

Originally Processed With FOIA(s):

S

FOIA Number:

S

# FOIA MARKER

**This is not a textual record. This is used as an administrative marker by the George Bush Presidential Library Staff.**

---

**Record Group/Collection:** George H.W. Bush Presidential Records  
**Collection/Office of Origin:** Speechwriting, White House Office of  
**Series:** Speech File Backup Files  
**Subseries:** Chron File, 1989-1993

---

**OA/ID Number:** 13691  
**Folder ID Number:** 13691-003

---

**Folder Title:**  
Distinguished Principals Visit 10/18/89 [OA 6270]

---

Stack:	Row:	Section:	Shelf:	Position:
<b>G</b>	<b>26</b>	<b>19</b>	<b>4</b>	<b>4</b>

---



FOR RELEASE  
October 10, 1989

Contact: Jane Glickman  
202-732-4307

## SIXTY OUTSTANDING SCHOOL PRINCIPALS HONORED

Sixty elementary and middle schools principals representing schools from each state were named "National Distinguished Principals" by U.S. Secretary of Education Lauro F. Cavazos and Samuel G. Sava, executive director of the National Association of Elementary School Principals (NAESP) today.

The principals will be recognized by the Department of Education on October 18 at an awards banquet in Washington, D.C., where each will receive an award certificate and an engraved school bell.

The Education Department and NAESP initiated the National Distinguished Principals program in 1984 to recognize the vital role that principals play in shaping the character and quality of education. Pizza Hut, Inc. has been the corporate sponsor of the program since 1985.

"Strong leaders in our schools," Cavazos said, "remain our nation's surest hope for realizing the promise of the education summit. These 60 principals have one clear mission for their schools -- quality teaching and learning -- and these first-rate leaders show it can be done."

-MORE-

"It's clear that these men and women have a firm grasp on America's future," Sava said. "These principals eagerly meet each new challenge and create environments in their schools where all children are able to thrive."

The distinguished principals were selected by NAESP affiliates in all 50 states and the District of Columbia, and by special committees representing private and overseas schools. NAESP represents 26,000 principals nationwide.

While each state affiliate uses its own selection process, NAESP and the Education Department establish guidelines for determining outstanding leadership. These include: nomination and selection by peers; service as a principal for at least five years; a demonstrated commitment to excellence; evidence of support by students, colleagues, parents and the community at large; and high expectations for students and staff.

###

**NOTE TO EDITORS:** Attached is a list of the 1989 distinguished principals. Biographical information on the principals is available from June Million at NAESP, (703) 684-3345.

# WHITE HOUSE STAFFING MEMORANDUM

DATE: 10/16/89 ACTION/CONCURRENCE/COMMENT DUE BY: 10/17/89 10:00 AM

PRESIDENTIAL REMARKS: DISTINGUISHED PRINCIPALS VISIT  
SUBJECT:

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PORTER <i>N/C</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BATES <i>N/C</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PINKERTON <i>N/C</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PETERSMEYER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS: Please forward any comments directly to Chriss Winston, Rm. 122, x2930, no later than 10:00 AM, Tuesday, October 17, with a copy to my office. Thank you.

RESPONSE:

07:54 91 OCT 16  
James W. Cicconi  
Assistant to the President  
and Deputy to the Chief of Staff  
Ext. 2702

1989 OCT 16 PM 4:27

McGroarty/Dooley  
October 16, 1989  
4:00 pm  
[PRINS]

PRESIDENTIAL REMARKS: DISTINGUISHED PRINCIPALS VISIT  
THE ROSE GARDEN  
OCTOBER 18, 1989  
1:00 PM

PIZZA HUT?

~~Cavazos~~ <sup>Mr. Secretary</sup> Thank you, Secretary. [Cavazos]  
[Introductory acknowledgements. Sam Sava, National Association of Elementary School Principals, Secretary Cavazos.] SA

I am delighted to welcome such a distinguished group of educators to the White House.

I know your students are all thrilled that you're here in Washington. /// After all -- no matter what they do -- this is one day they can't get sent to see the principal. ////

[[But the fact is, kids do look up to you. Think how many would rather be **Principal** for a day than **President** for a day. Sure, I've got my own limo -- but you're the ones who get to talk on the PA system any time you like.... ]]

You've mastered a job that most people couldn't begin to cope with. Imagine being CEO of a corporation where the rank and file's average age is 8 -- and half of them forget to bring their lunch money.

You juggle everything from substitute teachers to bus schedules -- and many of you still find time to visit every classroom every day. And there's always energy for something extra: whether it's Jane Wakukawa, ~~ADAM~~ WAH-KOO-KAH-WAH getting out with the crossing guards every morning to talk to parents walking their kids to school -- or Anthony Link and Sally Liechty, ~~ADAM~~ LICK-TEE lecturing at colleges ~~and~~ in their communities after the school day is over.

NAESP  
press release  
10/17/89

But that's what puts you at the head of the class -- and it's what makes your schools among the most successful. Because more than any other factor, what sets a school apart is you: the principal. The simple fact is this: there is no substitute for a strong principal -- one who gives students and teachers a sense of direction. One who helps our children develop a love of learning -- and learn the lessons in character that apply in and out of the classroom.

I know for you and your family and friends, this is a proud day. All those years of hard work and dedication have paid off - and you've earned all the recognition that's going to come your way, ~~in the next few days.~~ Enjoy it -- because when you get back to your communities, the real work begins. Educators from schools all over your state are going to want to know the secret of your success. Each of you is a case study in what works -- and we've got to learn from you in order to make all our schools better.

June  
Million  
NAESP  
Pub Affs.  
684-3345

And what works is what matters. You all know how deeply I care about the quality of learning in our classrooms. As you know, I asked the Governors from each of your states to meet with me at the recent Education Summit, for two days of intense discussions. We emerged from that summit with a new sense of resolve -- with a new consensus on what we must do to strengthen our schools. The governors and I agreed that we've got to work together to raise standards -- and cut the tangle of red tape that keeps you and your teachers from doing the best possible job.

That means expanded flexibility on the state and local level -- and it means greater choice -- more power in the hands of parents and their children to decide which schools and what kind of education is right for them. I am convinced that choice can spur educational innovation -- and educational excellence. But make no mistake: we aren't going to tell you what works best from Washington. Just the opposite. The whole point of flexibility and choice is to see that decisions affecting our schools are made where the interest and expertise is greatest: in your schools and communities.

You're America's best, and you know what it takes to make our schools even better. I want to thank you for setting an example for kids to admire -- and for other educators to emulate.

My congratulations to every one of you -- and my thanks for making a difference for every single child who walks into your schools.

Thank you. God bless you, and God bless the United States of America.

