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National Teacher of the Year Award 4/5/89 [OA 6347]

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NATIONAL TEACHER OF THE YEAR AWARD
ROSE GARDEN
WEDNESDAY, APRIL 5, 1989
11:30 AM

IT'S MY PLEASURE TO WELCOME SO MANY DISTINGUISHED GUESTS HERE TO THE WHITE HOUSE, TO HONOR A TEACHER WHO EPITOMIZES EXCELLENCE IN EDUCATION.

WHAT GOES ON IN THE SCHOOLS IS IMPORTANT TO ME, AND I LIKE TO GET OUT OF THE OFFICE AND TALK WITH OUR SCHOOL KIDS WHENEVER I CAN.

LAST WEEK, I WENT OUT TO JAMES MADISON HIGH IN VIENNA, VIRGINIA, AND HAD LUNCH IN THE CAFETERIA THERE. I FOUND THE STUDENTS INTERESTED AND WELL-INFORMED; I FOUND THE TEACHERS ENGAGED AND ENERGETIC. ((ASIDE)) AND THE PIZZA WASN'T BAD EITHER....

((IN CASE ANY CONGRESSMEN HERE ARE INTERESTED, I THINK THEY SERVE IT EVERY TUESDAY....))

NOW, TO THE BUSINESS AT HAND. THE 1989 NATIONAL TEACHER OF THE YEAR HAS MADE THE JOURNEY TO WASHINGTON FROM BETHEL HIGH SCHOOL IN HAMPTON, VIRGINIA, MANY TIMES BEFORE, TO GIVE HER SOCIAL STUDIES STUDENTS A FIRST-HAND LOOK AT HOW GOVERNMENT REALLY WORKS. BUT IN A MORE IMPORTANT RESPECT THE JOURNEY FOR THIS YEAR'S WINNER, MARY BICOUVARIS ((BICK-UH-VARE-IS)), BEGAN ALMOST THIRTY YEARS AGO AND FIVE THOUSAND MILES AWAY.

MARY -- OR MRS. BIC, AS HER STUDENTS CALL HER, AND I WILL, TOO -- WAS BORN IN GREECE, CAME TO THE UNITED STATES AS A COLLEGE STUDENT, AND CHOSE TO STAY.

MRS. BIC WAS INSPIRING GOOD CITIZENSHIP IN HER STUDENTS BEFORE SHE HERSELF WAS AN AMERICAN CITIZEN.

HER SECRET IS USING THE REAL WORLD AS HER CLASSROOM -- GETTING HER STUDENTS INVOLVED IN PROGRAMS LIKE THE MODEL U.N. AND IN POLITICAL CAMPAIGNS, AND BRINGING PEOPLE INVOLVED IN POLITICS IN TO SPEAK TO HER STUDENTS.

BARBARA, PLEASE COME ON UP WITH MRS. BIC....

[PRESENT AWARD]

MARY, YOU'VE MADE THIS NATION PROUD THAT YOU CHOSE US. CONGRATULATIONS, AND PLEASE ACCEPT THIS VERY SPECIAL APPLE FOR A VERY SPECIAL TEACHER.

I WANT TO TAKE THIS OPPORTUNITY, WITH SO MANY DISTINGUISHED EDUCATORS, GOVERNORS, AND MEMBERS OF CONGRESS PRESENT, TO LAY OUT MY PLAN FOR WHAT WE, ON THE FEDERAL LEVEL, CAN DO TO IMPROVE OUR NATION'S SCHOOLS, AND BUILD A BETTER AMERICA. SIX YEARS AGO THIS MONTH, THE REPORT, A NATION AT RISK, WAS FIRST PUBLISHED AND AMERICA AWAKENED TO THE CRYING NEED FOR FUNDAMENTAL CHANGE IN OUR EDUCATIONAL SYSTEM.

WE'RE AT A POINT TODAY WHERE THERE IS AN EMERGING CONSENSUS ON EDUCATION REFORM -- AND AN ENERGY OF PURPOSE TO TAKE UP THE CHALLENGE.

THE STAKES COULD HARDLY BE HIGHER.

TODAY'S FIRST GRADERS WILL BE HIGH SCHOOL GRADUATES IN THE YEAR 2000 -- A GENERATION ON THE THRESHOLD OF A NEW CENTURY. WE NEED TO ASK OURSELVES:

WHAT CAN WE DO TODAY TO BUILD ACCOUNTABILITY INTO OUR EDUCATION SYSTEM -- TO MAKE SURE WE DON'T PASS THE PROBLEM KIDS WHO NEED EXTRA HELP UP THROUGH THE SYSTEM, OUT OF THE SCHOOLS AND INTO SOCIETY WITHOUT THE SKILLS THEY NEED?

WHAT CAN WE DO TO MAKE SURE OUR CHILDREN STAY IN SCHOOL, GRADUATE AND GET THAT DIPLOMA -- INSTEAD OF DROPPING OUT, AND FALLING INTO A CYCLE OF CHRONIC JOBLESSNESS?

WHAT CAN WE DO TO MAKE SURE AMERICA HAS THE ADDITIONAL 400,000 SCIENTISTS THE NATIONAL SCIENCE FOUNDATION SAYS WE'LL NEED BY THE YEAR 2000?

WHAT CAN WE DO TO GUARANTEE THAT GRADUATES IN THE YEAR 2000 HAVE THE SKILLS AND KNOWLEDGE TO MAKE THIS NATION COMPETITIVE IN THE GLOBAL MARKETPLACE?

ALL OF THESE ARE GOOD QUESTIONS....

AND THEN THERE'S THE ONE I OFTEN HEAR WHEN EDUCATION IS THE ISSUE: MR. PRESIDENT, WHAT ARE YOU GOING TO DO ABOUT IT?

THAT'S A FAIR QUESTION.... HERE'S MY ANSWER: WE'RE GOING TO TAKE ACTION -- ACTION TO MAKE EXCELLENCE IN EDUCATION NOT JUST A RALLYING CRY, BUT A CLASSROOM REALITY.

WE CAN START BY REWARDING WHAT WORKS. WE CAN HELP THOSE MOST IN NEED OF HELP.

WE CAN PROMOTE CHOICE AND FLEXIBILITY FOR PARENTS AND SCHOOL ADMINISTRATORS. AND WE CAN RAISE EXPECTATIONS AND HOLD OURSELVES ACCOUNTABLE FOR THE RESULTS.

THESE FOUR SIMPLE IDEAS -- REWARDING EXCELLENCE, HELPING THOSE IN NEED, CHOICE AND FLEXIBILITY, AND ACCOUNTABILITY -- ARE AT THE HEART OF THE LEGISLATION I AM SENDING TO CONGRESS TODAY: THE EDUCATIONAL EXCELLENCE ACT OF 1989.

I WANT TO TAKE A MOMENT TO DETAIL THIS SEVEN-POINT PLAN TO IMPROVE AND REFORM OUR SCHOOLS.

FIRST, MERIT SCHOOLS. IF OUR AIM IS EXCELLENCE IN EDUCATION, WE'VE GOT TO SINGLE OUT EXCELLENCE, AND REWARD IT -- WHETHER THAT MEANS RAISING TEST SCORES, LOWERING THE DROP-OUT RATE, OR MAKING PROGRESS OF ANOTHER KIND.

MY MERIT SCHOOL PROPOSAL WILL PROVIDE CASH AWARDS TO SCHOOLS WITH A PROVEN FORMULA FOR SUCCESS -- AND SERVE AS A POWERFUL INCENTIVE TO ENCOURAGE OTHER SCHOOLS TO FOLLOW THEIR LEAD.

SECOND, MERIT AWARDS FOR OUR TOP TEACHERS. I'M ASKING CONGRESS TO FUND A PRESIDENT'S AWARD FOR EXCELLENCE IN EDUCATION, TO RECOGNIZE FIRST-RATE TEACHERS IN EVERY STATE, AND REWARD THEM FOR A JOB WELL DONE.

THIRD, SCIENCE SCHOLARSHIPS FOR OUR BEST HIGH SCHOOL SENIORS. THESE AWARDS WILL GO TO 570 OF THE BEST YOUNG SCIENTIFIC MINDS -- AT LEAST ONE FROM EVERY CONGRESSIONAL DISTRICT ACROSS THE COUNTRY. NATIONAL SCIENCE SCHOLARS WILL RECEIVE UP TO $10,000 DOLLARS A YEAR FOR FOUR YEARS, TO BE USED AT THE SCHOOL OF THEIR CHOICE.

ENCOURAGING EXCELLENCE MEANS MORE THAN REWARDING SUCCESSFUL SCHOOLS, TEACHERS AND STUDENTS.

IT MEANS INTRODUCING INTO OUR EDUCATIONAL SYSTEM ELEMENTS OF FLEXIBILITY, CHOICE AND COMPETITION THAT WILL HELP PROMOTE QUALITY EDUCATION.

THAT'S THE IDEA BEHIND THE NEXT TWO INITIATIVES IN MY SEVEN-POINT PROGRAM, MAGNET SCHOOLS AND ALTERNATIVE CERTIFICATION FOR TEACHERS.

MAGNET SCHOOLS ARE AN IMPORTANT INSTRUMENT OF CHOICE -- A MEANS OF PROMOTING HEALTHY COMPETITION TO ATTRACT STUDENTS AND CREATE AN INCENTIVE FOR EDUCATIONAL INNOVATION. MY INITIATIVE CALLS FOR $100 MILLION DOLLARS A YEAR FOR EACH OF THE NEXT FOUR YEARS TO HELP WITH MAGNET SCHOOL START-UP OR EXPANSION COSTS.

ALTERNATIVE CERTIFICATION IS A WAY TO EXPAND THE POOL OF TALENTED TEACHERS AND ADMINISTRATORS. NOT ALL PEOPLE WHO CAN TEACH ARE TEACHERS-BY-TRAINING.

WHETHER YOU'RE AN ACCLAIMED AUTHOR LIKE ALEX HALEY OR JOHN UPDIKE -- WHO AREN'T CERTIFIED TO TEACH THE LITERATURE COURSE IN WHICH THEIR BOOKS ARE READ -- OR A BUSINESSMAN FROM ODESSA, TEXAS ANXIOUS TO GO INTO THE CLASSROOM TO SHARE WHAT YOU KNOW, OUR SCHOOLS OUGHT TO OFFER THAT OPPORTUNITY. THAT'S WHY MY EDUCATION PACKAGE INCLUDES $25 MILLION TO FUND STATE EFFORTS TO ENCOURAGE MORE FLEXIBLE CERTIFICATION SYSTEMS FOR TEACHERS AND PRINCIPALS.

ABOVE ALL, OUR CHILDREN DESERVE A CHANCE TO LEARN -- ESPECIALLY THE LEAST ADVANTAGED AMONG US.

THE FINAL TWO INITIATIVES IN MY PROGRAM ARE AIMED AT SECURING THAT CHANCE, FOR CHILDREN IN SCHOOLS PLAGUED BY THE DRUG PROBLEM, AND FOR COLLEGE-AGE MINORITY YOUTH.

DRUG-FREE SCHOOLS. THIS INITIATIVE INVOLVES FUNDING URBAN EMERGENCY GRANTS, TO HELP OUR HARDEST-HIT SCHOOL DISTRICTS RID THEMSELVES OF DRUGS.

THE PLAIN FACT IS: KIDS CAN'T SUCCEED IN THE CLASSROOM WHEN THERE'S DRUG DEALING IN THE CORRIDORS.

OUR AIM MUST BE TO GET THE DRUGS OUT, GET BACK TO BASICS, AND LET STUDENTS AND TEACHERS GET DOWN TO BUSINESS IN AN ENVIRONMENT WHERE LEARNING CAN TAKE PLACE.

- 21 -

THE LAST OF MY SEVEN INITIATIVES IS EXPANDED FEDERAL HELP TO OUR NATION'S HISTORICALLY BLACK COLLEGES AND UNIVERSITIES, IN THE FORM OF MATCHING GRANTS TO BUILD THE ENDOWMENTS AT THESE VITAL INSTITUTIONS. HISTORICALLY BLACK SCHOOLS HAVE SERVED AS AN AVENUE TO OPPORTUNITY FOR MILLIONS OF YOUNG MEN AND WOMEN, AND THEY DESERVE OUR SUPPORT.

EACH OF THESE SEVEN INITIATIVES WILL MAKE A DIFFERENCE.

- 22 -

I WANT TO BRIEFLY MENTION THREE MORE EFFORTS: THE HEAD START PROGRAM FOR DISADVANTAGED PRE-SCHOOL CHILDREN, THE TAX-FREE COLLEGE SAVINGS BOND PROGRAM TO HELP OUR LOW- AND MIDDLE-INCOME FAMILIES COPE WITH THE COSTS OF SENDING A CHILD TO COLLEGE, AND THE REAUTHORIZATION OF THE CARL D. PERKINS VOCATIONAL EDUCATION ACT.

THE BUDGET I INTRODUCED TWO MONTHS AGO CALLS FOR A $250 MILLION DOLLAR INCREASE TO EXPAND HEAD START, SO THAT MORE CHILDREN FROM DISADVANTAGED BACKGROUNDS ENTER SCHOOL READY TO LEARN. I'M PLEASED TO SAY THAT THE HOUSE HAS MOVED SWIFTLY TO APPROVE THE INCREASE. THE COLLEGE SAVINGS BOND PLAN I CALLED FOR OVER A YEAR AND A HALF AGO IS ALREADY ON THE BOOKS, AND THAT'S A TRIBUTE TO THE FORESIGHT OF MANY OF THE MEMBERS OF CONGRESS HERE TODAY.

AND THE LEGISLATION WE WILL SOON PROPOSE FOR VOCATIONAL EDUCATION WILL ADVANCE THE PRINCIPLES OF ACCOUNTABILITY, FLEXIBILITY AND EXCELLENCE. GOOD WORK WAS DONE IN THE 100TH CONGRESS. THE 101ST CAN BUILD ON THAT WORK, AND ADVANCE EDUCATION REFORM ANOTHER STEP.

THESE EDUCATION INITIATIVES DON'T CONSTITUTE A CURE-ALL, A QUICK FIX FOR WHATEVER AILS OUR EDUCATION SYSTEM. REAL REFORM, LASTING IMPROVEMENT, OCCURS ONE STEP AT A TIME -- ONE STUDENT AT A TIME.

I DON'T HAVE TO TELL YOU ABOUT THE CURRENT FEDERAL BUDGET SITUATION. MONEY IS TIGHT, AND WE WISH THAT MORE FUNDS WERE AVAILABLE TO SPEND ON ALL LEVELS OF EDUCATION. BUT IT'S IMPORTANT THAT WE MEASURE OUR SUCCESS NOT SIMPLY BY THE RESOURCES THAT WE PUT INTO THE EFFORT, BUT BY THE KIND OF STUDENT OUR SCHOOLS TURN OUT. FOR OUR SCHOOLS, THAT'S THE ONLY TEST THAT COUNTS.

I'VE SAID BEFORE THAT EDUCATION IS LONG-TERM PLANNING AT ITS BEST. WE'LL SEE THE PAYOFF FROM THE WORK WE DO IN SCHOOLS TODAY YEARS FROM NOW. BUT THERE ARE FEW TASKS THAT DEMAND MORE URGENT ATTENTION THAN THE EDUCATION OF OUR CHILDREN.

LET ME SHARE A STORY WITH YOU -- A STORY ABOUT TWO WAYS TO LOOK AT THE FUTURE, TOLD BY THE FRENCH. THE MASTER OF A HOUSE WAS PLANNING HIS GARDEN, AND TOLD HIS GARDENER TO PLANT A CERTAIN KIND OF TREE.

THE GARDENER OBJECTED. HE EXPLAINED THAT THE TREE WAS SLOW-GROWING, AND WOULD TAKE A HUNDRED YEARS TO REACH ITS FULL GROWTH.

IT'S THE MASTER'S RESPONSE THAT I FIND INTERESTING. "IN THAT CASE," HE SAID, "THERE'S NO TIME TO LOSE. PLANT IT THIS AFTERNOON."

THAT'S THE WAY WE OUGHT TO LOOK AT EDUCATION. AS THE TEACHERS HERE TODAY KNOW, THE WORK YOU DO -- THE SEEDS YOU PLANT -- BEAR FRUIT ACROSS A LIFETIME.

THERE'S NO TIME TO LOSE IN SHAPING THE NEXT GENERATION -- AND NO BETTER TIME TO BEGIN THAN TODAY.

TODAY, WE ARE TAKING A STEP FORWARD, AND I ASK ALL OF YOU WORK WITH ME TO ADVANCE EXCELLENCE IN EDUCATION IN EVERY WAY POSSIBLE.

SECRETARY CAVAZOS, WHY DON'T YOU BRING SENATOR KASSEBAUM, CONGRESSMAN GOODLING, AND OUR DISTINGUISHED GOVERNORS UP HERE -- AND MRS. BIC, PLEASE JOIN US UP HERE TOO. [SIGNING CEREMONY]

THE WHITE HOUSE

WASHINGTON

April 3, 1989

INFORMATION

MEMORANDUM FOR THE PRESIDENT

FROM: DAN McGROARTY

SUBJECT: NATIONAL TEACHER OF THE YEAR AWARD CEREMONY

I. SUMMARY

The attached draft has been prepared for your appearance at the National Teacher of the Year Award presentation, Wednesday, April 5, 1989, in the Rose Garden.

II. DISCUSSION

The event takes place on the day your education legislation is transmitted to Congress, providing you an opportunity to profile your education initiatives as a seven-point program to advance excellence in education. The audience of approximately 200 includes educators, as well as a number of Members of Congress and governors with special interests in education.

McGroarty/Simon
April 3, 1989
11:00 am
draft 3

PRESIDENTIAL REMARKS: NATIONAL TEACHER OF THE YEAR AWARD
ROSE GARDEN
WEDNESDAY, APRIL 5, 1989

It's my pleasure to welcome so many distinguished guests here to the White House, to honor a teacher who epitomizes excellence in education.

What goes on in the schools is important to me, and I like to get out of the office and talk with our school kids whenever I can. Last week, I went out to James Madison High in Vienna, Virginia, and had lunch in the cafeteria there. I found the students interested and well-informed; I found the teachers engaged and energetic. ((ASIDE)) And the pizza wasn't bad either....

((In case any Congressmen here are interested, I think they serve it every Tuesday....))

Now, to the business at hand. The 1989 National Teacher of the Year has made the journey to Washington from Bethel High School in Hampton, Virginia, many times before, to give her social studies students a first-hand look at how government really works. But in a more important respect the journey for this year's winner, Mary Bicouvaris ((BICK-uh-VARE-is)), began almost thirty years ago and five thousand miles away. Mary -- or Mrs. Bic, as her students call her, and I will, too -- was born

in Greece, came to the United States as a college student, and chose to stay.

Mrs. Bic was inspiring good citizenship in her students before she herself was an American citizen. Her secret is using the real world as her classroom -- getting her students involved in programs like the Model UN and in political campaigns, and bringing people involved in politics in to speak to her students.

Mary, you've made this nation proud that you chose us. Congratulations, and please accept this very special apple for a very special teacher. {Award is presented.}

I want to take this opportunity, with so many distinguished educators, Governors, and Members of Congress present, to lay out my plan for what we, on the federal level, can do to improve our nation's schools, and build a better America. Six years ago this month, the report, A Nation at Risk, was first published and America awakened to the crying need for fundamental change in our educational system. We're at a point today where there is an emerging consensus on education reform -- and an energy of purpose to take up the challenge.

The stakes could hardly be higher.

Today's first graders will be high school graduates in the year 2000 -- a generation on the threshold of a new century.

We need to ask ourselves:

What can we do today to build accountability into our education system -- to make sure we don't pass the problem kids

who need extra help up through the system, out of the schools and into society without the skills they need?

What can we do to make sure our children stay in school, graduate and get that diploma -- instead of dropping out, and falling into a cycle of chronic joblessness?

NSF
Myles Boylan
357-7826

What can we do to make sure America has the additional 400,000 scientists the National Science Foundation says we'll need by the year 2000?

What can we do that graduates in the year 2000 have the skills and knowledge to make this nation competitive in the global marketplace?

All of these are good questions.... And then there's the one I often hear when education is the issue: Mr. President, what are you going to do about it?

That's a fair question.... Here's my answer: we're going to take action -- action to make excellence in education not just a rallying cry, but a classroom reality.

We can start by rewarding what works. We can help those most in need of help. We can promote choice and flexibility for parents and school administrators. And we can raise expectations and hold ourselves accountable for the results.

These four simple ideas -- rewarding excellence, helping those in need, choice and flexibility, and accountability -- are at the heart of the legislation I am sending to Congress today: the Educational Excellence Act of 1989.

Kate Moore
OPD
X6250

I want to take a moment to detail this seven-point plan to improve and reform our schools.

First, merit schools. If our aim is excellence in education, we've got to single out excellence, and reward it -- whether that means raising test scores, lowering the drop-out rate, or making progress of another kind. My merit school proposal will provide cash awards to schools with a proven formula for success -- and serve as a powerful incentive to encourage other schools to follow their lead.

Second, merit awards for our top teachers. I'm asking Congress to fund a President's Award for Excellence in Education, to recognize first-rate teachers in every state, and reward them for a job well done.

Third, science scholarships for our best high school seniors. These awards will go to 570 of the best young scientific minds -- at least one from every Congressional district across the country. National Science Scholars will receive up to $10,000 dollars a year for four years, to be used at the school of their choice.

Encouraging excellence means more than rewarding successful schools, teachers and students. It means introducing into our educational system elements of flexibility, choice and competition that will help promote quality education.

That's the idea behind the next two initiatives in my seven-point program, Magnet Schools and Alternative Certification for Teachers.

Magnet Schools are an important instrument of choice -- a means of promoting healthy competition to attract students and create an incentive for educational innovation. My initiative calls for $100 million dollars a year for each of the next four years to help with magnet school start-up or expansion costs.

Alternative Certification is a way to expand the pool of talented teachers and administrators. Not all people who can teach are teachers-by-training. Whether you're an acclaimed author like Alex Haley or John Updike -- who aren't certified to teach the literature course in which their books are read -- or a businessman from Odessa, Texas anxious to go into the classroom to share what you know, our schools ought to offer that opportunity. That's why my education package includes $25 million to fund state efforts to encourage more flexible certification systems for teachers and principals.

Above all, our children deserve a chance to learn -- especially the least advantaged among us.

The final two initiatives in my program are aimed at securing that chance, for children in schools plagued by the drug problem, and for college-age minority youth.

Drug-free schools. This initiative involves funding Urban Emergency Grants, to help our hardest-hit school districts rid themselves of drugs.

The plain fact is: Kids can't succeed in the classroom when there's drug dealing in the corridors.

Our aim must be to get the drugs out, get back to basics, and let students and teachers get down to business in an environment where learning can take place.

The last of my seven initiatives is expanded federal help to our nation's Historically Black Colleges and Universities, in the form of matching grants to build the endowments at these vital institutions. Historically Black schools have served as an avenue to opportunity for millions of young men and women, and they deserve our support.

Each of these seven initiatives will make a difference. I want to briefly mention two more efforts -- on either end of a child's education experience: the Head Start program for disadvantaged pre-school children, and the tax-free College Savings Bond program to help our low- and middle-income families cope with the costs of sending a child to college.

The budget I introduced two months ago calls for a $250 million dollar increase to expand Head Start, so that more children from disadvantaged backgrounds enter school ready to learn. I'm pleased to say that the House has moved swiftly to approve the increase. The College Savings Bond plan I called for over a year and a half ago is already on the books, and that's a tribute to the foresight of many of the Members of Congress here today. Good work was done in the 100th Congress. The 101st can build on that work, and advance education reform another step.

These education initiatives don't constitute a cure-all, a quick fix for whatever ails our education system. Real reform,

lasting improvement, occurs one step at a time -- one student at a time. It's important that we measure our success not simply by the resources that we put into the effort, but by the kind of student our schools turn out. That's the crucial test.

I've said before that education is long-term planning at its best. We'll see the payoff from the work we do in schools today years from now. But there are few tasks that demand more urgent attention than the education of our children.

Let me share a story with you -- a story about two ways to look at the future, told by the French. The master of a house was planning his garden, and told his gardener to plant a certain kind of tree. The gardener objected. He explained that the tree was slow-growing, and would take a hundred years to reach its full growth.

It's the master's response that I find interesting. "In that case," he said, "There's no time to lose. Plant it this afternoon."

That's the way we ought to look at education. As the teachers here today know, the work you do -- the seeds you plant -- bear fruit across a lifetime. There's no time to lose in shaping the next generation -- and no better time to begin than today.

Today, we are taking a step forward, and I ask all of you work with me to advance excellence in education in every way possible.

# # #

McGroarty/Simon
March 30, 1989
5:00 pm
draft 2

PRESIDENTIAL REMARKS: NATIONAL TEACHER OF THE YEAR AWARD
~~THE WHITE HOUSE~~ ROSE GARDEN
APRIL 5, 1989

It's my pleasure to join today in recognizing a group of ten teachers who epitomize excellence in education. Each of you has been an unforgettable influence in the lives of young men and women too numerous to count. I'm sure the difference you make for the children you teach is a tremendous reward in itself.

Joe Watkins Pub. Liaison

I've asked you here to the Rose Garden so that I could thank you myself for all you've done -- and to give you some small share of the public recognition you deserve.

What goes on in the schools is important to me, and I like to get out of the office and talk with our school kids whenever I can. Last week, I went out to James Madison High in Vienna, Virginia, and had lunch in the cafeteria there. I found the students interested and well-informed; I found the teachers engaged and energetic. And the pizza wasn't bad either....

Wash. Post 3/29/89

(In case any Congressmen here are interested, I think they serve it every Tuesday....)

