands of students from the opportunity to work their way through college.

¹ The calculations are based on the Republican budget and tax plans, assuming that Congress also funds defense at the President's requested level and pays down debt by as much as the Congressional budget resolution promises. Given these assumptions, the Republican tax plan would require dramatic cuts to domestic discretionary programs -- cutting more than half from current funding levels.



Margaret M. Suntum
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Subject: remarks to Boys and Girls Nation

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

July 28, 1999

REMARKS BY THE PRESIDENT TO BOYS AND GIRLS NATION

The East Room

2:52 P.M. EDT

THE PRESIDENT: Thank you very much. I always look forward to your coming every year because I know we'll have plenty of enthusiasm to light up the old house here. (Laughter.)

Let me begin by thanking Secretary Riley, who is, I'm almost sure, the longest-serving Secretary of Education in American history, and I am quite sure the finest Secretary of Education we have ever had. And I thank him for his service. (Applause.)

I would like to thank the officials of Boys and Girls Nation who are here: the American Legion National Commander, Butch Miller; Boys Nation Director Ron Engel; director of activities Jack Mercier, who was a counselor when I was at Boys Nation, in 1904 or whenever -- (laughter) -- a long time ago -- 1963 -- Girls Nation Director Dianne McClung,

Youth Program Coordinator Kenya Ostermeier.

I'd also like to acknowledge the presence in the audience of some alumni of Boys and Girls Nation: Congressman Jim Ramstad of Minnesota, who was there with me in 1963 -- stand up, Jim. (Applause.) And I see one of my two White House staffers who is an alumnus, Fred Duval of Arizona, who is here. (Applause.) Thank you. And Janet Murguia from Kansas is -- I don't know if she's here or not, but she went to Girls Nation -- a long time after I did. (Applause.)

I also can't help noting that -- I think the state of Nevada today is represented by Patrick Sergeant -- his father, Colonel Steve Sergeant, is the new Deputy Executive Secretary of the National Security Council here at the White House, and we're glad to have his service. (Applause.) Thank you very much.

I want to thank your Boys Nation and Girls Nation officers who are here: Vice President Denise Battle and Vice President John Feeny. If Al Gore were here, he would tell you that's a very important job. (Laughter.) And I might say it is a very important job.

The Vice President has this great joke. He says every time he votes, we win. (Laughter.) And as all of you know, we only vote when there's a tie in the Senate. And -- actually, we've had some of the more important -- perhaps one of the two or three most important votes taken in the Senate in my term as President was the vote on the economic plan of 1993, which led to big reduction in the deficit and gave us the biggest leg up on the balanced budget. It was a tie vote, and the Vice President broke the tie. So you might think about that as you contemplate your future. It's a good thing to break ties.

I want to thank President Tia Frederick and President Ryan Rippel for their comments and their example.

I look forward to this day every year -- partly because of my own memories of being at Boys Nation, and the debates we had. When you talked about the issues you were dealing with -- we had this huge debate on civil rights in 1963, and I was one of the four representatives from the South that voted for the civil rights plank. And in the light of history, it looks pretty good. I feel good about it. But I've never forgotten what it was like that week hearing from the Cabinet members -- meeting senators and congressmen and all the debates that occurred.

I've never forgotten that President Kennedy met with us and made us feel that public service is a noble endeavor and that we all could make a difference. And I hope all of you feel that way, because your country needs you. You have so much to give.

One of the young people here today may go on to be President. One might command the first human mission to Mars. One might develop a cure for cancer or aids. Perhaps you will teach the next generation of young people or help to alleviate poverty or violence in your own communities. As long as you keep setting goals and working hard and

using your talent for the common good, there's no limit to what you can do. And America needs you.

This country has been around a long time because we have remained faithful to our ideas, but forever young and open to change. I don't want to conduct a tour of the White House today, but the old house was finished in 1800, so in our millennial year we will celebrate the 200th birthday of the White House. The painting of George Washington to my left, to your right, was painted by Gilbert Stuart in 1797, and purchased for the then enormous sum of \$500 for the White House. It is priceless today.