# # #

**DISTINGUISHED PRINCIPALS VISIT  
THE ROSE GARDEN / OCT. 18, 1989 / 10 A.M.**

**THANK YOU, MR. SECRETARY. SAM SAVA [SAVV-UH],  
EXECUTIVE DIRECTOR OF THE NATIONAL ASSOCIATION OF  
ELEMENTARY SCHOOL PRINCIPALS. I AM DELIGHTED TO  
WELCOME SUCH A DISTINGUISHED GROUP OF EDUCATORS TO THE  
WHITE HOUSE.**

**- 1A -**

**I KNOW THERE IS ONE EDUCATOR HERE TODAY WHOSE  
THOUGHTS ARE FOCUSSED ON HIS SCHOOLS AND STUDENTS BACK  
HOME. RAY TOLCACHER, [TOLL KA CHER] SUPERINTENDENT OF  
WINDSOR UNION SCHOOL DISTRICT IN THE SAN FRANCISCO  
AREA. RAY, WE ALL HOPE YOUR STUDENTS, YOUR SCHOOLS AND  
ALL THE FAMILIES IN YOUR COMMUNITY ARE SAFE AND SOUND -  
- AND I WANT YOU TO KNOW I'LL BE DOING EVERYTHING I CAN  
TO HELP THE PEOPLE OF CALIFORNIA RECOVER FROM LAST  
NIGHT'S EARTHQUAKE.**

- 2 -

I KNOW YOUR STUDENTS ARE ALL THRILLED THAT YOU'RE HERE IN WASHINGTON. /// AFTER ALL -- NO MATTER WHAT THEY DO -- THIS IS ONE DAY THEY CAN'T GET SENT TO SEE THE PRINCIPAL. ////

[[BUT THE FACT IS, KIDS DO LOOK UP TO YOU. THINK HOW MANY WOULD RATHER BE PRINCIPAL FOR A DAY THAN PRESIDENT FOR A DAY. SURE, I'VE GOT MY OWN LIMO -- BUT YOU'RE THE ONES WHO GET TO TALK ON THE PA SYSTEM ANY TIME YOU LIKE.... ]]

- 3 -

YOU'VE MASTERED A JOB THAT MOST PEOPLE COULDN'T BEGIN TO COPE WITH. IMAGINE BEING CEO OF A CORPORATION WHERE THE RANK AND FILE'S AVERAGE AGE IS 8 -- AND HALF OF THEM FORGET TO BRING THEIR LUNCH MONEY.

YOU JUGGLE EVERYTHING FROM SUBSTITUTE TEACHERS TO BUS SCHEDULES -- AND MANY OF YOU STILL FIND TIME TO VISIT EVERY CLASSROOM EVERY DAY.

- 4 -

AND THERE'S ALWAYS ENERGY FOR SOMETHING EXTRA: WHETHER IT'S JANE WAKUKAWA [WAH-KOO-KAH-WAH] GETTING OUT WITH THE CROSSING GUARDS EVERY MORNING TO TALK TO PARENTS WALKING THEIR KIDS TO SCHOOL -- OR ANTHONY LINK AND SALLY LIECHTY [LICK-TEE], LECTURING AT COLLEGES IN THEIR COMMUNITIES AFTER THE SCHOOL DAY IS OVER.

BUT THAT'S WHAT PUTS YOU AT THE HEAD OF THE CLASS -- AND IT'S WHAT MAKES YOUR SCHOOLS AMONG THE MOST SUCCESSFUL.

---

- 5 -

BECAUSE MORE THAN ANY OTHER FACTOR, WHAT SETS A SCHOOL APART IS YOU: THE PRINCIPAL. THE SIMPLE FACT IS THIS: THERE IS NO SUBSTITUTE FOR A STRONG PRINCIPAL -- ONE WHO GIVES STUDENTS AND TEACHERS A SENSE OF DIRECTION. ONE WHO HELPS OUR CHILDREN DEVELOP A LOVE OF LEARNING -- AND LEARN THE LESSONS IN CHARACTER THAT APPLY IN AND OUT OF THE CLASSROOM.

- 6 -

I KNOW FOR YOU AND YOUR FAMILY AND FRIENDS, THIS IS A PROUD DAY. ALL THOSE YEARS OF HARD WORK AND DEDICATION HAVE PAID OFF -- AND YOU'VE EARNED ALL THE RECOGNITION THAT'S GOING TO COME YOUR WAY. ENJOY IT -- BECAUSE WHEN YOU GET BACK TO YOUR COMMUNITIES, THE REAL WORK BEGINS. EDUCATORS FROM SCHOOLS ALL OVER YOUR STATE ARE GOING TO WANT TO KNOW THE SECRET OF YOUR SUCCESS.

- 7 -

EACH OF YOU IS A CASE STUDY IN WHAT WORKS -- AND WE'VE GOT TO LEARN FROM YOU IN ORDER TO MAKE ALL OUR SCHOOLS BETTER.

AND WHAT WORKS IS WHAT MATTERS. YOU ALL KNOW HOW DEEPLY I CARE ABOUT THE QUALITY OF LEARNING IN OUR CLASSROOMS. AS YOU KNOW, I ASKED THE GOVERNORS FROM EACH OF YOUR STATES TO MEET WITH ME AT THE RECENT EDUCATION SUMMIT, FOR TWO DAYS OF INTENSE DISCUSSIONS.

**WE EMERGED FROM THAT SUMMIT WITH A NEW SENSE OF RESOLVE -- WITH A NEW CONSENSUS ON WHAT WE MUST DO TO STRENGTHEN OUR SCHOOLS. THE GOVERNORS AND I AGREED THAT WE'VE GOT TO WORK TOGETHER TO RAISE OVERALL PERFORMANCE -- AND CUT THE TANGLE OF RED TAPE THAT KEEPS YOU AND YOUR TEACHERS FROM DOING THE BEST POSSIBLE JOB.**

**THAT MEANS EXPANDED FLEXIBILITY ON THE STATE AND LOCAL LEVEL -- AND IT MEANS GREATER CHOICE -- MORE POWER IN THE HANDS OF PARENTS AND THEIR CHILDREN TO DECIDE WHICH SCHOOLS AND WHAT KIND OF EDUCATION IS RIGHT FOR THEM. I AM CONVINCED THAT CHOICE CAN SPUR EDUCATIONAL INNOVATION -- AND EDUCATIONAL EXCELLENCE. BUT MAKE NO MISTAKE: WE AREN'T GOING TO TELL YOU WHAT WORKS BEST FROM WASHINGTON. JUST THE OPPOSITE.**

**THE WHOLE POINT OF FLEXIBILITY AND CHOICE IS TO SEE THAT DECISIONS AFFECTING OUR SCHOOLS ARE MADE WHERE THE INTEREST AND EXPERTISE IS GREATEST: IN YOUR SCHOOLS AND COMMUNITIES.**

**AS ALL OF YOU KNOW, OUR SCHOOLS AND OUR COMMUNITIES PROSPER MOST WHEN THEY JOIN IN COMMON CAUSE, WHEN ONE OF THE LESSONS OUR CHILDREN LEARN IS COMMUNITY-CONSCIOUSNESS -- THE IMPORTANCE OF GETTING OUT OF THE CLASSROOM, AND GETTING INVOLVED IN COMMUNITY SERVICE.**