Mary BICK-uh-VARE-is (Mrs. Bick)

{Recognition of 1989 Teacher of the Year....}

I want to take this opportunity, with so many distinguished educators and members of Congress present, to lay out my plan for what we, on the federal level, can do to improve our nation's schools. We're at a point today where there is an emerging

consensus on education reform -- and an energy of purpose to take up the challenge.

The stakes could hardly be higher.

Today's first graders will be high school graduates in the year 2000 -- a generation on the threshold of a new century.

We need to ask ourselves:

What are we doing today to build accountability into our education system -- to make sure we don't pass the problem kids who need extra help up through the system, out of the schools and into society without the skills they need?

What are we doing to make sure our children stay in school, graduate and get that diploma -- instead of dropping out, and falling into a cycle of chronic joblessness?

What are we doing to make sure America has the additional 400,000 scientists the National Science Foundation says we'll need by the year 2000?

NSF
Myles Boylan
357-7826

All of these are good questions.... And then there's the one I often hear when education is the issue: Mr. President, what are you going to do about it?

That's a fair question.... Here's my answer: we're going to take action -- action to make excellence in education not just a rallying cry, but a classroom reality. Today, I'm sending to Congress a seven-point plan to strengthen our schools -- my first step in following through on my pledge to be the "Education President."

I want to take a moment to detail these seven initiatives, and what they'll do to improve our schools.

First, merit schools. If our aim is excellence in education, we've got to single out excellence, and reward it -- whether that means raising test scores, lowering the drop-out rate, or making progress of another kind. My merit school proposal will reward schools with a proven formula for success -- and serve as a powerful incentive to encourage others schools to follow their lead.

Second, merit awards for our top teachers. (I know I've got at least ten votes for that right here.) I'm asking Congress to fund a President's Award for Excellence in Education, to recognize first-rate teachers in every state, and reward them for a job well done.

Third, science scholarships for our best high school seniors. These awards will go to 570 of the best young scientific minds -- at least one from every Congressional district across the country. National Science Scholars will receive up to $10,000 dollars a year for a full four years, to be used at the school of their choice.

Encouraging excellence means more than rewarding successful schools, teachers and students. It means introducing into our educational system elements of flexibility, choice and competition that will help promote quality education.

That's the idea behind the next two initiatives in my seven-point program, Magnet Schools and Alternative Certification for Teachers.

Magnet Schools are an important instrument of choice -- a means of promoting healthy competition to attract students and create an incentive for educational innovation. My initiative calls for $100 million dollars a year for each of the next four years to help with magnet school start-up costs.

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Above all, our children deserve a chance to learn -- especially the least advantaged among us.

The final two initiatives in my program are aimed at securing that chance, for children in schools plagued by the drug problem, and for college-age minority youth.

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Each of these seven initiatives will make a difference. I want to briefly mention two more efforts -- on either end of a child's education experience: our successful Head Start program for disadvantaged pre-school children, and the tax-free College Savings Bond program to help our low- and middle-income families cope with the costs of sending a child to college.

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I've said before that education is long-term planning at its best. We'll see the payoff from the work we do in schools today years from now. But there are few tasks demanding more urgent attention than the education of our children.

Let me share a story with you -- a story about two ways to look at the future, told by the French. The master of a house was planning his garden, and told his gardener to plant a certain kind of tree. The gardener objected. He explained that the tree was slow-growing, and would take a hundred years to reach its full growth.

It's the master's response that I find interesting. "In that case," he said, "there's no time to lose. Plant it this afternoon."

That's the way we ought to look at education. As the teachers here today know, the work you do -- the seeds you plant -- bear fruit across a lifetime. There's no time to lose in shaping the next generation -- and no better time to begin than today.

Today, we are taking a step forward, and I ask all of you work with me to advance excellence in education in every way possible.

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The Associated Press

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April 26, 1983, Tuesday, PM cycle

SECTION: Washington Dateline

LENGTH: 1091 words

BYLINE: By CHRISTOPHER CONNELL, Associated Press Writer

DATELINE: WASHINGTON

KEYWORD: Education

BODY:

The United States is threatened by "a rising tide of mediocrity" in education that can only be stopped by tougher standards and a longer school day or school year, a blue-ribbon panel reported today.

"Our nation is at risk," the National Commission on Excellence in Education said in a blistering report being released to an audience of educators, politicians and civil leaders at the White House.

"If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war," the diverse 18-member panel declared in its unanimous report.

"The ideal of academic excellence as the primary goal of schooling seems to be fading across the board in American education," it charged, also maintaining, "We have, in effect, been committing an act of unthinking, unilateral educational disarmament."

Education Secretary T.H. Bell, who created the panel 20 months ago, said in an interview that the report documented "the quite shocking collapse in student performance" since the late 1960s.

He predicted the report would have "an enormous impact upon the country and upon American education."

The panel, chaired by University of Utah President David Pierpont Gardner, who is soon to become president of the University of California system, held public hearings and commissioned 40 papers from educational experts in arriving at its findings.

Its final, 36-page report _ about 7,000 words _ is labeled, "An Open Letter to the American People," and titled, "A Nation At Risk: The Imperative for Educational Reform."

Bell told reporters at the White House today that the document "offers a blueprint for educational renewal." He said it would not deter the Reagan administration from seeking to dismantle the Department of Education, but he

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noted that the administration this year did not seek the massive cuts in federal school aid it had proposed in 1981 and 1982.

Bell and Gardner both acknowledged that it would be expensive to implement the commission's recommendations. Bell said federal tax cuts make it easier for state and local governments to levy new taxes for schools.

Gardner said his commission refrained from making recommendations about how to finance education because "I'm not at all sure we could get agreement" on that issue.

Rep. Carl D. Perkins, D-Ky., chairman of the House Education and Labor committee, praised the report and said the time has come for the Reagan administration to end its cuts in education programs.

"I believe the president ought to take a signal from this report and put an end to his questioning of whether the federal government should be involved in eduucation," Perkins said in a statement.

Willard H. McGuire, president of the 1.6-million member National Education Association, said, meanwhile, that "the major reforms called for by the commission will require additional billions of dollars, with a big boost from the federal government, to achieve these sweeping objectives."

He said the report is "silent or contradicts many of the priorities promoted by President Reagan such as budget cuts in education, tuition tax credits, abolition of the Department of Education, vouchers and school prayer."

The commission urged that:

School districts and state legislatures "strongly consider seven-hour school days, as well as a 200-to-220-day school year." U.S. schools typically have six hours of classes, 180 days a year.

All students seeking a high school diploma be required to take four years of English; three years of math; three years of science; three years of social studies, and a half-year of computer science. For the college-bound, it recommended two years of foreign language.

Colleges raise their entrance standards across-the-board.

Teachers assign high school students "far more homework than is now the case."

Teachers get higher pay and 11-month contracts, while using "an effective evaluation system that includes peer review" to weed out or improve inferior teachers.

Citizens provide the fiscal support to carry out the reforms, and that parents demand more of their children.

It attacked the "smorgasbord" of high school electives and likened the "homogenized, diluted and diffused" high school curricula to a cafeteria "in which the appetizers and desserts can easily be mistaken for the main courses."

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The commission recited a litany of negative statistics, including the precipitous drop in Scholastic Aptitude Test scores from 1963 to 1980; surveys indicating 23 million adults, 13 percent of all 17-year-olds and up to 40 percent of minority youth "can be considered functionally illiterate"; and a 72 percent spurt between 1975 and 1980 in the number of remedial math courses in public colleges.

In blunt rhetoric, the report said: "Our nation is at risk. Our once unchallenged preeminence in commerce, industry, science and technological innovation is being overtaken by competitors throughout the world....the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a nation and a people."

"We have even squandered the gains in student achievement made in the wake of the Sputnik challenge."

The panel included: Yale President A. Bartlett Giamatti; Nobel laureate and former head of the Atomic Energy Commission Glenn T. Seaborg; Albert H. Quie, a former congressman and governor of Minnesota; Norman C. Francis, president of Xavier University in New Orleans; William O. Baker, retired chairman of Bell Telephone Laboratories and Yvonne W. Larsen, past president of the San Diego, Calif., school board and vice chair of the commission.

Also, former Nebraska Commissioner of Education Anne Campbell; Emeral A. Crosby, principal of Northern High School in Detroit; Charles A. Foster Jr., past president of the Foundation for Teaching Economics, San Francisco; Shirley Gordon, president of Highline Community College in Midway, Wash.; Robert V. Haderlein of Girard, Kan., past president of the National School Boards Association; Harvard University physics professor Gerald Holton; Annette Y. Kirk of Mecosta, Mich.; Margaret S. Marston of Arlington, Va., a member of the Virginia Board of Education; Albuquerque, N.M., school superintendent Francisco D. Sanchez Jr.; Jay Sommer, a language instructor at New Rochelle High School in New York and the 1981-82 National Teacher of the Year, and Richard Wallace, principal of Lutheran High School East in Cleveland Heights, Ohio.

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press release

For Immediate Release

VIRGINIA HIGH SCHOOL INSTRUCTOR NAMED NATIONAL TEACHER OF THE YEAR

Government-International Relations Teacher To Be Honored at White House Ceremony

WASHINGTON, D.C., April 4 -- A Virginia high school government-international relations instructor, who came to this country from her native Greece at the age of 21, has been named the 1989 National Teacher of the Year.

The award winner, Mary V. Bicouvaris, 49, who teaches at Bethel High School in Hampton, Va., will be honored tomorrow at a White House ceremony, at which President Bush will present her with a crystal apple, the traditional symbol of teaching.

The awards program, the oldest and most prestigious of its kind to focus public attention on excellence in teaching, is sponsored by the Council of Chief State School Officers, Encyclopaedia Britannica, and Good Housekeeping magazine.

(more)

Bicouvaris was chosen from among the nation's more than 2.5 million elementary and secondary public school teachers for the 38th in this series of annual awards, becoming the first Virginia teacher ever to win this award.

The 1989 National Teacher of the Year is married to James Bicouvaris, an insurance agent. They have two children, Greg, 22, a senior at George Mason University in Fairfax, Va., and Valerie, 21, a junior at Christopher Newport College in Newport News, Va.

"I consider my selection a great honor," Bicouvaris said. "However, I consider myself only a representative of the nation's many good teachers."

"As a naturalized citizen, I have an abiding love for my chosen country," she also said. "It has been my goal to help young Americans understand and appreciate their country, its government, and its crucial role in international affairs."

Born in 1939 in then war-torn Greece, where her father was a civilian victim of the war, Bicouvaris developed the love for democracy that has become her teaching trademark. She has also had a love for teaching as far back as she can remember.

"This was because of the influence of my parents who valued education not only for its own sake but also for the very practical reason that a teaching degree would be a good dowry for a woman living in Greece in the middle of the 20th century,"

(more)

she said.

After securing a teaching degree in elementary education in Greece in 1958, she came to the United States in 1960, and earned her bachelor's degree in secondary education from Ohio State University in 1963 and a master's degree from the College of William and Mary in 1970.

Meanwhile, she began her teaching career in Hampton, Va., in 1963, even before she was an American citizen. "It is of special significance to me that Hampton, waiving the requirement of citizenship, hired me to teach social studies, thus entrusting me with the citizenship education of its students. I have been repaying that trust for 24 years."

What accounts for her success and distinguishes her from other teachers is this sense of dedication coupled with an ability to teach students of different learning abilities. "She dangles that carrot out just far enough to get students to work," said Bethel Principal Tom Bailey.

Known affectionately to her students as "Mrs. Bic," Bicouvaris says that what also helps her succeed is a positive approach to teaching. "You can catch students doing right or you can catch them doing wrong," she says. "I try to catch them doing right because we've got to build the egos of these kids so that they will want to return to school."

(more)

Other key factors in her selection for national honors were said to be her innovative teaching strategies with which she involves her students in participatory learning activities.

During the last Presidential campaign, for example, her students received extra credit for working with the candidates of their choice. Her insistence that her students participate left many of them shivering outside the polls on Election Day as they passed out campaign literature.

She said that such extracurricular activities are necessary to help students become concerned citizens. "Participation in elections is to government what labs are to science," she said.

She is the founder and sponsor of her school's Model United Nations program, which imitates the international body by having students adopt the identity of different countries and argue their viewpoints.

At Bethel, she is always planning and sponsoring activities such as political debates, mock elections, Black History Week celebrations, and visits to local City Council meetings and foreign embassies, and last year she chaired Bethel's bicentennial celebration of the U.S. Constitution.

In her role as National Teacher of the Year, she intends to communicate to the public and members of her profession her feelings about the importance of teaching as she travels across the country to speak before numerous educational and business

groups and civic organizations. "My message to America would be one of pride, hope and promise in the educational system of a nation that sent the first man to the moon and which has yet to reach its greatest potential," she says. "I would speak of the need to reach a national consensus on what is good for America's children and what is needed for this country to maintain its position on the world stage.

"I would speak, too, about the challenges we face in continuing to strive for excellence in education. I would express the hope that all American children will be given the opportunity to become literate in their own culture and at the same time develop an international perspective that will enable them to work, lead, and thrive in a global community.

"Finally, I would assure the nation that American teachers are ready to help usher our nation into the 21st century and into another era of greatness."

The other finalists in the 1989 program were: Jenlane Gee, a third grade teacher at Christine Sipherd Elementary School in Modesto, Calif.; Gary L. Stringer, a science teacher at West Monroe High School, in West Monroe, La; and Leslie Jean Roche, an eighth grade social studies teacher at Parkland Junior High School in Rockville, Md.

The National Teacher of the Year is chosen from among the Teachers of the Year in the 50 states, plus the District of

Columbia, Puerto Rico and American Samoa. They in turn are selected on the basis of nominations by students, teachers, principals and school administrators in each district, city and county of the state or other entity. The state and other winners are submitted to the Council of Chief State School Officers in Washington, where a blue-ribbon panel of representatives from a dozen leading national educational organizations reviews the voluminous data on each candidate in order to select the four finalists. The panel then personally interviews each finalist before selecting the National Teacher.

* * *

Contacts for further information:

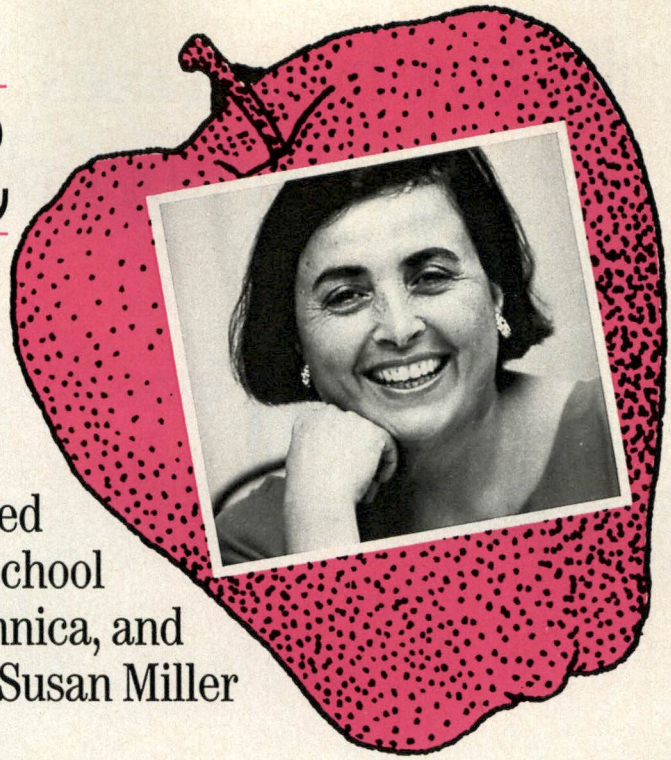
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4/89

1989 TEACHER OF THE YEAR



Mary Vassilikou Bicouvaris of Hampton, Va., is the winner of this national program sponsored by the Council of Chief State School Officers, Encyclopaedia Britannica, and *Good Housekeeping*. By Mary Susan Miller

A 20-year-old Mary Vassilikou came to the United States 29 years ago because she sought greater job opportunities; in her native Greece, where she had graduated from a teachers' college, she faced a three-year wait for employment. A student visa allowed her to continue her education at Ohio State University and secure work here, but Mary soon realized she'd found more than just a job. She'd fallen in love—first with the United States, which afforded her freedoms she had never known, and second with a Greek-American fellow student named Jim Bicouvaris.

With Jim, Mary has built a family—a son, Greg, now 22, and a daughter, Valerie, now 21. With the United States, she has built an involved citizenship not just for herself but also for the hundreds of students to whom she has taught government and international relations at Bethel High School in Hampton, Va.

Her message to teenagers is world awareness. The most important challenge for their generation, she tells them, is to find and understand peaceful solutions to world problems—the same problems that have led past generations into war.

Mary—or, as her students call her, "Mrs. Bic"—believes that a teacher should ask questions instead of giving answers, drawing students into the learning process by making them become their own teachers. She also thinks it's important that students do more than just study textbooks. "We can't teach new skills with the antiquated methods schools used to use," she explains. "We need methods that will work in the different world our students face."

Mary encourages students to research their projects by talking to working professionals in their fields of research. She has urged them to choose and work for political candidates in order to better understand how their government works. And she brings members of the outside community into the classroom itself. The many guest speakers in her class have included foreign service professionals, women from South Africa, the president of the U.S.-Arab Council, and experts on terrorism.

Mary and her students have also participated in several "Model United Nations" programs for high schoolers in Washington, D.C., at the real United Nations in New York, and at Harvard University. She hopes that by learning the skills of analytical thinking, debate, and negotiation, her students will gain insights into the international issues that will define their own adulthood.

Mary sees a great example of democracy at work in the American system of education, which, despite its faults, is open to everybody. And she sees promise in each pupil she teaches. "Every September is like Christmas," she says, "and every student, a surprise gift to open."

continued on page 154

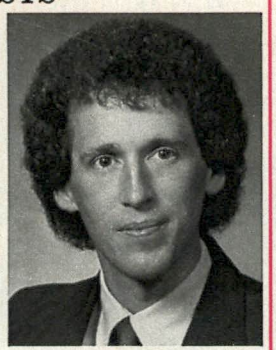
THE OTHER FINALISTS



Jenlane Gee
Christine Sipherd School
Modesto, Calif.



Leslie Jean Roche
Parkland Junior High School
Rockville, Md.



Gary L. Stringer
West Monroe High School
West Monroe, La.


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TEACHER OF THE YEAR
continued

THE OTHER FINALISTS

JENLANE GEE (California state winner) sees self-esteem as the foundation of learning. "A caring teacher hands children their passport to the future," she says, remembering the lifelong voyage on which her kindergarten teacher, Mrs. O'Hara, set her.

The child of Chinese immigrants, Jenlane entered school feeling awkward and alien among her classmates, whose language she did not speak, whose food she had never eaten, and whose culture reflected a frightening world. "Mrs. O'Hara made me feel accepted."

When Jenlane notices timid or troubled students in her own third-grade classroom at Christine Sipherd School in Modesto, she finds a way to let them know they are important. Each child she teaches is invited to a private lunch with her and with a friend on his or her birthday (or any other day the child chooses), and children are included in all conferences with parents.

Because a sense of belonging is as important to a child as a sense of self, Jenlane also focuses on teaching cooperation. Her 30 students work in five groups of six, planning activities together, "correcting" each other's assignments, and doing different classroom chores. Jenlane showed them an example of wider cooperation when she involved not only her third-graders but the whole school district in a recent "Be Smart, Don't Start" antidrugs campaign. Jenlane recently became engaged to Jerry Matt, who works in law enforcement in the Modesto area.

LESLIE JEAN ROCHE (Maryland state winner) delights in pointing out that today she teaches in the very classroom she was once sent out of for misbehavior. She says her position today as a social studies teacher at Parkland Junior High School in Rockville proves that the educational system can help students learn to teach themselves, as well as to teach others. Leslie wants the same for her students—to give them "ownership of their learning."

Her eighth graders learn through hands-on participation: they may push desks to the wall and design a city in the classroom; they may form small groups to plan special trips—visits to baseball stadiums, for instance—across the U.S. and Canada. Like Mary Bicouvaris, Leslie brings the outside world into her classroom—she organizes an "ethnic festival" in which more than 30 groups are represented—and takes her class out into the world on Saturday trips to nearby Washington, D.C.

Leslie's husband, Michael, an attorney, assumes much of the responsibility for caring for their two sons—Jesse, three, and David, 10 months—during the school year. During the summers, Leslie and the boys go camping and backpacking as they follow Michael's participation in bicycle races across the United States.

GARY L. STRINGER (Louisiana state winner) was working as an engineer at a major oil corporation more than a decade ago when he realized that something was missing from his life. "When I die, what will I have done with my life?" he asked himself. He remembered former teachers who had made him feel alive—and had seemed most alive themselves—in the classroom. He knew his answer lay beyond a high-paid future in industry.

Today, Gary teaches science to tenth through twelfth graders at West Monroe High School in West Monroe. And, true to his vow, he tries to find special ways to make the discipline "come alive" for his students.

He teaches geology by identifying the gypsum in the classroom wall and the metal filaments in light bulbs; he talks about the earth products which enable

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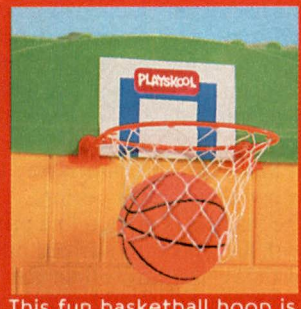


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cotton to grow so the students can wear jeans. He introduces paleontology by taking students on a series of fossil-hunting field trips.

Gary is happy in his career change and has become a world-recognized collector of fossil otoliths—fish earbones dating back as far as three hundred million years.

Gary, who with his wife, Delilah, has a two-year-old daughter, Brittany Lane, has also taught Sunday School for 14 years. He says that his commitment to his religion and his love of science have never caused any intellectual or spiritual conflicts. "Science and the Bible," he says, "both prove the same thing: that a whole lot has changed on this earth since that long-ago beginning."

HOW THE WINNERS ARE SELECTED

Every year, students, teachers, and school administrators nominate individuals to be their State Teacher of the Year. The winner from each state (or territory) subsequently becomes a candidate for National Teacher of the Year.

A national selection committee of representatives from leading educational organizations then reviews the applications of the state winners and selects four finalists. Selections are based on teachers' contributions to their students, schools, and communities. The finalists visit New York City and Washington, D.C., where they are interviewed in person by the selection committee. The committee then makes the final choice.

Each spring the National Teacher of the Year is honored in a ceremony at the White House. In April, when Mary Bicouvaris receives her trophy, it will mark the thirty-eighth presentation. Appropriately, the trophy is a crystal apple.

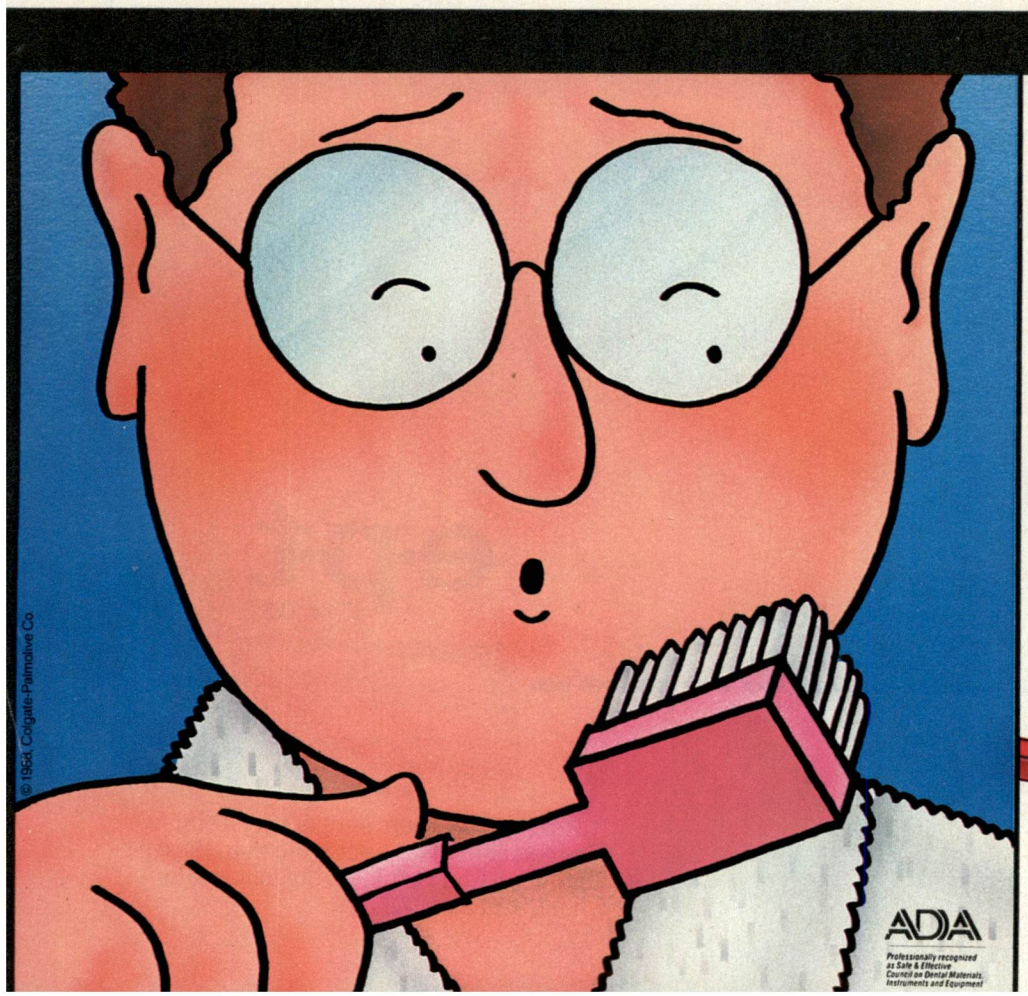
The cosponsors of this program—The Council of Chief State School Officers, Encyclopaedia Britannica, and *Good Housekeeping*—are proud to spotlight the nation's superteachers. These individuals are outstanding teachers in their own right and also represent the many fine teachers in schools across the U.S.