But it's worth remembering how important it is to keep democracy alive that in 1814, when we were in the last throes of the War of 1812 and the British were coming up the Potomac, the President of the United States, James Madison -- who was the last President to be the active Commander in Chief for the Armed Forces, and so was up in Maryland, where he mistakenly thought the British would be -- at the head of an army, sent word back to his wife, Dolly, who was preparing this vast banquet -- the White House was full of food, this room was full of food -- that the British were on the way and she should get out, but no matter what, she had to take the picture of George Washington.

So Dolly Madison cut that picture out of its frame, rolled it up and got out of the White House. The British arrived to find the empty frame, ate the food and burned the house. (Laughter.) But we rebuilt the house and the picture still lives. And every time I see that picture I think about it.

It was in this room that Thomas Jefferson met with his secretary, Merriwether Lewis, to plan the Lewis and Clark expedition -- right where you're all sitting. The place was covered with bearskins and ancient maps, and they were -- President Jefferson was in love with the geography and science, and he saw this whole thing as not only a geographical expedition, but he thought that all kinds of scientific information would be gathered along the way. So a lot of very important things have happened where you are sitting today that remind us that America is a place with great opportunities and great responsibilities.

Today, our country is the greatest force for peace and security and human rights and prosperity in the world. We have the longest peacetime expansion in our history. We have almost 18, 19 million new jobs now. We have the lowest unemployment rate in 30 years, the lowest crime rate in 26 years, the smallest welfare rolls in 30 years. Our social problems, in general, are getting better. Teen drug abuse, pregnancy, teen smoking are declining. And the country is learning to live with the most amazing array of diversity -- racial diversity, ethnic diversity, religious diversity -- and still find a way to be bound together as one community.

This is a very important time. And rather like you at this time in our life, our always-young nation faces the question of what to do with our prosperity and our promise, just as you face the personal question of what to do with your promise. Will we seize this chance of a lifetime to meet the long-term challenges of America, to ensure that when you are our

age, you will have a great country to live in and cherish, and pass on to your children and grandchildren? I would argue that that is the real challenge we face today -- just as you must decide whether you're willing to continue to forgo certain things today in order to achieve your goals tomorrow.

Will we invest in creating the best system of education in the world -- with smaller classes, better-prepared teachers, modern and safe schools? Will we save Social Security and Medicare before the baby boomers retire and the number of people over 65 doubles -- which will happen in 30 years? Will we make America debt free for the first time since 1835, and so ensure your prosperity, and do those things which will enable economic opportunity to come to the people and places who still have not felt this recovery?

These are some, but not all, of the great long-term questions before us as a nation, as you gather here. And so we're having this enormous debate in Washington. It is a good-faith debate, based on competing visions and values. It will help us to define what we see as our most fundamental responsibilities to our parents, to our children. It is a debate about the future of our nation and, to be sure, about your future.

I want to talk just a minute about it today, because it is a debate that six and a half years ago, when I was taking office, no one thought we would ever have. Everywhere I go in America now I say, you know when I was here in 1992, if I had said to you, now, I want you to vote for me and in six and a half years from now I'll come back and we'll talk about what to do with the surplus, they would have laughed me out of the room. I never would have carried a single state. They would have said, that poor young man seems like a nice fellow, but he's terribly out of touch. (Laughter.) Because we had a \$290 billion deficit, high interest rates; we had averaged 7 percent unemployment for a long time and we quadrupled the national debt in 12 years.

All I could do was to tell the American people I was going to bring the debt down, I would do my best to balance the budget, and if we did it, we'd get interest rates down and investment would come up. And I said, but we had to do it in a way that allowed us to continue to invest in education, in the environment, in health care and research, the things that were critical to our future.

So that's what I did. You probably won't remember this because you were all young, but in the year I ran for President in 1992, one of the best selling books -- quite a well-written book, written by two journalists from Philadelphia -- was entitled: "America: What Went Wrong?" Thanks to the hard work of the American people, our country has made a seismic shift in the last six years. Now we're looking at \$99 billion in surplus this year, and we look forward to a new decade of budget surpluses and a new century full of confidence and pride.

