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Monday, September 6, 1999

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THE WHITE HOUSE

WASHINGTON

99 SEP 3 PM 6:15

September 3, 1999

ACTION

MEMORANDUM FOR THE PRESIDENT

FROM: SAMUEL BERGER *MB*
STEPHANIE STREETT *Sam & Steph*

SUBJECT: State Visit by South Africa's President Thabo Mbeki

Purpose

To authorize us to issue an invitation for a state visit in November by Thabo Mbeki, President of South Africa.

Background

With the postponement of the visit of King Juan Carlos, at his request, we now propose that this time be used for a visit by South African President Mbeki. You had originally agreed to invite Mbeki to visit shortly after his election, but he was unable to come because of the press of his new responsibilities.

A state visit would strengthen our bilateral relations on a range of issues from increasing trade partnership to cooperating in African regional conflict resolution. The visit would also reaffirm the country's stature as a leading and increasingly influential member of the international community.

You last saw then-Deputy President Mbeki on August 5, 1998, during the fall meetings of the Binational Commission (BNC) in Washington. Neither you nor the Vice President nor the First Lady were able to attend his presidential inauguration on June 16.

RECOMMENDATION

That you approve an invitation for President Mbeki to pay a state visit, November 8, 1999.

Approve _____

Disapprove _____

cc: Vice President
Chief of Staff

Copied
COS
Berger
Streett

9-6-99

THE WHITE HOUSE
WASHINGTON

September 2, 1999

MEMORANDUM FOR THE PRESIDENT

THROUGH: JOHN PODESTA

FROM: LYNN CUTLER *Lynn*

CC: MARIA ECHAVESTE

SUBJECT: INDIAN COUNTRY

copied
COS
Cutler
Echaveste

'99 SEP 3 PM 4:43

Follow Up on the Roosevelt Room Meeting

- I have your comments and ideas on the memorandum we sent to you and will get word to the agencies. Mary Smith and I will stay on it.

Alaska Natives

- On Tuesday, September 7, 1999, you will do a video for an Alaska Federation of Natives meeting, which will be held on September 9, 1999. It is critically important for them that you state your support for subsistence rights. This statement of support is in the script. They are absolutely thrilled that you are doing this--time is running out for them because the Alaska legislature is refusing to enact the subsistence rights legislation that is required by the Alaska National Interest Land Conservation Act ("ANILCA.")

Lowell, Massachusetts Book Drive

- I know that Mayor Donoghue told you about the book drive they are doing in the city to send books to Pine Ridge. This is part of their commitment to the Department of Education's selection of the city to participate in the "America Goes Back to School" initiative. The city is promoting the book drive heavily and I think many books will find their way to Pine Ridge.
- I will ask the United States Conference of Mayors if they will promote the idea with other cities in their weekly newspaper.

*Shirley
Duffy
Shirley
Duffy
for
reservation
schools*

MEMORANDUM FOR THE PRESIDENT
PAGE TWO

- When I told you that the Federal Emergency Management Agency cannot deal directly with tribes, you asked if this was due to regulation. It is, in fact, the way the legislation is written. I think it would be great if FEMA would request a revision in their governing legislation to allow direct government to government action. The state agencies could still be involved in assessing damage and assisting with request preparation.

- all I
think
CHP can't do this

- Much to the delight of Senator Inouye and the Hawaiian natives, DOJ has entered Rice v. Cayetano on their behalf. DOJ is arguing that Congress has done enough to recognize Native Hawaiians and that the U.S. Government bears a trust responsibility.
- The Native Hawaiians are clear that they do not want to be known as Native Americans or Alaska Natives. The case will be argued on October 6, 1999 before the Supreme Court of the United States.

THE WHITE HOUSE
WASHINGTON

September 3, 1999

MR. PRESIDENT:

This letter was sent today.

John Podesta wanted you to have
a copy this evening.

Sean Maloney

Discovered

9-6-99

*copied
COS
Chimra
Maloney*

THE WHITE HOUSE
WASHINGTON

'99 SEP 3 PM 7:14

September 3, 1999

9-6-99

Jan Susler, Esq.
People's Law Office
1180 N. Milwaukee
Chicago, Illinois, 60622

Dear Ms. Susler:

This letter is to follow-up on our September 2, 1999, conversation. In that conversation, you indicated that you were close to completing your consultation with your clients to apprise them of the elements of the President's conditional grant of clemency. It is our understanding that after your next discussion with your clients, scheduled for next Wednesday, September 8, 1999, your process will be completed and the prisoners would be in a position to make a fully informed decision regarding the President's offer. As you know, the President's grant of clemency was conditioned on the requirements that they:

- (1) Request clemency,
- (2) Renounce the use of violence and
- (3) Abide by normal conditions of parole once released.

