



WHITE HOUSE STAFFING MEMORANDUM

9:30 a.m.

DATE: 1/22/97 ACTION/CONCURRENCE/COMMENT DUE BY: 1/22/97

SUBJECT: Education Address

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	McCURRY	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BOWLES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	McGINTY	<input type="checkbox"/>	<input type="checkbox"/>
McLARTY	<input type="checkbox"/>	<input type="checkbox"/>	NASH	<input type="checkbox"/>	<input type="checkbox"/>
PODESTA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	QUINN	<input type="checkbox"/>	<input type="checkbox"/>
MATHEWS	<input checked="" type="checkbox"/>	<input type="checkbox"/>	RASCO	<input type="checkbox"/>	<input type="checkbox"/>
RAINES	<input type="checkbox"/>	<input type="checkbox"/>	REED	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BAER	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SOSNIK	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	LEWIS	<input checked="" type="checkbox"/>	<input type="checkbox"/>
EMANUEL	<input checked="" type="checkbox"/>	<input type="checkbox"/>	YELLEN	<input type="checkbox"/>	<input type="checkbox"/>
GIBBONS	<input type="checkbox"/>	<input type="checkbox"/>	STRETT	<input type="checkbox"/>	<input type="checkbox"/>
HALE	<input type="checkbox"/>	<input type="checkbox"/>	SPERTING	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HERMAN	<input type="checkbox"/>	<input type="checkbox"/>	HAWLEY	<input type="checkbox"/>	<input type="checkbox"/>
HIGGINS	<input type="checkbox"/>	<input type="checkbox"/>	WILLIAMS	<input type="checkbox"/>	<input type="checkbox"/>
HILLEY	<input type="checkbox"/>	<input type="checkbox"/>	RADD	<input checked="" type="checkbox"/>	<input type="checkbox"/>
KLAIN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Waldman	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BERGER	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
LINDSEY	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Comments to Michael Waldman and Eli Attie.

RESPONSE:

draft 1/22/97 1:30am

PRESIDENT WILLIAM J. CLINTON
GLENBROOK NORTH HIGH SCHOOL
GLENBROOK, ILLINOIS
Wednesday, January 21, 1997

1997 JAN 22 AM 7:02

Acknowledgements: Mary Hamblet (teacher); Rep. John Porter; Rep. Rod Blagojevich [blah-goy-oh-vich]; Dr. Paul Kimmelman; Secretary Riley.

I'm pleased to be here at Glenbrook North High School -- to talk about the remarkable success of Glenbrook and its neighboring school districts, and why we must repeat that success all across America. Our goal, as we come to the end of this century, must be to prepare the American people for the 21st Century. On Monday, I told the Members of Congress on the platform with me: America expects big things from us. You know, and I know, that nothing is bigger, nothing is more important at this moment, than giving every child the extraordinary opportunities that all of you have had, and educating our people to meet the demands of the future.

On Monday, in the Inaugural Address, I told the country in broad terms what our vision must be -- to lead this country into the 21st Century with the American Dream alive for all our children; with the American promise of a more perfect union a reality for all our people; with America's bright flame of freedom spreading throughout all the world.

What I want to do in the two weeks before the State-of-the-Union address to the Congress is to highlight what our goals must be to achieve that vision. That is why, here in my first speech outside of Washington in my second term as President, I want to focus on the education we give to our children -- because the most important thing our nation can do during the next four years is to lift our standards and give our children the world's best education.

As I said on Monday, we live in a time of exciting change and enormous possibility. A revolution of information and technology is transforming the way we live and work. Our world, once divided by the Cold War, is now united by free markets and open trade. The young people here will work in jobs that haven't been invented, in enterprises we cannot even imagine.

In the 21st century, we can find a land of new promise for all our people -- but only if we help them have the tools to make the most of their own lives. Not a guarantee of success, but a real chance to make it.

Nowhere is that mission more important than when it comes to education -- the heart of opportunity in this country for more than 220 years. Every time we have come to a moment of dramatic change in the way we live and work, education has helped us build a bridge from one era to the next. We created the land grant colleges after the Civil War, as our people spread across the country. We made high school universally available in the first great transition from

farm to factory. Then, after World War II, as we assumed new world leadership, we expanded access to college through the G.I. Bill. That's how we built our great middle class, and made this the most prosperous century the world has ever known.