I'm also proud that while we have eliminated the deficit and produced the surpluses, we nearly doubled our investments in education and training programs. Because that is the most effective investment we can make in our long-term future. Without good

teachers and high expectations, I wouldn't be here today. But education is even more important to your generation, and will be even more important to those coming along behind you, because of the nature of the way the information age works.

Secretary Riley has already talked about the historic investments we've made to open the doors of college to every American, to do more for underprivileged children -- to try to make sure every classroom in the country is hooked up to the Internet by the Year 2000, and that because of the so-called e-rate, even the poorest schools will be able to afford to log on in all those classrooms -- and the other things that we're trying to do.

This year, Congress is debating whether to work with us to finish the job that Congress made an initial commitment to last year of hiring 100,000 teachers so we can lower class size to an average of 18 in the first three grades all across the country. And I have asked Congress to pass a tax incentive to help us build or modernize 6,000 schools across America, because enormous numbers of young people are going to schools that are very, very old, a lot of them not even capable of being wired, and a lot of other young children are in house trailers out beside the old schools because we now have, finally, a class of schoolchildren bigger than the baby boomers. And we have to do more in that regard.

I have also asked Congress to help us to strengthen performance -- with higher standards for schools, for teachers, for students -- to say that federal aid should go only to those schools that end social promotion but also provide summer school programs, after-school programs, and extra help to turn schools around that aren't doing the job.

So far, the main thing that the Congress has heard in all this is the siren call of large tax cuts on the theory that we have a surplus, it's your money, and we ought to give it back to you. Now, it only takes five seconds to say that, and it sounds great. I heard one member of Congress the other day, in all seriousness, says, if you let them -- referring to the President and the members of my party -- if you let them keep your money, they'll spend it on their friends.

Well, what I have proposed to do is to take most of the surplus and set it aside for Social Security and Medicare, and in the years when we don't use the money, use that to pay down the debt so we can be debt free in 15 years, for the first time since 1835 -- which means lower interest rates for everybody, more investment, more jobs, higher incomes and, for your families, lower mortgage rates, college loan rates, credit card rates and car payment costs. And it would guarantee the long-term stability of the country. I think that's the right thing to do.

And I have also proposed to spend adequate amounts of money to continue the federal role's investment in education and medical research, national defense and other things and then to take what's left and spend it on a tax cut. It is, admittedly, much smaller than the one that the majority approved.

Now, they believe -- to be fair -- it is your money, it's the taxpayers' money.

And they believe that the best thing to do is to give it back. It would cost about \$800 billion over the next 10 years and \$3 trillion over the 10 years after that. Sounds like an unimaginable sum -- that's real money there. And that's when the baby boomers will be retiring.

Now, the problem I have with it is that under their plan, to be fair, we could save the Social Security surplus to pay down the debt, partially, but we would not lengthen the life of the Social Security trust fund or the Medicare trust fund, and we'd have to have big cuts in education and the other items that I've mentioned. But people would get the tax cut. But that would be the price tag; in other words, it's not free. So we're having this big debate.

My argument is that we quadrupled the debt of this country between 1981 and 1992. And I don't believe we should be even discussing the tax cut until we decide what our obligations are -- to deal with the aging in America. And let me say: This is not just an issue for you -- I mean, for us. I mean, I'm the oldest of the baby boomers. But it's not just an issue for us. It is an issue for you. Why? Because I can tell you that my generation is absolutely obsessed with the nation that if we retire, there will be so many of us that we will break the bank of Social Security and Medicare and we'll have to depend on our kids to support us and then our children won't have the money they need to raise our grandchildren.

So this -- when you hear about the Social Security and Medicare debate, it's not just about senior citizens. It's about the compact between the generations in America and whether we can continue to, in effect, let seniors take care of themselves by and large so that their children by and large will be free to take care of their grandchildren. That's really what is going on here.