By signing the statements, the prisoners will be agreeing to accept these terms and conditions.

As you know, the President has rejected your clients' view that they are deserving of unconditional clemency. He believes that they engaged in serious criminal conduct for which they should have been held accountable. The President believes that, in most instances, they have already served longer sentences than would be imposed under the Sentencing Guidelines today, particularly since none of the crimes committed by the prisoners resulted in the death or physical injury of anyone. The President was also influenced by the many religious and civic leaders who supported clemency, including former President Carter, Archbishop Desmond Tutu, and Cardinal O'Connor. In light of these factors, the President believes that the conditional grant of clemency is both fair and appropriate. Accepting the President's offer will allow the prisoners, in keeping with their stated desire, to return home to their families.

The President extended the offer of clemency to your clients on August 11, 1999. We agreed at the time that you needed a reasonable amount of time to consult with your clients and explain to them the conditions imposed. As that process will be completed with your discussion

next Wednesday, we will expect to receive the signed statements from any of your clients who accept the conditional grant by next Friday, September 10, 1999. If we have not received their signed statements by 5:00 p.m. on that date, the offer will be deemed rejected as to those prisoners and they will have elected to serve out the remainder of their sentences in accordance with all applicable statutes and regulations.

Sincerely,

A handwritten signature in cursive script, appearing to read "Dawn Chirwa".

Dawn Chirwa
Associate Counsel to the President



EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF SCIENCE AND TECHNOLOGY POLICY
WASHINGTON, D.C. 20502

9-6-99

September 3, 1999

Copied
COS
Lane

MEMORANDUM FOR THE PRESIDENT

FROM: NEAL LANE *Neal*
CC: JOHN PODESTA
SUBJECT: OSTP WEEKLY REPORT

99 SEP 3 PM 4:41

Podesta and TechNet Take Congress To Task for S&T Cuts

On Wednesday (9/1), John Podesta did an outstanding job of highlighting the Republican attack on science and technology funding (a 10%, \$1.8 billion cut from your request) in a speech at the National Press Club. Four major newspapers carried stories on the speech.

On the same day, the Computing Research Association and the Technology Network, comprised of corporate leaders in information technology, held a press conference at the National Press Club to discuss the implications of pending budget cuts for your Information Technology Initiative. The group called on Congress to fully fund your IT² request, which was cut by 70% before Congress left for its August recess. In addition, your Information Technology Advisory Committee (PITAC) has released to the public a letter to you which reinforces their full support of your IT² Initiative.

Shuttle Orbiters Grounded Due to Damaged Wires

NASA has found damaged wire insulation in all the Space Shuttle orbiters, validating its decision to ground the fleet for inspections following the electrical short-circuit on Columbia's July launch which caused two main engine controllers to shut down. That problem was traced to a frayed wire in the orbiter cargo bay. NASA is completing inspections and repair on all orbiters and will get new launch dates after detailed technical reviews next week.

PATH a Success

During August I visited the site in San Fernando, California where you announced the Partnership for Advanced Technology in Housing (PATH) in May 1998. So far, 45 homes have been sold to low and medium income families, most of them first-time homeowners. The heating/cooling costs are guaranteed to be less than \$23/month – about one-third of our target for this program, and less than one-fifth of the current national average. In addition, the amount of wood used has been reduced by a factor of three. The developer said that after your announcement he was able to get "buyin" from his subcontractors and many others wanted to become involved in this project. The cost of construction is about \$40/sq. ft., roughly \$25/sq. ft.

cheaper than the average cost for a single family home. The first people are scheduled to occupy their new homes in November. This partnership clearly is a success.

The figure to the right shows one of the houses under construction. Note the steel frames used with wooden studs to provide strength and reduce the amount of wood required. Each house has photovoltaic cells, gas chillers, and 6" of wall insulation.



