

sons, because they didn't want the Democrats to be perceived as being tough on crime. Never mind what really counted was not who got credit for the crime bill but whether the murder rate was going down, whether the rape rate and the violence rate was going down, whether we were saving more kids before they become criminals, whether elderly people felt safer in their homes and kids felt safer in their schools. That's all that matters.

If they would work with us, everybody could have credit. There's more than enough credit to go around. You ought to be in the driver's seat in this country, not a bunch of politicians in Washington trying to cause failure to make you mad, to hope you'll do the wrong thing. And that's their program. You've got to do the right thing. You've got to turn the lights on in America. You've got to say we're going in the right direction.

Let me say this. You know, I ought to quit, but I'm having a good time. I was asked the other day, and I got to thinking about it—somebody said the other day, said, "Did any job you ever had prepare you for being President?" And I said, well, I was a Governor a long time, but it really wasn't the same. For one reason, you can stay in touch with the people better. It was much more difficult for folks to get in the way of me and my constituents when I was the Governor of a small State. So I thought of all the other jobs I've had. And the one that my job is most like now is one I never made a penny doing, was when I worked with civic clubs on car washes—[laughter]—because I liked to clean the windows off. That's what we've got to do in America today. You know,

if you drive your car and there's a lot of stuff on the windshield, you can think it's dark outside when the Sun's shining. You could think there are obstacles there when the way is clear. And then there could be a huge obstacle out there and you wouldn't be able to see it, and you'd run smack-dab into it. That's what they've done. They've put a lot of dirt on America's windshield. We've got to clean it off between now and Tuesday. Will you help? Will you do your part? Will you go forward?

Folks, this is an election between hope and fear, between unity and disunity but, more than anything else, between going forward and turning back. As I told the people over in Pawtucket at the Portuguese Social Club today, think about it like this: Every one of you is in the driver's seat. And on election day, just imagine that you have a remote control in your hand and what's in the movie screen or television screen is a movie about America's future. And you've got the remote control in your hand. You can push forward, you can push fast forward, or you can push reverse. Push forward, go on and push fast forward if you want to, but say no to reverse, no, we're going forward. We're doing better; we're going to do better still. We're going forward, forward, forward!

Thank you, and God bless you all.

NOTE: The President spoke at 6:56 p.m. at the Rhode Island Convention Center. In his remarks, he referred to James Langevin, candidate for secretary of state; Sara Quinn, candidate for attorney general; and Richard James, candidate for general treasurer. A tape was not available for verification of the content of these remarks.

## Teleconference Remarks at the State University of New York in Albany, New York November 3, 1994

*The President.* Thank you very much. Governor Cuomo, President Swygert, Senator and Mrs. Moynihan, mayors, and ladies and gentlemen, and students: Let me say that I am very excited to be here today with Governor Cuomo and very excited to be a part of this meeting.

I'm anxious to get on with the show and to see the students that are in other places

throughout New York. But I want to try to set the stage for the importance of this event today by speaking just for a few minutes about what this means, what we're about to see, what it means for the future of all the students here, for the future of the economy of New York and that of the United States, and for how we will all live in the 21st century.

Governors, like Governor Cuomo—and I used to be one; sometimes I think it's the best job I ever had—[laughter]—but Governors have spent, for the last 15 years, increasing amounts of time of education. Why? Because we know that it's the only route to a guaranteed success in life economically; because we know it changes people inside, gives people a greater sense of their own capacity. The ability to develop the internal material that God has given all of us is what makes people want to look to the future and want to make the most of their own lives.

Increasingly, education has become a concern for the National Government, not because we do education—the magic of education occurs in the classroom—but because the power of the United States to lead the world economically is inextricably tied to our capacity to see that all of our children get a good education and then that people seek education for a lifetime. So we have worked hard the last 2 years to do things like expand the Head Start program to make sure that our young people are ready to learn, to have school-to-work opportunities for apprenticeships so that young people who don't go to college can at least get good jobs and have higher level skills, to increase access to college through more affordable college loans for all students. Next year, 110 New York institutions of higher education and 160,000 New York students will be eligible for lower interest, longer repayments on their college loans. So it will be easier for young people to go to college.

But the essence of what we're trying to do is to blend two things that may seem inconsistent, a commitment to educational excellence for all students, including kids who come from poor and difficult backgrounds. One of the things we have tried to reverse in the last 2 years—and the Congress has helped—is the idea that if you come from a tough background you're really not expected to learn as much. All the whole apparatus of Federal law was directed basically toward that assumption. We don't believe that anymore, and it is unacceptable. We believe all of our children can learn, and they should be expected to learn. And high expectations in the classroom has a lot to do with how people do.