So -- and if I had my way, we would decide this issue in the following order. We would decide what are we going to do -- what does it take to fix Social Security and Medicare, what do we have to have to take care of education, defense, research, and the things that we should do as a nation, and then let's take what's left over and give it back in a tax cut. The way we're having the discussion about the size of the tax cut first -- it would be like if you go home this weekend, when you're finished, you go home and you have dinner and your folks say to you -- you know, we have always wanted to take this month-long vacation to Hawaii and we're going to take it. We're going to fly first-class, we're going to go to the most expensive hotels, we're going to have everything we've ever dreamed of. And when we get home, we'll figure out whether we can pay the home mortgage and send you to college. (Laughter.) Now you being -- I'm sure you need the vacation. I'm sure it would be a good thing. (Laughter.) But you wouldn't make the decision in that order.

So that's the debate we're having here in part. I believe that a lot of people who voted for this tax cut -- they know I'm going to veto it if it passes, so they don't think it will be law. And they want to be on record, as I was, for a bigger tax cut than President Clinton was. But what we should be doing, I think, is saying, hey, we have -- once in a lifetime you get this kind of chance where there's no more deficit, projected surpluses, and

you know what the big challenges of the country are. You know it's dealing with the aging of America, dealing with the education of our children, dealing with keeping the economy going and bringing economic opportunity to people who haven't felt it. There are other things, but let's just focus on those three. I think we ought to decide what we ought to do.

And let me give you an idea of what would happen if a tax cut of this size were to become law, so you can focus on it. Because there is no such thing as a free decision. It is your money, and if you tell the Congress you want it back, they could by enough -- if they could override my veto, they could give it all back to you. I mean, everything you give us is your money. We could abolish the Department of Defense tomorrow and everything else we do, and give it all back to you. And have no federal government. So it is your money.

But let me give you an example. If we pass the tax cut, and we stayed with a balanced budget, according to our Office of Management and Budget, here's what the consequences would be. Today we're helping 12 million children in high-poverty areas get extra help. I have proposed reforms to raise standards for them and give them more help. This plan, if it passed, this tax cut, would require us to say to 6 million of those children, we can't help you.

Today we provide funds to help a million children learn to read independently by the end of the third grade. If the tax plan passes, we'd have to say to 480,000 of them, we're sorry, we can't do that.

Today we're nearing our goal of enrolling a million people in Head Start. If the plan passes, we'd have to say to 430,000 preschoolers, we can't do that.

Last year, we reached across party lines to hire 30,000 of that 100,000 teachers I talked about. It was a wonderful moment -- like when we passed the balanced budget in '97, overwhelming majorities of both parties in both houses; when we passed welfare reform in '96, overwhelming majorities of both parties in both houses. That's the way the country ought to work. And we did that last year. And it will allow us, as I said, if we finish the job, to reduce class size to an average of 18 in the first three grades. But if the tax cut passes, and we keep a balanced budget, we'd have to say to a million students, no smaller classes.

So I think this is a big problem. Today we're helping 400,000 students with after-school programs. This is a huge deal. Every inner city tough neighborhood that has after-school programs that are aggressive sees a big drop in the juvenile crime rate and a big increase in learning in the schools. We propose to triple the number of people who would be included in those programs next year. If this tax plan passes, we'd have to cut that in half.

The school construction tax cut I mentioned to you earlier, to help us build or modernize 6,000 schools, ironically, is not in the plan. In this plan, only ten percent of that many schools would be fixed.

Now, these are not just numbers, these are children. And keep in mind, most

of you are going to be fine regardless. I mean, you got to Girls Nation, you got to Boys Nation. Somebody will give you a scholarship if your family doesn't have the money to go to college. You have to ask yourself whether you will be better off if your country is better off. If we try to make sure that we all go forward together -- you came here because you believed in the American system -- a system that is designed not to just address the needs of the most talented and the most fortunate among us, but a system premised on the fact that nearly everybody -- nearly everybody in a free country can do what is necessary to be a good, productive, hard-working citizen if given the tools to do so. And I believe that.

The reverse is true -- that those of us who are most fortunate will also have the quality of our lives diminished to the extent that we do not provide everyone the chance to live up to their God-given abilities. So that's what's going on now. And believe me, this is an honest, philosophical debate. If the people who disagree with me were here, they would say well we just think government wastes too much money and this is your money and you pay the taxes and we ought to give it back to you.