Chandra: X-Ray Telescope Sends Back Its First Images

Amidst all the gloomy news of nearly a billion-dollar cut to its budget, NASA released the first images from the Chandra X-Ray Observatory. The extraordinary first images from the world's largest and most sensitive X-ray telescope trace the aftermath of a gigantic stellar explosion in such stunning detail that scientists can directly observe evidence of what may be a neutron star or black hole near the center. The X-Ray image is the remnant of a star that exploded about 300 years ago, showing an expanding shell of hot gas produced by the explosion rushing outward at supersonic speeds in excess of two million miles per hour. This gaseous shell has a temperature of about 50 million degrees.

These images confirm that NASA's newest Great Observatory is in excellent health and its instruments and optics are performing up to expectations. The images also confirm the type of wonderment that is imperiled by the foolhardy cuts Congress has proposed for NASA.



THE WHITE HOUSE
WASHINGTON

September 3, 1999

MEMORANDUM FOR THE PRESIDENT

FROM: SEAN MALONEY *SM*

SUBJECT: Recent Information Items

I am forwarding the following recent information items:

- Should tell him to throw away*
- (A) **Sylvia Mathews Memo on Economic Development in the Delta** – responds to the suggestion raised in your recent Delta meeting that OMB was preventing the release of \$26M of development funds; Sylvia explains that your FY99 budget proposed \$26M for a new Delta Regional Commission (DRC), but the idea ran into trouble in the Agriculture Appropriations Subcommittee, because Chairman Cochran and Senator Bumpers opposed a DRC separate from USDA; the final FY99 Ag bill authorized USDA to use \$26M of its funds to benefit the region, but the conference report required that funding for existing USDA Delta programs be counted against this figure; as a result the bill did not provide any net new resources, though in FY99 USDA spent \$150M in 7 Delta states; OMB is working on a new DRC proposal.
- Reed should review in detail*
- (B) **Copy of Gov. Bush's Education Speech via DPC** – full text of the Governor's speech in Los Angeles on Thursday.
- (C) **Berger Memo on Senator Mitchell and the Princess Diana Investigation** – responds to your question about Senator Mitchell's role in the investigation; says that Mohamed Al-Fayed has hired Mitchell's law firm to pursue rumors that U.S. intelligence had monitored a "plot" to kill the Princess; DIA and NSA have responded to FOIA requests by stating that they have no documents that aren't already public; however, in a creative effort to overcome suspicions, Sec. Cohen's COS Robert Tyrer has agreed to review classified materials and report back to Mitchell on anything relevant to a plot; DOD is confident that it possesses no such information.
- Joe*
- (D) **Ann Lewis Note on Afghanistan** – says Ellie Smeal called her recently with good news from Pakistan: the family of the journalist referred to in the letters to you is in Pakistan and preparing to come to the United States; Ellie will be sending you a thank you note.

Tab A - copied
COS
Mathews

Tab B - copied
COS
Reed

Tab D - copied
COS
Lewis



EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF MANAGEMENT AND BUDGET
WASHINGTON, D.C. 20503

99 AUG 27 AM 9:45

THE DEPUTY DIRECTOR

August 26, 1999

MEMORANDUM TO THE PRESIDENT

FROM: Sylvia Mathews *[Signature]*

SUBJECT: Status of \$26 million for Economic Development in the Delta

CC: Maria Echaveste, Bob Nash, Bruce Lindsey, Nancy Hernreich,
Lisa Kountoupes

At your recent meeting in the Arkansas Delta, one of the participants suggested that OMB had prevented the Agriculture Department from releasing \$26 million for economic development activities in the Lower Mississippi Delta. This memorandum provides background on the origin and current status of this \$26 million, and briefly notes the status of some of the Administration's efforts to bring new economic development resources to the area.

Background

Your FY 1999 Budget proposed the creation of a Delta Regional Commission (DRC), modeled on the Appalachian Regional Commission (ARC). Your Budget included \$26 million for the Commission to provide targeted, regional economic development assistance to 219 economically-distressed counties in the seven states that were the focus of the Lower Mississippi Delta Development Commission you once chaired.

The proposal was referred to the Energy/Water Appropriations Subcommittee, which is responsible for funding the ARC. The Subcommittee was reluctant to fund the DRC. Like the governors of the seven Delta states, the Subcommittee feared that creating a DRC somehow might jeopardize support for the existing ARC. In response to these concerns, the Administration submitted in May 1998 a budget amendment that shifted the \$26 million DRC request to the Agriculture Appropriations Subcommittee, whose Members appeared more open to funding the DRC. In an effort to address the concerns of ARC proponents, the budget amendment further proposed that first-year funding for the DRC be provided through USDA, which would "incubate" the DRC. After its first year, however, the DRC would be funded in the Agriculture Appropriations Bill as a free-standing independent Commission, just like the ARC.