The second thing we've tried to do to go with high expectations nationally is to emphasize grassroots reform—to know that all schools, all communities, all students are different—and in-

dividualized learning, different classrooms, different schools. It's important for us not to say at the national or at the State level, "Here is the model of how you must do it," but instead to say, "Here are the standards you ought to achieve. You figure out how to do it."

The link between a national commitment to excellence and a commitment to grassroots reform and a lot of individual efforts, in large measure, is technology. We are seeing a technological revolution in this country and, indeed, all over the world. Along with that, we're seeing a revolution in the way people learn, with kind of multimedia things like we'll use today. And more and more teachers are not just talking heads, doing what I'm doing, imparting information to you, but people who help students learn, who facilitate their ability to learn through technology. So what that means is that for the Governor and for me, we have to do what we can to make sure that the technology is there for every student in every classroom in the State of New York and in the United States to hook into as much information and as much learning as possible.

New York has an information superhighway project that is connecting 6,000 schools and 7,000 libraries to businesses and other units. This is amazing. We're going to be able to do this all over the country and all over the world. That's what the information superhighway is, people sitting in Albany, New York, communicating with people in Rio de Janeiro or in Pakistan or in China or Russia or somewhere else, sharing information, learning together, growing together. It is amazing what is possible—so that we will be able to say to all of our young people, no matter where they live, "Here's a very high bar of learning. You have to clear it if you want to do well in life. And you can figure out how to do it at the local level, but the whole world will be at your fingertips." That is the commitment that Governor Cuomo has tried to push and that I have tried to push.

The last thing I want to say is that, in order for all this to work, the students have to want to do it and have to believe in it. The young people have to have a hunger to learn and an understanding that you can't drop out of school, you have to stay in, and it is the ticket to a fascinating, exciting life.

The best days of this country are ahead of us if we make the most of this information ex-

plosion and put it with what is inside the heads of all of our children.

And therefore, before I get done, if I could just compliment Governor Cuomo on one thing that is an obsession with me. The State of New York in the last 10 years has lowered its school dropout rate by almost 50 percent. And if everybody in the country had done that, our educational system would be in much better shape. That is an extraordinary achievement and a great credit to the State of New York. And I thank you for that.

So having said that, now we've got some students who are in other communities throughout the State, and I think we're ready to hear from them. Can we start?

*[At this point, teachers and students at various locations in the State described and demonstrated the ways they each used electronic technologies such as Internet, CD-ROM, and E-mail. A student then responded to a question from Governor Cuomo.]*

*The President.* Can we go back to Buffalo? I wanted to ask Marquis a question. You know, it's one thing to be able to work one of these computers and quite another to know how to go after the information. How hard was it for you to figure out where the sources of information were, how you would go about researching this paper? How did you learn what to look for in the computer?

Q. Well, I learned this information with the help of my computer research teacher. And I was able to use this information to go into the Internet and research various things because Internet has different kinds of information which they draw from all parts of the world. And so it's like a really big encyclopedia where I was able to find the research I needed and the graphics and things like that.

*The President.* Could you explain to us—one of the things that was said was that maybe now students other places could look at your research and find out what you found out about the volcano. How do you log that in? How do they go about finding that?

Q. Well, if they are able to get into the Internet, then they can go through and search through under the headlines of volcanoes, like I did, and then—I've already set up the information that they needed. They would just have to be able to find it, and then they'll have access to information that I had.

Q. Maybe I could help Marquis out a little bit with this. Since we have developed the Worldwide Web server at our site, we'll be able to post his presentation there. So the student would simply go in and, if they were using a MacIntosh, they could just click on something that said "View a presentation on a volcano, prepared by Marquis Wilford."

*The President.* Marquis, what's the most surprising thing you've found out about volcanoes in your research?

Q. Well, the most surprising thing that I was able to find out is that they were able to send a robot down in to view the pictures inside the thing. I didn't know that that technology was available. And now that I've found it out, I know that we all have access to see things like that. Because the heat of the volcano and stuff, I didn't know that technology would be able to do that much.

*The President.* I didn't either, until you told me today. Thank you very much. Let's give him a hand. Wasn't he great? *[Applause]*

*[Patrick Swygert, president, State University of New York-Albany, thanked the President and invited him to make closing comments.]*

*The President.* I just want to say one thing in closing. These different examples show us what is possible. We cannot rest until every school and every student has access to the kind of technology we've celebrated and learned about today. That has got to be our goal.

This is sort of a revolution in the nature, actually, of the job that the Governor and the Senator and I do. By trying to extend the availability of this sort of technology, our primary job is not to do something for somebody else but to make it possible for other people to do things for themselves. It's the ultimate example of what is now called empowerment, and it is very exciting, very rewarding. And we've got to keep at it until every student can do what Marquis did for us today.

Thank you very much.

NOTE: The President spoke at 10:43 a.m. in the Campus Center Building at the State University of New York.