There's another element here I want to say to be fair. We might keep spending all this money, but if we did that and pass the tax cut, then we'd be right back in the same fix we were in before I took office -- huge debts, higher interest rates, dragging down the economy, higher unemployment. So I know it's easier for me to say, maybe, because I'm not running for anything. You know -- in our system we have a two-term limit, and I can't run for anything unless I go home and run for the school board some day. (Laughter.)

But I believe that the American people can be told the truth about our long-term challenges. And I believe the American people feel good about the decisions we made that were hard decisions at the time and have brought our country to this moment. And there are still such big things out there.

So what I say is, let's do first things first. Let's lift the burden of your parents' aging off your shoulders by securing Social Security and Medicare. Let's give you a chance to have an even more successful economy than we have today, by getting this country out of debt for the first time since 1835 and taking extra steps to bring money into these inner city neighborhoods, the rural neighborhoods, the Indian reservations where there has been no economic recovery.

Let's continue to make sure that we are investing in the education of our young people. We'll still have money for a tax cut that could include long-term care, child care -- for me, helping ordinary families save for retirement; but the main thing is not so much what the elements of it are, but that it's not so big that it either throws us into debt or requires us to compromise our future.

Now, that is the way I see this. I wonder if 36 years from now you will remember what was going on in Washington with the same clarity that I remember. But I can tell you, it was by no means certain that Congress and the country would do the right thing on civil rights. Indeed, President Kennedy, when he addressed the Boys Nation delegates,

thanked us for our resolution on civil rights and bemoaned the fact that the governors, who had just met a week before we did, could not reach agreement -- they could not reach across party lines and regional lines to stand up for the elemental principal of civil rights. And he thanked us for doing it.

Thirty years later, 36 years later, it looks like Boys Nation was right and the Governors' Association was wrong. (Laughter.) Just look around this crowd today. Look at all the differences represented by the young men and women here. Who could possibly say that America is not better off for the progress we have made -- that you need to know a lot of people lost their jobs in election sticking up for civil rights in places where it wasn't so popular. A lot of congressmen lost their jobs in 1994 because they voted to bring the deficit down -- or they voted for the Brady Bill or the Assault Weapons Ban -- which helped to give us the lowest crime rate in 26 years.

But sometimes you have to look to the long run. And one of the things that the sad events of the last couple of weeks have reminded us all of is that the gifts of life and the burdens of life do not fall according to some rational plan -- that all of our lives, even if we live to be 80 -- or in the case of Secretary Riley's father -- over 90 -- life is still fleeting. And the great test is to try to enjoy and make the most of every day and still sow the seeds for your children to have a better tomorrow.

That is what we are trying to do here. Thomas Jefferson said every difference of opinion is not a difference of principle. If we can remember that here, I think we can once again reach across the party lines and the regional lines and think about the long-term interest of America. It has been a long, long time since our country has had a chance to make provisions for the next generation with absolute confidence -- unencumbered by the burdens of just getting through the day. That is where we are. And I am determined to do everything I can to see that we made the most of it to give you the chance to live your dreams.

Thank you and God bless you. (Applause.)

END 3:24 P.M. EDT

Message Sent To: _____

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

August 19, 1999

REMARKS BY THE PRESIDENT
ON EDUCATION AND THE BABY BOOM ECHO

Presidential Hall

1:10 P.M. EDT

THE PRESIDENT: Thank you very much, and welcome to the announcement of the administration's program to save the future for Secretary Riley's grandchildren. (Laughter.)

Thank you, Mr. Secretary, for your passionate dedication and leadership. Thank you, Wendell Greer. I also want to acknowledge here people who will be involved in, I think, briefing later: Dan Galloway, who is the principal of Adlai Stevenson High school in Lincolnshire, Illinois; Dr. Daniel Domenech, the Superintendent of the Fairfax County Schools; and Dr. Iris Metts, the Superintendent of the Prince George's County Schools, who was here at the White House with us when I signed the Ed Flex Bill last April.