If you would like to nominate a teacher for your state's next Teacher of the Year program, write to your state office of education for an application.

OTHER WINNERS

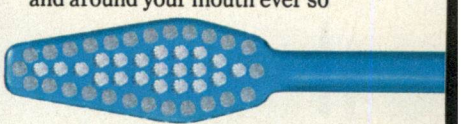
ALABAMA: Joann Webber Watts, Cahaba Heights Community School, Birmingham; ALASKA: Gayle W. Harbo, Austin E. Lathrop High School, Fairbanks; AMERICAN SAMOA: Tui Fanene Peau, Pava'ia'i Elementary School, Pago, Pago; ARIZONA: Marilyn Kay Buehler, North High School, Phoenix; ARKANSAS: Mary Botts Carr, Southside and Westside Elementary Schools, DeWitt; COLORADO: Marjorie Elizabeth Gray, Buena Vista High School, Buena Vista; CONNECTICUT: Carol R. Virostek, Berlin High School, Berlin; DELAWARE: Eleanor Schmidt, Calvin R. McCullough Elementary School, New Castle; DISTRICT OF COLUMBIA: Leroy Lewis, Jr., Spingarn Senior High School, Washington; FLORIDA: Linda S. Lentin, North Miami Elementary School, North Miami; GEORGIA: Larry Wayne Bussey, Tift County High School, Tifton; HAWAII: Fern Marie Markgraf, Henry Perrine Baldwin High School, Wailuku; IDAHO: Jennifer Boyd, Nampa High School, Nampa; ILLINOIS: Peggy Allan, Greenville Junior High School, Greenville; INDIANA: Karen M. McKibbin, LaSalle High School, South Bend; IOWA: Anna Mary Mueller, West High School,

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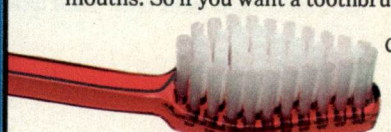


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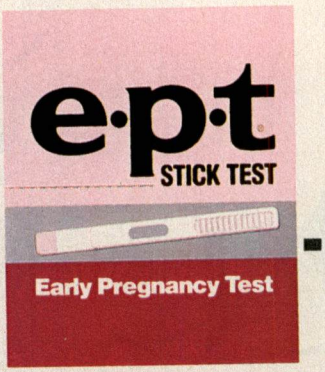


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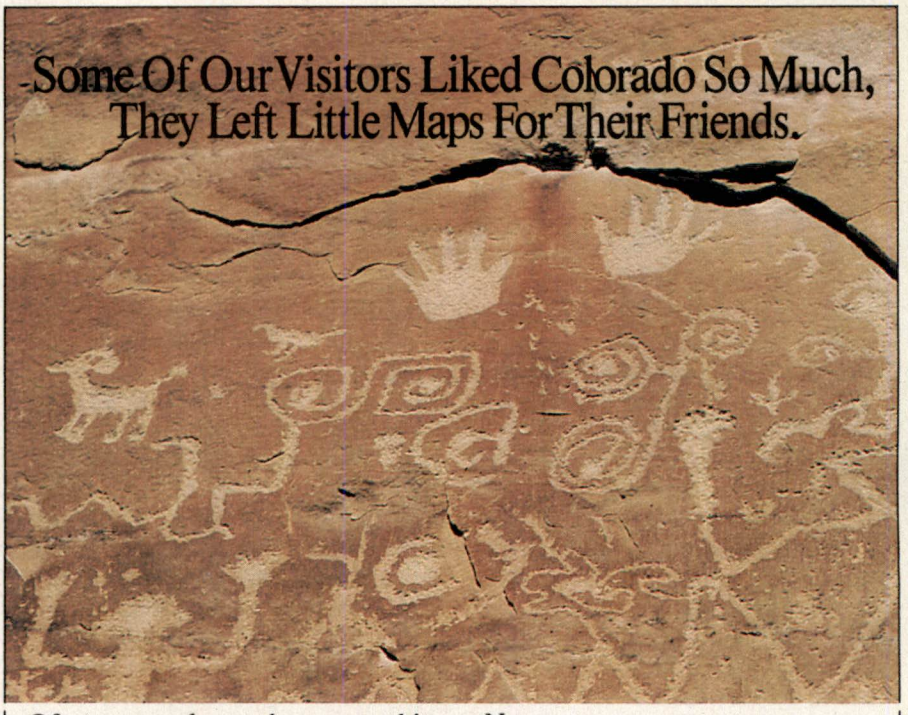


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TEACHER OF THE YEAR
continued

Iowa City; KANSAS: Judy Beedles, Tanglewood Elementary School, Derby; KENTUCKY: Mary Anne Davenport, Henry F. Moss Middle School, Bowling Green; MAINE: Marjorie Carol Miller, Longfellow Elementary School, Portland; MASSACHUSETTS: Marjorie A. Montgomery, Frank Ashley Day Junior High School, Newtonville; MICHIGAN: Andrea Rochelle Willis, Sven Holden Elementary School, Sterling Heights; MINNESOTA: Maureen A. Sanger, Emmet D. Williams Elementary School, Shoreview; MISSISSIPPI: Nelle DeLoach Elam, Starkville High School, Starkville; MISSOURI: Judy Whitener, North St. Francois County R-I, Desloge; MONTANA: Fen Wilkinson, Dawson County High School, Glendive; NEBRASKA: Roger Rea, Omaha Northwest High School, Omaha; NEVADA: Malinda M. Frazier, Lovelock Elementary School, Lovelock; NEW HAMPSHIRE: Marianne M. True, Inter-Lakes Junior Senior High School, Meredith; NEW JERSEY: Fred H. Gower, Northern Burlington Regional High School, Columbus; NEW MEXICO: Gail C. Hartman, Coronado Elementary School, Hobbs; NEW YORK: Harriet Jonquiere, Fulton School, Hempstead; NORTH CAROLINA: Merv Sessoms, Tuscola Senior High School, Waynesville; NORTH DAKOTA: Barbara Jean Evanson, Northridge Elementary School, Bismarck; OHIO: Edna G. Shepler, Whiteford Elementary School, Toledo; OKLAHOMA: Paul Michael Adkins, Westmoore High School, Moore; OREGON: Edward Lee McKinney, Obsidian Junior High School, Redmond; PENNSYLVANIA: Cathy S. Gust, Stiegel Elementary School, Manheim; PUERTO RICO: Maritza Rivero-Febo, Escuela Secundaria Rio Piedras Heights, Rio Piedras; RHODE ISLAND: Paul M. Mello, Middletown High School, Middletown; SOUTH CAROLINA: Carolyn Tuten Ross, Seneca Senior High School, Seneca; SOUTH DAKOTA: Linda K. Hillestad, Brookings Middle School, Brookings; TENNESSEE: Edna Loveday, Sevierville Primary School, Sevierville; TEXAS: Joyce Roberta Miller, Memorial Senior High School, Houston; UTAH: Lilia Eskelsen, Douglas T. Orchard Elementary School, West Valley City; VERMONT: Charles H. Butterfield, Brattleboro Union High School, Brattleboro; WASHINGTON: Margie E. Norden, Cedar Valley Elementary School, Lynnwood; WEST VIRGINIA: Teresa R. Hardman, Nitro High School, Nitro; WISCONSIN: William E. Collar, Seymour Community High School, Seymour; WYOMING: Mark Levitt, Green River High School, Green River. ★





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COLORADO
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Lillian holding me at a family dinner, right, and years later, below, holding my son, Joshua.





Me, today, with my two children, Joshua and Katy.

To her, I was the perfect child; to me, she was the perfect mother. In reality, we were once-in-a-lifetime friends who loved and comforted each other—and started a tradition that will carry on. By Carole Garbuny Vogel

EVERY WOMAN NEEDS A CHAMPION

Every child needs a champion—a person who cherishes them and supports them every step of the way. My champion was Lillian, a woman my mother's age, but a close friend of my grandmother's.

My earliest memory of Lillian occurred when I was three. Her only daughter and my eldest sister, both tyrannical six year olds, refused to let me climb her apple tree. They called me a big baby—a crushing insult to one so recently out of diapers. Lillian strode over, scooped me off the ground and plunked me down on the lowest branch of the tree, soothing me by crooning to me, "Ca-Coo," a pet name she had given me before my first birthday. Then she brought me a cookie—a Viennese crescent she got from the best bakery in New York—and initiated the first of a lifetime of serious talks.

"Come, sit down, Ca-Coo," she would say. "Tell me about yourself." Although busy with her own friends and work, Lillian took the time to listen to the trials of a not-eager kindergartner, a defiant tomboy, an awkward adolescent, and a rebellious college student. While my own parents were practically pulling out their hair, Lillian never criticized. She never stopped calling me Ca-Coo, and she never stopped offering Viennese crescent cookies from the best bakery in New York.

Lillian took an interest in my dating life. As I paraded a stream of boyfriends through her door, she always served my favorite cookies and made my suitors feel welcome. When the inevitable break-ups occurred, Lillian helped pick up the shattered pieces, and never said, "I thought he was a louse to begin with." When I finally settled down with the man who eventually became my husband, Lillian prepared a five-course dinner for just the three of us. She called me Ca-Coo and for dessert served Viennese crescent cookies from. . . .

I married while my husband was in graduate school, and the only work I could find was as a part-time teacher in a private school. My meager salary didn't stretch far and I felt poverty-stricken. Lillian called one day and said, "Ca-Coo just listen and don't say anything. I have $500 for you sitting in my bank account. If you need money for any reason, just call and I'll send it to you. No questions asked." Then she hung up.

Suddenly, I felt rich. I had a buffer. I never used it. My husband finished school, got a real job, and we started a family. Lillian oohed and ahhed over our children as if they were her own. After the birth of each, she reminded me of the emergency fund she still held for me. I was touched. Hard times had fallen on Lillian—her husband had died. She was short on cash, but always long on love. I knew that if I ever called, the $500 would be mine.

I did call Lillian—lots of times

continued on page 161

Thoughts on Teaching and Education

by Mary V. Bicouvaris

1989 National Teacher of the Year

I have five fundamental beliefs which guide my teaching: 1) accept all students where they are, 2) never make it easy for students to fail, 3) never give up on a student because he fails to learn, 4) teach students to think, and 5) provide opportunities for students to develop and excel beyond the boundaries of the classroom.

My first precept about teaching is to accept every child entrusted to me because each one is his parents' greatest gift. It is my job to accept him as he is, teach him what I must, and help him reach a new and better understanding of himself and the world in which he lives.

I hear teachers say that students have the right to fail, and I suppose that's true. But it shouldn't be easy. I am

(more)

convinced that the vast majority of students, given sufficient time and appropriate types of help, can achieve a level of mastery in any subject area. I am especially proud of the accomplishments of my low ability students for whom I set achievable goals and who, having succeeded in achieving mastery of the core requirements, feel good about attempting more complex tasks.

In the course of my teaching career, I have infrequently run into students who fail to learn. My objective with these students is to treat them with kindness so that while they may fail my class, they will know they have not failed as human beings.

Too, I see my task as a teacher as doing more than simply giving students information. I want them to be able to use the information they take from my class to think for themselves and become problem solvers. I use a variety of techniques designed to make the subject matter "live" for my students. I provide opportunities for students not only to learn social studies, but to participate in it and see how it fits into the total picture of the study of man.

Finally, throughout my teaching career I have looked for ways to bring the world into my classroom and to take my students

(more)

out into the world. The middle-class world of my students has opened up as they have participated with the best students in the nation at prestigious conferences such as the Harvard Model UN. It has been an experience which has made them stand tall.

Outstanding teachers possess six essential qualities and I believe that I am perceived by some to be an outstanding teacher because I exhibit these qualities. First, I love children. Second, I know my subject matter and continue to develop my interest in it. I use teaching methods which effectively engage students in the learning process. Classroom management skills are also essential to the outstanding teacher, and I try to design efficient methods for handling the tremendous number of make-work tasks which threaten to overwhelm instructional time. No teacher would last long in education without a sense of humor. Being able to laugh with my students and at myself is one mark of my success. Finally, the outstanding teacher has to be an astute observer. I try to notice and capitalize on the special moments in the classroom when everything seems to click.

* * *

(more)

Involving my students in participatory learning activities is probably the touchstone of my teaching style. During the past Presidential election season, my students were working for extra credit for the candidate of their choice; I have organized a mock election, involving my students and their parents; and we are staging a Candidates' Forum for the elementary schools in our area. Through such real life activities, I feel I am giving my students a wealth of experience to build on when they leave my class.

The rewards of teaching are not external. The satisfaction in teaching is very much like the pleasure a farmer takes in sowing, watching for growth, praying for rain and finally reaping the harvest. My most capable students who would express a desire to teach would hear from me words of encouragement, not promises of glory, money or open gratitude.

Teaching is a timeless profession. It is the basis of all other professions. Good teachers plant the seeds that make good doctors, good accountants, good public servants, good statesmen, good taxi drivers and good astronauts. When former students return to see me over the years, my heart fills up in the knowledge that I have been part of the wonderful accumulation of experiences that followed them though life.

(more)

Free public education was established in America for the purpose of aiding in the development of citizens who are literate, knowledgeable and equipped with the skills necessary for optimum participation in society. Teachers must assume their share of the responsibility in the accomplishment of that goal.

When a student fails, that failure must be shared with his parents and his teachers. The student, of course, must accept a primary role in his own education, but he must also have encouragement and support from his parents, as well as dedicated teachers who are prepared to teach the skills, facts and theories upon which the student must build.

* * *

Among our biggest challenges in education today is improving our public image. So much has been written in recent years on what is wrong with education, we need to do a better job of focusing public attention on our accomplishments. Every school and every school district across the nation needs to formalize an aggressive public information system to carry the positive message of even our small victories to the public on a regular basis.

(more)

Bicouvaris Thoughts on Teaching and Education - 6

As a teacher, my greatest concern is that we find the personal, professional and material resources to educate today's youth for life in the 21st century. We have an obligation to prepare young Americans to assume a positive role as citizens of the world and to take their rightful place as participants in a global economy. If America is to remain strong and free we must do whatever it takes to give our youth an international perspective.

We must teach our young people to respect the right of others to hold viewpoints different from their own and to see the earth as mankind's home and a place where people share a common heritage. We must help our young people learn to be tolerant. As John Fitzgerald Kennedy said, "If we can't make the world safe for democracy, let's then make it safe for diversity."

Finally, we must make sure that state-of-the-art technology is available in all our classrooms in all our schools. We must be willing to spend the money to give our children the best books, the best computers, the best software, and to train their teachers to successfully use these resources to develop a generation of young people who are ready to perform on a world stage.

(more)

Bicouvaris Thoughts on Teaching and Education - 7

Contacts for further information

Carl Bakal (212) 725-0365

Laurence Grinnell, Encyclopaedia Britannica, (312) 347-7237

Jay Goldman or Darlene Pierce, Council of Chief State School Officers, (202) 393-8161

4/89

TRANSFER SHEET
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RECEIVED BY: Mary Finch	DATE RECEIVED 6/7/96



Mary V. Bicouvaris

Bethel High School

Hampton, Virginia

1989 National Teacher of the Year



Mary V. Bicouvaris
Bethel High School
Hampton, Virginia
1989 National Teacher of the Year

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

CCSSO FAX TRANSMISSION SHEET

TO: Joe Watkins

FROM: Jackie Schechter

Council of Chief State School Officers
379 Hall of the State
400 North Capitol Street, NW
Washington, DC 20001

Main Telephone: (202) 393-8161
Assessment Center: (202) 624-7700
FAX: (202) 393-1228

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Date: 3/30/89

Time: 1:55 pm

Phone Number faxed to: 456-6218

Message:

Note: I'm asking Barbara to send to you, via Courier, the Year's Grant Kit, which is confidential until Monday is announced by White House.

Response requested: X YES ___ NO

News Release

Council of Chief State School Officers
379 Hall of the States
400 North Capitol Street, N.W.
Washington, D.C. 20001

1989 STATE TEACHERS OF THE YEAR

ALABAMA: Joann Webber Watts, gifted education, Cahaba Heights Community School, Birmingham, Alabama

ALASKA: Gayle W. Harbo, mathematics, Austin E. Lathrop High School, Fairbanks, Alaska

AMERICAN SAMOA: Tui Fanene Peau, third grade, Pava'ia'i Elementary School, Pago Pago, American Samoa

ARIZONA: Marilyn Kay Buehler, English, North High School, Phoenix, Arizona

ARKANSAS: Mary Botts Carr, elementary art, Southside & Westside Elementary Schools, DeWitt, Arizona

CALIFORNIA: Jenlane Gee, third grade, Christine Sipherd Elementary School, Modesto, California

COLORADO: Marjorie Elizabeth Gray, history, Buena Vista High School, Buena Vista, Colorado

CONNECTICUT: Carol R. Virostek, English, Berlin High School, Berlin, Connecticut

DELAWARE: Eleanor Schmidt, special education, Calvin R. McCullough Elementary School, New Castle, Delaware

DISTRICT OF COLUMBIA: Leroy Lewis Jr., U.S. government, Spingarn High School, Washington, D.C.

FLORIDA: Linda S. Lentin, first grade, North Miami Elementary School, North Miami, Florida

GEORGIA: Larry W. Bussey, English, Tift County High School, Tifton, Georgia

HAWAII: Fern Marie Markgraf, English and language arts, Henry Perrine Baldwin High School, Wailuku, Hawaii

(mOre)

1989 State Teachers
2-2-2-2

IDAHO: Jennifer Boyd, English, Nampa High School, Nampa, Idaho

ILLINOIS: Peggy Allan, language arts, Greenville Junior High School, Greenville, Illinois

INDIANA: Karen M. McKibbin, chemistry and biology, LaSalle High School, South Bend, Indiana

IOWA: Anna Mary Mueller, English as a second language, West High School, Iowa City, Iowa

KANSAS: Judy Beedles, fourth grade, Tanglewood Elementary School, Derby, Kansas

KENTUCKY: Mary Anne Davenport, music, Henry F. Moss Middle School, Bowling Green, Kentucky

LOUISIANA: Gary L. Stringer, science, West Monroe High School, West Monroe, Louisiana

MAINE: Marjorie C. Miller, early kindergarten, Longfellow Elementary School, Portland, Maine

MARYLAND: Leslie Jean Roche, social studies, Parkland Junior High School, Rockville, Maryland

MASSACHUSETTS: Marjorie A. Montgomery, English/American history, Frank Ashley Day Junior High School, Newtonville, Massachusetts

MICHIGAN: Andrea R. Willis, third grade, Sven Holden Elementary School, Sterling Heights, Michigan

MINNESOTA: Maureen A. Sanger, vocal music, Emmet D. Williams Elementary School, Shoreview, Minnesota

MISSISSIPPI: Nelle D. Elam, art, Starkville High School, Starkville, Mississippi

MISSOURI: Judy Whitener, vocational home economics, North St. Francois County R-I, Deslodge, Missouri

(mOre)

1989 State Teachers
3-3-3-3

MONTANA: Fen Wilkinson, mathematics, Dawson County High School, Glendive, Montana

NEBRASKA: Roger Rea, chemistry, Omaha Northwest High School, Omaha, Nebraska

NEVADA: Malinda M. Frazier, second grade, Lovelock Elementary School, Lovelock, Nevada

NEW HAMPSHIRE: Marianne M. True, English, Inter-Lakes Junior-Senior High School, Meredith, New Hampshire

NEW JERSEY: Fred H. Gower, social studies, Northern Burlington Regional High School, Columbus, New Jersey

NEW MEXICO: Gail C. Hartman, third grade, Coronado Elementary School, Hobbs, New Mexico

NEW YORK: Harriet Jonquiere, second grade, Fulton School, Hempstead, New York

NORTH CAROLINA: Merv Sessoms, English, Tuscola Senior High School, Waynesville, North Carolina

NORTH DAKOTA: Barbara Jean Evanson, language arts, Northridge Elementary School, Bismarck, North Dakota

OHIO: Edna G. Shepler, sixth grade, Whiteford Elementary School, Toledo, Ohio

OKLAHOMA: Paul M. Adkins, sociology/American history, Westmoore High School, Moore, Oklahoma

OREGON: Edward L. McKinney, social studies, Obsidian Junior High School, Redmond, Oregon

PENNSYLVANIA: Cathy S. Gust, kindergarten, Stiegel Elementary School, Manheim, Pennsylvania

PUERTO RICO: Marutza Rivero-Febo, biology, Escuela Secundaria Rio Piedras Heights, Rio Piedras, Puerto Rico

(mOre)

News Release

Council of Chief State School Officers
379 Hall of the States
400 North Capitol Street, N.W.
Washington, D.C. 20001

EMBARGOED FOR RELEASE
until 10 a.m. Tuesday, Jan. 3, 1989

FOUR FINALISTS SELECTED FOR NATIONAL TEACHER OF THE YEAR

Public school teachers in California, Louisiana, Maryland and Virginia have been named finalists in the 1989 National Teacher of the Year program, according to Gordon M. Ambach, executive director of the Council of Chief State School Officers.

The four classroom teachers were selected from among the Teachers of the Year in the 50 states, the District of Columbia, Puerto Rico and American Samoa by a panel of representatives from a dozen of the nation's leading educational organizations. The teachers now advance to a final round of evaluation -- including a personal interview by the selection panel -- before one will be named as 1989 National Teacher of the Year.

Sponsors of the National Teacher of the Year program are Encyclopaedia Britannica Inc. and Good Housekeeping magazine, as well as the Council of Chief State School Officers. The program has been conducted annually since 1952.

The four finalists, listed alphabetically by state, are as follows:

CALIFORNIA: Jenlane Gee, 32, a third-grade teacher at Christine Sipherd Elementary School in Modesto, Calif., for the past 10 years.

LOUISIANA: Gary L. Stringer, 34, a senior high science teacher at West Monroe High School in West Monroe, La., for the past eight years. He has taught a total of 12 years.

MARYLAND: Leslie Jean Roche, 37, an eighth-grade social studies teacher at Parkland Junior High School in Rockville, Md., for the past eight years. She has taught a total of 14 years.

VIRGINIA: Mary V. Bicouvaris, 49, a senior high government-international relations teacher at Bethel High School in Hampton, Va., for the past 12 years. She has taught a total of 24 years.

Teacher of the Year
2-2-2-2

The 1989 National Teacher of the Year will be honored at a White House ceremony in April at which a crystal apple -- the symbol of excellence in teaching -- will be presented. He or she will have been selected from among the country's more than 2.5 million elementary and secondary school teachers.

Since 1980, the National Teacher of the Year has been released from his/her classroom assignments in order to represent the teaching profession at educational, business and government forums around the nation, including the U.S. Department of Education, chambers of commerce and bar associations.

Terry Weeks, a junior high school social studies teacher in Murfreesboro, Tenn., is the 1988 National Teacher of the Year.

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(Biographical summaries and the list of state winners are appended)

FURTHER INFORMATION:
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Public Information Officer
(202) 393-8161

Carl Bakal
Carl Bakal Associates
(212) 725-0365

Larry Grinnell
Encyclopaedia Britannica Inc.
(312) 347-7237

Teacher of the Year
3-3-3-3

BIOGRAPHICAL SUMMARIES

Jenlane Gee

Gee, the California Teacher of the Year, is a third-grade teacher at Christine Sipherd School, which enrolls 737 students, in Modesto, Calif. She has developed a drug awareness program, "Be Smart, Don't Start," in her community and a Young Astronauts Program. A first generation Chinese-American who did not speak English upon entering school, she is a mentor teacher who provides constructive feedback to her teaching colleagues. She has a goal of fostering self-esteem among her students and works to involve the students' parents in the education of her pupils. She earned her bachelor's and masters degrees at the University of California at Davis.

Gary L. Stringer

Stringer, the Louisiana Teacher of the Year, teaches science to students in grades 10 through 12 at West Monroe High School, enrolling 2,000 students, in West Monroe, La. He has developed a college-level geology course for high-achieving high school students, a zookeeper program for teen-agers and the high school's first cross country running program for boys and girls. His lessons emphasize animal and plant life native to Louisiana and he conducts geological field trips. He has presented papers at professional scientific meetings and has written for several academic journals. He quit a job as a professional geologist with Exxon to enter classroom teaching. He earned his bachelor's and masters degrees at Northeast Louisiana University.

Leslie Jean Roche

Roche, the Maryland Teacher of the Year, teaches social studies to eighth-grade students at Parkland Junior High School, enrolling 884 students, in Rockville, Md. She coordinates an annual multi-ethnic festival at her school and organized the first racially integrated student dance at a rural high school in the state. She

(more)

Teacher of the Year
4-4-4-4

encourages student involvement in her classes by giving them responsibility to select and plan activities and evaluate their own learning. She dresses as a political character to deliver important civics lessons. She was a student in the first class to enter Parkland Junior High, the same school in which she now teaches. She earned her bachelor's and masters degrees at the University of Maryland-College Park.

Mary V. Bicouvaris

Bicouvaris, the Virginia Teacher of the Year, teaches government and international relations to 11th and 12th graders at Bethel High School, enrolling 1,474 students, in Hampton, Va. She oversees a lecture series for the entire school on United Nations Day each year run by her students. She advises the school's award-winning Model United Nations club, in which she arranges for students to visit foreign embassies in Washington. A Greek immigrant, she immersed the student body in interdisciplinary studies of the U.S. Constitution during the bicentennial year, resulting in a booklet of her teaching ideas being made available for educators nationwide. She received her bachelor's degree at Ohio State University and her masters at the College of William and Mary.