Sen. Cochran (Chairman of the Senate Ag Subcommittee) and Sen. Bumpers (then Ranking

Member on the Subcommittee) opposed the creation of any DRC that would be separate from USDA; they felt USDA's Rural Development agency already could provide the rural economic development assistance envisioned for the DRC. As a result, the final FY 1999 Agriculture Appropriation Act did not create a DRC, but instead authorized the Secretary of Agriculture to transfer up to \$26 million from within the Department for the benefit of the Lower Mississippi Delta Region. Unfortunately, the conference report stated that "any funds made available from ongoing programs of USDA used for the benefit of the Lower Mississippi Delta Region shall be counted toward the level cited in this section." Since USDA's Rural Development programs already were slated to spend more than \$26 million in the Delta, the bill actually did not provide any net new resources to the Delta.

During FY 1999, USDA has spent over \$150 million in the seven states in the Region through its rural development programs, representing more than 20 percent of USDA's nationwide funds for these programs. (Since USDA rural development programs are allocated to states based in part on the percent of their population living below the poverty line and living in rural areas, the Lower Mississippi Delta Region annually receives a significant share of USDA's rural development funds.) In addition, USDA's Rural Development staff were instrumental in bringing the Region's stakeholders and other federal agencies together last year to sign the Delta Compact, which will better focus federal, state, and local efforts to improve living conditions in the Region. Therefore, USDA believes it has met the spirit and the letter of the commitment called for by the FY 1999 Act. USDA has not sought permission from OMB to transfer any additional funds to the Delta.

Next Steps

Upon your return to Washington, Maria Echaveste held a follow-up meeting with senior White House staff and Rodney Slater to consider how the Administration might focus economic development efforts in the Delta. Meeting participants agreed that some version of last year's DRC proposal -- if supported by an appropriate level of additional funding -- still offered the most effective tool for promoting economic development. This Fall, OMB and other WH offices will develop for your consideration a new legislative proposal to create some form of DRC. An important part of that effort will be the definition of a legislative strategy that can overcome the hurdles we encountered during last year's legislative debate. We will work with Maria and Rodney on a memo on this and other Delta follow-up. We will also continue our efforts with the Arkansas delegation to work on the needs of the State and are looking into the other issues that were raised on your trip.

9-6-99

THE WHITE HOUSE

WASHINGTON

September 3, 1999

MEMORANDUM FOR THE PRESIDENT

FROM: SEAN MALONEY *SM*

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Reed through every trail
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COS
Mathews

Tab B - copied
COS
Reed

Tab D - copied
COS
Lewis

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FDCH Political Transcripts

September 2, 1999, Thursday

99 SEP 3 PM 1:32

TYPE: CAMPAIGN 2000

LENGTH: 3696 words

HEADLINE: GOV. GEORGE W. BUSH (R-TX) DELIVERS REMARKS TO THE LATIN BUSINESS ASSOCIATION IN LOS ANGELES, CA

SPEAKER:

GOV. GEORGE W. BUSH (R-TX), REPUBLICAN PRESIDENTIAL CANDIDATE

BODY:

GOVERNOR GEORGE W. BUSH (R-TX) DELIVERS REMARKS TO THE

LATIN AMERICAN BUSINESS ASSOCIATION IN LOS ANGELES, CA

SEPTEMBER 2, 1999

SPEAKER: GOV. GEORGE W. BUSH (R-TX),

REPUBLICAN PRESIDENTIAL CANDIDATE

*

BUSH: Hector, (SPEAKING IN SPANISH), thank you for having me. It's great to be here today. It's good to be with the men and women who are building the new economy in the great state of California. We're witnessing a Latino economic miracle here, un milagro economico. As you know, there are now 440,000 Latino businesses in Southern California. You generate \$47 billion in sales each year. Latino businesses are the largest and fastest-growing part of the small business community in this region.

When half of the new businesses in Los Angeles are Latino owned, this is no longer a niche market, it is the mainstream of our economic hopes.

(APPLAUSE)

This success marks a new era, a permanent revolution in California and in many other states, including the great state of Texas, an era in which the Latino market will demand the attention of our whole economy; an era in which our prosperity is as broad and diverse as our nation. This community has saved and worked and struggled, and it has now arrived, and America is better off for it.