This is a busy time for educators, and I appreciate them for taking the time to join us. It's a busy time for parents and students, too, thinking about the back-to-school season. In so many ways it represents a new beginning. People get used to new teachers, new classmates, new school books, new jeans and clothes. It reminds us of the vital role that education plays in our children's lives and in the life of our nation.

Today, I want to talk about what the previous speakers have said in terms of what it means for America, not just in a new school year, but in a new century. In our lifetimes we have never had a better chance to prepare America's children and America's schools for the demands of the 21st century. We can do it because of the longest peacetime expansion in our history, the highest homeownership, over 19 million new jobs, welfare at a 32 year low, crime a 26-year low; teen smoking, teen pregnancy and, as our annual survey showed just yesterday, teen drug abuse all down. We have a record surplus of \$99 billion and it's projected to grow and to sustain itself over the next 10 years.

Now, there's a great debate in Washington about what we should do with this surplus and, in a larger sense, how to fulfill the promise and the obligation of preparing our schools and our children for the 21st century. How will we seize this

chance to shape the future?

The big challenge, as Secretary Riley said, is that we're going to have young people in record numbers. They are also more diverse than ever before and, therefore, educating them represents more interesting and diverse challenges than ever before. But it's also important to recognize that, ironically, as we have young people in record numbers, we will also have senior citizens in record numbers. The number of people over 65 will double in the next 30 years.

So the question is, how are we going to meet the challenge of the aging of America, the challenge of the swelling ranks of our schoolchildren -- when education is more important not only to them, but to our nation, than ever before -- and how are we going to keep this economy going, and spread its opportunities to the people who have not yet felt them?

I believe, as all of you know, that we should make a commitment to invest in our future and to do it in a way that enables us to save Social Security, to save and strengthen Medicare, to invest in education, and to pay off the publicly held debt for the first time since Andrew Jackson was President in 1835 -- which will guarantee us long-term lower interest rates for everything from business investment to home mortgages to college loans to car payments.

We can do all this and still have sensible tax cuts. We cannot do it unless we make the commitments to do first things first. Today, we are releasing a report by the Department of Education that makes it clear that any part of a long-term successful strategy for America requires us to do more, not less, to meet our children's growing educational needs. Every year the halls of our schools resound more loudly with what has been called, as Secretary Riley said, the baby boom echo.

The children of the baby boom generation are breaking enrollment records for the fourth year in a row now. This academic year, 53.2 million students will fill our elementary and secondary schools. That's nearly half a million more than last year. All the details are in this report and they will be released later today. But think about it, over 53 million students -- more diverse than ever before, from more backgrounds, giving us a chance to be the best prepared country in the world for the global society of the 21st century if, but only if, we educate them well.

There's another thing I want to emphasize about it that this report said that I just hadn't thought about until I was briefed on it. The pattern of enrollment is changing. As the children grow older, it is the high schools and colleges, even more than the elementary and middle schools, that will carry the burden. During the next decade, our high schools are projected to swell with the ranks of 1.3 million new students. This report gives our nation an important assignment -- to make the investments necessary to meet the demands of the future and our obligations to these children.

We've worked hard for six and a half years to invest in education and to bring real change to our schools. Secretary Riley's leadership has helped us to make historic investments. We've opened the doors to college to virtually every American with the HOPE scholarship and increased Pell Grants and other loans and grants and credits. We have worked hard -- and I think we're going to make it -- to connect every classroom to the Internet by the year 2000. We have worked to strengthen performance and accountability in our schools, and to help them meet the nation's educational goals.

But Principal Greer described the conditions that exist in an awful lot of our schools, far too many -- overcrowded classes held in trailers, the shortage of individual attention by trained teachers. The challenges are going to increase as enrollment rises, and a projected 2 million of our teachers retire in the next few years.

The baby boom echo is another reason why I feel so strongly that we have to act now -- to build new schools and fix old ones, to hire trained teachers, especially in math and science, especially for our high schools. I have proposed, as part of our balanced budget, to build or renovate up to 6,000 schools nationwide; and to fulfill the commitment I made to Congress to hire 100,000 new teachers for our nation's schools, to lower class size in the early grades -- coincidentally freeing up resources for our schools to hire the other teachers they need in other areas.