**AND, OF COURSE, EVERY COMMUNITY IS A RICH SOURCE OF EXPERTISE AND SUPPORT FOR OUR SCHOOLS.**

**THAT'S WHY I AM ALSO PLEASED TO ANNOUNCE THIS MORNING THE APPOINTMENT OF PAUL O'NEILL -- WHO IS HERE WITH US TODAY -- TO SERVE AS CHAIRMAN OF THE PRESIDENT'S EDUCATION POLICY ADVISORY COMMITTEE.**

**THIS ADVISORY COMMITTEE -- THE FIRST CREATED IN MY ADMINISTRATION -- INCLUDES LEADERS FROM BUSINESS AND LABOR, EDUCATORS AT EVERY LEVEL, STATE AND LOCAL OFFICIALS AS WELL AS REPRESENTATIVES FROM THE MEDIA.**

**PAUL O'NEILL HAS SERVED IN TOP POSITIONS IN GOVERNMENT AND IN THE PRIVATE SECTOR -- AND HE IS DEEPLY CONCERNED ABOUT BRINGING QUALITY EDUCATION TO ALL AMERICANS.**

**PAUL AND I HAVE DISCUSSED THE WORK HE'S DOING AT ALCOA TO ENHANCE THE LITERACY OF ALL THEIR EMPLOYEES. I AM CONFIDENT THAT UNDER HIS DEDICATED LEADERSHIP, THIS EDUCATION ADVISORY COMMITTEE WILL PROVIDE US WITH AN ABUNDANCE OF EXCELLENT ADVICE. AND I KNOW PAUL'S GOING TO LEAVE HERE TODAY WITH A GREATER APPRECIATION OF THE DIFFERENCE FIRST-RATE PRINCIPALS CAN MAKE.**

- 14 -

LET ME MAKE ONE FINAL POINT TODAY. AS A NATION WE NEED TO GIVE GREATER RECOGNITION TO THE ROLE THAT PRINCIPALS AND TEACHERS PLAY IN OUR SOCIETY. THAT MEANS GREATER REWARDS. IT MEANS GREATER RESPECT FROM THE COMMUNITY. IT MEANS GREATER RECOGNITION OF THE BEST IN THE BUSINESS -- AND THAT'S WHY I'VE INVITED YOU HERE TODAY.

YOU ARE AMERICA'S BEST, AND YOU KNOW WHAT IT TAKES TO MAKE OUR SCHOOLS EVEN BETTER.

- 15 -

I WANT TO THANK YOU FOR SETTING AN EXAMPLE FOR KIDS TO ADMIRE -- AND FOR OTHER EDUCATORS TO EMULATE. MY CONGRATULATIONS TO EVERY ONE OF YOU -- AND MY THANKS FOR MAKING A DIFFERENCE FOR EVERY SINGLE CHILD WHO WALKS INTO YOUR SCHOOLS.

THANK YOU. GOD BLESS YOU, AND GOD BLESS THE UNITED STATES OF AMERICA.

# # #

Washington, D.C.  
October 18, 1989



NATIONAL DISTINGUISHED PRINCIPALS

Honoring America's

# NATIONAL DISTINGUISHED PRINCIPALS

A program to honor the outstanding  
Elementary and Middle School administrators  
who assure that America's children acquire a sound  
foundation for lifelong learning and achievement

*Jointly sponsored by  
The United States Department of Education  
and  
The National Association of Elementary School Principals  
in corporate partnership with  
Pizza Hut, Inc.*

October 18, 1989  
J. W. Marriott Hotel  
Washington, D.C.

THE WHITE HOUSE  
WASHINGTON

September 7, 1989

I am pleased to send my warmest greetings to the National Association of Elementary School Principals on the occasion of your sixth annual National Distinguished Principals Program. Congratulations to the 60 outstanding principals from across America and overseas who are being honored for their outstanding leadership in education.

America's elementary school principals bear a great responsibility in shaping the education of young children. They play a critical role in ensuring that our Nation's schools help young people to grow not only in knowledge but also in personal character and love of learning.

I am glad to have this opportunity to commend the National Distinguished Principals Program for recognizing those who have championed academic excellence and high moral standards in their schools. These men and women have motivated their students, they have built a spirit of cooperation among parents and teachers, and they have demonstrated great enthusiasm both for their vocation and for voluntary community service. In so doing, they have set a wonderful example for educators everywhere.

On behalf of all Americans, I thank you for your dedicated efforts, and I wish you continued success in all your endeavors. God bless you, and God bless America.

*George Bush*



UNITED STATES DEPARTMENT OF EDUCATION  
THE SECRETARY

Congratulations to the elementary and middle school leaders recognized as 1989 National Distinguished Principals.

America's education system is in the midst of major reform, and our Nation's principals are critical to the restructuring process. Your role is a vital one requiring strong administrative skills, the ability to foster a stimulating learning environment, and the foresight to anticipate the needs of students, teachers, and the community. As the education leaders throughout the Nation, you are the key contact for parents, business and community members, and volunteers who want to participate in the education process. You can channel their talents to enhance the learning experience for everyone involved.

Our schools are only as effective as their leadership. As we work to make every school a school of excellence, your efforts and your dedication will determine success. I am confident that with your continued commitment, our education system will not only improve, but will excel.

A handwritten signature in cursive script, reading "Lauro F. Cavazos", followed by a horizontal line.

Lauro F. Cavazos

## **Awards Banquet**

*Presiding:* Gary D. Salyers, President  
National Association of Elementary School Principals

### *Remarks*

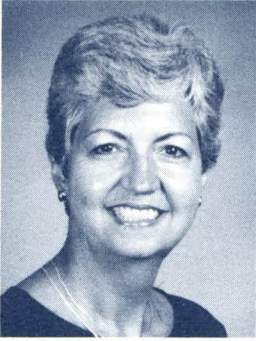
The Honorable Ted Sanders, Under Secretary  
United States Department of Education

Pat Williamson, Senior Vice President of Operations,  
Pizza Hut, Inc.

Samuel G. Sava, Executive Director  
National Association of Elementary School Principals

### *Presentation of Awards*

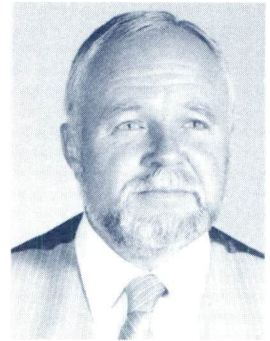
## Representing Public Schools



### **June Spooner**

*Dean Road Elementary School  
Auburn City School District  
Auburn, Alabama*

After 15 years June Spooner is as enthusiastic about her career as the day she began. She believes Auburn High's rock-bottom, 2 percent dropout rate (U.S. average: 30 percent) is the result of children getting a good start at Dean Road and two other feeder schools. With half her students minorities, Spooner went out into the neighborhood to meet with parents and get them involved—with phenomenal results. Now neighborhood captains meet regularly with parents in homes, churches, and at school. Meanwhile, her empowered staff elects members to a school-based support team that tackles school and student problems on weekly release time. And with the help of an “intervention” teacher hired by Spooner, every underachieving student is now working at grade level. Spooner received a BS from the University of Georgia and an MEd and EdD from Auburn University.