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Dorman McClure
Bates Newman
Dean Porter
Gray Shiddell
Park.

THE NATIONAL TEACHER OF THE YEAR PROGRAM

The National Teacher of the Year Program rewards excellence in teaching, and for 38 years it has been the most prestigious such program in the field of education in this country.

The national winner is honored at a White House ceremony at which a crystal apple, the symbol of excellence in teaching, is awarded. He or she will have been selected from among this country's more than two and one-half million elementary and secondary school teachers.

The search for the National Teacher of the Year begins with the State Teacher of the Year program. Each school in the nation -- elementary through high school -- has the opportunity to nominate one of its teachers for the State Teacher of the Year award. Nominees exhibit a sound professional education, successful teaching experience, a love of children and other qualities essential to good teaching.

States use a variety of methods in selecting candidates, but frequently a committee of educators makes the final choice. It is from among these State teachers that the National Teacher is chosen.

The Council of Chief State School Officers, one of the three sponsors of the national program, appoints a committee to review extensive biographical and other background materials submitted

(more)

on each of the state winners. Through an arduous and careful process, these candidates are reduced to four finalists by a blue-ribbon selection committee made up of officials of the nation's leading educational organizations. The members of this committee serve anonymously and without pay. The final selection is also made by this committee after it has had the opportunity to interview the finalists personally. In the spring of each year, the finalist chosen as the National Teacher of the Year is notified.

Sponsors of the National Teacher of the Year Program are Encyclopaedia Britannica and Good Housekeeping magazine, as well as the Council of Chief State School Officers.

Further information on the program and on appearances of the Teacher of the Year may be obtained by contacting the Council of Chief State School Officers, 379 Hall of the States, 400 North Capitol Street, N.W., Washington, D.C. 20001, (202) 393-8161.

# # #

<u>Contacts for further information</u>:

Carl Bakal, Carl Bakal Associates, (212) 725-0365

Laurence M. Grinnell, Encyclopaedia Britannica, (312) 347-7237

Darlene Pierce and Jay Goldman, Council of Chief State School Officers, (202) 393-8161

3/89

SPONSORS OF THE 1989 NATIONAL TEACHER OF THE YEAR

The Encyclopaedia Britannica includes Encyclopaedia Britannica, Inc., publisher of the 32-volume The New Encyclopaedia Britannica; Encyclopaedia Britannica Educational Corporation, one of the world's largest producers of educational films; and such subsidiary companies as Merriam-Webster, Inc., publishers of Merriam-Webster dictionaries and American Learning Corporation, which operates more than 100 prescriptive learning skills centers in many major metropolitan markets. The Encyclopaedia Britannica is the oldest continuously published reference work in the English language, and since its introduction in 1768 has never been out of print. The recent major revision of the landmark 15th edition is considered among the finest reference works of its kind. Britannica also publishes Compton's Encyclopedia and other reference works. The film catalog of Encyclopaedia Britannica Educational Corporation covers more than a half century of educational films, and is the most extensive of any film producer in the world. The company also publishes other learning materials, including computer software, which, like its educational films, cover a multitude of subjects. American Learning Corporation's Britannica Learning Centers offer both basic and enrichment programs in reading, as well as basic math, preschool reading, scholastic aptitude test preparation, college learning skills and Evelyn Wood Reading Dynamics and Study Dynamics. Britannica is headquartered in Chicago.

The Council of Chief State School Officers, headquartered in Washington, D.C., is a nonprofit organization comprised of the public officials responsible for education in each state. State superintendents and commissioners of education in the 50 states, the District of Columbia, the Department of Defense Dependents' Schools, and five extra-state jurisdictions (American Samoa, Guam, the Northern Mariana Islands, Puerto Rico, and the Virgin Islands) are the sole members of the Council. In addition to seminars, international travel and special study programs, the Council seeks its members' consensus on major education issues and expresses their view to the public, to civic and professional organizations, to federal agencies and to Congress. Ted Sanders, Illinois Superintendent of Education, is the 1989 president.

Good Housekeeping magazine, with a circulation of over 5,000,000 and an estimated readership at 24,000,000, is among the most popular, successful, and widely read of all women's magazines. Its editor is John Mack Carter, who has had a long and distinguished career in magazine publishing. The magazine was founded in 1885 by Clark W. Bryan of Holyoke, Mass. It was to be a "family journal conducted in the highest interests of the household." The slogan can still be said to be true today. In 1901 the Good Housekeeping Institute was founded by the magazine as an investigatory agency, and in 1902 the magazine published its "Ironclad Contract" assuring readers of the reliability of

... continued

its advertisers. In 1909 came the famous "Seal of Approval," forerunner of today's Good Housekeeping Seal. There are 130 editorial employees, including the staff of the Good Housekeeping Institute. The magazine is headquartered in New York.

# # #

3/89

"NATIONAL TEACHER OF THE YEAR" 1952-1989

1989 Mary V. Bicouvaris, Government/International Relations; Bethel High School, Hampton, Virginia

1988 Terry Weeks, Social Studies; Central Middle School, Murfreesboro, Tennessee

1987 Donna H. Oliver, Biology; Hugh M. Cummings High School, Burlington, North Carolina

1986 Guy R. Doud, Language Arts; Brainerd Senior High School, Brainerd, Minnesota

1985 Therese Knecht Dozier, World History; Irmo High School, Columbia, South Carolina

1984 Sherleen Sisney, History, Economics and Political Science; Ballard High School, Louisville, Kentucky

1983 LeRoy E. Hay, Ph.D., English; Manchester High School, Manchester, Connecticut

1982 Bruce E. Brombacher, Mathematics; Jones Junior High School, Upper Arlington, Ohio

1981 Jay Sommer, Foreign Languages; New Rochelle High School, New Rochelle, New York

1980 Beverly J. Bimes, English; Hazelwood East High School, St. Louis, Missouri

1979 Marilyn W. Black, Elementary Art; Bernice A. Ray School, Hanover, New Hampshire

1978 Elaine Barbour, Sixth Grade; Coal Creek Elementary, Montrose, Colorado

1977 Myrra L. Lee, Social Living, Helix High School, La Mesa, California

1976 Ruby Murchison, Social Studies; Washington Drive Junior High School, Fayetteville, North Carolina

1975 Robert G. Heyer, Science; Johanna Junior High School, St. Paul, Minnesota

1974 Vivian Tom, Social Studies; Lincoln High School, Yonkers, New York

(more)

1973 John A. Ensworth, Sixth Grade; Kenwood School, Bend, Oregon

1972 James M. Rogers, American History and Black Studies; Durham High School, Durham, North Carolina

1971 Martha M. Stringfellow, First Grade; Lewisville Elementary, Chester County, South Carolina

1970 Johnnie T. Dennis, Physics and Math Analysis; Walla Walla High School, Walla Walla, Washington

1969 Barbara Goleman, Language Arts; Miami Jackson High School, Miami, Florida

1968 David E. Graf, Vocational Education and Industrial Arts, Sandwich Community High School, Sandwich, Illinois

1967 Roger Tenney, Music; Owatonna Junior-Senior High School, Owatonna, Minnesota

1966 Mona Dayton, First Grade; Walter Douglas Elementary School Tucson, Arizona

1965 Richard E. Klinck, Sixth Grade; Reed Street Elementary, Wheat Ridge, Colorado

1964 Lawana Trout, English; Charles Page High School, Sand Springs, Oklahoma

1963 Elmon Ousley, Speech, American Government and World Problems; Bellevue Senior High School, Bellevue, Washington

1962 Marjorie French, Mathematics; Topeka High School, Topeka, Kansas

1961 Helen Adams, Kindergarten; Cumberland Public School, Cumberland, Wisconsin

1960 Hazel B. Davenport, First Grade; Central Elementary School, Beckley, West Virginia

1959 Edna Donley, Mathematics and Speech; Alva High School, Alva, Oklahoma

(more)

1958 Jean Listebarger Humphrey, Second Grade; Edwards Elementary, Ames, Iowa

1957 Eugene G. Bizzel, Speech, English and Debate; A.N. McCallum High School, Austin, Texas

Mary F. Schartz, Third Grade; Bristol Elementary, Kansas City, Missouri

1956 Richard Nelson, Science; Flathead County High School, Kalispell, Montana

1955 Margaret Perry, Fourth Grade; Monmouth Elementary, Monmouth, Oregon

1954 Willard Wideberg, Seventh Grade; DeKalb Junior High School, DeKalb, Illinois

1953 Dorothy Hamilton, Social Studies; Milford High School, Milford, Connecticut

1952 Geraldine Jones, First Grade; Hope Public School, Santa Barbara, California

# # #

3/89

April 4, 1989

M E M O R A N D U M

To: Joe Watkins
cc: Kristen Gear

From: J. Morgan Greene

Subject: INVENT AMERICA! UPDATE FOR 4/5/89 EVENT

Enclosed is the requested update on INVENT AMERICA! for the President's remarks on education tomorrow.

We're all looking forward to this event! As you know, President Bush chose an INVENT AMERICA! event last July to announce his education coalition and his plans to become America's education president. The INVENT AMERICA! student winners presented him with the "Vice President Bush for Education." pencil. And now, just a few months later, it's exciting to see his programs coming to fruition.

The enclosed will provide some background on the Mr. Bush's long-standing personal involvement in the INVENT AMERICA! education program, showing his commitment to education long before he became President. Today, just three years after Mr. Bush helped launch INVENT AMERICA! more than 30,000 schools and millions of kids, teachers and parents are already participating.

I hope this will provide the needed material to highlight his position on excellence in education in his remarks. Also enclosed are copies of INVENT AMERICA!'S newly released $80 million national "This is the Child Who..." Ad Council campaign. This supplements the INVENT AMERICA! Public Service Announcement the President has made.

Please let me know if you have any questions.

Jerry

United States Patent Model Foundation
Courthouse Square • 510 King Street • Suite 420 • Alexandria, VA 22314 • (703) 684-1836

EDUCATIONAL EXCELLENCE ACT OF 1989

Section-by-Section Analysis

TITLE I--IMPROVING ELEMENTARY AND SECONDARY EDUCATION

PART A--PRESIDENTIAL MERIT SCHOOLS

Section 101. Section 101 of the bill would add a new Part G to Title IV (Special Programs) of the Elementary and Secondary Education Act of 1965 ("ESEA"), to authorize a program of awards to Presidential Merit Schools, as follows:

Section 4701 of the ESEA would provide that the new Part G may be cited as the "Presidential Merit Schools Act" ("the Act").

Section 4702 of the Act would set forth congressional findings and a declaration of purpose for the Presidential Merit Schools Act. Subsection (a) would state Congress' findings that (1) the basic goal of all schools is to develop the skills and abilities of students to their maximum potential; (2) achievable standards of excellence can and should be set for all students and for all schools; (3) financial incentives can spur schools to rise to the challenge of meeting these standards; and (4) improvement in the quality of our educational system is vital to the Nation's future and demonstrated schoolwide progress in achieving excellence deserves public recognition.

Subsection (b) would provide that the purpose of the Act is to recognize and reward public and private elementary and secondary schools that have made substantial progress in (1) raising student educational achievement; (2) creating a safe and drug-free school environment; and (3) reducing the dropout rate.

Section 4703 of the Act would authorize $250 million for fiscal year 1990, $350 million for fiscal year 1991, $450 million for fiscal year 1992, and $500 million for fiscal year 1993, to carry out the Act.

Section 4704 of the Act would describe how appropriations for the Act would be allocated. Subsection (a)(1) would authorize the Secretary to reserve up to one quarter of one percent of the appropriated amount to make grants to the outlying areas -- Guam, American Samoa, the Virgin Islands, the Commonwealth of the Northern Mariana Islands, and Palau -- for activities under the Act. Subsection (a)(2) would authorize the Secretary to reserve up to $500,000 of the appropriated amount for special award ceremonies, and for evaluations, studies, and reports.

Subsection (b) would direct the allocation among the States of the amount remaining after the Secretary reserves funds for the outlying areas and Secretarial activities under subsection

(a). Under paragraph (1)(A), half of this remaining amount would be allocated among the States in proportion to their respective number of children aged 5 to 17, according to the most recent available data that are satisfactory to the Secretary. Under paragraph (1)(B), the other half of this amount would be allocated among the States on the same basis as funds are allocated for that fiscal year for Basic LEA Grants under section 1005 of Chapter 1 of Title I of the ESEA ("Chapter 1"). Paragraph (2) would provide that the State allocation provisions apply only to the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. This limitation is necessary because the outlying areas, which are otherwise included in the applicable definition of "State" in section 1471 of the ESEA, are provided for in subsection (a).

Section 4705(a) of the Act would require any State that wishes to receive a grant under the Act to submit a four-year application through its State educational agency ("SEA").

Subsection (b) would require that each State application contain (1) the criteria that the SEA will use to select Presidential Merit Schools; (2) the criteria it will use to determine the amount of awards; (3) an assurance that it will carry out the Act in accordance with applicable legal requirements; and (4) other information the Secretary may require.

Subsection (c) would make inapplicable certain burdensome and unnecessary application provisions of the General Education Provisions Act. This treatment of those provisions is identical to that afforded under Chapters 1 and 2 of Title I of the ESEA.

Section 4706(a) of the Act would permit each SEA to use up to five percent of its State grant for the administrative costs of carrying out the Act. Subsection (b) would require each SEA to use at least 95 percent of its State grant for Presidential Merit School awards in accordance with section 4708. To ensure appropriate recognition and reward of outstanding schools, subsection (c) would prohibit the Insular Areas from using their grant funds for other purposes, as would otherwise be permitted by the consolidation provisions of P.L. 93-134.

Section 4707(a) of the Act would require each participating SEA to establish a State review panel to assist in the selection of Presidential Merit Schools. The review panel would be broadly representative of elementary and secondary school teachers and administrators, college and university faculty and administrators, parents, State and local boards of education, State and local governments, labor, business, and the general public.

Subsection (b) would require each SEA, within 60 days of making Presidential Merit School awards for any fiscal year, to submit to the Secretary a report that (1) identifies the schools chosen as Presidential Merit Schools; (2) states the reasons for

their selection; and (3) states the amount of their awards. Beginning with the second year of its participation, each SEA's report would also include a brief description of the actual use of awards in the State.

Section 4708 of the Act would describe how Presidential Merit Schools are selected. Under subsection (a)(1), the SEA could designate as a Presidential Merit School any public or private elementary or secondary school in the State that has been nominated through procedures established by the SEA. Subsection (a)(2) would require the SEA to apply its selection criteria uniformly to public and private schools in selecting Presidential Merit Schools.

Subsections (b)(1) and (2) would direct the Secretary to establish minimum selection criteria to be used by each SEA. These criteria would address (1) progress in improving educational performance, with particular emphasis on mastery of reading, writing, and mathematics skills; (2) the degree to which the school demonstrates progress in achieving and maintaining a safe environment, including reduction or elimination of problems related to drug and alcohol abuse; and (3) progress in reducing the number of students who drop out of school or in encouraging those who have dropped out to reenter school and complete their schooling.

Subsection (c)(1) would require each SEA to establish selection criteria in addition to, and based on, those established by the Secretary. These additional criteria would measure progress in such areas as (1) student achievement, as measured by such factors as year-to-year improvement in test scores, college entrance rates, employment of graduates in jobs with significant potential for career development; and (2) other indicators of a school's success, such as improvements in school leadership, the teaching and learning environment, and parental and community support and involvement. Subsection (c)(2) would permit the SEA, in setting criteria for Presidential Merit Schools, to establish standards that recognize the composition of the student body and other relevant factors, and that give special consideration to schools with substantial numbers or proportions of children from low-income families. The SEA could also set different criteria for different grade levels. Subsection (c)(3) would require an SEA, in applying the criteria to a school in which a project is conducted under Part A of Chapter 1 to consider the desired outcomes identified for children in the Chapter 1 application submitted by the local educational agency operating the school. This paragraph would also make ineligible for a Presidential Merit School Award any school identified by its local educational agency as in need of improvement under section 1021(b) of Chapter 1. Subsection (c)(4) would prohibit an SEA from considering a school's planned use of an award in deciding whether to recognize it as a Presidential Merit School or in setting the amount of its award.

Subsection (d) would require each SEA to establish criteria, including criteria relating to the size of the school and the economic circumstances of the student body, for determining the amount of Presidential Merit School awards.

Subsection (e) would require any SEA that is either prohibited by State law from providing Presidential Merit School funds to private schools, or that is unwilling to do so, to notify the Secretary of that prohibition or unwillingness, as well as the private schools it has designated as Presidential Merit Schools and the amount of their awards. The Secretary would then provide those funds, from the State's allocation, to the designated private schools through such arrangements as the Secretary finds suitable. The Secretary would also withhold the administrative costs of making such arrangements from the State's allocation.

Section 4709 of the Act would provide that each Presidential Merit School would be awarded a Presidential Certificate of Merit.

Section 4710 of the Act would allow a Presidential Merit School to use its Presidential Merit School award for activities that further the educational program of the school. These activities could include (1) development, implementation, or expansion of special programs, such as those focused on dropout prevention or reentry, student transition to college or employment, preschool children, remedial services, or gifted and talented students; (2) the purchase or lease of computers, telecommunications equipment, scientific instruments, instructional materials, library books, and other equipment and materials, except that a public agency would have to have title to, and exercise administrative control of, such equipment and materials; (3) bonus payments for faculty and administrators; (4) college scholarships for secondary school students; (5) parental involvement activities; (6) community outreach activities; and (7) helping other schools replicate its success. Section 8004 of the ESEA, which would apply to the Act, prohibits the use of ESEA money for religious worship or instruction. The SEA would be responsible for ensuring that funds awarded to private schools under the Act are used in accordance with sections 4710(2) and 8004 and the Establishment Clause of the First Amendment to the U.S. Constitution.

Section 4711 of the Act would prohibit a Federal, State, or local agency from taking a Presidential Merit School award into account in determining whether to award any other assistance from Federal, State, or local resources, or in determining the amount of that assistance, to either the Presidential Merit School itself or the local educational agency, if any, that operates the school.

PART B--MAGNET SCHOOLS OF EXCELLENCE

Section 111. Section 111 of the bill would further amend Title IV of ESEA by adding a new part H, authorizing a new magnet schools program. The major provisions of the new part include the following:

Section 4801 of new part H would make the short title of the part the "Magnet Schools of Excellence Act of 1989" ("the Act").

Section 4802 of the Act sets out the congressional findings that since magnet school programs have shown that they increase choice and help to improve educational quality in the school districts where they have been established, and can focus on disciplines important to the Nation's economic competitiveness, Federal funds should be made available for the design and implementation of magnet schools, not only to further school desegregation but also to expand educational choices for students and parents and the educational benefits of such special school programs.

Section 4803 of the Act makes the purpose of the part the support for the establishment, expansion, or enhancement of Magnet Schools of Excellence. A "Magnet School of Excellence" would mean a public elementary or secondary school that: offers the highest quality instruction in an academic or vocational discipline or creates a unique and effective learning environment; is open to students from beyond an immediate school attendance area; and is capable of attracting students from a variety of backgrounds.

Section 4804 of the Act would authorize $100 million to be appropriated for fiscal year 1990 and each of the three succeeding fiscal years.

Section 4805 of the Act would require any local educational agency, intermediate educational agency, or consortia of such agencies desiring to receive a grant to submit an application to the Secretary. An applicant may be, but is not required to be, adopting or implementing a desegregation plan. Applications would describe the objectives of the proposed project and how those objectives would achieve the purpose of the part, and how funds made available to the applicant would be used to provide an educational program of the highest quality that encourages greater parental decision-making and involvement. Applications would also contain necessary assurances. Section 4805 would require the Secretary to encourage applications that recognize the potential of children who are educationally disadvantaged or who come from low-income families as well as applications for

projects that establish, expand, or enhance magnet schools that focus on a particular educational approach or on a particular subject area, such as mathematics and science. Applications would be required to demonstrate to the satisfaction of the Secretary that any project assisted with funds under this part would not result in segregation based upon race, religion, color, national origin, sex, or handicap, or impede the progress of desegregation within the applicant's school system.

Section 4806 of the Act would require the Secretary, in awarding grants, to consider the quality of the proposed project and the likelihood of the project's successful implementation, as well as the likelihood of its strengthening the educational program of the applicant.

Section 4807 of the Act would prohibit: (1) funding a Magnet School of Excellence under this part for more than two years; (2) an applicant from receiving a grant for more than one year unless it demonstrates to the Secretary that it is making satisfactory progress in meeting the objectives specified in its approved application; and (3) a Federal, State, or local agency from taking into account a Magnet School of Excellence award in determining to award any other assistance from Federal, State, or local resources, or in determining the amount of such assistance, to either a Magnet School of Excellence itself or to the local or intermediate educational agency that operates the school.

PART C--ALTERNATIVE CERTIFICATION FOR TEACHERS AND PRINCIPALS

Section 121. Section 121 of the bill would amend Title IV of ESEA by adding a new part I, authorizing a State grant program for the alternative certification of teachers and principals. The major provisions of the new part include the following:

Section 4901 of new part I would make the short title of the part the "Alternative Certification of Teachers and Principals Assistance Act of 1989" ("the Act").

Section 4902 of the Act would set out the congressional findings that alternative teacher and principal certification requirements would allow school systems to improve the supply of well-qualified teachers and principals by providing opportunities for individuals who have demonstrated subject area competence or management and leadership qualities, but who do not meet traditional certification requirements, to become teachers or principals.

Section 4903 of the Act would establish the purpose of part I as improving the supply of well-qualified elementary and secondary teachers and principals by encouraging and assisting States to develop and implement alternative teacher and principal certification requirements. "Alternative teacher and principal certification requirements" would mean State requirements that permit entry into teacher and principal positions for individuals who have demonstrated a high level of appropriate subject area competence, or management or leadership qualities, in careers in or out of the education field, but who would not otherwise meet existing requirements for teaching or supervisory experience. Such alternative certification requirements could substitute a demonstrated high level of subject area or managerial competence for traditional teacher or principal certification requirements, such as teacher training course work or supervisory experience in the education system.

Section 4904 of the Act would authorize $25 million to be appropriated for fiscal year 1990.

Section 4905 of the Act would allot to each State the lesser of either the amount the State applies for or an amount that is proportional to the State's share of the total population of children ages five through seventeen in all the States. States would not be required to apply for their allotments, or the full amount of their allotments, and the Secretary would be authorized to reallocate the excess amounts to other States that demonstrate, to the satisfaction of the Secretary, a current need for the funds. Section 4905 would also permit grant funds to be available for expenditure by the States for two calendar years from the date of award.

Section 4906 of the Act would require States desiring to receive funds under the part to submit an application. Such applications would be required to contain descriptions of the programs, projects, and activities to be undertaken and any necessary assurances, including assurances that grant funds will not be used to supplant State or local funds and that the State has consulted with the State or local agency that certifies teachers and principals, as well as with representatives of elementary and secondary school teachers and principals, local school systems, parents, and other interested organizations and individuals. Section 4906 would exempt State applications from certain planning requirements of sections 435 and 436 of the General Education Provisions Act, except to the extent that such sections relate to fiscal control and fund accounting procedures. Section 4906 would require States to submit a final report at such time as the Secretary may specify.

Section 4907 of the Act would allow States, either directly or through subgrants to local educational agencies, intermediate educational agencies, institutions of higher education, or consortia of such agencies, to use award funds to support programs, projects, or activities that develop and implement new, or expand and improve existing, alternative teacher and principal certification requirements. Section 4907 would also list some programs, projects, and activities that may be funded, including design, testing, and evaluation of alternative requirements, establishment of administrative structures, training of staff (including the development of support programs, such as mentor programs), development of recruitment strategies, and development of reciprocity agreements between or among States.

Section 4908 of the Act would repeal the Alternative Certification of Teachers and Principals Assistance Act of 1989 on October 1, 1990.

PART D--PRESIDENTIAL AWARDS FOR EXCELLENCE IN EDUCATION

Section 131. Section 131 of the bill would amend the heading for title II of the Elementary and Secondary Education Act of 1965 ("the Act"), and add a new part D to that title II to authorize a Presidential Awards for Excellence in Education Program. The new program would honor excellent public and private elementary and secondary school teachers in each State for their achievements with $5,000 awards that recipients could use for any purpose. The Presidential Awards for Excellence in Education would be tangible recognition of the critical role that outstanding teachers play in the lives of America's children, challenging them to meet high standards of performance and conveying to them how exciting and important their schooling is.

Section 2301 of the Act would state the congressional findings that the success of America's schools depends on excellent teachers, that elementary and secondary school systems should have in place standards of teacher excellence and ways to measure that excellence, and that teachers who meet those standards deserve public recognition, respect, and appropriate financial rewards. Section 2301 would also state the new program's purpose as providing to excellent public and private elementary and secondary school teachers in every State some of the recognition and financial reward that they deserve.

Section 2302 of the Act would authorize appropriations of $7,600,000 for fiscal year 1990 and each of the three succeeding fiscal years for the new program, and describe the allocation formula for the Presidential Awards for Excellence in Education Program. First, from the funds appropriated for any fiscal year, the Secretary could reserve up to $200,000 for expenses related to an annual award ceremony and the issuance of award certificates. Next, the Secretary would allocate funds to States based on their proportional share of full-time equivalent public elementary and secondary school teachers. A State could reserve up to five percent of its allocation for administrative expenses. No State would receive an allocation less than the amount needed to fund one Presidential Award for Excellence in Education plus its administrative expenses. The State could use any excess funds in its allocation to recognize the achievements of other teachers in the State who do not receive Presidential Awards for Excellence in Education.