Education is the essence of what we have always done in this country. It is the essence of opportunity -- about giving people the power to make and remake their own lives. It is about responsibility -- because your education will only work if you work hard at it, yourself. And education is about community -- because it is in our public schools that our children are drawn together as one country and one people.

Now, to meet the challenges of a global, highly-skilled, information economy, education is more important than ever. This new world places a premium on knowledge and flexibility.

Once, the wealth of a country was measured in oil or gold or land or factories. Now, the wealth of a country is measured by the minds and creativity of its people. We will never realize the promise of America until we realize the promise of every American. So our goal is clear: we need to commit to making our education system the best in the world.

Now, this kind of challenge is very different from some of the big challenges our country has faced in the past. Unlike putting a man on the Moon, unlike building our great national highway system, we cannot reform our schools by expecting that Washington can get the job done. Our schools belong to all of you; they are controlled where all of you live and work. We must rely on all of you to take responsibility, in your states, communities, school districts, to say that you will step up to this challenge. I am committed to making sure that our national government will help where it can. But we must also mobilize people in all walks of life -- in businesses, religious organizations and families -- to work together to meet this challenge.

Where we can make a difference, we will.

Over the past four years, under the leadership of Secretary Riley, we have expanded Head Start . . . expanded college scholarships and student loans . . . helped 70,000 young people work their way through college by serving their community . . . helped communities across the country try grassroots educational reform.

But we must do more. Today, a college graduate will typically earn 73% more than a high school graduate. America has the best universities in the world; we need to open up the doors of college to all Americans, so that the first two years of college are as universal as a high school degree is today. My balanced budget plan, which I will introduce in a few weeks, will propose tax cuts to pay for tuition. We need to make sure that job training is available throughout a lifetime, by reforming our job training system and passing our "G.I. Bill for workers."

All of those things are important. But as far as I am concerned, nothing is more important

than dramatically improving our public schools. We cannot raise our children up in schools that are literally falling down. That is why I have supported the legislation introduced by Senator Carol Mosely-Braun that would spark a 20% increase in school construction and renovation. And we must give parents real choice within the public schools -- and that means charter schools, run by parents and teachers, that stay open only if they produce results for their children. Later today, I will be meeting with officials in Chicago, which is moving forward with its first charter schools. We are moving forward on our goal to connect every classroom and school library in America to the Information Superhighway by the Year 2000. For the first time, children in the poorest inner city neighborhood and the wealthiest suburb and the most isolated rural community can tap into the same world of knowledge at the same time.

Beyond all this, the most fundamental thing we can do is to impose and meet tough standards in our schools. And I plan to make bringing high standards to our schools, in the subjects our children are taught, one of the top priorities of my second term as President.

Simply put, we have to be exacting and demanding -- we must insist that every student study basic subjects, that there be a core set of things they learn in each of those areas, and that they really learn those things, not just show up. Today, too many schools in too many communities ask too little. I believe that every child has the potential to thrive. Learning is a function of effort, far more than IQ. I have said that we need a country of Churchills, not Einsteins -- that we should demand performance from every child, because we will be amazed at what happens when we do.

I have called for a new and demanding approach to school standards, in every community in America. These standards must be applied across America, locally adopted, locally administered, and locally met, but bringing to bear national -- even international -- standards of excellence.

The way to do that is through testing. Last year, at the National Governors Association in New York, I proposed that every school district in the country require students to take a tough test when students move from elementary school to middle school, from middle school to high school, and above all, to graduate. I have set a national goal that every child should be able to read on his or her own by the 3rd grade -- and I am proposing that we hire 30,000 specialists to mobilize a volunteer army of one million Americans to teach those young people to read.

We must constantly measure ourselves against our goals and against others. It is the only way our schools and our people can compete. In the emerging global economy, the people of Illinois must compete not merely with the people of Michigan or California, but with the people of Germany and Japan and Singapore.