### **Lewis E. McLin**

*Paul Banks Elementary School  
Kenai Peninsula Borough School District  
Homer, Alaska*

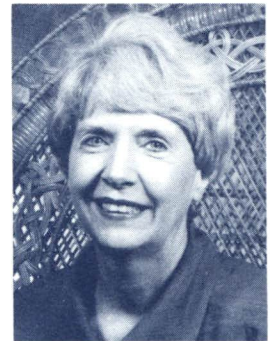
Eight years ago, when Lewis McLin became its principal, East Homer Elementary School was in turmoil: the staff was angry, parents weren't involved. Today, it's quite different. The staff is absorbed in the new challenges, and enthusiastic parents, drawn in by McLin's coffees and newsletters, now stay in touch with—and give much time to—their school. Renamed the Paul Banks Elementary (after a beloved custodian who retired), the school has a modern schoolwide computer curriculum, a special education wing, and programs for deaf and emotionally and physically handicapped children, including preschoolers. Another of McLin's initiatives is “global education,” including a strong foreign language and cultural program and visits by guests from Japan, Thailand, Belgium, Norway, and the Soviet Union. McLin has a BA from Idaho State University and an MA from Boise State University.



**Keith R. Powell**

*Tonalea Elementary School  
Scottsdale School District #48  
Scottsdale, Arizona*

Despite its location in one of Scottsdale's lowest socioeconomic areas, Tonalea maintains better than a 95 percent attendance record, reflecting principal Keith Powell's desire to know and encourage the best in every child. (His schoolwide theme this year: "Great Expectations!") Tonalea's emphasis on reading and better study skills at all grade levels has pushed achievement test scores higher. Powell has also integrated over 50 significantly handicapped students (he calls them "handicapable") into the life of Tonalea. A strong believer in school/business partnerships, Powell has involved more than 30 local businesses, from fast food outlets to banks and supermarkets, in programs that recognize student achievements. Powell has a BS from Olivet Nazarene University in Illinois, an MA from Ball State University in Indiana, and an EdD from Arizona State.



**Wanda L. O'Quinn**

*Louisa E. Perritt Primary School  
Arkadelphia School District  
Arkadelphia, Arkansas*

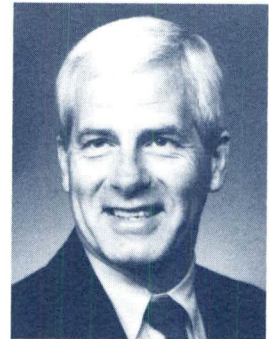
Expecting and recognizing excellence are integral to the success of principal Wanda O'Quinn's nationally recognized Perritt Primary School. Students receive academic achievement awards at monthly assemblies, and the morning announcements always feature a student or teacher who has excelled in some way. O'Quinn's personal approach (she knows each of Perritt's 370 students by name) has also increased student attendance to 95 percent, staff attendance to 98 percent, and—despite a high rate of single parents in her district—O'Quinn boasts 100 percent attendance at parent-teacher conferences. At the same time, she has strengthened the curriculum, placing greater emphasis on reading and math. The result has been rising test scores in all grades and among students of all socioeconomic backgrounds. O'Quinn received her BS and MS from Henderson State University, Arkadelphia.



**Ray E. Tolcacher**

*Principal on Special Assignment  
Lennox School District  
Lennox, California*

By the time Ray Tolcacher became principal of Whelan Elementary School it had fallen victim to crime and drugs within the neighborhood. Helped by a Mott Foundation grant, Tolcacher turned Whelan into a “community school,” nurtured again by involved parents and neighbors. Key elements were a unique school/law enforcement partnership with the Lennox Sheriff and a K-6 drug education program (now the statewide model). Tolcacher also worked with his teachers to strengthen the curriculum and provide quality education for every child. Asked to open the new Felton Elementary School, Tolcacher repeated his success last year with school-based management and schoolwide collaborative decision making. Elected president of the Association of California School Administrators, Tolcacher received his BA and MA from California State University-Northridge and is an EdD candidate. Ray Tolcacher is currently with the Windsor School District, CA.



**Vern L. Martin**

*Crawford Elementary School  
Adams-Arapahoe School District # 28J  
Aurora, Colorado*

Crawford Elementary School’s number one problem was discipline; students often had to wait in line to be suspended. But when Vern Martin became principal four years ago, he immediately trained all staff in “assertive discipline” and laid out clear rules for students. He established a course in conflict management for students to help them settle their differences peacefully. But Martin also raised academic standards, and student test scores soon rose as well. Nor did parent involvement escape Martin’s attention: Today, nine parents serve on an active Parent Accountability Committee and attendance at PTO meetings has jumped from a couple of parents to 30. His school/business partnerships have yielded special program grants as well as donated furniture, school supplies, and food and clothing for needy children. Martin received his BED from Washburn University and his MED from the University of Nebraska.



**Alfred A. Karpinski**  
*Tilford W. Miller School*  
*Wilton School District*  
*Wilton, Connecticut*

T. W. Miller School, says principal Al Karpinski, "is a place where everyone is teaching and everyone is learning," with the principal acting as both instructional leader and "head learner." During Karpinski's 15 years as its principal, the Miller School has garnered state and national awards for excellence, a reflection of its innovative programs in values education, K-3 writing and thinking skills, hands-on science, critical TV viewing skills, and a lengthened kindergarten day. For staff Karpinski has a collegial coaching program, promotes cooperative learning strategies, and in other ways encourages the Miller faculty to expand their repertoire of teaching skills. After completing a pre-medical BS program at Fairfield (Connecticut) University, Karpinski earned a second BS in elementary education from Southern Connecticut State University and an MA from Fairfield.



**Sandra L. Bunting**  
*Phillip C. Showell Elementary School*  
*Indian River School District*  
*Selbyville, Delaware*

Today's students need "rapid-fire feedback," and principal Sandy Bunting has set up incentive programs that include awards for academic or social achievement ("Star Students" and "Excellent Workers"), and perfect attendance. Achievement in art, music, physical education, and computer skills has soared with this recognition, and Bunting's "Partners in Excellence Program," in which students read to earn encyclopedia sets, has increased interest in reading. The math program at Showell, which stresses problem solving, has met with equal success and serves as a model for other schools. Community interest enhances the learning experience: A history contest, in which students write about or draw the Selbyville of the past, offers the students communitywide recognition. Bunting has a BS and an MEd from Salisbury State College in Maryland.