BUSH: The health of the Latino business is reflected in the health and growth of this fine organization, Hector, the largest association of Latino entrepreneurs in this state. The Latin Business Association is doing well. And it's also doing an important and good work by helping other entrepreneurs realize their dreams.

I'm here today because you're leaders, and because you embodied the permanent hope, the durable dream of this nation to build a better life for ourselves and for our children.

I'm really optimistic about the future of this great country. I believe that the next century will be a time of incredible prosperity if we create an environment when entrepreneurship like you can dream and flourish, a prosperity that must be sustained by low taxes, unleashed by lighter regulation, energized by new technologies and expanded by free trade; a prosperity beyond our expectations, but within our grasp.

All around this country I have argued that prosperity must have a higher purpose. The purpose of our prosperity is to make sure that the American dream touches every willing heart. The purpose of prosperity is to leave no one out, to leave no one behind. This noble goal will remain a distant goal until our nation fulfills a solemn pledge to educate every single child.

In the coming weeks I plan to talk about safety in our schools, the character of our children, education standards we should set and the accountability we should expect.

BUSH: But I want to start where educational failure has had its highest price. I want to begin with disadvantaged children in struggling schools and the federal role in helping them. Their voices are not the loudest in our educational debates, but we owe them the pride and the promise of learning. Our new economy, requiring higher and higher skills, demands it, and so does our own conscience. No child in America should be segregated by low expectations, imprisoned by illiteracy, abandoned to frustration and darkness of self-doubt.

National wealth is a worthy goal. But what would it profit our nation to gain the whole world and lose our own children? In response to this challenge, the last several years have been a time of bold change in education. A drizzle of innovation has become a flood of reform. A great movement of conscience and hope -- a movement of parents and political leaders, of voters and educators -- who are hungry for higher standards, tougher accountability, and real choices.

Incredibly enough, five short years ago, only eight states had charter school laws. Today there are now 35 states. A few years ago, no state had school-by-school report cards. Now there are at least three dozen. Unlike past fads and fashions, these reforms are proving that public education can be improved swiftly and dramatically.

BUSH: I've seen it with my own eyes. The skeptics should visit KIP Academy in Houston, Texas, a charter school that mainly serves the children of Latino immigrants. KIP refuses to accept the so-called high-risk label by demanding high standards and high work -- hard work. Children have nine-and-a-half-hour

days, class on Saturday, and two hours of homework a night. The director of that fine school promises, if you're off the bus, you're working.

And it's an incredibly cheerful and hopeful place to visit. You can see the light of ambition and discovery in the young eyes at KIP Academy. You can sense the self-esteem that comes from real accomplishment. And after one year at KIP, nearly 100 percent of the students have passed our state skills test in math and reading, making it the number one public middle school in all of Houston, Texas.

Or look at a school I visited this morning, Bennett Cue (ph) Elementary in Inglewood. Nearly eight in 10 students are disadvantaged. But it posts some of the strongest test scores in Los Angeles County. It teaches mastery of reading in kindergarten. And promotion in every grade level is tied to achievement.

The wonderful principal I met today explains it this way: We believe all children can learn. And they do.

Now, why do some schools work in places where so many schools fail? Well, we can see the emerging outlines of an answer in places as diverse as Texas and North Carolina, California or Virginia.

BUSH: For governors and parents and teachers, Republicans, Democrats and none of the above, are embracing reforms and calling for excellence. First, schools must have a few clear measurable goals focused on based skills and essential knowledge. Education must be about results, not theories; about knowledge, not intentions.

"If you don't know where you're going," Yogi Berra once said, "chances are you'll end up someplace else." Well, when I became governor of Texas, we had 48 separate educational goals which meant that a school might achieve 40 goals and still not teach our children to read. We had so many goals, there were no goals. Now we've reduced the number to four, excellence in math, in reading, in science and social studies.

Secondly, we must measure to make sure standards are met. In Texas, we measure. We test because parents must know if education is taking place. We test because informed parents are more likely to be involved in the schools. We test because children must get the help they need before they are lost in the system. We test because hard data allows teachers and principals to examine their methods and change their direction. I know measurement makes some people nervous. But without tests, there is no pressure for progress.

Third, effective reform requires accountability. Someone -- the teachers and principals need to be praised loudly when schools succeed, and someone must be held responsible when schools fail.

BUSH: As many as 37 percent of school principals in low-performing Texas schools have been replaced or retired each year because citizens of good heart and parents refused to accept failure in my state.