Right here, in this community, we know you are measuring up. But in too many ways, in too many other communities, our schools fall short, and our standards simply are not strong enough. What our students learn in math class in 8th grade, Japanese students have already

learned in 7th grade. While each year students in Germany or Singapore learn 10 math subjects in depth, our students skip through 42 math subjects -- without ever really learning them at all.

Last year, educators from around the world gave half a million students -- including 40,000 in the United States -- the same test at the same time. That test gave us our first clear picture of what a world-class education really means, and how close America is to meeting it. We learned that our 8th graders are above the international average in science, but below it in math. But while the news was mixed, this much we know to be true: every child in America can meet the highest international standards if we have the courage to recognize them and set them. We need to use these results to improve our schools everywhere.

Every community must be brutally honest, examining just how well its own schools are doing. I am here because I want all Americans to know that Glenbrook and in 19 other Chicago-area school districts took this international test and measured yourselves against the world.

And I am very pleased to announce that the eight graders from this community and the Chicago area tied for first place in the world in science, and tied for second in the world in math. You are proving that there is nothing Americans cannot do -- and you are setting a standard that all school districts should reach toward. You took responsibility; you demanded excellence of yourselves; and you rose to the challenge.

Today, I want to shine a spotlight on what you have achieved. And I want to challenge school districts across the country to do the same. Every school district in America was invited to take this international math and science-test. But you were the only community that chose to measure yourself by this tough standard.

I want Americans to compete with the best in the world, and come out first not just in Glenbrook, but all across our country. I want all of America to see what is working here, and make it work in all of our schools. What you do here, I want us to be able to do in the next century in every school district in the country.

Today, I challenge states and school districts across our nation to follow the example set here. I want all our districts to set and maintain rigorous academic standards in math and science. I want all our districts to compare their own curricula against international standards of excellence. I am asking Secretary Riley to administer this math and science test in states and school districts throughout the country that ask for it.

Let me be clear. These high standards cannot simply be the norm for comfortable communities like this one. The students who go to inner-city schools deserve to be held to the same standards, and be given the same opportunities, as the students in the most affluent suburb. Anywhere in America, a diploma should mean the same thing. We should not be afraid to learn the truth about our schools. There is no harm in finding out that our schools need to aim higher; the only harm is in failing to act.

I am very glad that my good friend Mayor Daley is here, because Chicago -- which faces challenges very different from a community like this -- is working hard and leading the way to reform its schools.

Finally, let me say this: Raising our standards and renewing our schools is a job not only for states and school districts, but for all Americans -- businesses, volunteer and religious groups, and above all, the parents who have always been America's first teachers. We all must take responsibility for our schools, and for each other. That is the only way America can thrive in the new Century.

If we do that, we will lead this country into the 21st Century with the American Dream alive for all our children; with the American promise of a more perfect union a reality for all our people; with America's bright flame of freedom spreading throughout all the world.

Thank you, God bless you, and God bless America.

FIRST IN THE WORLD CHALLENGE FOR MATH AND SCIENCE EDUCATION

January 22, 1997

Today, President Clinton began his second term calling for national standards of excellence in education. He announced that the suburban Chicago-area First in the World Consortium of local school systems had scored among the top countries in the world in 8th grade science, and among those ranked 2nd in the world in math, on an international test of math and science achievement. President Clinton issued a "First in the World" challenge, calling on local communities and states to use the same international test and benchmarks to set and work to meet high standards of excellence for their students.

PROOF THAT THE U.S. CAN COMPETE WITH THE WORLD'S BEST. The First in the World Consortium of Chicago-area school districts participated in the 1996, 41-nation Third International Math and Science Study (TIMSS), the only local school systems in the United States to do so. Eighth grade students in the First in the World Consortium school districts scored among the best in the world in science and math. While overall results (released last November) showed the U.S. 8th graders to be below average in math and slightly above average in science, the Consortium students scored in the top tier of nations in science, and in the top tier of nations below Singapore in math.