Unfortunately, the congressional majority wants to back off from our commitment to more teachers and smaller classes, and the tax plan they have proposed would do further damage to those priorities. It would not do anything approaching what we've proposed to build or modernize schools, about a tenth of what we recommended. It would not allow us to pay off the debt. It

would not add a day to the life of the Social Security trust fund or the Medicare trust fund. It would also lead -- if the present budget discipline holds -- to substantial, even drastic, cuts in education and other national priorities, like national defense, medical research and fighting crime and protecting the environment.

Now I have said that I will veto this plan, and I know that there's a lot of hoopla going on around the country, from town meetings to paid political ads, to try to change the opinion of the American people. But no matter how much advertising is done or how much argument is made -- since we're talking about education today, I think one of the central achievements of this administration has been to restore arithmetic to the budgeting of the government. (Laughter.) You know, this is not trigonometry, this is not algebra, this is not calculus and it is not supply side economics -- it's basic arithmetic.

We got from a \$290 billion deficit to a \$99 billion surplus while almost doubling our investment in education and training by going back to arithmetic in Washington. And no amount of argument will change the arithmetic of the population of the kids going into our schools. No amount of argument will change the arithmetic of the doubling of our seniors. No amount of argument will change the arithmetic that there are going to be relatively fewer people working while more people draw Social Security and Medicare. No amount of argument will change the arithmetic of the number of teachers who are going to retire. And the truth is, that the American people deep down inside, sort of sense this.

So, yes, I'll veto the tax plan. But let's don't stop with a negative, let's make something good happen here. This is about something positive. This can be a great thing for America, having all these kids in the schools from all these different backgrounds. They can make us a bigger, stronger, more diverse, richer, more successful country.

But we have to do right by them. We've got to give them a good economy. We've got to make sure that when the baby boomers retire the parents of these children don't have to spend money that they would otherwise spend educating their children and helping them grow, taking care of their parents because we haven't done right by Social Security and Medicare. And we've got to give them a decent, world-class education. And if we could just go back to arithmetic, we can figure it out.

Now let me tell you what the alternative is. If this tax bill that's just passed, if I said, oh, well, they had all these town meetings, and they had all these ads and, oh, the polls have changed and, oh, I better sign it and, oh, we had a big celebration here -- within fairly short order, we would find the following. Today, we help 12 million kids in poor communities to make more of their education. If the tax plan passes, over the next few years, we'd have to tell 6 million of them we couldn't do it anymore.

Today, we help a million children learn to read independently by the 3rd grade. If the plan passes, we'd have to tell more than half of them we couldn't help them anymore.

Today, we're nearing our goal of enrolling a million preschoolers in Head Start. If the plan were to pass, we'd have to turn over 400,000 away.

Compared to our proposal, this tax plan would mean to those already in school -- nevermind the ones that are coming, already in school -- larger classes, fewer teachers, more trailers. That's what it means. Sounds like a country song; doesn't it? (Laughter.) Larger classes, fewer teachers, more trailers. (Laughter.) I like country music, but we can do better than that.

So again I say, let's put first things first. Let's decide -- before we do the tax cut, let's decide what we have to do as a nation to be a great nation. Let's decide what it takes to take care of the aging of America, so the children of the baby boomers don't have to take funds away from raising their grandchildren; to save Social Security and Medicare.

Let's decide what it takes, in addition to the surplus generated by Social Security taxes, to just get us out of debt in the next several years -- to guarantee a whole generation of lower interest rates and higher economic growth. Let's decide what we have to do to give our children a world-class education.

Then let's put that against the projected surplus -- and I emphasize the word "projected" -- and string all those numbers out for 10 years, along with whatever we think we have to do for our farmers, who are getting killed out there in this very difficult international markets; what we have to do for medical research; what it takes to protect the environment; and subtract

from the projected surplus those things, after which there will be a number. Let's give that number back to the American people in a tax cut. And, you know, since it's 10 years and it's projected, maybe there's some little play one way or the other, but not a lot.