**Frances M. Plummer**

*Robert Brent School  
District of Columbia Public Schools  
Washington, District of Columbia*

Keeping alert to the latest developments in education and sharing them with her staff are Frances Plummer's top priorities. The sharing is usually done within the management framework of teams of teachers grouped by grade and/or discipline. In addition, Plummer invests in staff development, introducing programs in clinical supervision, "Academic Learning Time," the "open education" concept, and most recently a course in sign language for Brent staff. This latter course was one result of a unique partnership between Brent and the Kendall Demonstration School for the Deaf on the campus of nearby Gallaudet University. Selected students from both schools come together to learn computer skills—and human relations skills as well. Plummer has a BS from D.C. Teachers College and her master's and doctorate in education from George Washington University.



**Pearl C. Hojnacki**

*Morgan Woods Elementary School  
Hillsborough School District #29  
Tampa, Florida*

"She's not just a principal, she's an inspiration," one teacher says of Pearl Hojnacki. More than 20 years ago Hojnacki helped open Morgan Woods, and under her tenure it has been a model of excellence, gaining regional and national recognition and awards for programs in the humanities, literature, physical education, and cultural arts. Also successful have been the "Offalot" energy conservation and "Just Say No" programs. Many agree it's the feeling of caring at the school among students, parents, and staff that leads to a success evident in high test scores, 100 percent membership in the PTA, and a staff that's always up to date on educational developments. Hojnacki, the first educator named Person of the Year by the local Chamber of Commerce, has a BEd from Georgia State College for Women, an MED from the University of Mississippi, and an EdD from Nova University in Florida.



**Opal R. Cannon**

*Lee County Primary School  
Lee County School District  
Leesburg, Georgia*

Principal, disciplinarian, challenger, cheerleader . . . Opal Cannon is all these and much more to the children at Lee County Primary School. During her nine years as principal, test scores have risen, with students consistently scoring first, second, or third in the state on standardized reading and math tests. The school has been recognized for its exemplary Individual Language Arts program; this and the school's Good Citizen Program have been adopted by many other Georgia schools. Parent involvement contributes to the school's success; last year more than 800 parent-teacher conferences held early in the year helped nip problems in the bud and create a rapport between teachers and parents. Cannon, who has been named Outstanding Elementary Principal in Georgia, has a BS from the University of Georgia and an MEd from Georgia Southwestern College.



**Jane T. Wakukawa**

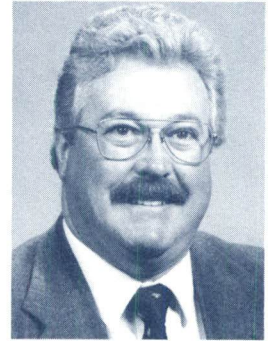
*Kaala Elementary School  
Central School District  
Wahiawa, Hawaii*

A large sign in Jane Wakukawa's office says it all: "Together We Make a Difference." And she's done just that in her five years at Kaala Elementary. By asking a disheartened and fragmented teaching staff to help set and carry out school priorities, Wakukawa gained their trust, stretched their horizons, and united them again. Her results include a comprehensive improvement of the curriculum, a program for gifted children featuring video production and mock trials, and a schoolwide emphasis on writing that involves enthusiastic students of every ability level. Student achievement scores have dramatically improved, as have home-school and community relations. Beginning at street crossings before school, Wakukawa got to know the parents and involve them in the life of their school. Wakukawa earned her BEd and MEd at the University of Hawaii in Manoa.



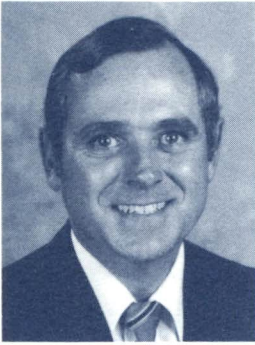
**Nadine R. Horton**  
*New Plymouth Elementary School*  
*New Plymouth District #372*  
*New Plymouth, Idaho*

Rewards are absolutely necessary in Nadine Horton's school. She not only recognizes students for good behavior and academic excellence, but makes sure their teachers receive a hefty portion of the credit, too. Horton has accrued her own share of rewards. She's been honored by her town, her state, and a variety of national organizations for her outstanding school and community accomplishments. Horton's own "Pride of the Principal Program" exemplifies her reward system. Since she introduced it in 1982, New Plymouth's test scores climbed and discipline problems went way down. Horton credits this program with dramatically increasing community, parental, and business support for her school. She's gone out of her way—literally across the nation—to share the Pride program's good news with fellow principals. Horton received a BA and MA from the College of Idaho in Caldwell.



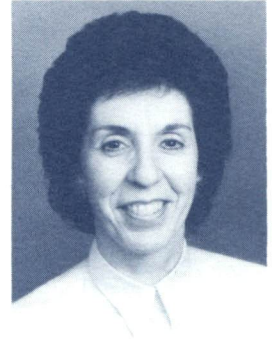
**John A. Ourth**  
*Oak Terrace School*  
*Highwood-Highland Park School District #111*  
*Highwood, Illinois*

Despite a full calendar of speeches and committee work on behalf of his profession or for worthy community causes, principal John Ourth has remained intimately involved with the life of Oak Terrace School for the past 15 years. Recognized in 1988 by the U.S. Department of Education for "Excellence in Education," Oak Terrace under Ourth's leadership has set a premium on quality teaching, giving his faculty the kind of encouragement, direction, and positive feedback that can help even the best teachers do better. A past president of NAESP (1980-81), Ourth has written many articles and books on school leadership and student and teacher evaluations, but he may be best known for his pioneering research on school practices to accommodate children of single-parent and nontraditional families. Ourth earned his BS from Graceland College and his MEd from Western Illinois University.



**Charles M. Ray, Jr.**  
*Washington Elementary School  
Plymouth School Corporation  
Plymouth, Indiana*

“I want every child to feel that he or she is first and that none is last,” says Charles Ray, who turns philosophy into action through a variety of student achievement and recognition programs at Washington Elementary School: the Principal’s Century Club (students who read 100 books during the school year) and Geography Club (challenges for children K through 5), the Math Wall of Fame (students who master grade-level math objectives), the “I-Can” Program, Student Superstars, Biggies of the Week, Courtesy Kids, a Good Student Lottery, and many more, all designed to promote positive student attitudes and a taste for success. Among the results: high student achievement and close parent-teacher relations. Ex-news reporter Ray, founder and editor of the *Indiana Principal*, received his BA from Indiana University in Bloomington and his MED from Springfield College, Massachusetts.



**Sally J. Liechty**  
*Emma C. Moulton Elementary School  
Des Moines School District  
Des Moines, Iowa*

A veteran of 26 years with the Des Moines public schools, Sally Liechty has done it all: taught all elementary grades, served as an assistant principal, and since 1980 has been principal of schools serving poor as well as middle-class communities. She is also an inspiring role model for younger women: her 200 mostly male peers in the Des Moines Administrators Association elected her their first woman president. For her work in staff development the Des Moines School District gave her its “Leader of Leaders” award. But Liechty provides positive reinforcement for others, too: awards, hugs, praise—whatever will help Moulton’s students and staff do their best. Her motto: “I Care.” Parents are involved as well, serving on advisory councils and helping Liechty forge new alliances with local firms. A guest presenter at nearby colleges and universities, Liechty has a BS and an MS from Drake University.