Fourth, accountability is empty without local control. It is essential -- it

is essential to align authority and responsibility -- authority and accountability at the local level. To separate them provides a convenient excuse for failure. "Just blame the central office," goes the call.

It's important to understand that higher standards demand broader flexibility at the local level.

And finally, we must recognize the essential role of competition in achieving our goals -- competition from charters or parental choice or home schooling. All monopolies are slow to reform when consumers have no power to express their frustration. In education, parents who have options have influence.

Take this study, take this example: When the Children's Scholarship fund recently offered 40,000 privately-funded partial scholarships to poor children, it received one million applications, even though parents had to match this help with money of their own. This was a direct challenge to failing public schools, and it should be a motive for change.

Charter schools are another good example. When they passed in Texas, when we were fighting the charter school fight in our state, critics stood up and said, "We can't have charter schools. They'll become a haven for Anglo students."

BUSH: But the truth of the matter is, Henry, 78 percent of the students enrolled in Texas charter schools are minorities. These diverse, creative schools are proof that parents from all walks of life are willing to challenge the status quo if it means a better education for their children.

These reforms -- these reforms are proving their worth, but the movement I'm talking about requires more than sound goals. It requires a mindset that all children can learn, and no child should be left behind. It does not matter where they live or how much their parents earn. It does not matter if they grow up in foster care or a two-parent family. These circumstances are challenges, but they are not excuses. I believe that every child can learn the basic skills on which the rest of their life depends.

Now, some say it is unfair to hold disadvantaged children to rigorous standards. I say it is discrimination to require anything less -- the soft bigotry of low expectations.

(APPLAUSE)

Some say that schools can't be expected to teach because there are too many broken families, too many immigrants, too much diversity. I say that pigment and poverty need not determine performance.

(APPLAUSE)

That tired myth is disproved by good schools every day. Excuse-making -- excuse-making must end before learning can begin.

BUSH: This reform movement also requires a different mindset in politics.

Education is too important to have a strategy of divide and conquer. Unless parents and principals, teachers and academics, Republicans and Democrats can find common purpose, reform will fail. I've worked closely with both parties in my state, because I know that if we set out to score partisan points, we'll never solve educational problems. If we do not share credit for progress, all of us deserve the blame for failure.

In Texas, we are proud of our results. We have more than 7,000 public schools as diverse as any in America. Since 1994, the number of minority children passing our state skills test jumped from 38 percent to 69 percent. Between 1994 and 1999, Hispanic eighth graders posted a 40-point gain on our math exam. African-American fourth graders have better math skills in Texas than in any state in the union.

A lot of people deserve credit for this success. Of course, the students, the parents, the hard-working teachers and the principals and legislatures. And I'm proud of my part.

Education has been and will be a strong priority for me. And should I become fortunate enough to win the presidency, I will carry a passion for high standards and high hopes to the highest office of the land.

(APPLAUSE)

For all the advances some states have made, too many children are being left behind. We are a nation where a majority of fourth graders in our cities cannot read or understand a simple child's book, where ninth graders too often have fourth grade reading skills, where the achievement gap between rich and poor, Anglo and minority is wide, and in some cases, is still growing.

BUSH: It is a scandal of the first order when the average test scores of African-American and Latino students at age 17 are roughly the same as white 13-year-olds. Whatever the cause, the effect is discrimination.

Children who never master reading will never master learning. They will face a life of frustration on the fringes of society. Large numbers will turn to crime and end up in prison. In every case, in every case, this is a personal tragedy.

More and more we are divided into two nations, separate and unequal: one that reads and one that can't, one that dreams and one that doesn't.

For many years, the federal government has tried to close the gap of hope, armed with good intentions and billions of dollars. But sacks of money and the best of motives have made little difference in the performance of disadvantaged children.

At last count, the federal government had 760 different education programs operating within 39 different agencies, boards and commissions. Each was launched with a step toward reform. But the actual results are usually a mystery because no one measures.

BUSH: The only thing we know for sure is that federal money comes with a lot of regulations and paperwork. By one estimate, this consumes about 50 million hours each year -- the equivalent of 25,000 full-time employees just to process the forms.

The problem here is that failure never turns to wisdom. New layers of federal mandates and procedures have been added to the old until their original purpose is long forgotten. It is a sad story of high hopes, low achievement, grand plans, and unmet goals.

