

Again, we're not talking about young people's human worth. You don't diminish somebody's human worth, you enhance their human worth when you help them to develop their capacities. So I cannot say again, I am elated that you scored so well. I almost wish you hadn't done quite this well, so I would—because everybody else is going to say, "Well, we wouldn't do that well." That's not the point. That is not the point. The point is to know the truth so you can do better. That is the point.

Finally, let me say that there are things that we can do in the Department of Education. We can validate this testing mechanism. One of the problems I had—there are lots of standardized tests in America today, you know. Most kids are tested until the tests are coming out their ears. But what are the relevant tests? These tests shouldn't be IQ tests. These should be effort tests and effort directed in the right direction. The thing that's good about this test is, this test measures whether these young people know what it is important to know in mathematics and science at this point in their life, if they're going to be very successful at a later point in their lives and if their nations are going to be successful. That's the important thing.

So we can help. We can help with the Goals 2000 program. We can help with the charter schools. We can help schools to join in this movement toward setting strong national standards and then to know that if they give the students examinations, that the tests are relevant to what it is they're saying the children should know in the standards. We can do that.

The schools can push ahead. We could have every superintendent in the country prepared

to give the speech that we heard this superintendent give today. We can do that. But what really will have to happen is that business leaders and parents and community leaders, religious leaders, people that are at the grassroots level are going to have to demand that this be done and are going to have to say, "Do not be afraid. And if it doesn't come out okay the first time, don't worry." We're going to use that not as a stick to beat somebody to death with but as a spur to lift people up with. That's what we have to say.

And so again I say: The young people in this room today are going to live in the greatest age of possibility, the greatest age of promise ever known. Our obligation as Americans is to give all of them the chance to make the most of their God-given abilities, to give all of them the chance to live out their dreams, to take whatever they have and make the most of it. And we will never get this job done unless we do what this First in the World Consortium has done. And if we do it, sure as the world, America will be number one.

Thank you, and God bless you.

NOTE: The President spoke at 12:08 p.m. in the gymnasium at the Glenbrook North High School. In his remarks, he referred to Mary Hamblet, teacher, Wood Oaks Junior High School; Paul Kimmelman, consortium coordinator; Mayor Richard M. Daley of Chicago; Nancy Firfer, village president, Glenview; Mark Damisch, village president, Northbrook; and Chicago Bulls basketball players Michael Jordan and Scottie Pippen. A portion of these remarks could not be verified because the tape was incomplete.

Interview With Al Hunt of WBIS in Chicago, Illinois

January 22, 1997

Part I

Mr. Hunt. Mr. President, I want to thank you for being one of our first guests on S-Plus on our second day of broadcast.

The President. Thank you.

National Economy

Mr. Hunt. All right. Let me start off with a question about the economy. You oversaw a

very good economy during your first administration, average growth of about 2½ percent a year, and yet there's still not enough money to do some of the things you want to do, and there's still income and wage disparities. Do you think it's reasonable in a second Clinton administration to look for slightly faster growth, say 3 to 4 percent a year?