**Charles L. Ireland, Jr.**

*Jefferson West Elementary School  
Jefferson West Unified School District #340  
Meriden, Kansas*

Students think of Chuck Ireland as their friend; teachers see him as a very supportive colleague; and parents, as the personal link between home and school. Ireland came to Jefferson West with the idea that positive reinforcement for students and staff would lead to improvements throughout the school. He created The Country Store, where students purchase items with tokens they earn for positive behavior. He started a peer-tutoring program and reading programs such as “Million Minutes,” in which students are challenged to read a million minutes in one year. The same positive reinforcement inspires confidence in teachers and supports innovation in their techniques. The fact that parents are welcome to visit classrooms or have lunch is one more reason for children to do their best. Ireland has a BA from the College of Emporia and an MA from Fort Hays University.



**Jo Ann Barr**

*Cedar Grove Elementary School  
Bullitt County School District  
Shepherdsville, Kentucky*

An open door and an open mind characterize Jo Ann Barr’s approach to her students, staff, and community at Cedar Grove, placing a high value on maintaining a “comfortable, caring, and enjoyable atmosphere for everyone.” Barr sponsors a strong student recognition program, has a “Staff Hall of Fame” to help students see the staff as “real people with real families,” and taps the PTA for in-school volunteers and advisors. “Parents are our best PR,” she says. Her introduction of school-based decision making further involves the staff and the Student Council in the management of Cedar Grove. Barr’s productive grant writing has also enriched the school’s reading, writing, creative arts, and computer literacy programs. Active in county, state, and national professional organizations, Barr received her BS and MA in Education from Spalding University in Louisville.



**Velma M. Pryce**

*Florence Johnson Chester Elementary School*

*Area III School District*

*New Orleans, Louisiana*

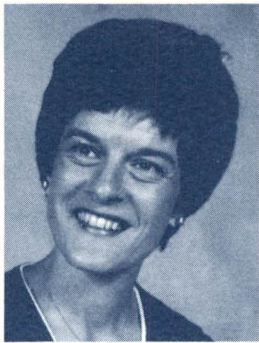
After an exemplary 28-year career in secondary education, culminating in her choice as the first female principal of a New Orleans high school, Velma M. Pryce “felt the need” to take charge of Chester Elementary School, an unaccredited inner-city elementary school called a “blighted eyesore” by its own teachers. Rallying the staff and the community to restore their school, Pryce strengthened Chester’s curriculum and encouraged after-school parent and teacher volunteers to expand the extracurricular program and tutor at-risk students. A new library was established, schoolwide test scores inched upward, six local businesses joined as school partners, and the number of involved parents jumped from fewer than 10 to more than 50. After five years of hard work, Chester Elementary School earned—and has retained—accreditation. Pryce received her BS at Grambling College and her MA from Columbia University.



**Philip C. Avila**

*Herbert Sargent School*  
*Old Town School District*  
*Stillwater, Maine*

Chris Avila possesses many of the intangibles that make a great principal: dedication, motivation, listening skills, a sense of humor. But the results he achieves are very tangible, indeed. Avila has created a K-12 curriculum development process that’s used systemwide, with special stress on language arts, math, science, social studies, and health. He also started a kindergarten program to help developmentally young children entering school. Avila sees staff development as the most important element in changing curriculum and has been a strong proponent of staff attending regional and national conferences. Community resource people are sought out in many disciplines; from them, fourth, fifth, and sixth graders learn about career, academic, and leisure time options. Avila has a BEd from Salem State College and an MEd from the University of Maine.



**Dorothy L. Dorman**  
*Padonia Elementary School*  
*Baltimore County School District*  
*Cockeysville, Maryland*

The students at Padonia say Dotty Dorman “cheers people up by her humorous manner,” thus recognizing the key to her success as principal: personal warmth and an outgoing sense of humor. Dorman herself says, “Nothing creates a healthier, happier place of learning than genuine laughter.” Yet, when staff find themselves under stress, Dorman is a serious and caring listener, counselor, and friend. She believes in nourishing self-worth through praise for deserving students and staff, recently chairing a state development committee and initiating many successful teacher workshops. Dorman has also broken through the cultural barriers among the town’s large non-English speaking population, offering mothers English language lessons in exchange for their volunteer work in Padonia’s kindergarten and first grade. Dorman has a BA from Goucher College and an MA from the Teachers College of Columbia University.



**Kenneth L. DeBenedictis**  
*Colonel John Robinson School*  
*Westford Public School District*  
*Westford, Massachusetts*

Nothing at the Robinson School has been accomplished by chance but by Ken DeBenedictis’ total commitment and leadership. Responding to his call, over 200 parents volunteer in a variety of in-school and after-school activities. (DeBenedictis, in turn, as a community volunteer himself, has successfully expanded child and elder care services in his neighboring hometown of Andover, Mass.) His hands-on science and creative/critical thinking initiatives proved so popular they’ve been adopted by all district schools. Thanks to DeBenedictis and the Robinson School’s pioneering efforts, every K-3 child in Westford today gains from a developmentally based, conceptually organized program of instruction in math, science, and writing. In addition, his school has been a training site for the national program, “Math Their Way.” DeBenedictis has a BS from Northeastern University and an MEd and PhD from Boston University.



**Karin E. Falkenstein**

*Ottawa Elementary School  
Buchanan Community Schools  
Buchanan, Michigan*

Karin Falkenstein began her career as a special education teacher and emerged as a very special educator herself. Her skill as a substitute principal earned her an instant appointment to a school of her own. There, she breathed new life into a sagging parent organization with useful meetings and weekly bulletins; challenged talented kids with Super Saturday classes, which developed into a districtwide gifted program offering accelerated literature, science, and writing; and established a student council to air the views of the children. Always devoted to special kids, she's worked to get wheelchair ramps in her students' homes and enabled an eight-year-old quadriplegic child to attend school for the first time. Even if it means teaching classes herself, she makes sure her teachers have plenty of professional development time. Falkenstein received her BA and MA from Michigan State University.



**Kenneth R. Hatch**

*Slayton Elementary School  
Slayton School District #504  
Slayton, Minnesota*

"He listens and doesn't judge, just helps," says a veteran teacher about principal Ken Hatch. Not only does he listen to students, staff, and parents, but he assures them an "ownership in the development of the school." Through a mastery learning and management program, Hatch and his staff guide students through a continuous Pre-K-6 progress format emphasizing skills mastery and the enjoyment of reading. (Hatch's well-received text, *Chances and Ideas, How Parents and Educators Can Help*, describes his careful process of preschool and kindergarten screening and retention.) A child who falters gets immediate help. Hatch likes to emphasize the positive: for example, students are sent to the principal's office . . . for recognition when they do well. And steadily rising test scores indicate that Slayton's students do. Hatch received his BS and MS from Mankato State University.