Section 2302 of the Act would also include a definition of the term "State" for purposes of the new program, and, to ensure appropriate recognition and reward of outstanding teachers, would specify that the provisions of Public Law 93-134, which permit the consolidation of grants to the Insular Areas, would not apply to the new program.

Section 2303 of the Act would detail requirements for the submission and the contents of State applications for participation in the award program. These applications would include certain assurances and descriptions of the State's selection criteria and procedures. The State's selection criteria and procedures would be subject to the approval of the Secretary.

Section 2304 of the Act would contain provisions pertaining to the eligibility and selection of award recipients. Any full-time public or private elementary or secondary school teacher of academic or vocational subjects (other than religion, except as an academic discipline) would be eligible to receive a Presidential Award for Excellence in Education. Local educational agencies, public and private schools, teachers, teacher associations, parents, parent-teacher associations, businesses, business groups and student groups would all be able to nominate teachers for awards, and State educational agencies would be required to inform these entities and the general public of the nominating deadlines, procedures, and selection criteria. The Governor of each State, in consultation with the chief State school officer, would select a panel of parents, school administrators, teachers, school board members, and members of the business community. This panel would select award recipients in accordance with criteria approved by the Secretary in the State's application. The selection criteria could take into account, but would not be limited to, a teacher's successes in such areas as the education of "at-risk" or gifted and talented students, dropout prevention and reentry, curriculum development, acting as a "master teacher" for inexperienced teachers, or encouraging students to pursue advanced classes in subjects such as mathematics, science, or foreign languages.

Section 2305 of the Act would specify that the amount of a Presidential Award for Excellence in Education would be $5,000, and that the recipient could use the award for any purpose.

TITLE II--NATIONAL SCIENCE SCHOLARS

Section 201. Section 201 of the bill would insert a new subpart 7 in part A of title IV of the Higher Education Act of 1965 ("the Act") and redesignate subparts 7 and 8 of the current law as subparts 8 and 9. New subpart 7 would establish a new National Science Scholars Program that would provide graduating high school students selected by the President with awards of up to $10,000 per year for their undergraduate postsecondary education, provided that the students major in the life, physical, or computer sciences, mathematics, or engineering, and maintain a superior level of academic performance.

Section 419L of the Act would state the program's purpose of recognizing student excellence in the sciences, mathematics, or engineering, and encouraging students to continue their education in those fields of study, and would authorize appropriations of $5,000,000 for fiscal year 1990, $10,000,000 for fiscal year 1991, $15,000,000 for fiscal year 1992, and $20,000,000 for fiscal year 1993.

Section 419M of the Act would authorize the Secretary to enter into grants, contracts, and cooperative agreements in order to carry out a program of awarding scholarships to students who are selected by the President and who have demonstrated excellence in the sciences, mathematics, or engineering, and who show promise of continued academic achievement in their field of study. The initial scholarship would be awarded for the student's first year of postsecondary education. If the student continues to be eligible, as would be determined under section 419O of the Act, the student would receive scholarships for up to three additional years, to enable the student to complete his or her undergraduate postsecondary education. If the student is in a course of study that requires attendance for five academic years, the student could receive an additional scholarship for the fifth year. Section 419M also would provide that a scholarship awarded under this subpart could be used at any institution of higher education, as that term is defined in section 1201(a) of the Act, and that students receiving awards under this subpart would be known as "National Science Scholars."

Section 419N of the Act would detail the selection of National Science Scholars. First, the Secretary would appoint a panel of experts composed of scientists, mathematicians, engineers and representatives from industries that use advanced technologies. This panel would recommend specific academic achievement criteria for use in the nomination of students to receive scholarships. The Secretary would then review these recommendations and publish appropriate academic achievement criteria in the Federal Register. Using these criteria, each

State would nominate at least four, but not more than 10, graduating high school students each year from each congressional district within that State. After considering the students nominated, the President would then select at least 30 students to receive scholarships. The President may consult with a board comprised of his Science Advisor, the Secretary, and the Director of the National Science Foundation, regarding the selection of students for these scholarships.

The President would also select an additional 540 students to receive scholarships. Each Senator and Member of the House of Representatives would be entitled to make recommendations to the President regarding the selection of one student to receive a scholarship from among the nominees. This selection process would emphasize the prestigious nature of a National Science Scholarship, and enhance the program's visibility.

Section 419N of the Act would also provide that scholarship proceeds would be disbursed on behalf of students directly to the institutions that the students are attending, but not until the students are actually enrolled. Institutions would disburse to the students the amount of scholarship proceeds that exceed the students' costs at the institution--for example, the institution would retain the amount of scholarship proceeds that is to cover tuition and fees, but would pay to the student amounts that are meant to cover off-campus room and board expenses.

Section 4190 of the Act would describe the requirements for a student's eligibility to receive initial and continuing awards, and the consequences for failing to meet these requirements. In order to be eligible to receive a National Science Scholarship for the first year of undergraduate study, a student would have to graduate from a public or private secondary school (or obtain the equivalent of a certificate of graduation, as recognized by the State in which the student resides) during the school year in which the award is made or be scheduled to graduate within three months after the date the scholarship is awarded. A student must also be accepted for enrollment as a full-time student at an institution of higher education (as defined in section 1201(a) of the Act) and have declared a major in one of the life, physical or computer sciences, mathematics, or engineering. What constitutes full-time attendance would be determined by the institution, and the Secretary could waive the full-time attendance requirement in unusual circumstances. These requirements would ensure that the program's dual purposes of rewarding academic excellence at the high school level and encouraging talented students to pursue their postsecondary education in one of the life, physical, or computer sciences, mathematics, or engineering are met.

In order to receive scholarships for additional years of undergraduate study, the student would have to maintain a

superior level of academic achievement (as determined in accordance with the regulations of the Secretary), continue to major in one of the specified fields of study, and to be enrolled at an eligible institution of higher education as a full-time student (except in unusual circumstances). The size of the award, the prestige associated with selection as a National Science Scholar, and the program's purpose of rewarding and encouraging academic excellence in the sciences, mathematics, and engineering, all necessitate that the student continue to achieve a superior level of academic performance and pursue these fields of study.

If the student fails to meet any of the eligibility requirements, the student's eligibility to receive further National Science Scholarships would be determined in accordance with regulations prescribed by the Secretary.

Section 419P of the Act would provide that the amount of a scholarship awarded under this subpart for any academic year would be $10,000, subject to two restrictions. First, the amount of a National Science Scholarship would not exceed the student's cost of attendance, as defined in section 472 of the Act. Second, if the total of the amount of the National Science Scholarship and other Federal or non-Federal grant or scholarship assistance would exceed the student's cost of attendance as defined in section 472 of the Act, the National Science Scholarship would be reduced by the excess amount. While basing the scholarship on merit and authorizing an award amount of $10,000 per year are designed to establish a National Science Scholarship as a prestigious honor, the scholarship must bear some relation to the student's educational costs. Need analysis provisions for title IV of the Act require that the Pell Grant be the first source of Federal student assistance, and, if necessary, that other sources be reduced.

Finally, section 419Q of the Act would provide students with priority consideration for Federally-financed summer employment related to their field of study in Federally-funded research and development centers. All Federal agencies would also be directed to cooperate with the Secretary and to participate actively in providing appropriate summer employment opportunities for students.

Section 202. Section 202 of the bill would make minor amendments to the Act in conformity with the proposed re-designation of subparts 7 and 8 of part A of title IV of the Act.

Section 203. Section 203 of the bill would provide that the amendments made in title II of the bill would be effective on October 1, 1989 for academic year 1990-1991 and succeeding academic years.

TITLE III--OTHER PROGRAMS

Section 301. Section 301 of the bill would amend the Drug-Free Schools and Communities Act to authorize the appropriation of $25,000,000 for fiscal years 1990, 1991, 1992, and 1993 to support "urban emergency grants." The Secretary would make a small number of these one-time grants each year to local educational agencies that are located in urban areas that have the most severe drug problems. The grants would assist those agencies to develop and implement comprehensive approaches to eliminating the serious drug problems that affect schools and students within their boundaries.

Section 302. Section 302 of the bill would amend section 360(a)(3) of the Higher Education Act of 1965 to authorize additional appropriations for endowment challenge grants under part C of title III of that Act for historically Black colleges and universities that qualify as part B institutions. As amended, section 360(a)(3)(B)(i) would authorize $10,000,000 for fiscal year 1990, $20,000,000 for fiscal year 1991, $20,000,000 for fiscal year 1992, and $10,000,000 for fiscal year 1993 for endowment challenge grants to such institutions. Section 360(a)(3)(B)(ii) would clarify that if for any fiscal year a part B institution competes successfully for an award from funds appropriated under the additional authorization in clause (i), it could not receive funds for that fiscal year appropriated under the basic authorization for the part C program in section 360(a)(3)(A), but that if for any fiscal year a part B institution does not receive an award from funds appropriated under the additional authorization in clause (i), that institution would be eligible to compete for and receive funds for that fiscal year appropriated under the basic authorization in subparagraph (A).

Section 303. Section 303 of the bill would provide that the amendments made by title III of the bill would be effective October 1, 1989.

INVENT AMERICA! LAUNCHES
NATIONAL AD CAMPAIGN

PRINT CAMPAIGN:

INVENT AMERICA!, in conjunction with the Advertising Council, launched a major public service advertising campaign in January with an initial mailing to 10,000 newspapers and magazines across the nation.

TELEVISION CAMPAIGN:

INVENT AMERICA! video public service announcements were also distributed to 500 television stations across America.

"Invent For America's Future" features President Bush in two videos, one directed to children and one directed to teachers, in which he explains the need for and encourages participation in this vital national cause.

In "Let Your Imagination Fly," Voyager pilots Dick Rutan and Jeana Yeager, the INVENT AMERICA! spokespersons, encourage children to be a part of Invent America!

"Those Who Made A Difference," a series of public service announcements in the works, will feature the American business, government and education leaders who support Invent America!

In running these print and video PSAs, the media has played a major role in the rapid growth of INVENT AMERICA! by making it possible for more children and teachers to learn about - and participate in - this critical national education program.

INVENT AMERICA! video PSAs are available in :60, :30 and :10 second versions. Please call or write for your copy to:

PSA Director
INVENT AMERICA!
510 King Street, Suite 420
Alexandria, Va 22314
(703) 684-1836

THE VICE PRESIDENT
WASHINGTON

January 15, 1988

Dear Friends of Invent America!:

Congratulations on the beginning of an important new year for the Invent America! program. Tonight, I'm delighted to send my personal best wishes for continued success in 1988 to the U.S. Patent Model Foundation, and to each and every educator participating in this important private sector initiative to keep America's students thinking and inventing for our nation's future.

Our nation faces many challenges in the 21st century. As teachers of America's youth, each of you hold in your hands a critical tool that will shape America's future. That tool is education. America's ability to compete in an increasingly complex world begins in the classroom. With your help, America will mold a new generation that is inspired, motivated, and prepared for the challenges of tomorrow.

As I said in my message to this nation's students when I helped launch this important program in 1986, "America needs your new ideas now." And last year more than 4 million children across the county participated in Invent America! This year, we must all work together to give all 31 million children in America that same opportunity. All children have the ability to be a winner with Invent America! All it will take is one dedicated teacher in their lives to say, "You can make a difference."

I thank you, and America thanks you. Keep up the good work!

Sincerely,

George Bush

Mr. J. Morgan Greene
Chairman
United States Patent Model Foundation
Invent America!
1331 Pennsylvania Avenue, N.W.
Suite 903
Washington, D.C. 20004



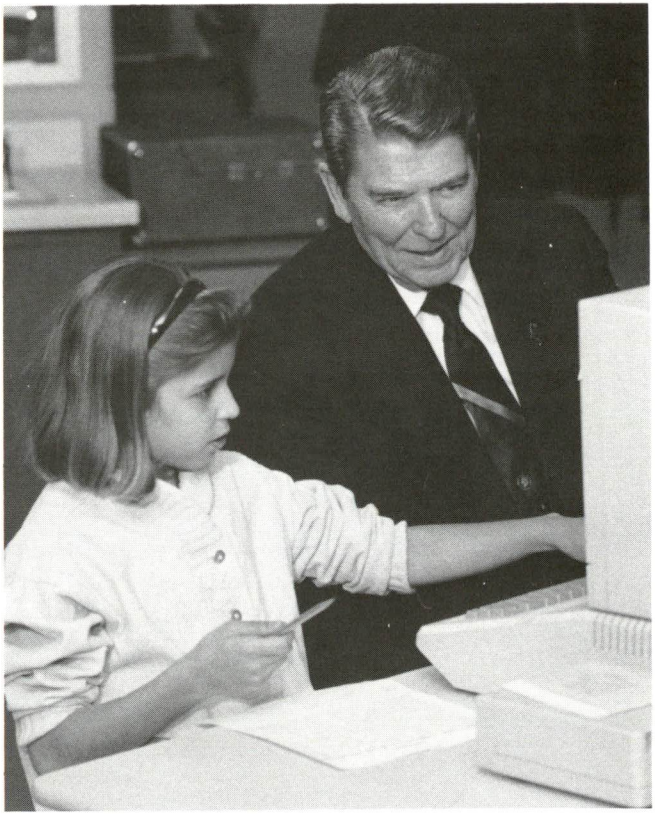
AMERICA'S SCHOOLS:

Everybody's Business

A Report To The President

America's Schools: Everybody's Business

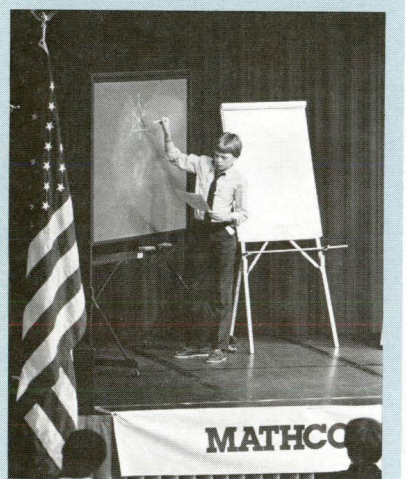
U.S. Department of Education
Lauro F. Cavazos
Secretary



"I'm issuing a challenge to America to ensure our children get the best education they deserve. Let us resolve that every one of our country's public, private, and parochial schools and community colleges—all of them—will have formed a partnership in education."

President Ronald Reagan
October 13, 1983

EDUCATION PARTNERSHIPS—COOPERATIVE EFFORTS BETWEEN A SCHOOL AND THE PRIVATE SECTOR TO IMPROVE THE QUALITY OF EDUCATION—ARE TRULY A NATIONAL MOVEMENT PERMEATING THE ENTIRE EDUCATION SYSTEM.



A student explains the meaning of symmetry at MATHCOUNTS National Competition.

In October, 1983, tapping both the volunteer tradition and the "can do" spirit that have always been at the heart of American society, President Reagan called on the private sector to join with schools in a shared commitment to excellence in education.

The private sector responded enthusiastically. Today, education partnerships—cooperative efforts between a school and the private sector to improve the quality of education—are truly a national movement permeating the entire education system.

Five years after the President's call, partnerships are found in all geographic regions. They exist in urban, rural, and suburban areas, with public, private, and parochial schools. Elementary, middle and high schools have them. Schools with high proportions of at-risk students as well as those with large numbers of college-bound students have benefited from them.

The sponsoring partners include a representative sampling of American society: banks, fast food restaurants, insurance companies, bakeries, law firms, dry cleaners, police departments, professional basketball teams, publishing companies, automobile manufacturers, civic and service clubs—all have stepped forward to form partnerships with schools.

Partnerships create teacher workshops, fund college tuition, give away books, and encourage voting.

Jesse Stuart Book Project

Local chapters of the Kentucky Jaycees are raising money to reprint Kentucky author Jesse Stuart's *A Penny's Worth of Character* and distribute it to all sixth graders in the state. The Jaycees hope to encourage children to read for pleasure at the same time they are learning moral values from the story. The project will be a yearly one so that eventually every child in the Kentucky school system will own this book.

Vote America

The Vote America Foundation is a non-profit educational foundation which sponsors a variety of programs designed to educate Americans about voting. One program, Feel The Power, is specifically designed to teach high school and college students the history and importance of voting. Through a grant from the General Dynamics Corporation, the Vote America Foundation has assembled a package of educational booklets and detailed subject outlines, and has distributed them to teachers throughout the country.

I Have A Dream

During a commencement speech at his elementary school alma mater, New York businessman, Eugene Lang, was so overcome by the thought that many of those sixth grade students would never finish high school, that he pledged to finance the college educations of all students in the class who graduated from high school. He has been personally involved in helping these students through high school—providing guidance, counseling, and academic tutoring. Mr. Lang's I Have A Dream effort has been replicated all over the country.

Burger King's in Honor of Excellence

Every year since 1984, Burger King Corporation has honored one outstanding teacher and principal from each state by inviting them to Florida to participate in an all-expenses-paid, five-day symposium on American education.



Richard McComb

Individual partner shares time and interests with disabled student.

Partners range from individuals or small companies to large multinational corporations or government agencies. Their structure is also varied. A partnership can exist between one school and one partner, with one partner nationwide, with a group of partners community-wide, or with a group of partners nationwide.

Immediate objectives also reflect great diversity. Partnership programs work toward such goals as drug abuse prevention, voter preparation, improved school science experiments, or establishment of mini-grants for teachers. Partnerships directly support students, teachers, principals, schools, or the partnership movement itself.

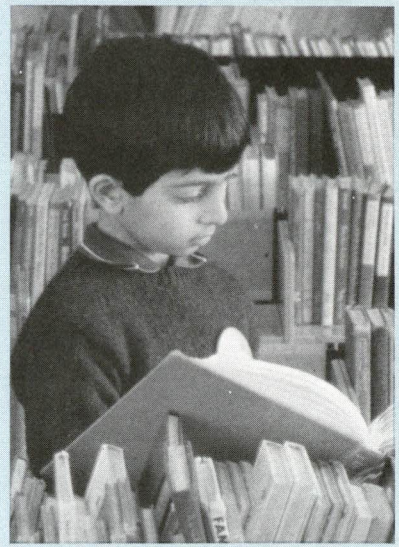
In short, the U.S. Department of Education's recent formal survey of public elementary, middle and high schools, and a complementary survey of the private sector, show that education partnerships are mushrooming in number. They are reaching more and more students, addressing a wider range of topics, and involving virtually every sector of American society.

Participation Has Doubled

In the 1983-84 school year, 17 percent of the nation's schools were already involved in education partnerships. By 1987-88, that figure had more than doubled—rising to 40 percent as an increasing number of business, industrial, and social service organizations reached out to share ideas, expertise, and resources with schools.

Recent survey figures reflect the enthusiasm of schools and private sector participants alike. By the end of the 1987-88 school year:

- 140,800 education partnerships were reported to be in operation, an average of 4.6 partnerships per participating school; and
- Over nine million students were participating in education partnership programs—that is, 24 percent of all public school students.



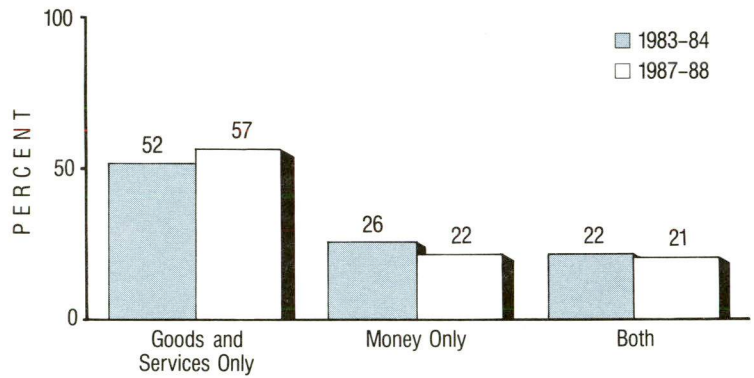
A competitor in Pizza Hut's Book It! program goes to the library.

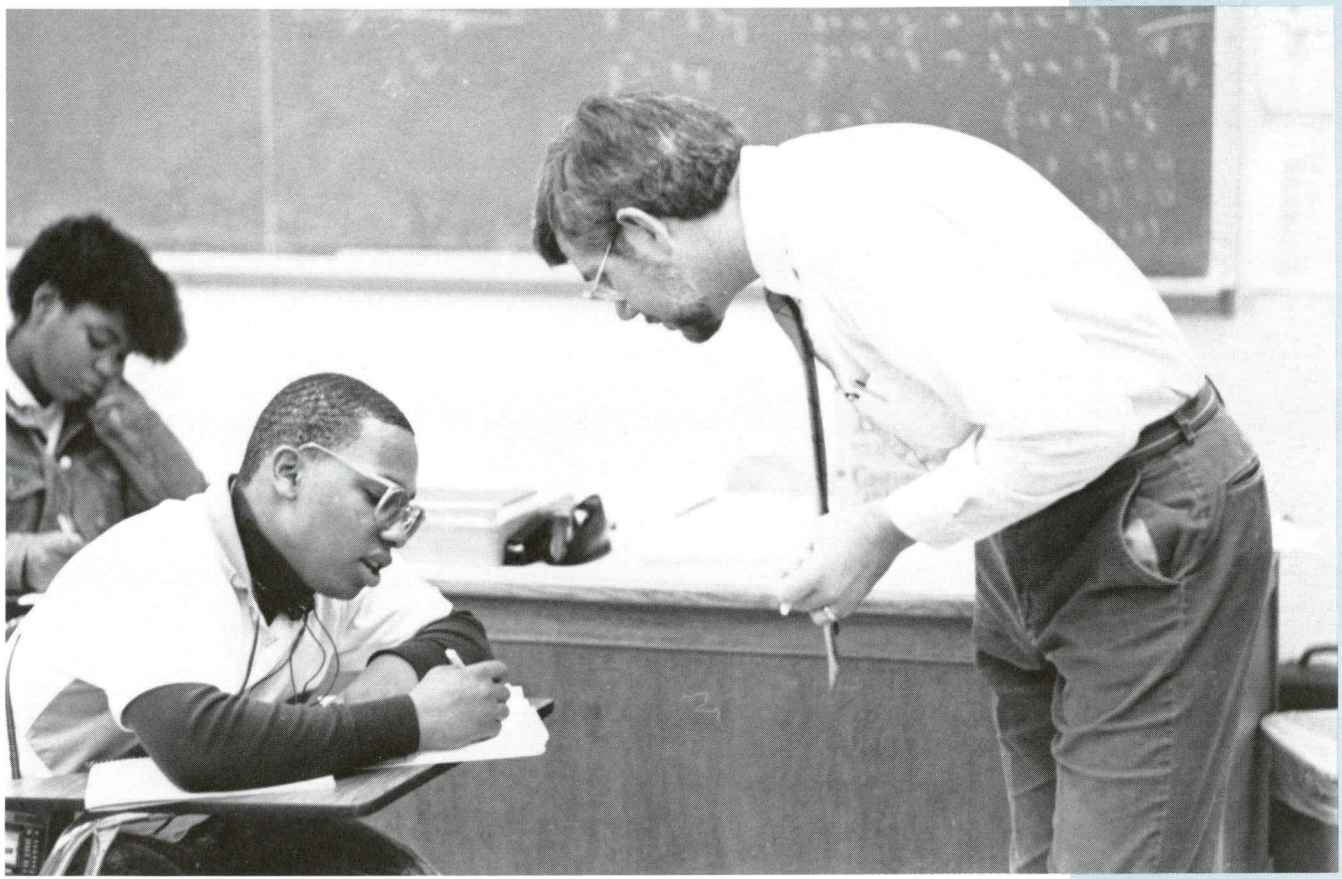
How Private Sector Sponsors Help

TEACHERS, SCHOOL ADMINISTRATORS, CURRICULUM PLANNERS, AND STUDENTS WORK HAND-IN-HAND WITH PRIVATE SECTOR VOLUNTEERS WHO SHARE THIS COMMON GOAL: OUR SCHOOLS NEED TO BE BETTER THAN THEY ARE. THEY NEED TO PRODUCE BETTER-EDUCATED STUDENTS.

All partnerships aim primarily to enrich education and reach out to students whether at the elementary, junior high, high school, technical or community college level. Some partnerships are strictly local. Others involve broader networks reaching a county or an entire state. Still others are initiated and administered at the national level. But all teachers, school administrators, curriculum planners, and students work hand-in-hand with private sector volunteers who share this common goal: *Our schools need to be better than they are. They need to produce better-educated students.*

Percentage of schools participating in partnerships providing support through various means in 1983–84 and 1987–88.





Richard McComb

A community volunteer brings his experience to the classroom.

Types of Support

THE PARTNERSHIP MOVEMENT IS EVOLVING TOWARD MORE AND MORE PERSONAL INVOLVEMENT.

The type of support private sector partners contribute to schools depends on their specific interests and resources. In the 1987-88 school year, nearly one-third of participating schools received math and science assistance. About half as many schools had partner participation in career awareness, and civic and character education programs. Slightly fewer received help in the following areas: reading, arts and humanities, drug abuse prevention, dropout prevention, and assistance for the disadvantaged.

Sponsoring partners also help by presenting guest speakers, special demonstrations, and by lending the use of their facilities or equipment to partner schools. Partners offer a great many special awards, scholarships, or other incentives that provide goals and lead students to more purposeful study. Some partners provide grants or retraining for teachers, or give financial support to schools. Others contribute computers, books, and appropriate types of equipment to schools that might otherwise go without them.

Of the 140,800 partnerships active in 1987-88, more than half provided goods and services, a little less than one-quarter provided only money, and the remaining quarter provided a combination of money, goods, and services. Compared to 1983-84 figures, these statistics reflect that the partnership movement is evolving toward more and more personal involvement.