My administration will do things differently. We do not have a national school board and we don't need one. A president...

(APPLAUSE)

A president is not a federal principal, and I will not be one. The federal government must be humble enough to stay out of day to day operations of local schools; wise enough to give states and school districts more authority and freedom; and strong enough -- and strong enough to require proven performance in return. When we spend federal money, I want results, especially when it comes to disadvantaged children.

Today, I would like to outline three reforms to help ensure that no child -- and I mean no child -- is left behind. We will start by funding only what works in education -- only those methods and ideas that prove their power to close the achievement gap.

BUSH: We need good, reliable, scientific information on the best methods of teaching. What the Federal Government sponsors, however, is often sloppy and trendy, focusing on self-esteem over basic skills.

My administration will require every federal program, in teacher training, curriculum research, school safety to prove results. If it can not, we will shift the money into a program that is using it wisely. No federal education program will be reauthorized merely because it has existed for years. It is more important to do good than to feel good.

Take, for example, teaching children to read and comprehend English: If a good emergent program works, I say great. If a good bilingual program works to teach English to our children, we should applaud it. But no matter what -- no matter what matters is not the varying methods, but the common standards and goals. The standard is English literacy and the goal is equal opportunity, all in an atmosphere where every heritage is respected and celebrated.

(SPEAKING IN SPANISH)

(APPLAUSE)

BUSH: And furthermore, children of any background should not be used as pawns in bitter debates on education and immigration or punished to make a broader political point.

(APPLAUSE)

BUSH: There is one area where the teaching research is definitive. The best way to teach children to read is phonics. No new theory or method has ever improved on it, as the people of this great state know better than anyone.

The National Institute of Health, in the kind of rigorous research we need, has proven that phonics works, and that children can learn to read much earlier than we have assumed.

(APPLAUSE)

And we must take this a step further. We now have compelling evidence that children ages three and four can begin to read.

We also have a massive Head Start program serving 840,000 disadvantaged children, at just those ages, three and four. This is a perfect fit.

My administration will reform Head Start programs and aggressively emphasize early reading skills.

Now, Head Start was originally intended as a literacy program designed to close the achievement gap between rich and poor. It evolved into a day care, health and nutrition program, and it has done good work, not only helping poor children, but also employing some of their parents as teachers and aids. Yet at \$4.4 billion a year, it could be accomplishing so much more.

Last year Washington set some new goals for this program. Now we need a president to implement them.

BUSH: My administration will move Head Start out of the Department of Health and Human Services and over to the Department of Education. Head Start will be an education program first and foremost.

(APPLAUSE)

It will fund only those local centers that emphasize the first steps toward reading and school readiness. We will provide them with the best research and material on early childhood education.

And each time a Head Start contract is up for renewal we will subject that site to an independent evaluation to make sure they are successfully putting our children on the track to learning and literacy. If not, the operation of a Head Start site will be put up for competitive bidding, allowing someone else, including churches and synagogues and community groups, to serve our children in better fashion.

These children deserve the opportunities found in many private preschools with trained teachers and high expectations. And this can all be done without sacrificing Head Start's important social and medical services.

And the third reform concerns Title I, at \$7.7 billion a year the federal government's largest educational commitment to poor children. I respect that commitment and I will honor it. But I do not respect poor results with public money.

In my administration, federal money will no longer follow failure. Public funds must be spent on things that work.

BUSH: My plan will make sure that every school getting Title I funds tests its disadvantaged students on the academic basics every year. The state -- the state, not the federal government -- will choose and administer those tests. If scores are improving, making progress toward the state standard, a school will be rewarded with a grant and special recognition. If disadvantaged children in a school are not making progress, the school will be warned that it is failing. It will be given time to adjust to reform, to change.

But if at the end of three years there is still no progress, its Title I funds will be divided up, matched by other federal education money given to the state, and made directly available to parents, coming to about \$1,500 per year. This money can then be used by students for tutoring, for a charter school, for a working public school in a different district, or for a private school -- whatever their parents choose, for whatever offers hope.

Now states that want to pursue this kind of reform immediately will be allowed to do so under a Bush administration. But eventually in every case where a school does not teach and will not change, the status quo must be challenged.

(APPLAUSE)

The goal here is to strengthen public schools by expecting performance; to increase the number of schools where children are likely to learn. But if a school with ample time to change continues to fail, there must be some final point of accountability, some moment of truth. In the best case, these schools will rise to the challenge and regain the confidence of parents. In the worst case, we will offer scholarships to America's neediest children, allowing them to get emergency help they should have.