**Mary Evans Alfred**

*East Park Elementary School*

*Moss Point School District*

*Moss Point, Mississippi*

Parents say that Mary Alfred cares deeply about “her children—their hopes, their dreams, their fears, and, most importantly, their futures.” Children say she’s always in the classroom making sure they’re “working hard and getting equal treatment.” Colleagues say “she lives exactly what she believes about education.” These qualities stimulate her teachers to work harder and parents and community to rally round the school. Academically the “Project Praise” program she started not only brought dramatic improvement in reading skills among her students but also bolstered their self-esteem. And every day computers enrich learning at East Park, a bonus for the children in after-school child care who use the computers for extra help in math, reading, and writing. Alfred earned her BA from Southern University and two MEds from the University of Southern Mississippi.



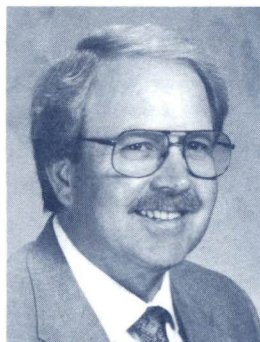
**Vickie L. Robb**

*New Franklin Elementary School*

*New Franklin R-1 School District*

*New Franklin, Missouri*

TACT stands for more than discretion at New Franklin; it’s the acronym for the school motto: “Teachers and Children Together.” Six years ago Vickie Robb brought “big ideas and strong ideals” to New Franklin, and they’ve helped earn national recognition for her small, rural school. She and the faculty overhauled the curriculum, computerized the tracking of student progress and the reports to parents, and restructured grade cards. Robb and the faculty engage in a planned self-study effort each year as a way of increasing their effectiveness as educators. New Franklin’s Chapter I math program has since been nationally recognized as unusually effective. For area preschoolers, Robb established the “Ready, Set, Grow Preschool” in 1987, now recognized as a model for the state. Robb earned her BS from Southwest Missouri State University and MEd from the University of Missouri at Columbia.



**Kenwood N. Nordquist**

*Loy Elementary School  
School District #1  
Great Falls, Montana*

With most of his students coming from military families attached to nearby Malmstrom Air Force Base, Ken Nordquist's response to the challenge of a transient student body has been a firm but fair schoolwide discipline plan and strong support for his teaching staff, assuring them top-notch training, classroom equipment and materials, and optimum working conditions. Two programs in particular—"Precision Teaching" and "Responding to Individual Differences in Education" (RIDE)—help teachers assess students quickly and accurately. Nordquist has the community involved as well: The local Red Cross trains parents who volunteer in two shifts a day to supervise Loy's clinic, and Malmstrom AFB transports children to and from child care facilities and field trips. Nordquist has a BS from Valley City (North Dakota) State College and an MED from the University of Montana. Ken Nordquist has recently moved from Loy to Sacajawea Elementary School in Great Falls.



**Allan J. Inzerello**

*Rockbrook and Prairie Lane Elementary Schools  
Westlake Community Schools  
Omaha, Nebraska*

The banner at the entrance to Rockbrook Elementary School reads, "Through these doors pass the greatest students in the world." And Allan Inzerello believes it. Principal of Rockbrook for the past 10 years, he now also serves as principal of Prairie Elementary School. Both schools offer before- and after-school child care and all-day developmentally appropriate kindergartens that have been nationally recognized for their excellence. Inzerello has also introduced calculators and computers into math and reading programs to help students in problem solving throughout the curriculum. Inzerello also promotes strong community and parent involvement through open coffee hours and weekly newsletters that include parenting and personal safety tips along with school news. Inzerello earned his BA from Wayne State College, Nebraska, and an MS from both Wayne and the University of Nebraska, where he is a candidate for the EdD.



**Carolyn S. Reedom**

*Estes McDoniel School  
Clark County School District  
Las Vegas, Nevada*

When Carolyn Reedom opened the Estes McDoniel School in 1987, she was met by a community ready and able to fight for quality education. Reedom's response has been a measured program of building success upon success: After gaining parent support, she developed partnerships with the local university and local businesses. Building on McDoniel's strong core curriculum of reading, language arts, and math, Reedom's innovations include school participation in an international telecommunication-based science program (sponsored by National Geographic) and the establishment of a marine biology laboratory (complete with 15 tanks and a 65-gallon in-school tidal pool). At the base of it all is her goal to help every student develop self-esteem and self-responsibility. Reedom earned her BA from Dillard University and her MEd and EdD from the University of Nevada at Las Vegas.



**Joan Garipay**

*Plainfield Elementary School  
Plainfield School District  
Meriden, New Hampshire*

If leadership means being able to unlock the energies of people and get them to do good things, then Joan Garipay is a leader. One of her first achievements was to convince the people of Plainfield to support a public kindergarten, an idea they had rejected up to then. Later, buffeted by severe building overcrowding and budget pressures, Garipay rallied her staff and helped persuade the community to approve a new addition, better teacher salaries, and a larger budget for operations. Until she arrived at Plainfield, very little of the curriculum had been put down on paper; now the school has a five-year plan and board-approved curriculum manuals in math, social studies, music, art, and K-4 physical education. She personally assists every teacher in skill development through a combination of supervision and master teaching. Garipay received both her BEd and MEd from Plymouth State College in New Hampshire.



**Dorothy J. Yunghans**

*Gloucester City Neighborhood Schools  
Gloucester City School District  
Gloucester City, New Jersey*

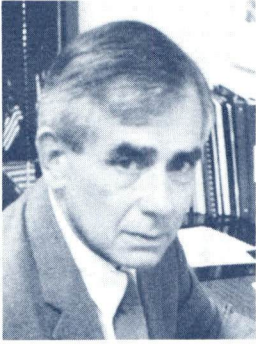
As principal of four schools—Broadway, Brown Street, Gloucester Heights, and Highland Park—Dorothy Yunghans is always busy: listening to teachers’ concerns, consulting with parents, and showing students, all from disadvantaged backgrounds, that she genuinely cares about them. Yunghans rewards teachers by relieving them of recess duty, teaching one of their classes, or eating lunch with their students. In her successful “Classroom Experience” program, high school students explore careers in early childhood education. (Several of Yunghans’ staff were once high schoolers in the program and have since returned with their teaching degrees.) Children with developmental problems attend a special two-year kindergarten program; so far, the program has reduced the number of student retentions in the early grades. Yunghans has a BA from DePauw University and an MA from Glassboro State College.



**Maria E. Naranjo**

*Carlos Gilbert Elementary School  
Santa Fe Public School District  
Santa Fe, New Mexico*

In an effort to improve lesson planning at Carlos Gilbert Elementary School, principal Maria Naranjo devised a uniform lesson plan format that has since been adopted by all Santa Fe schools. In addition she motivates her staff and students to give their best, and test scores show it works: During Naranjo’s nine years at Carlos Gilbert, her students have consistently tested above both the district and national norms. A strong advocate of recognizing and preserving her students’ culture, Naranjo translated into Spanish the popular English-language salute to the New Mexico flag, and the New Mexico State Senate has made her translation official throughout the state. Naranjo is active in many professional and community organizations and is president of the New Mexico Elementary School Principals Association. She has a BA and MA from New Mexico Highlands University.