Approximately 50 percent of students in the Consortium districts take algebra and geometry by the end of the 8th grade, compared to 20 percent of eighth graders nationally who take algebra. While the U.S. as a whole remains short of the goal of being first in the world in math and science, these results show what is possible when teachers, students, parents and communities set high expectations and work to meet them.

FIRST IN THE WORLD CHALLENGE TO ALL STATES AND COMMUNITIES: USE THE TIMSS TEST TO RAISE STANDARDS. Today, the President is challenging states and school districts across the United States to follow the example set by the First in the World Consortium, to set and work to achieve national standards of excellence, and to begin this work by comparing their own academic standards and achievement levels against the best in the world.

The President's First in the World Challenge: To help spark faster progress the President challenges states and school districts across the country to use the TIMSS test to set high standards for math and science.

o **Testing:** The U. S. Department of Education announced today it will assist up to 60 states and school districts to take the TIMSS test in 1997 or 1998, interpret the results, and examine their performance against 41 nations to learn how they can do better.

o **Benchmarking:** The Department of Education will help participating states and districts compare their standards, assessments, teaching and curricula to world-class levels of

excellence.

o Federal Support for Improved Teaching: The Education Department and the National Science Foundation will assist participating states and school districts make the most effective use of federal education resources, such as Goals 2000 to help set standards of excellence, the Eisenhower Professional Development program and NSF's Teacher Enhancement Program to help train teachers to teach challenging material, and NSF's Instructional Materials Development Program to provide curriculum materials aligned with national standards.

o Helping Communities Learn from What Works: The Education Department and the National Science Foundation will provide support in establishing networks of states and communities that want to learn from each other as they improve math and science education, including over the Internet.

TIMSS: NATIONAL STANDARDS, INTERNATIONAL BENCHMARKS OF EXCELLENCE, AND A ROADMAP FOR IMPROVEMENT. TIMSS is the most thorough international study of mathematics and science education ever conducted. The study, conducted in 1995-96, compared the performance of 500,000 students in 41 countries worldwide, including a random sample of 40,000 American students, in grades 4, 8, and 12.

National Standards and International Benchmarks of Excellence: TIMSS has established, for the first time, international benchmarks of world-class student achievement in math and science. The tests reflect an international consensus on what students should know and be able to do in mathematics and science at grades 4, 8 and 12. The TIMSS test also reflect the kind of high expectations called for in the United States by the National Council of Teachers of Mathematics (NCTM) standards, as well as the National Science Education Standards developed by the National Academy of Sciences and the Benchmarks for Science Literacy developed by the American Association for the Advancement of Science.

A Roadmap for Improvement: The TIMSS findings released last Fall provide a roadmap for boosting math and science achievement in the U.S. The study found that the relatively low performance of U.S. students in math was due to the fact that the U.S. students receive a less demanding and less focused curriculum, teachers have inadequate professional development opportunities, and classroom instruction focuses more on teaching mathematical procedures and less on helping students understand mathematical concepts. In contrast, discipline problems, diversity among students, the amount of school time spent on instruction, or the amount of time students spend doing homework or watching TV did not account for differences in performance between the U.S. and higher performing countries such as Japan and Germany.

AMERICA IS MAKING PROGRESS IN MATH AND SCIENCE, BUT MUCH IMPROVEMENT IS NEEDED. Since the early 1980's, students are taking much tougher courses and National Assessment of Educational Progress (NAEP) scores have improved in both math and science, with gains in mathematics equal to at least one grade level. On the SAT, average math scores are at their highest in 25 years, even as the number and diversity of test-takers have increased. However, the recently released 8th grade results on the 41-

nation Third International Math and Science Study (TIMSS) shows that the U.S. is just slightly above average in science and below average in math. That isn't good enough; in this information era, our students need to perform much better in order to succeed economically.

A RENEWED CALL TO RAISE EXPECTATIONS FOR ALL STUDENTS. The Chicago-area consortium and other states and districts -- urban, rural, and suburban -- that accept the First in the World challenge will provide leadership and reform models that other communities can benefit from. Noting that, in this information age, today's students will be judged against international standards in the workplace, the President called on schools nationwide to help all students master the basics and advanced skills in math and science to world-class levels.