BUSH: In any case, the federal government will no longer pay schools to cheat poor children.

(APPLAUSE)

The enormous frustration with public education in America leads to two temptations. One is to dictate local policies from Washington. But this is an approach that has been discredited by 30 years of failure. Our schools do not need more bureaucratic oversight. They need the pressure to perform and the freedom to change. To change education, it has been said, is not the filling of a pail, it is the lighting of a fire. We need that spirit today, and no master

plan of central government can light it.

But there's another temptation: to give up on public education entirely, to talk only of ending agencies or slashing programs. But this approach is too limited. One-sixth of the American population is in public schools. The content of their education will determine the character of our country. It will answer the question, will America be prepared for the new economy? Will we have the informed citizens that self-government requires?

At their best, America's public schools have been a source of shared ideals. They have given millions of citizens a start in life and a dream to follow. They were united by a golden thread of principle that everyone, if given a chance, could rise in the world and contribute to their country. In all its simplicity, that is still the mission and mandate of public education in America.

A president does not bear responsibility for every policy in every school and every district. But every president must be the keeper of our common ideals. A president speaks for everyone, not just for schools and those who run them, not just for one interest or ethnic group over another, not for one class above the rest. A president, and sometimes only a president, can speak for the common good.

Our common good is found in our common schools and we must -- and we must make those schools worthy of all our children. Whatever their background, their cause is our cause and it must not be lost.

Thank you for having me, and God bless you all.

(APPLAUSE)

END

NOTES:

???? - Indicates Speaker Unknown

- Could not make out what was being said.

off mike - Indicates Could not make out what was being said.

LANGUAGE: ENGLISH

LOAD-DATE: September 3, 1999 CALIFORNIA, USA (85%); TEXAS, USA (52%); LOS ANGELES, CA, USA (86%);

THE WHITE HOUSE
WASHINGTON

September 3, 1999

MEMORANDUM FOR THE PRESIDENT

FROM: SEAN MALONE *SM*

SUBJECT: Recent Information Items

I am forwarding the following recent information items:

- Summarize the memo to the President*
- (A) **Sylvia Mathews Memo on Economic Development in the Delta** – responds to the suggestion raised in your recent Delta meeting that OMB was preventing the release of \$26M of development funds; Sylvia explains that your FY99 budget proposed \$26M for a new Delta Regional Commission (DRC), but the idea ran into trouble in the Agriculture Appropriations Subcommittee, because Chairman Cochran and Senator Bumpers opposed a DRC separate from USDA; the final FY99 Ag bill authorized USDA to use \$26M of its funds to benefit the region, but the conference report required that funding for existing USDA Delta programs be counted against this figure; as a result the bill did not provide any net new resources, though in FY99 USDA spent \$150M in 7 Delta states; OMB is working on a new DRC proposal.
- Reed through every detail*
- (B) **Copy of Gov. Bush's Education Speech via DPC** – full text of the Governor's speech in Los Angeles on Thursday.
- (C) **Berger Memo on Senator Mitchell and the Princess Diana Investigation** – responds to your question about Senator Mitchell's role in the investigation; says that Mohamed Al-Fayed has hired Mitchell's law firm to pursue rumors that U.S. intelligence had monitored a "plot" to kill the Princess; DIA and NSA have responded to FOIA requests by stating that they have no documents that aren't already public; however, in a creative effort to overcome suspicions, Sec. Cohen's COS Robert Tyrer has agreed to review classified materials and report back to Mitchell on anything relevant to a plot; DOD is confident that it possesses no such information.
- Joe*
- (D) **Ann Lewis Note on Afghanistan** – says Ellie Smeal called her recently with good news from Pakistan: the family of the journalist referred to in the letters to you is in Pakistan and preparing to come to the United States; Ellie will be sending you a thank you note.

Tab A - Copied
COS
Mathews

Tab B - Copied
COS
Reed

Tab D - Copied
COS
Lewis

'99 AUG 27 PM3:06

August 27, 1999

MEMORANDUM TO THE PRESIDENT

FROM: ANN LEWIS

RE: AFGHANISTAN

Ellie Smeal called today with very good news from Pakistan. The family of the journalist referred to in the letters to you is in Pakistan and preparing to come to the United States. Ellie is sending a letter to you directly to express her appreciation for this and a number of very positive actions in the region.