Barbara Bush tours Amidon School, the U.S. Department of Education's adopted school, with Principal Pauline Hamlette.

The Invent America Program

To generate increased creativity and ingenuity among elementary school students the United States Patent Model Foundation and corporate sponsors such as Dow Chemical, K Mart Corporation, MasterCard International, and the Pepsi-Cola Company sponsor invention competitions. Students are to design something which will solve problems encountered in everyday life. The competition is held on school, state, and national levels. Winners are flown to Washington, D.C. to see their creations on display at the Smithsonian Institution.

Communication in the Arts

The Modern Museum of Art in Santa Ana, California, has designed a cultural enrichment and language arts development course for students in grades 4-12. Businesses and foundations such as Denny's, Bob's Big Boy Restaurants, Pacific Telesis, and the West Hawaiian Cultural Society have purchased the course and donated it to school systems in California and Hawaii.

Mathcounts

Since 1983, over 2.5 million junior high school students nationwide have participated in MATHCOUNTS which promotes math excellence by combining an intensive period of in-school preparation with a series of intramural competitions at the local, state, and national levels. Over 14,000 volunteer engineers, teachers, and parents have helped with the program. Major sponsors of MATHCOUNTS include the National Society of Professional Engineers, the National Council of Teachers of Mathematics, NASA, Cray Research Foundation, GM Foundation, and the CNA Insurance Companies.

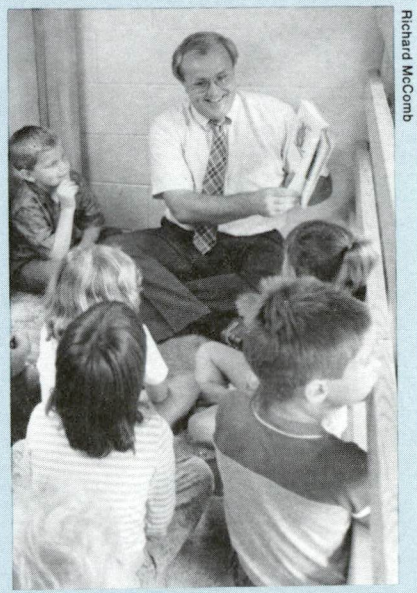
Pizza Hut's Book It!

To encourage elementary school students to read, Pizza Hut provides free pizza for students who meet monthly individual reading goals set by their teachers. Since the Book It! program began in 1985, millions and millions of children have participated all around the country.

The program, however, is not a one-way street. Both schools and sponsors benefit from partnerships. Schools feel they benefit in some obvious ways; students are stimulated by sponsor incentives and rewards for student achievement. Volunteers help supplement staff, contributing added expertise that helps broaden curricula. Schools also enjoy the satisfaction of their central role in fostering community cooperation.

But almost all schools provide reciprocal services or resources for their sponsors. Business and community groups benefit from civic recognition programs, from the use of school facilities and equipment, and from the help of school staff who may provide basic skills training in reading, writing, and math to their employees. In addition, business leaders say they sponsor partnerships in part because they are dependent for labor on graduates of the school system. They also believe improved schools and employment opportunities can help prevent a variety of costly social ills ranging from drug addiction to welfare dependency.

Benefits Flow Both Ways



Richard McComb

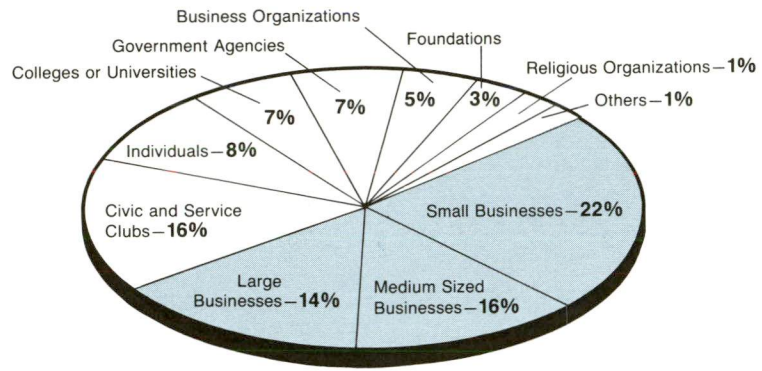
Business executive enjoys himself as students learn from story.

Who Sponsors Partnerships?

Just over half of all partnership programs in 1987-88 were sponsored by businesses. Of those, 22 percent were small businesses, 16 percent medium-sized, and 14 percent large businesses.

Civic organizations and service clubs represented 16 percent of all partnerships; individuals sponsored 8 percent; colleges, universities, and government—7 percent each; business organizations, 5 percent; foundations, 3 percent; religious organizations, 1 percent; various other sponsors, another 1 percent.

Sponsors of Education Partnerships in Public Schools—1987-1988



Source: National Center for Education Statistics, "Education Partnerships in Public Schools," page 7 (forthcoming).

There are no hard and fast rules for forming partnerships. Although public school principals initiated almost one-third of all partnerships in the 1987-88 school year, others were proposed or organized by teachers, district partnership coordinators, district superintendents, or partnership sponsors themselves.



Her n Farrer

Voyager pilots, Dick Rutan and Jeana Yeager, encourage student interest in science.

Partnerships are sponsored by sports organizations and individual athletes.

Blazer-Avia Program

In 1985, the Portland Trailblazers Professional Basketball team and the Avia Sportswear Company got together to promote reading and writing in the Portland, Oregon schools. Month-long competitions are held between students and between classes. Winners receive sportswear and tickets to Blazers basketball games. To date, over 20,000 students have been involved in one or more segments of the program.

Texas Rangers Adopt-A-School

To encourage attendance at Forest Oak Middle School in Fort Worth, Texas, the Texas Rangers professional baseball team sponsors the "Student Pennant Race." This contest is set up like a baseball organization—the teacher is the owner and selects a student manager who selects several student coaches. The school is divided into leagues with each homeroom as a team. Texas Rangers players come to the school and talk to the students. Classes compete for attendance awards such as tours of Arlington Stadium and ball game tickets. The Forest Oak Middle School has gone from having one of the worst attendance records in the district to having one of the best.

The Chi Chi Rodriguez Youth Foundation

The Chi Chi Rodriguez Youth Foundation runs a public school in Florida for abused, underprivileged, and underachieving children. The school is on a golf course which the students maintain and improve as part of the curriculum. The students learn math, science, English, and economics while planning and constructing simple things such as compost bins, flower beds, or golf greens.

The Doug Williams Foundation

The Washington Redskins Super Bowl quarterback and Most Valuable Player, Doug Williams, has established a non-profit organization which encourages Washington, D.C. area students to finish high school and to go on to postsecondary education. By working to increase student self-esteem and personal achievement, the foundation will try to prevent drug abuse and dropping out of school. In addition, scholarships will be awarded to students demonstrating both academic and athletic achievements.



Winners of Blazer-Avia reading and writing competitions attend games and meet the players.

Distribution of Partner Schools

There were more partnerships in urban (51 percent) and suburban schools (44 percent) than in rural schools (31 percent). More secondary schools (46 percent) had partnerships than elementary schools (36 percent). Almost twice as many large schools (1,000 or more students) participated as small schools (fewer than 300 students). More schools reporting high levels of poverty participated than those with low rates of poverty.



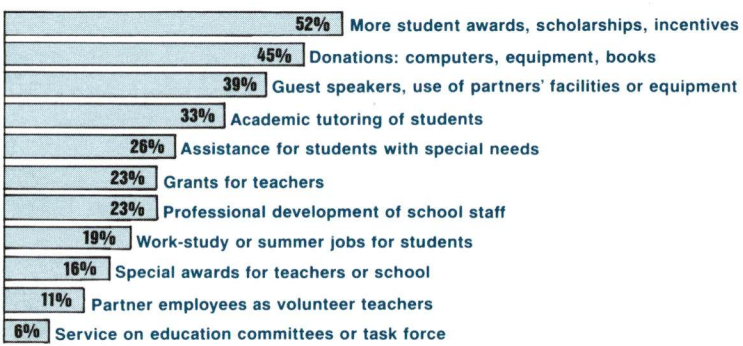
The Committee to Support Philadelphia Public Schools sponsors "Korean Culture Through Art" day.

Principals Express Their Needs

In the recent survey, principals in different areas expressed different needs. Urban principals stressed the need for increased academic tutoring for their students. Rural principals expressed particular interest in work-study programs or summer employment. Principals in suburban schools showed the greatest interest in guest-speaker visits and use of a partner's equipment or facilities, and in partner volunteers to participate in classroom teaching.

Secondary school principals tended to prefer work-study or summer employment, while elementary principals favored donations of computers and other equipment. Principals in schools reporting high poverty were more likely to prefer increases in student awards and scholarships than schools reporting low poverty.

When principals were asked to indicate the types of support they would most like in the future, they expressed needs in the following areas:

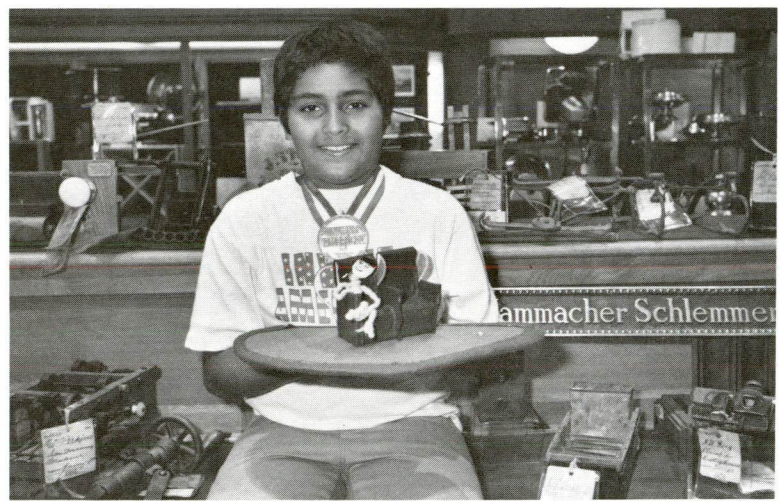


Source: National Center for Education Statistics, "Education Partnerships in Public Schools," page 11 (forthcoming).

The Challenge Ahead

Exciting partnerships are thriving in nearly every major American city, suburb, and town as interaction between the private sector and the schools grows both in scope and in depth.

This growth must continue. President Reagan has pointed out that, "Much remains to be accomplished, but the potential of private sector initiatives has scarcely been tapped. As heirs to a proud legacy, I believe we can meet the challenges of the future by dedicating ourselves to both the task and the promise of voluntary service to others."



Fifth grade national Invent America winner displays his "swivel headrest."



America's Schools: Everybody's Business is the U.S. Secretary of Education's special report to the President on business/education partnerships.

Today, there are more than 140,000 such partnerships. We are proud that **INVENT AMERICA!**, a nonprofit education program of the United States Patent Model Foundation, is one of the few selected for recognition in this report.

We appreciate the support of our generous corporate sponsors and the many thousands of students, teachers and other individuals who have contributed to the success of **INVENT AMERICA!**



INVENT AMERICA!
page 12—Program description, corporate sponsors
page 15—Photo, Voyager pilots Dick Rutan & Jeana Yeager, INVENT AMERICA! national spokespersons with winning student inventor
Inside back cover—INVENT AMERICA! student inventor

For information write:
INVENT AMERICA!
510 King Street Alexandria, VA 22314
703/684-1836



GEORGE BUSH

October 20, 1988

Rebecca Pearce
4114 North Lange
Tucson, Arizona 85705

Dear Rebecca:

Barbara and I wish to convey our congratulations on being selected as a winner in the national INVENT AMERICA! competition. Your participation in this educational program has enriched our nation and serves as an inspiration to other young Americans.

Take great pride in your accomplishment. Your invention represents your unique vision and creativity. Through your efforts, American ingenuity continues to flourish in our great nation, making the world a better place for mankind.

You are blessed with parents and teachers who support you in achieving your goals and by a nation that values education and provides the freedom to explore innovative ideas and solutions.

America's future is your future. With your hard work and ingenuity, you can help make the 21st century the proudest, most productive and most prosperous in America's history.

You have my best wishes for continued success and happiness in the years to come. Again, congratulations and God bless you.

Sincerely,

George Bush

THE WHITE HOUSE

WASHINGTON

February 10, 1989

I am pleased to send warm greetings to everyone present for the 1989 induction ceremony of the National Inventors Hall of Fame.

America must maintain its competitive edge. The challenges before our Nation are too numerous, and the stakes too high, for us to permit the eclipse of that traditional wellspring of our productive genius: our willingness to try new ideas. In the past we have risen to every challenge presented us, and I believe we can rise to the challenges of today. But only if we foster the spirit of invention.

And so I join you in saluting the memory of three great inventors being honored tonight: Westinghouse, Deere, and Lampier. You are fortunate, I understand, to have a fourth great inventor with you: Dr. Raymond Damadian, whose medical inventions are saving lives around the world. In my association with the wonderful INVENT AMERICA! program, I have seen Dr. Damadian at work, captivating young imaginations with the fires of his own. I would not be surprised to see him joined in the Hall of Fame by some of those promising young minds. All it takes is imagination and encouragement, and he is an ideal source of both. He is living, reassuring proof that the spirit of invention continues to thrive in our great Nation.

Barbara and I join the American people in congratulating Dr. Damadian and in sending our best wishes to all of you.

George Bush



PRESIDENT BUSH HONORS INVENT AMERICA! WINNERS

President George Bush accepts a giant pencil from National INVENT AMERICA! competition student finalists during INVENT AMERICA! Week in Washington, D.C. President Bush, honorary INVENT AMERICA! chairman, and former Education Secretary William Bennett applauded the young inventors for their ingenuity and innovative inventions, and for helping America regain its competitive edge.

INVENT AMERICA! is a national education program for millions of elementary school students which stimulates development of creativity and problem-solving skills by turning their unique ideas into inventions. During the national INVENT AMERICA! competition, held annually, student inventors compete for awards, prizes and national recognition.

INVENT AMERICA! is administered by the private sector nonprofit United States Patent Model Foundation, Washington, D.C. For information, write INVENT AMERICA! 510 King Street, Suite 420, Alexandria, VA 22314, or call (703) 684-1836



VICE PRESIDENT GEORGE BUSH HONORS INVENT AMERICA! WINNERS

Washington, D.C.

Front row (l to r): National INVENT AMERICA! winners, K-8
Back row (l to r): J. Morgan Greene, chairman, United States Patent Model Foundation; Russell Hogg, CEO, MasterCard International; Grace Hauser, INVENT AMERICA! Outstanding Educator; Dr. Robert Jarvik, inventor of the artificial heart, and Kathleen Beres, teacher-astronaut.

This is the child who can make America competitive again.



Only a child.

But like all American kids, LaSage Wisniewski, inventor of the Sur-Footer, is a very special child.

For our kids have a creative, inventive heritage second to none. From Franklin's kite to the semiconductor.

And now the inventive instincts of American school kids are being challenged by a very special education program and contest.

Invent America!

It's the only program that recognizes small genius. With more than half a million dollars in awards every year.

And the only program that knows small genius can grow up to become big genius—with the capacity to make a big difference in the world.

Kids and parents should ask their teachers about Invent America! and how to participate.

And if teacher doesn't know?

Just write Invent America!, 510 King Street, Suite 420, Alexandria, VA 22314, or call 703/684-1836.

Invent America!

Designed to make America a winner again.

INVENT AMERICA!

Bringing bright ideas out of young minds

Ad Council
A Public Service of This Publication

Invent America! is a nonprofit program in partnership with business, industry and education. Call or write today to join this vital national effort.

This is the child who can make the trade deficit disappear.



Only a child.

But, like all American children, Michael Oliveras, inventor of the Swivel Head Rest for airline travelers, is a very special child.

For our kids have a creative, inventive heritage second to none. Given a bit of encouragement, their touch of genius will one day create new jobs, new industries—and turn our trade deficit into a trade surplus.

The encouragement comes from an education program and contest called Invent America! It challenges our kids to exercise their native ingenuity, and turn their minds toward any problem they'd like to solve.

Kids and parents should ask their teachers about Invent America! and how to participate.

And if teacher doesn't know?

Just write Invent America!, 510 King Street, Suite 420, Alexandria, VA 22314, or call 703/684-1836.

We'll tell you more about Invent America!

And explain why we believe America's future is in the hands of America's children.

INVENT AMERICA!

Bringing bright ideas out of young minds

Ad Council
A Public Service of This Publication

Invent America! is a nonprofit program in partnership with business, industry and education. Call or write today to join this vital national effort.

This is the child who can save millions of American jobs.



Only a child.

But like all American kids, Danny Coudriet, inventor of the Handicap Helper parking sensor, is a very special child.

For our kids have a creative, inventive heritage second to none. And inventiveness, creativity and productivity are what creates and protects jobs.

Now those instincts are being challenged by a very special education program and contest for the children of America.

It's called Invent America!

And it's the only program that recognizes small genius. With more than half a million dollars in awards every year.

And the only program that knows small genius can grow up to become big genius—with the capacity to make a big difference in the world.

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Just write Invent America!, 510 King Street, Suite 420, Alexandria, VA 22314, or call 703/684-1836.

Invent America!

Because the future of America is too important to leave to adults.

INVENT AMERICA!

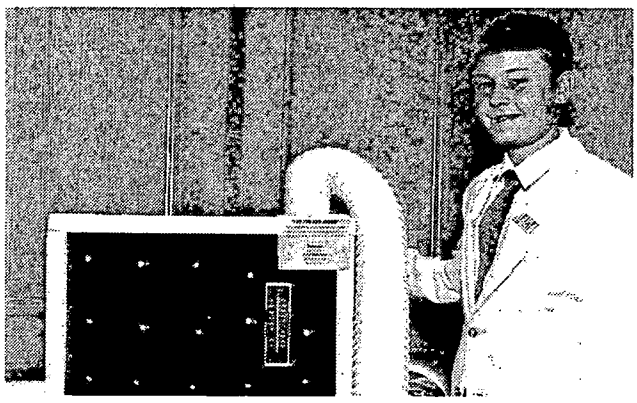
Bringing bright ideas out of young minds

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A Public Service of This Publication

Invent America! is a nonprofit program in partnership with business, industry and education. Call or write today to join this vital national effort.

This is the child who can make the dollar strong, the economy vibrant.



Only a child.

But like all American kids, Randal Six, inventor of a solar heating device called Let the Sun Shine, is a very special child.

For our kids have a creative, inventive heritage second to none. And inventiveness, creativity, productivity; these are the things prosperity and growth are made of.

Now the inventive instincts of American school kids are being challenged by a very special education program and contest.

Invent America!

It's the only program that recognizes small genius. With more than half a million dollars in awards every year.

And the only program that knows small genius can grow up to become big genius—with the capacity to make a big difference in the world.

Kids and parents should ask their teachers about Invent America! and how to participate.

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Invent America!

Designed to make America a winner again.

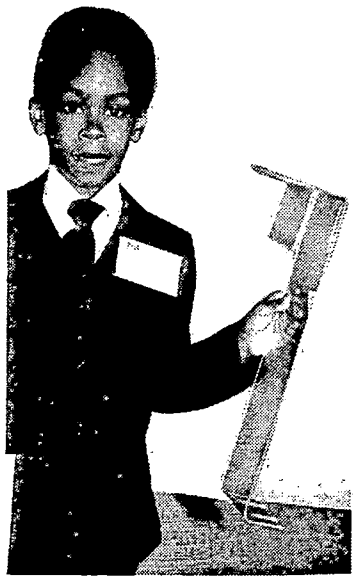
INVENT AMERICA!

Bringing bright ideas out of young minds

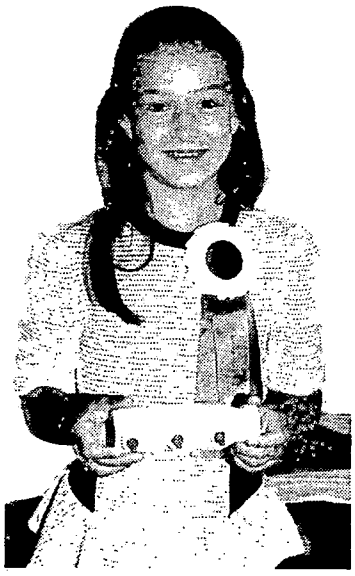
Ad Council

Invent America! is a nonprofit program in partnership with business, industry and education. Call or write today to join this vital national effort.

What kind of a kid do you suppose Thomas Edison was?







Bet he looked at problems and saw solutions. Like Maurice Scales who invented Baby No-Mash to prevent doors from closing on little fingers.

Bet he saw how things were done, and imagined better ways to do them. Like Lillian Lukas who invented the Puddle Detecting Cane for the blind.

Bet he watched how things work and thought of ways to avoid wasting time or effort. Like Caitilin McCracken who invented the Orphan Kitten Feeder for Three.

Maurice, Lillian and Caitilin were three of the thousands of winners in the Invent America! education program.

And you know that small genius can grow up to become big genius—with the capacity to make America number one again.

To participate, just write Invent America!, 510 King Street, Suite 420, Alexandria, VA 22314, or call 703/684-1836.

If you're wondering if it's all worthwhile, just imagine what Edison would have said.

Invent America!

For now—as never before—our country needs an inventive spark.

INVENT AMERICA!

Bringing bright ideas out of young minds

Ad Council
A Public Service of This Publication

Invent America! is a nonprofit program in partnership with business, industry and education. Call or write today to join this vital national effort.

INVENT AMERICA! - BACKGROUND

MAKING AMERICA #1 AGAIN

INVENT AMERICA! - This nonprofit national education program stimulates creativity and develops critical thinking skills in elementary school students by challenging them to invent solutions to everyday problems in order to develop a skilled and competitive workforce for America's future. In the INVENT AMERICA! program, children enter their inventions in competition for local, state, regional and national awards in the National INVENT AMERICA! contest. Now used in more than 30,000 schools, with millions of children participating, the program provides more than $600,000 annually in awards and grants to students, teachers and schools.

The INVENT AMERICA! program was launched in January 1987 by Vice President George Bush who now serves as honorary chairman. The program is enthusiastically supported by the U.S. Departments of Education, Labor, Commerce, Treasury and Interior, governors of every state, the National Science Foundation and major corporate sponsors, "partners in education," which include K mart, Pepsi-Cola, MasterCard International and Dow Chemical. K mart has produced an INVENT AMERICA! video, describing the vital need for the program and encouraging its implementation. This video is available for schools and community organizations at K mart's 2,200 stores nationwide.

National INVENT AMERICA! Week each July brings 45 regional winners, their parents and teachers to Washington, D.C. for a week of festivities, including an opening day ceremony with Voyager pilots Dick Rutan and Jeana Yeager, the national INVENT AMERICA! spokespersons, a Congressional ice cream social, and announcement of the nine national winners who each receive $1,000 in savings bonds and recognition and honors by President George Bush.

United States Patent Model Foundation
Courthouse Square • 510 King Street • Suite 420 • Alexandria, VA 22314 • (703) 684-1836

NEWS RELEASE

INVENT AMERICA! FACT SHEET

- INVENT AMERICA! is a national education program and invention competition designed to spark the development of creativity and higher level thinking skills among the nation's 31 million elementary school children.

- INVENT AMERICA!, launched in January 1987, is used in more than 30,000 schools across the nation.

- INVENT AMERICA! was developed by the non-profit United States Patent Model Foundation to address the critical need in America to rekindle the spirit of ingenuity and innovation and regain the lead in global competitiveness.

- INVENT AMERICA! prepares the next generation of Americans to compete more successfully against their international counterparts. In 1987, 47% of the patents issued in the Unites States were awarded to foreign residents. In 1961, that number was 11%, indicating an alarming reduction in American inventiveness.

- INVENT AMERICA! national invention competition provides awards, grants and national recognition to students, teachers and schools, culminating in National INVENT AMERICA! Week in Washington, D.C. More than one half million dollars in awards and prizes are available.

- INVENT AMERICA! classroom guides are made available to more than 87,000 elementary schools.

- INVENT AMERICA! is supported by President Bush, who serves as honorary chairman, and the Departments of Education, Commerce and Labor.

- INVENT AMERICA! is funded entirely through corporate and private contributions. Major corporate sponsors include Pepsi-Cola Company, K mart, MasterCard International and Dow Chemical Company.

- INVENT AMERICA! has received nationwide media attention and has been featured on all major television networks, daily and weekly newspapers and hundreds of news, business and educational publications.

- INVENT AMERICA! headquarters are at 510 King Street, Suite 420, Alexandria, VA 22314, (703) 684-1836.

United States Patent Model Foundation
Courthouse Square • 510 King Street • Suite 420 • Alexandria, VA 22314 • (703) 684-1836

United States of America

Congressional Record

PROCEEDINGS AND DEBATES OF THE 100th CONGRESS, SECOND SESSION

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A TRIBUTE TO INVENT AMERICA!

HON. BILL LOWERY

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, October 18, 1988

Mr. LOWERY of California. Mr. Speaker, Henry Ford, Benjamin Franklin, Thomas Edison—each one a person of innovation and invention. These names represent American can-do. The Invent America! Program carries on the tradition of America's leadership role. Invention places us at the cutting edge to open doors to new frontiers. The Invent America! program is an exceptional opportunity to improve and broaden America's youth education process. Today's inspired student is a key element to America's future. However, there is an increasing concern that many of these young minds are being lost in the shuffle of a textbook education. The classroom experience is important, but it is imperative that we not overlook the value of cultivating the youth's skills and talents. Invent America! encourages a combination of analytical, critical, and creative thinking skills.