Now, ironically, the tax cut I proposed gives about the same dollar benefits to the middle class as the one that the Congress passed. People in my income group wouldn't get anything out of it, but people in my income group, by and large, and higher, have done pretty well in this economy, in this stock market -- and care far more about keeping interest rates down and economic growth going, because they know they'll do well.

The only other thing that I think is very important is, I think that my New Markets tax cuts ought to pass, because I think we ought to give investors the same incentives to invest in poor areas in America we give them to invest in poor areas around the world now -- from the Caribbean to Latin America to Africa to Asia -- so that we can keep economic growth going by bringing economic opportunity to the communities that haven't had it yet, and to the people who haven't had it yet.

We can do this if we go back to priorities and arithmetic. What's the most important thing? A time like this comes along once in a generation. People my age, to 10 or 15 years older than me, to 20 years younger than me, they've never known anything like this. Never have we had an opportunity like this.

And with our children going back to school, with more of them than ever, with the educational needs crying out there -- and, I might add, one thing that Secretary Riley didn't say, to toot his own horn and the horn of these educators back here, and all the rest of you is that we now know what works. The test scores are going up. We're learning how to educate this incredibly diverse group of kids. And if we make the right investments in the right way, we can get the right results.

So again I say, let's have the right priorities. Let's make an A in arithmetic. Let's think about the 21st century, and all these children. We'll make the right decisions.

Thank you very much. (Applause.)

END

1:25 P.M. EDT

FIRST LADY HILLARY RODHAM CLINTON
TALKING POINTS FOR RELEASE OF BABY BOOM ECHO REPORT
The White House
August 19, 1999

- Welcome and acknowledgements.
- This is the time of year when America's children are returning to school from their summer vacations. As parents refocus on what their kids will need for the new school year – new notebooks, backpacks, pencils and crayons – we know that their primary concern is the quality of their children's education. That's why we in Washington need to re-examine what we need to do to provide the best schools for our children -- not just for today but as we look into the future.
- Over the last few years, we have made great strides to improve educational opportunities for all of our children by focusing on raising academic standards, strengthening accountability, improving public school choice for parents and students, and making college a reality for more students -- particularly for students who traditionally have not had the opportunity to attend college.
- And we have seen some promising results. All 50 states have risen to the challenge set by the President with the passage of Goals 2000 and the Improving America's School Act by raising academic standards. This commitment to high standards is paying off for our children. Many states are demonstrating overall increases in math and reading scores. And, SAT and ACT scores are at their highest levels in 27 years. Despite these accomplishments, we know that our job of providing a quality education for all of our children is far from done.
- Today, the President will unveil a new report that shows why now more than ever we need to rededicate ourselves to our children's education. As we enter the 21st century we know that the education and skills our children receive will be the key to their success in the global economy; that means we need to start early and ensure that all children have the opportunity to attend pre-school, make sure that kids get the attention they need in smaller classes and in modernized schools; we need to make sure we that we have high standards in every classroom and that we give teachers and students the tools they need to

achieve those standards. These are some of the goals of the President's current education proposals.

- But teachers can't teach and children can't learn when they are in makeshift classrooms and places of disrepair. Last spring, I was Principal for a Day at a junior high school in Queens, New York. The school, which was originally built for 1,500 students, today houses over 2,000 students. On the day I visited they were putting in mobile classrooms so they could add 500 more students by September. The student body at this school was richly diverse, but there was simply no room for them to grow, and little opportunity for teachers to tap the individual potential of each student in this school. The teachers I spoke to all said that they wished they had more time with their students.
- These students and teachers are not alone. I have visited schools around the country -- including Washington DC, Chicago, and California -- and in each place, I have heard from teachers, students and school administrators who have similar needs.
- So we need to do more to try bring down the size of our schools and the number of students per teacher in each classroom. We have to provide more funds to modernize crumbling schools, and build more schools where they are needed. We need to close the achievement gap between the well-off and the poor, and make sure that teachers get the support they need. In this time of unprecedented prosperity in America, we can build and modernize our schools for the next century. Let's celebrate our prosperity by making a commitment that our schools will be worthy of the children they serve now and into the future.
- Introduce Secretary Riley.