Invent America! was formed in 1986 by J. Morgan Greene, a California businessman. America's school children were receiving low statistical I.Q. scores in comparison with our competitors, Japan, Asia, and Europe. A group of educators became involved in the initiative of implementing the program. In a brief period of time the Invent America Program grew to become nationwide, with San Diego becoming one of the leading participants. Throughout San Diego, the Invent America! Program has reached more than 550 area schools. The appointed director of the San Diego City Schools Program is Jo Anne Schaper. The objective of the program is to develop the necessary skills to become more competitive in the business and academic communities.

Invent America! is one of two programs sponsored by the U.S. Patten Model Foundation. The primary sponsors are Mastercard and Pepsi. In addition to these proud sponsors, the program is endorsed unanimously by the Cabinet Members and Vice President Bush is the Honorary Chairman.

Invent America! is about inventions. The process of invention fosters study and experimentation. It is real life thinking which involves trial and error methods. A dynamic component of the program is it produces results. An inventor gains hands-on experience, it is tangible evidence of his/hers efforts, and it may better the quality of our standard of living.

The Invent America! Program consists of each school submitting a winner from each grade level at a local level. In cooperation with local "Invention Conventions" more than one winner can be submitted nationally. In late April, nine State winners are selected—one from each grade level. A regional competition takes places and eventually 45 national winners and their parents attend an all expense paid trip to Washington, DC, for a reception.

Invent America! has had to rely on a sponsorship program. In the past, institutions such as the Industrial Environmental Association of San Diego County, Kiwanis Club of San Diego, San Diego Trust and Savings Bank, University Industries, San Diego Patent Law Association, Greenwood Florist Shop, Reuben Fleet Space Theater and Science Center, James S. Copley Foundation, San Diego Gas and Electric, U.S. Patent Model Foundation Washington DC, San Diego Science Educators Association, Kearny Mesa Rotary Club, Ocean Instruments, Pepsi-Cola Co., and Amway Corp. have contributed funds. Because public schools are limited by a budget, the schools are unable to assume the costs for materials and or paperwork for the inventions. For this reason, it is crucial that this program gain the support of the business and scientific communities.

It is a pleasure to take this opportunity to commend these outstanding institutions for their willingness to participate in the process of educational advancement. Education is crucial to the development of our Nation. As the Invent America! process unfolds, we can all look forward to a future which breads competitiveness, achievement, and involvement among America's youth.

TRANSFER SHEET
BUSH PRESIDENTIAL MATERIALS PROJECT

COLLECTION Bush Presidential Records--
Office of Speechwriting--
Speech File - Backup
ACC.NO: 93-01

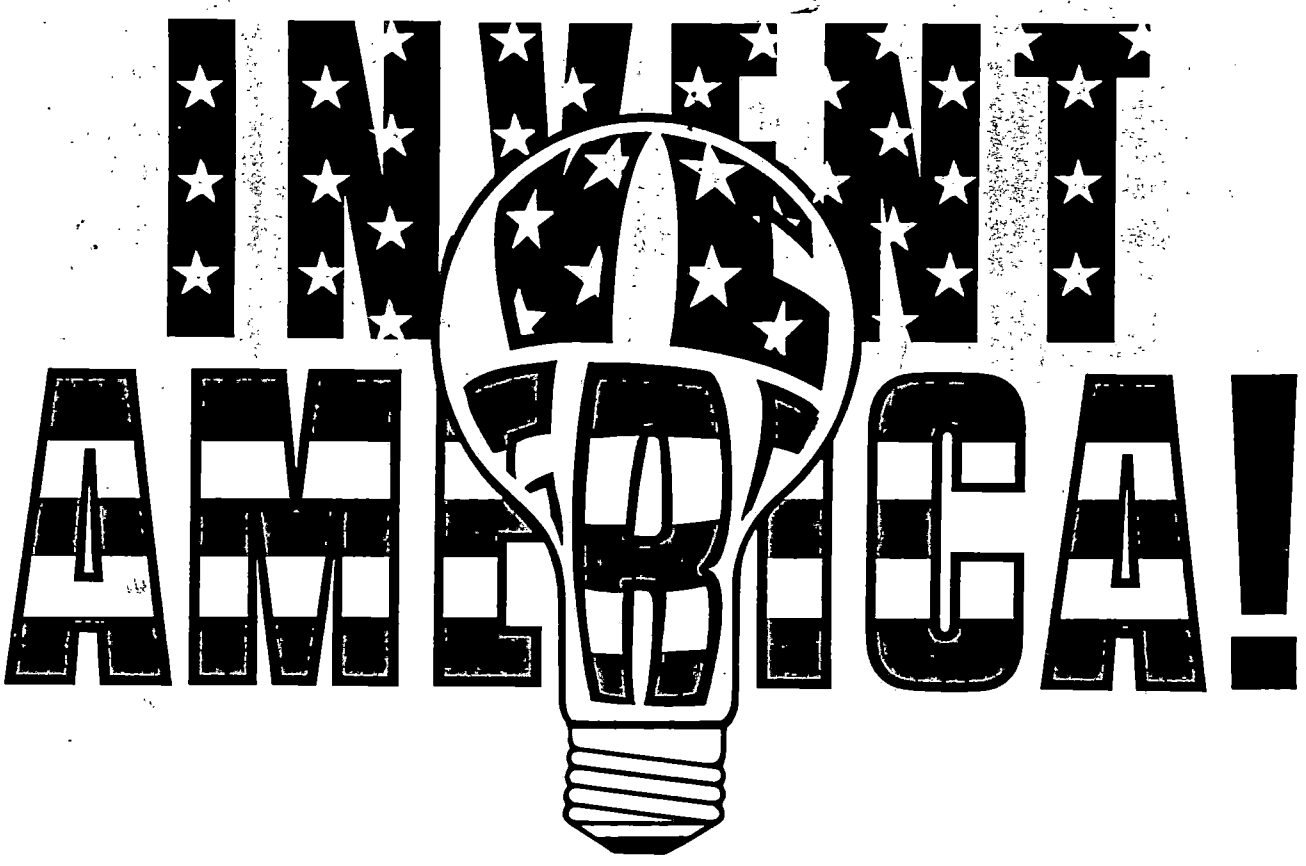
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_____BOOK COLLECTION ___X___MUSEUM COLLECTION
OTHER (SPECIFY: _____)

DESCRIPTION: 2 "Invent America" buttons

SERIES	BOX NO.
Office of Speechwriting Speech File - Backup	9
FILE FOLDER TITLE: National Teacher of the Year Award 4/5/89 [OA 6347]	
TRANSFERRED BY: JGP	DATE OF TRANSFER: 6/7/96
RECEIVED BY: Amy Day	DATE RECEIVED 6-7-96

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"A child is a person who is going to carry on what you have started . . . he will assume control of your cities, states, and nations . . . the fate of humanity is in a child's hands."

Abraham Lincoln

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CCSSO FAX TRANSMISSION SHEET

TO: Joe Walker's

Darlene Pierce

FROM: Janice Lancaster

Council of Chief State School Officers
379 Hall of the State
400 North Capitol Street, NW
Washington, DC 20001

Main Telephone: (202) 393-8161
Assessment Center: (202) 624-7700
FAX: (202) 393-1228

Total pages sent (including this cover sheet): 9

Date: 3/30/89

Time: 1:55 pm

Phone Number faxed to: 456-6218

Message:

Note: I'm asking Darlene to send to you, via Courier, the Year's Press Kit, which is confidential until Marian is announced by White House.

Response requested: X YES ___ NO

News Release

Council of Chief State School Officers
379 Hall of the States
400 North Capitol Street, N.W.
Washington, D.C. 20001

1989 STATE TEACHERS OF THE YEAR

ALABAMA: Joann Webber Watts, gifted education, Cahaba Heights Community School, Birmingham, Alabama

ALASKA: Gayle W. Harbo, mathematics, Austin E. Lathrop High School, Fairbanks, Alaska

AMERICAN SAMOA: Tui Fanene Peau, third grade, Pava'ia'i Elementary School, Pago Pago, American Samoa

ARIZONA: Marilyn Kay Buehler, English, North High School, Phoenix, Arizona

ARKANSAS: Mary Botts Carr, elementary art, Southside & Westside Elementary Schools, DeWitt, Arizona

CALIFORNIA: Jenlane Gee, third grade, Christine Sipherd Elementary School, Modesto, California

COLORADO: Marjorie Elizabeth Gray, history, Buena Vista High School, Buena Vista, Colorado

CONNECTICUT: Carol R. Virostek, English, Berlin High School, Berlin, Connecticut

DELAWARE: Eleanor Schmidt, special education, Calvin R. McCullough Elementary School, New Castle, Delaware

DISTRICT OF COLUMBIA: Leroy Lewis Jr., U.S. government, Spingarn High School, Washington, D.C.

FLORIDA: Linda S. Lentin, first grade, North Miami Elementary School, North Miami, Florida

GEORGIA: Larry W. Bussey, English, Tift County High School, Tifton, Georgia

HAWAII: Fern Marie Markgraf, English and language arts, Henry Perrine Baldwin High School, Wailuku, Hawaii

(more)

1989 State Teachers
2-2-2-2

IDAHO: Jennifer Boyd, English, Nampa High School, Nampa, Idaho

ILLINOIS: Peggy Allan, language arts, Greenville Junior High School, Greenville, Illinois

INDIANA: Karen M. McKibbin, chemistry and biology, LaSalle High School, South Bend, Indiana

IOWA: Anna Mary Mueller, English as a second language, West High School, Iowa City, Iowa

KANSAS: Judy Beedles, fourth grade, Tanglewood Elementary School, Derby, Kansas

KENTUCKY: Mary Anne Davenport, music, Henry F. Moss Middle School, Bowling Green, Kentucky

LOUISIANA: Gary L. Stringer, science, West Monroe High School, West Monroe, Louisiana

MAINE: Marjorie C. Miller, early kindergarten, Longfellow Elementary School, Portland, Maine

MARYLAND: Leslie Jean Roche, social studies, Parkland Junior High School, Rockville, Maryland

MASSACHUSETTS: Marjorie A. Montgomery, English/American history, Frank Ashley Day Junior High School, Newtonville, Massachusetts

MICHIGAN: Andrea R. Willis, third grade, Sven Holden Elementary School, Sterling Heights, Michigan

MINNESOTA: Maureen A. Sanger, vocal music, Emmet D. Williams Elementary School, Shoreview, Minnesota

MISSISSIPPI: Nelle D. Elam, art, Starkville High School, Starkville, Mississippi

MISSOURI: Judy Whitener, vocational home economics, North St. Francois County R-I, Deslodge, Missouri

(mOre)

1989 State Teachers
3-3-3-3

MONTANA: Fen Wilkinson, mathematics, Dawson County High School, Glendive, Montana

NEBRASKA: Roger Rea, chemistry, Omaha Northwest High School, Omaha, Nebraska

NEVADA: Malinda M. Frazier, second grade, Lovelock Elementary School, Lovelock, Nevada

NEW HAMPSHIRE: Marianne M. True, English, Inter-Lakes Junior-Senior High School, Meredith, New Hampshire

NEW JERSEY: Fred H. Gower, social studies, Northern Burlington Regional High School, Columbus, New Jersey

NEW MEXICO: Gail C. Hartman, third grade, Coronado Elementary School, Hobbs, New Mexico

NEW YORK: Harriet Jonquiere, second grade, Fulton School, Hempstead, New York

NORTH CAROLINA: Merv Sessoms, English, Tuscola Senior High School, Waynesville, North Carolina

NORTH DAKOTA: Barbara Jean Evanson, language arts, Northridge Elementary School, Bismarck, North Dakota

OHIO: Edna G. Shepler, sixth grade, Whiteford Elementary School, Toledo, Ohio

OKLAHOMA: Paul M. Adkins, sociology/American history, Westmoore High School, Moore, Oklahoma

OREGON: Edward L. McKinney, social studies, Obsidian Junior High School, Redmond, Oregon

PENNSYLVANIA: Cathy S. Gust, kindergarten, Stiegel Elementary School, Manheim, Pennsylvania

PUERTO RICO: Marutza Rivero-Febo, biology, Escuela Secundaria Rio Piedras Heights, Rio Piedras, Puerto Rico

(mOre)

1989 State Teachers
4-4-4-4

RHODE ISLAND: Paul M. Mello, science, Middletown High School, Middletown, Rhode Island

SOUTH CAROLINA: Carolyn T. Ross, English, Seneca Senior High School, Seneca, South Carolina

SOUTH DAKOTA: Linda K. Hillestad, geography, Brookings Middle School, Brookings, South Dakota

TENNESSEE: Edna Loveday, kindergarten, Sevierville Primary School, Sevierville, Tennessee

TEXAS: Joyce R. Miller, government/economics, Memorial Senior High School, Houston, Texas

UTAH: Lilia Eskelsen, sixth grade, Douglas T. Orchard Elementary School, West Valley City, Utah

VERMONT: Charles H. Butterfield, chemistry, Brattleboro Union High School, Brattleboro, Vermont

VIRGINIA: Mary V. Bicouvaris, government/international relations, Bethel High School, Hampton, Virginia

WASHINGTON: Margie E. Norden, fifth grade, Cedar Valley Elementary School, Lynnwood, Washington

WEST VIRGINIA: Teresa R. Hardman, mathematics, Nitro High School, Nitro, West Virginia

WISCONSIN: William E. Collar, social studies, Seymour Community High School, Seymour, Wisconsin

WYOMING: Mark Levitt, English/speech, Green River High School, Green River, Wyoming

###

FURTHER INFORMATION:
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National Teacher of the Year Coordinator
(202) 393-8161

News Release

Council of Chief State School Officers
379 Hall of the States
400 North Capitol Street, N.W.
Washington, D.C. 20001

EMBARGOED FOR RELEASE
until 10 a.m. Tuesday, Jan. 3, 1989

FOUR FINALISTS SELECTED FOR NATIONAL TEACHER OF THE YEAR

Public school teachers in California, Louisiana, Maryland and Virginia have been named finalists in the 1989 National Teacher of the Year program, according to Gordon M. Ambach, executive director of the Council of Chief State School Officers.

The four classroom teachers were selected from among the Teachers of the Year in the 50 states, the District of Columbia, Puerto Rico and American Samoa by a panel of representatives from a dozen of the nation's leading educational organizations. The teachers now advance to a final round of evaluation -- including a personal interview by the selection panel -- before one will be named as 1989 National Teacher of the Year.

Sponsors of the National Teacher of the Year program are Encyclopaedia Britannica Inc. and Good Housekeeping magazine, as well as the Council of Chief State School Officers. The program has been conducted annually since 1952.

The four finalists, listed alphabetically by state, are as follows:

CALIFORNIA: Jenlane Gee, 32, a third-grade teacher at Christine Sipherd Elementary School in Modesto, Calif., for the past 10 years.

LOUISIANA: Gary L. Stringer, 34, a senior high science teacher at West Monroe High School in West Monroe, La., for the past eight years. He has taught a total of 12 years.

MARYLAND: Leslie Jean Roche, 37, an eighth-grade social studies teacher at Parkland Junior High School in Rockville, Md., for the past eight years. She has taught a total of 14 years.

VIRGINIA: Mary V. Bicouvaris, 49, a senior high government-international relations teacher at Bethel High School in Hampton, Va., for the past 12 years. She has taught a total of 24 years.

Teacher of the Year
2-2-2-2

The 1989 National Teacher of the Year will be honored at a White House ceremony in April at which a crystal apple -- the symbol of excellence in teaching -- will be presented. He or she will have been selected from among the country's more than 2.5 million elementary and secondary school teachers.

Since 1980, the National Teacher of the Year has been released from his/her classroom assignments in order to represent the teaching profession at educational, business and government forums around the nation, including the U.S. Department of Education, chambers of commerce and bar associations.

Terry Weeks, a junior high school social studies teacher in Murfreesboro, Tenn., is the 1988 National Teacher of the Year.

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(Biographical summaries and the list of state winners are appended)

FURTHER INFORMATION:
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Carl Bakal
Carl Bakal Associates
(212) 725-0365

Larry Grinnell
Encyclopaedia Britannica Inc.
(312) 347-7237

Teacher of the Year
3-3-3-3

BIOGRAPHICAL SUMMARIES

Jenlane Gee

Gee, the California Teacher of the Year, is a third-grade teacher at Christine Sipherd School, which enrolls 737 students, in Modesto, Calif. She has developed a drug awareness program, "Be Smart, Don't Start," in her community and a Young Astronauts Program. A first generation Chinese-American who did not speak English upon entering school, she is a mentor teacher who provides constructive feedback to her teaching colleagues. She has a goal of fostering self-esteem among her students and works to involve the students' parents in the education of her pupils. She earned her bachelor's and masters degrees at the University of California at Davis.

Gary L. Stringer

Stringer, the Louisiana Teacher of the Year, teaches science to students in grades 10 through 12 at West Monroe High School, enrolling 2,000 students, in West Monroe, La. He has developed a college-level geology course for high-achieving high school students, a zookeeper program for teen-agers and the high school's first cross country running program for boys and girls. His lessons emphasize animal and plant life native to Louisiana and he conducts geological field trips. He has presented papers at professional scientific meetings and has written for several academic journals. He quit a job as a professional geologist with Exxon to enter classroom teaching. He earned his bachelor's and masters degrees at Northeast Louisiana University.

Leslie Jean Roche

Roche, the Maryland Teacher of the Year, teaches social studies to eighth-grade students at Parkland Junior High School, enrolling 884 students, in Rockville, Md. She coordinates an annual multi-ethnic festival at her school and organized the first racially integrated student dance at a rural high school in the state. She

(more)

Teacher of the Year
4-4-4-4

encourages student involvement in her classes by giving them responsibility to select and plan activities and evaluate their own learning. She dresses as a political character to deliver important civics lessons. She was a student in the first class to enter Parkland Junior High, the same school in which she now teaches. She earned her bachelor's and masters degrees at the University of Maryland-College Park.

BICK-uh-VARE'-is

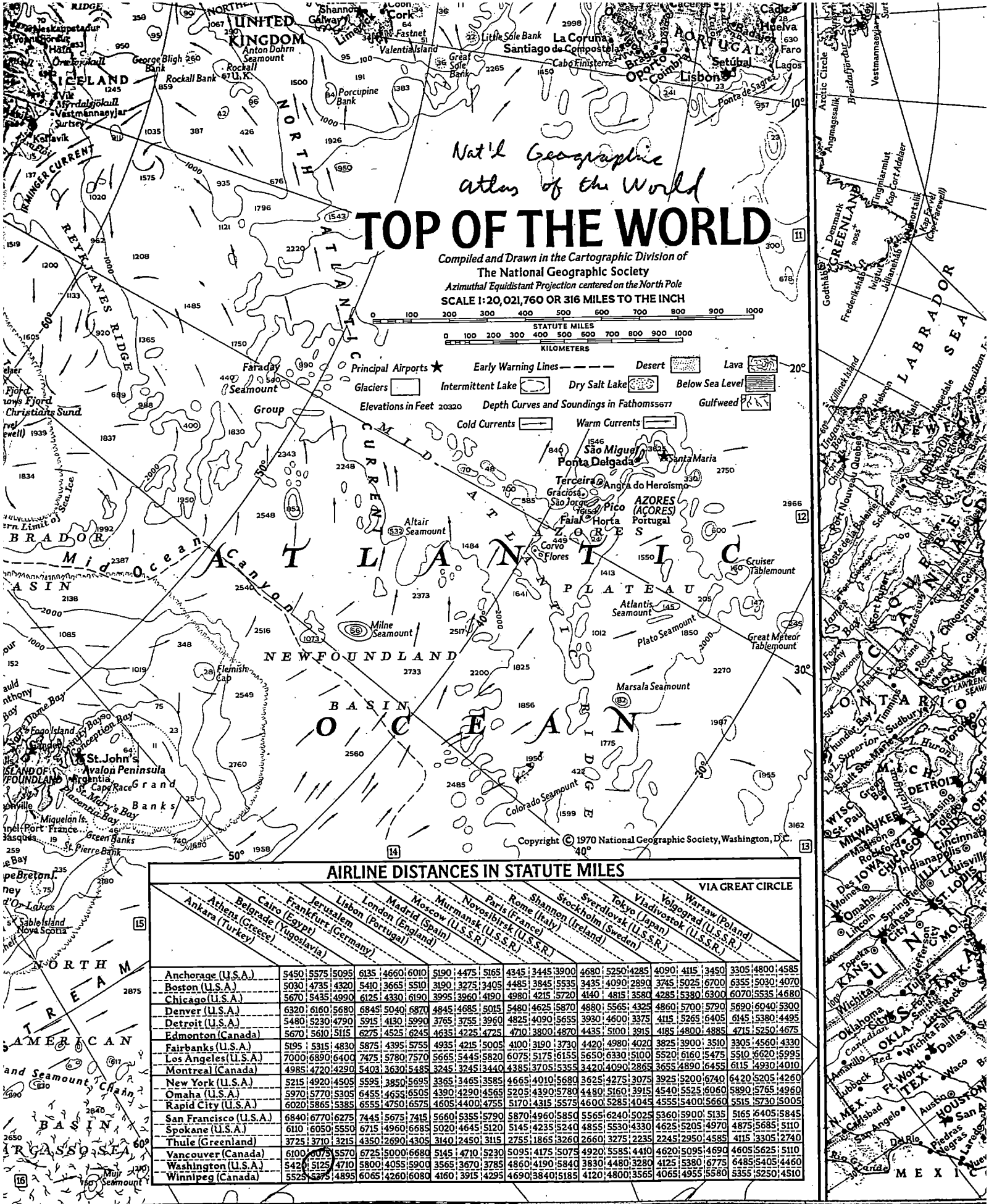
Mrs. Bick to students

Mary V. Bicouvaris

Bicouvaris, the Virginia Teacher of the Year, teaches government and international relations to 11th and 12th graders at Bethel High School, enrolling 1,474 students, in Hampton, Va. She oversees a lecture series for the entire school on United Nations Day each year run by her students. She advises the school's award-winning Model United Nations club, in which she arranges for students to visit foreign embassies in Washington. A Greek immigrant, she immersed the student body in interdisciplinary studies of the U.S. Constitution during the bicentennial year, resulting in a booklet of her teaching ideas being made available for educators nationwide. She received her bachelor's degree at Ohio State University and her masters at the College of William and Mary.

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crystal apple



AIRLINE DISTANCES IN STATUTE MILES

VIA GREAT CIRCLE

	Ankara (Turkey)	Athens (Greece)	Belgrade (Yugoslavia)	Cairo (Egypt)	Frankfurt (Germany)	Jerusalem	Lisbon (Portugal)	London (England)	Madrid (Spain)	Moscow (U.S.S.R.)	Murmansk (U.S.S.R.)	Novosibirsk (U.S.S.R.)	Paris (France)	Rome (Italy)	Shannon (Ireland)	Stockholm (Sweden)	Sverdlovsk (U.S.S.R.)	Tokyo (Japan)	Vladivostok (U.S.S.R.)	Volgograd (U.S.S.R.)	Warsaw (Poland)
Anchorage (U.S.A.)	5450	5575	5095	6135	4660	6010	5190	4475	5165	4345	3445	3900	4680	5250	4285	4090	4115	3450	3305	4800	4585
Boston (U.S.A.)	5030	4735	4320	5410	3665	5510	3190	3275	3405	4485	3845	5535	3435	4090	2890	3745	5025	6700	6355	5030	4070
Chicago (U.S.A.)	5670	5435	4990	6125	4330	6190	3995	3960	4190	4980	4215	5720	4140	4815	3580	4285	5380	6300	6070	5535	4680
Denver (U.S.A.)	6320	6160	5680	6845	5040	6870	4845	4685	5015	5480	4625	5870	4880	5565	4325	4860	5700	5790	5690	6040	5300
Detroit (U.S.A.)	5480	5230	4790	5915	4130	5990	3765	3755	3960	4825	4090	5655	3930	4600	3375	4115	5265	6405	6145	5380	4495
Edmonton (Canada)	5670	5610	5115	6275	4525	6245	4635	4225	4725	4710	3800	4870	4435	5100	3915	4185	4800	4885	4715	5250	4675
Fairbanks (U.S.A.)	5195	5315	4830	5875	4395	5755	4935	4215	5005	4100	3190	3730	4420	4980	4020	3825	3900	3510	3305	4560	4330
Los Angeles (U.S.A.)	7000	6890	6400	7475	5780	7570	5665	5445	5820	6075	5175	6155	5650	6330	5100	5520	6160	5475	5510	6620	5995
Montreal (Canada)	4985	4720	4290	5403	3630	5485	3245	3245	3440	4385	3705	5355	3420	4090	2865	3655	4890	6455	6115	4930	4010
New York (U.S.A.)	5215	4920	4505	5595	3850	5695	3365	3465	3585	4665	4010	5680	3625	4275	3075	3925	5200	6740	6420	5205	4260
Omaha (U.S.A.)	5970	5770	5305	6455	4655	6505	4390	4290	4565	5205	4390	5780	4480	5160	3915	4540	5525	6060	5890	5765	4960
Rapid City (U.S.A.)	6020	5865	5385	6555	4750	6575	4605	4400	4755	5170	4315	5575	4600	5285	4045	4555	5400	5660	5515	5730	5005
San Francisco (U.S.A.)	6840	6770	6275	7445	5675	7415	5660	5355	5790	5870	4960	5850	5565	6240	5025	5360	5900	5135	5165	6405	5845
Spokane (U.S.A.)	6110	6050	5550	6715	4960	6685	5020	4645	5120	5145	4235	5240	4855	5530	4330	4625	5205	4970	4875	5685	5110
Thule (Greenland)	3725	3710	3215	4350	2690	4305	3140	2450	3115	2755	1865	3260	2660	3275	2235	2245	2950	4585	4115	3305	2740
Vancouver (Canada)	6100	6075	5570	6725	5000	6680	5145	4710	5230	5095	4175	5075	4920	5585	4410	4620	5095	4690	4605	5625	5110
Washington (U.S.A.)	5420	5125	4710	5800	4055	5900	3565	3670	3785	4860	4190	5840	3830	4480	3280	4125	5380	6775	6485	5405	4460
Winnipeg (Canada)	5525	5375	4895	6065	4260	6080	4160	3915	4295	4690	3840	5185	4120	4800	3565	4065	4955	5580	5355	5250	4510

INSIDE

THE DISTRICT

Wilson Shooting Charges

■ Three teen-agers accused of firing upon students as they left Wilson High School in January were indicted in D.C. Superior Court on assault and weapons charges. Page B5

Circus Protest

■ The Washington Humane Society urged the public to stay away from the Ringling Bros. and Barnum & Bailey Circus, claiming it is cruel to animals. Page B7

MARYLAND

Renters' Aid

■ The Senate approved protections for low-income housing tenants threatened by the expiration of federal housing subsidy programs. Page B5

VIRGINIA

Terry Seeks Reelection

■ Attorney General Mary Sue Terry launched her reelection bid in a two-day tour. Page B4

JUDY MANN Page B3

Fee for Farrakhan Security Angers U-Md. Black Student Union

By Amy Goldstein
Washington Post Staff Writer

When the Black Student Union invited Louis Farrakhan, the leader of the Nation of Islam, to bring his strident message of black economic power to the University of Maryland at College Park tonight, they suspected his visit would create a furor.

It has. But what the 2,000-student union never suspected was that they would be the most irate.

It is not Farrakhan himself who has upset them, although plenty of others are vowing to protest the 7:30 p.m. speech by the black leader who has been denounced as bigoted and anti-Semitic.

Instead, they are indignant over conditions that College Park administrators have attached to his appearance.

The campus has refused to let Farrakhan appear unless the student union pays an estimated $14,000 to build a fence around the coliseum where he is speaking, bring in metal detectors and keep on duty 43 additional campus police officers to ward off trouble from demonstrators hostile to Farrakhan's views.

"It's outrageous," Deron Cloud, a junior who is president of the Black Student Union, said of the security charge, which is seven times as great as the average fee imposed by the university on student groups for extra security.

The fee has touched off a bruising debate on campus and reaching to Annapolis that has, in a sense, pitted the First Amendment against Maryland taxpayers. At the heart of the debate is this: Who should have to bear the cost when a speaker is so controversial that he may ignite a protest?

William L. Thomas Jr., the vice president for student affairs, has one answer. When a student group sponsors an event with security risks, he said, the students should pay for the extra protection.

Administrators decided that the intense security was needed in this instance, he said, after checking on the precautions taken at a half-dozen other universities at which Farrakhan has appeared lately. Although there has been little violence, Thomas said, "he has been cited and quoted as saying some pretty irritating things."

But the black students, the campus' Student Legal Aid attorney and the American Civil Liberties Union

See FARRAKHAN, B5, Col. 1

Dropping By Like One of the Guys

Bush's Surprise Visit Amazes, Delights Fairfax School

By Peter Baker
Washington Post Staff Writer

He actually ate the pizza.

Right there, in front of everybody, the leader of the free world, the most powerful man in America, the president of the United States—actually ate the school cafeteria pepperoni pizza. "Woofed" it right down, as one spectator put it.

The students at Vienna's Madison High School were awed by the act of gastronomical courage.

"The chicken nuggets are sort of a safer bet if you don't want a stomach ache, but he went for the pizza," recalled David Caglarcan, the 17-year-old junior who hosted President Bush at lunch yesterday among 500 cheering students. "He ate it all. He was about halfway through it and he stopped and I was afraid he wouldn't finish it, but he went ahead."

Bush's excursion into Fairfax County was the first in a series of education-related events in which the president will participate during the next week, and illustrates his professed intent to be a leader who actually mingles with the people.

While students and staff members at Madison said they were amazed that he visited the 1,930-student school, nearly all of them interviewed after Bush's visit seemed equally astonished that Bush appeared to be

See MADISON, B7, Col. 3

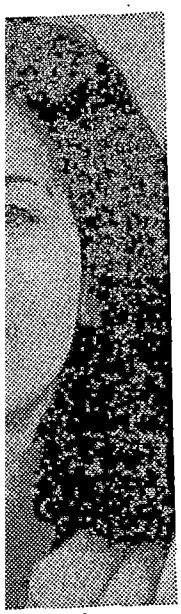


BY LARRY MORRIS—THE WASHINGTON POST

President Bush has lunch with Chris Studdert, a James Madison student, during visit to school.

WASH. POST 3/29/89

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was kind of dazed," Caglarcan said. "But then there he was. He has this godlike aura around him. He's like a regular guy, but there's this bigger-than-life thing about him."

"I'm like the kids—should I wash my hand?" said Assistant Principal Terrence Meade, beaming.

"He got down to our level and talked to us," said Nick Lutz, a 16-year-old junior. "It was a funny feeling being so close to the most powerful person in the world." (A presence so powerful was Lutz was hoping his teachers would not mind too much that he missed his three final classes of the day.)

"I'm just in high spirits," said Todd Stearns, 17, president of the junior class. "I can't believe this is happening. When I woke up this morning, I thought I was in for another day of sacrifice with the books."

Little did he know.

Little, for that matter, did anyone know.

The trip, which went unannounced until minutes before Bush's departure from the White House, surprised almost everyone involved. No one in Fairfax County was informed until just hours ahead of time, including the students, the principal, the school superintendent and the police, officials said.

Principal Edward J. Ryan said he got a telephone call at home Monday night from White House officials who asked whether they could come by yesterday morning to discuss a possible future trip by first lady Barbara Bush. After they arrived, talked for about an hour and toured the building, they informed Ryan that the president himself would be there in about two hours.

Bush picked Madison because months ago Caglarcan, vice president of the school's Young Republicans, wrote a letter to his friend Chris Studdert's father, who works in the administration, hoping to set up some sort of visit. In White House, telling him the president was coming.

Caglarcan immediately drove home to change from his T-shirt and shorts into slacks, a dress shirt and a tie.

The visit was the kickoff of several events that will culminate with the administration sending its package of education legislation to Congress late next week.

The package is expected to be a relatively small one, with about $500 million for projects including merit schools, magnet schools and science scholars. In addition, Bush, who said during the campaign that he wants to be known as the "education president," is urging a separate increase for the Head Start program, which provides preschool education for poor and disadvantaged children.

The Madison visit was the polar opposite of then-President Reagan's two carefully staged visits to Fairfax schools in 1986 and 1988. Reagan generally stuck to auditorium stages, interacting only with top county and school officials and a select number of teachers and students as he delivered prepared remarks.

Bush, by contrast, had no itinerary, no agenda, no speeches. He simply visited the computer science room, the library and the cafeteria and walked through the school's corridors, shaking hands, greeting students and even trading a few high fives.

Much of his 75-minute visit was spent in the library, as he perched on a stool answering questions from about 100 history and government students.

They talked about the Middle East, drug violence and the new Bush puppies. They chatted about international terrorism, federal pay raises, his vision of "1,000 points of light," and Monday's White House Easter Egg Roll.

Eventually, of course, he had to leave. But according to a spokesman it was because of the press of national business, not any distress over his cafeteria meal. Besides, according to the aide, the president liked the pizza.

Staff writer Ann Devroy contributed to this report.

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Inquiry a 'Whitewash' by Niles, Says D.C. Council Member

BARRY, From B1

Niles could have fined Barry up to $1,500, or $500 for each of three years he failed to disclose the loan.

Niles said she chose a lesser fine "because there is no evidence that the failure to disclose was willful" and because an official would have needed "a high degree of business sophistication" to realize that the note was a loan to be disclosed. She also noted that the ethics office had not set a precedent by considering such an issue in the past.

The mayor's $500 check, which was delivered late yesterday, represents one of the few penalties levied against a high-ranking District official.

In the most recent case involving a well-known official, Council member Charlene Drew Jarvis (D-Ward 4) was fined $11,000 in 1986 for numerous violations of the Campaign Finance Act.

The mayor's fine has been the subject of private negotiations for [illegible] between Reid and Niles mayor, through Reid, to acknowledge a violation and pay a fine Monday, sources said. But she did not receive a response until late yesterday, after she issued an order.

Reid said in an interview yesterday that the mayor did not violate the law because he had "no guilty state of mind."

"It was a close call," Reid said. "I personally think [Niles] sought to do it fairly and honestly. I just think she came up with the wrong result."

In his letter to Niles, Reid said the mayor "regrets the failure of your agency to issue and promulgate any rules and regulations to expedite an understanding of the reporting requirements .... Absent rules and regulations, at no time did he consider this a loan."

Reid's letter said the mayor rejected advice that he appeal the fine to the city's Board of Elections and Ethics "with the attendant distraction of his time from the matter of city business."

Niles said the mayor's note to the partnership had all the traditional "The note is indistinguishable from purchase money loans for automobiles, consumer goods and real estate," Niles said.

Niles began reviewing the partnership March 10, after The Washington Post disclosed that Barry held a hidden 10 percent interest in the name of another investor.

Some District officials said privately this week that Niles' inquiry into the mayor's partnership signals her willingness to tackle cases involving Barry administration officials. Keith A. Vance, who headed the campaign office from 1983 to 1988, was criticized for not acting on allegations of disclosure violations by Barry and other officials.

Niles said last week that Barry did not violate the city's conflict of interest law, which is separate from the disclosure law. Although Cohen has extensive business dealings with the District, some of which the mayor approved, Niles said she found no evidence that Barry traded any favors for his interest in the partnership.

Within an hour of yesterday's decision, Jarvis released a statement calling Niles' inquiry "a whitewash."

"What's the moral of this story? That developers doing business

CW's edit

McGroarty/Simon
March 29, 1989
4:30 pm
draft 1

PRESIDENTIAL REMARKS: NATIONAL TEACHER OF THE YEAR AWARD
THE WHITE HOUSE
APRIL 5, 1989

It's my pleasure to join today in recognizing a group of ten teachers who epitomize excellence in education. Each of you has been an unforgettable influence in the lives of young men and women too numerous to count. The difference you make for the children you teach is a~~ll the~~ tremendous reward ~~you'll ever need.~~ in itself. The recognition you receive today is simply the thanks and gratitude we owe you for all you've done.

I want to take this opportunity, with so many distinguished educators and members of Congress present, to lay out my plan for what we, on the federal level, can do to improve our nation's schools. We're at a point today where there is an emerging consensus on education reform -- and an energy of purpose to take up the challenge.

The stakes could hardly be higher.

Today's first graders will be high school graduates in the year 2000 -- a generation on the threshold of a new century.

We need to ask ourselves:

What are we doing today to build accountability into our education system -- to make sure we don't pass the problem kids who need extra help up through the system, out of the schools and into society without the skills they need?

Boss—

for files.

Dan

What are we doing to make sure our children stay in school, graduate and get that diploma -- instead of dropping out, and falling into a cycle of chronic joblessness?

What are we doing to make sure America has the additional 400,000 scientists the National Science Foundation says we'll need by the year 2000?

All of these are good questions.... And then there's the one I often hear when education is the issue: Mr. President, what are you going to do about it?

That's a fair question.... Here's my answer: we're going to take action -- action to make excellence in education not just a rallying cry, but a classroom reality. Today, I'm sending to Congress a seven-point plan to strengthen our schools -- my first step in following through on my pledge to be the "Education President."

I want to take a moment to detail these seven initiatives, and what they'll do to improve our schools.

First, merit schools. If our aim is excellence in education, we've got to single out excellence, and reward it. My merit school proposal will reward schools with a proven formula for success -- and serve as a powerful incentive to encourage others schools to follow their lead.

Second, merit awards for our top teachers. (I know I've got at least ten votes for that right here.) I'm asking Congress to fund a President's Award for Excellence in Education, to recognize first-rate teachers in every state, and reward them for a job well done.

Third, science scholarships for our best high school seniors. These awards will go to 570 of the best young scientific minds -- at least one from every Congressional district across the country. National Science Scholars will receive up to $10,000 dollars a year for a full four years, to be used at the school of their choice.

Encouraging excellence means more than rewarding successful schools, teachers and students. It means introducing into our educational system elements of flexibility, choice and competition that will help promote quality education.

That's the idea behind the next two initiatives in my seven-point program, Magnet Schools and Alternative Certification for Teachers ~~and Principals~~.

Magnet Schools are an important instrument of choice -- a means of promoting ~~a~~ healthy competition to attract students and create an incentive for educational innovation. My initiative calls for $100 million dollars a year for each of the next four years to help with magnet school start-up costs.

Alternative Certification is a way to expand the pool of talented teachers and administrators. Not all people who can teach are teachers-by-training. Whether you're an acclaimed author like Alex Haley or John Updike -- who aren't certified to teach the literature course in which their books are read -- or a businessman from Odessa, Texas anxious to go into the classroom to share what you know, our schools ought to offer that opportunity. That's why my education package includes $25

million to fund state efforts to design more flexible certification systems for teachers and principals.

Above all, our children deserve a chance to learn -- especially the least advantaged among us.

The final two initiatives in my program are aimed at securing that chance, for children in schools plagued by the drug problem, and for college-age minority youth.

Drug-free schools. This initiative involves funding Urban Emergency Grants, to help our hardest-hit school districts rid themselves of drugs. Learning can't take place in the classroom when there are drug dealers in the corridors. Our aim must be to get the drugs out, get back to basics, and let students and teachers get down to business in an environment where learning can take place.

Seventh comes expanded federal help to our nation's Historically Black Colleges and Universities, in the form of matching grants to build the endowments at these vital institutions. Historically black institutions of higher learning have served as an avenue to opportunity for millions of minority men and women, and they deserve our support.

Each of these seven initiatives will make a difference. I want to briefly mention two more efforts -- on either end of a child's education experience: our successful Head Start program for disadvantaged pre-school children, and the tax-free College Savings Bond program to help our low- and middle-income families cope with the costs of sending a child to college.

The budget I introduced two months ago calls for a $250 million dollar increase to expand Head Start, so that more children from disadvantaged backgrounds enter school ready to learn. The College Savings Bond plan I called for over a year and a half ago is already on the books, and that's a tribute to the foresight of many of the members of Congress here today.

These education initiatives don't constitute a cure-all, a quick fix for whatever ails our education system. Real reform, lasting improvement, occurs one step at a time -- one student at a time. It's important that we measure our success not simply by the resources that we put into the effort, but by the kind of student our schools turn out. That's the crucial test.

I've said before that education is long-term planning at its best. We'll see the payoff from the work we do in schools today years from now. But there are few tasks demanding more urgent attention than the education of our children.

Let me share a story with you -- a story about two ways to look at the future, told by the French. The master of a house was planning his garden, and told his gardener to plant a certain kind of tree. The gardener objected. He explained that the tree was slow-growing, and would take a <u>hundred years</u> to reach its full growth.

It's the master's response that I find interesting. "In that case," he said, "there's no time to lose. Plant it this afternoon."

That's the way we ought to look at education. As the teachers here today know, the work you do -- the seeds you plant -- bear fruit across a lifetime. There's no time to lose in shaping the next generation -- and no better time to begin than today.

Today, we are taking a step forward, and I ask all of you work with me to advance excellence in education in every way possible.

anecdote on 10 teachers
more on teachers / honors
humor

McGroarty/Simon
March 30, 1989
2:00 pm
draft 2

PRESIDENTIAL REMARKS: NATIONAL TEACHER OF THE YEAR AWARD
THE WHITE HOUSE
APRIL 5, 1989

It's my pleasure to join today in recognizing a group of ten teachers who epitomize excellence in education. Each of you has been an unforgettable influence in the lives of young men and women too numerous to count. I'm sure the difference you make for the children you teach is a tremendous reward in itself. I've asked you here to the Rose Garden so that I could thank you myself for all you've done -- and to give you some small share of the public recognition you deserve.

What goes on in the schools is important to me, and I ~~make it my business~~ like to get out of the office and talk with our school kids whenever I can. Last week, I went out to James Madison High in Vienna, Virginia, and had lunch in the cafeteria there. I found the students interested and well-informed; I found the teachers engaged and energetic. And the pizza wasn't bad either....

(In case any Congressmen here are interested, I think they serve it every Tuesday....)

{Recognition of 1989 Teacher of the Year....}

I want to take this opportunity, with so many distinguished educators and members of Congress present, to lay out my plan for what we, on the federal level, can do to improve our nation's

schools. We're at a point today where there is an emerging consensus on education reform -- and an energy of purpose to take up the challenge.

The stakes could hardly be higher.

Today's first graders will be high school graduates in the year 2000 -- a generation on the threshold of a new century.

We need to ask ourselves:

What are we doing today to build <u>accountability</u> into our education system -- to make sure we don't pass the problem kids who need extra help up through the system, out of the schools and into society without the skills they need?

What are we doing to make sure our children stay in school, graduate and get that diploma -- instead of dropping out, and falling into a cycle of chronic joblessness?

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I want to take a moment to detail these seven initiatives, and what they'll do to improve our schools.

First, merit schools. If our aim is excellence in education, we've got to single out excellence, and reward it -- whether that means raising test scores, lowering the drop-out rate, or making progress of another kind. My merit school proposal will reward schools with a proven formula for success -- and serve as a powerful incentive to encourage others schools to follow their lead.

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Drug-free schools. This initiative involves funding Urban Emergency Grants, to help our hardest-hit school districts rid themselves of drugs.

The plain fact is: Kids can't succeed in the classroom when there's drug dealing in the corridors.

Our aim must be to get the drugs out, get back to basics, and let students and teachers get down to business in an environment where learning can take place.

The last of my seven initiatives is expanded federal help to our nation's Historically Black Colleges and Universities, in the form of matching grants to build the endowments at these vital institutions. Historically Black institutions of higher learning have served as an avenue to opportunity for millions of minority men and women, and they deserve our support.

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Today, we are taking a step forward, and I ask all of you work with me to advance excellence in education in every way possible.

United Negro College Fund Colleges and Universities

Atlanta University
Atlanta, Georgia

Barber-Scotia College
Concord, North Carolina

Benedict College
Columbia, South Carolina

Bennett College
Greensboro, North Carolina

Bethune-Cookman College
Daytona Beach, Florida

Claflin College
Orangeburg, South Carolina

Clark College
Atlanta, Georgia

Dillard University
New Orleans, Louisiana

Edward Waters College
Jacksonville, Florida

Fisk University
Nashville, Tennessee

Florida Memorial College
Miami, Florida

Huston-Tillotson College
Austin, Texas

Interdenominational Theological Center
Atlanta, Georgia

Jarvis Christian College
Hawkins, Texas

Johnson C. Smith University
Charlotte, North Carolina

Knoxville College
Knoxville, Tennessee

Lane College
Jackson, Tennessee

LeMoyne-Owen College
Memphis, Tennessee

Livingstone College
Salisbury, North Carolina

Miles College
Birmingham, Alabama

Morehouse College
Atlanta, Georgia

Morris College
Sumter, South Carolina

Morris Brown College
Atlanta, Georgia

Oakwood College
Huntsville, Alabama

Paine College
Augusta, Georgia

Paul Quinn College
Waco, Texas

Philander Smith College
Little Rock, Arkansas

Rust College
Holly Springs, Mississippi

Saint Augustine's College
Raleigh, North Carolina

Saint Paul's College
Lawrenceville, Virginia

Shaw University
Raleigh, North Carolina

Spelman College
Atlanta, Georgia

Stillman College
Tuscaloosa, Alabama

Talladega College
Talladega, Alabama

Texas College
Tyler, Texas

Tougaloo College
Tougaloo, Mississippi

Tuskegee University
Tuskegee, Alabama

Virginia Union University
Richmond, Virginia

Voorhees College
Denmark, South Carolina

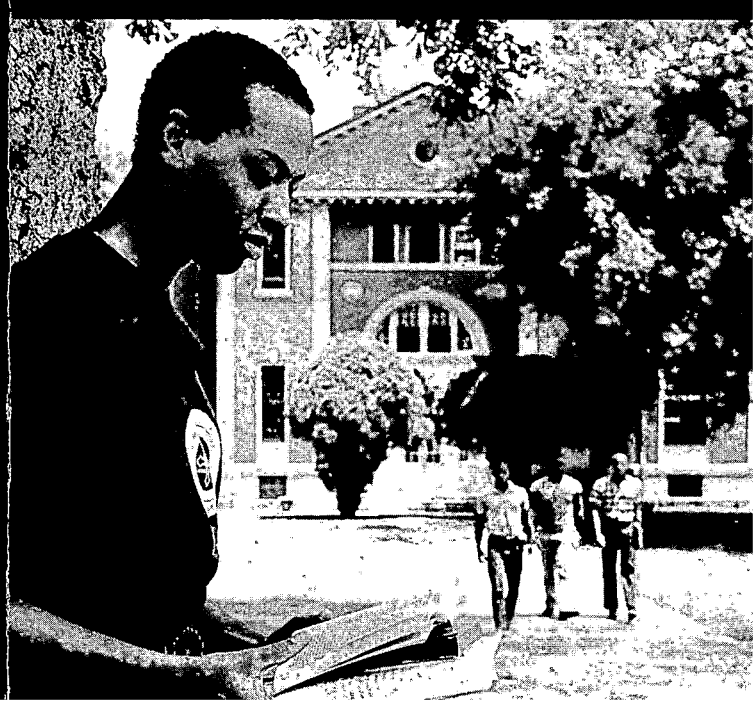
Wilberforce University
Wilberforce, Ohio

Wiley College
Marshall, Texas

Xavier University
New Orleans, Louisiana

UNCF
National Headquarters
500 East 62nd Street
New York, New York 10021
(212) 326-1100







OUR FUTURE IS IN THEIR HANDS

The United Negro College Fund

COLLEGE

It costs a great deal of money nowadays. Almost every student who goes feels the pinch. So do their families. For most, finding the money for college means budgeting, belt tightening and sacrificing.

There are many thousands of talented, deserving young people, however, who simply do not have the money. No matter how hard they and their families try, how much they economize, these students cannot get through college without considerable financial help. For them, college would be an impossible dream—were it not for the United Negro College Fund.

Most of the students who attend the colleges and universities of UNCF come from low-income families. Forty percent are living below the poverty line. These families can offer their children no money for education. Add to that cutbacks in Federal aid to students. The situation that remains is one in which 90 percent of UNCF students need financial help of some form, such as loans, scholarships and grants, to get through college.

THE CHANCE

To excel academically. To grow personally and develop socially. To be the very best they can be.

That is what the 42 private, historically black colleges and universities of UNCF offer students. There are some 45,000 of them from our 50 states and around the world. For these young people, UNCF provides the chance to make dreams into reality.

Classes are small at UNCF schools and attention is individualized. Faculty members get to know their students and encourage them, always, to do as well as they possibly can.

Never does anyone feel inadequate because of financial need or a poor high school education. All UNCF schools offer counseling and remedial studies in English, mathematics and other basic skills, so that students can benefit fully from their four years in college.

EXCELLENCE

Quality prevails among UNCF students and alumni alike—academically, on the job, and in the community.

- 27 percent graduate with degrees in business, a 500 percent increase since 1968.
- 1,200 study to be engineers at the 30 UNCF colleges offering dual-degree engineering programs.
- At Morehouse, Xavier and Tougaloo, among other schools, more than ten percent of the graduates go to medical, dental and veterinary schools.
- More than one-third of UNCF alumni earn at least one advanced degree, although most of their fathers never graduated from high school.
- 97 percent of UNCF alumni work in white collar and professional occupations.

SUPPORT

Simply stated, UNCF colleges and universities need greater support from the private sector.

Each year UNCF college presidents must raise 60 percent of their operating budgets. Only 33 percent of an average annual budget is covered by tuition, as opposed to private colleges nationally, which average 47 percent. Endowments are too small. For UNCF colleges they average $6.1 million, providing just four percent of the annual budget. The national average for private college endowments is $11.5 million.

GIVING

It can take many forms. Your personal check, in whatever amount you can afford. Donations from corporations and foundations. Group contributions. Matching gifts, donated by many large corporations at the request of their employees. Giving through your company or municipal payroll deduction plan. For Federal employees, giving through the Combined Federal Campaign. Memorials and bequests. A pledge phoned in to the annual Lou Rawls Parade of Stars Telethon.

Give, in whatever way you want. The important thing is, give now, for support is needed.

HELPING

Since its beginning in 1944, UNCF has raised over $500 million. Nearly 80 percent is distributed to colleges and program services each year. Contributions come from individuals, organizations, corporations, foundations, municipal employees, churches, colleges and universities, unions and UNCF alumni.

Your contribution will help some of the finest, ablest young people in our country today—people whose minds would be wasted without a college education, but whose future is bright, indeed, with your help.

Support them and you will be bringing value to your community, your country and the world.

Your contribution, as unrestricted funds, can be used where it is vitally needed and will benefit most. It can help buy library books • provide scholarships • pay faculty salaries • make emergency repairs • update curricula in business and other disciplines • offer post-graduate study and research opportunities for faculty members • revise pre-academic and remedial programs • modernize laboratory and research equipment • and build libraries.

Above all, remember this: your support, in whatever amount, makes a difference. Because you are the lifeline of the United Negro College Fund.

BELIEVING

It guides the United Negro College Fund. Let it guide you, too.

Young people who want a college education, who are willing to work and sacrifice for it, must not be turned away.

These people will help to shape the future of this country, our future. They are a vital national resource that must be encouraged and strengthened. For, in the words of UNCF, "a mind is a terrible thing to waste."