**Anthony Link**

*Maple West Elementary School  
Central School District  
Williamsville, New York*

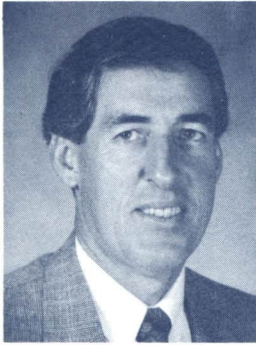
A commitment to educational excellence is easier to promise than to achieve. But Tony Link's record speaks for itself: student performance consistently at the 98th or 99th percentile in reading, math, and writing; a strong PTA with 100 percent teacher participation; and an innovative staff who exploit team teaching, differentiated staffing, and peer coaching to constantly improve their classroom performance. But Link is concerned about future educational excellence, too; hence, Maple West has been the training ground for scores of student teachers from nearby Canisius and Houghton Colleges and the State University of New York (SUNY) at Fredonia and at Buffalo (where Link is an adjunct professor of teacher education). Link also co-founded and now chairs the Western New York Principals' Center. Link has a BS from SUNY at Brockport and an MS from SUNY at Buffalo.



**Doris J. Henderson**

*Guilford Primary School  
Guilford County School District  
Greensboro, North Carolina*

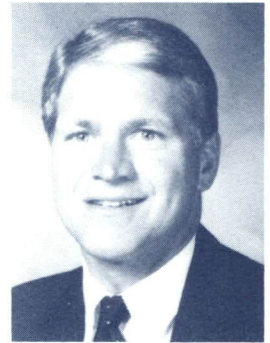
Thanks to Doris Henderson's innovations, the children at Guilford Primary School learn as much outside the school as they do inside. The Schoolyard Bird Habitat and Art Aviary integrates nature, environment, science, and art studies. Other Outdoor Learning Centers have a nature trail, gardens, a weather station, and an orchard. (Parents care for the grounds in school beautification projects.) Well before there were art teachers in other county schools, Henderson set up "Brushstrokes," an art appreciation program taught by volunteers and now enthusiastically supported by the county and state. Little wonder that a consortium of five colleges and universities places student teachers in Guilford to observe educational excellence in action. Henderson has a BEd from Guilford (North Carolina) College and an MEd and EdD from the University of North Carolina at Greensboro.



**Jacob F. Wolf**

*Roosevelt Elementary School  
Jamestown School District  
Jamestown, North Dakota*

Before Jacob Wolf became the new principal of Roosevelt Elementary School, located in a depressed part of town, parents tried to have their children transferred to other, better schools. Today, those same parents are boosters for Roosevelt and Jacob Wolf. Much of that success stems from Wolf's determination to keep at a project until it's not only good—it's excellent. Among his first tasks was the development of a drug prevention education curriculum. His results were good enough to be adopted by other school districts throughout the state; Wolf himself has since been named K-12 Drug Coordinator for the Jamestown School District. An Artist-in-Residence and a Young Astronaut Program were also Wolf's ideas that evolved into fully developed school activities with strong community support. Wolf has a BS from Dickinson (North Dakota) State University and an MEd from the University of North Dakota at Grand Forks.



**Charles J. Roman**

*Ulysses S. Grant Elementary School  
Willoughby-Eastlake School District  
Willoughby, Ohio*

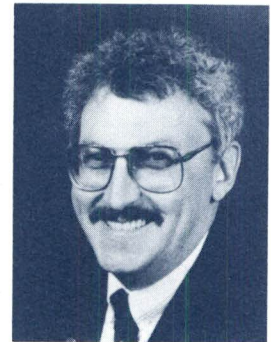
Chuck Roman believes that to learn best, children must feel good about themselves, and many programs at Grant help them do just that. STP (Stress The Positive), the Math Wall of Fame, and Overnight Read In programs all reward exceptional students. Tracking each student's improvement is important, and Roman frequently grades papers in order to keep on top of student achievement. He turns to his teachers for ideas on staff development, and recent programs have covered learning styles, child abuse, AIDS education, and chemical awareness. Parent involvement is also important, and last year 150 volunteers were honored. These changes have led to higher achievement and better behavior and have reduced by 75 percent disciplinary trips to the principal's office. Roman has a BEd from West Liberty State College and a master's degree from John Carroll University.



**Virginia L. Thompson**

*Eugene Field Elementary School  
Oklahoma City School District #I-89  
Oklahoma City, Oklahoma*

Virginia Thompson's mission of "Excellence with Equity" has special meaning for Eugene Field's 600 inner-city students: nearly half are non-English speaking and three-fourths are eligible for free lunches. To carry out her mission, Thompson and her staff offer a variety of programs, including day care, preschool for three- and four-year-olds, full-day kindergartens, transitional first grades, bilingual programs (Spanish, Laotian, Vietnamese), plus an array of Chapter I and special education programs, in addition to regular K-4 programs for students without special needs. It all works because Thompson personally inspires Eugene Field's students, teachers, and community through such means as lunches with students, "school spirit Fridays," parent involvement, and a number of school-business partnerships. Thompson has a BS and an MS from Central State University in Oklahoma.



**Harold D. Mahurin**

*Pine Grove Elementary School  
Hood River School District  
Hood River, Oregon*

Doug Mahurin is a familiar figure in Hood River County, having been a city recorder, municipal judge, and volunteer fireman while on the job as a county principal. Hence, when Doug Mahurin entered Pine Grove last year, a school suffering from a "leadership vacuum," he attacked its problems with his customary energy and enthusiasm. Today, Pine Grove is bustling with a revitalized staff, a dedicated PTO, and students (mostly children of Hispanic migrant workers) bursting with school pride. But Mahurin is more than just the principal of tiny Pine Grove (enrollment: 129). He also directs the Hood River Drug and Alcohol Program, serving nine buildings and 3,000 students; the Chapter I migrant and reading programs, serving 600 students; and a districtwide student retention program that has received state and national recognition. Mahurin has a BS from Lewis and Clark State College and an MS from Portland State University.



**Kermit C. Bartholomew**

*Earl and Pine Forge Elementary Schools  
Boyertown Area School District  
Boyertown, Pennsylvania*

His first position was as a fifth-grade teacher with 42 students. But Kermit Bartholomew quickly learned their names—and tries to do the same today, some 20 years later, as principal of two schools with 700 children. At one school, he greets the children by name as they arrive by bus in the morning; at the other, he often rides the bus home with the children after school. As a former director of Head Start and county preschool day care programs, Bartholomew wants to ensure the best possible school experience for the very youngest children at Earl and Pine. Bartholomew also believes he works *for* his 40 teachers, getting what they need, cutting through red tape, helping them do their best. He knows the parents as well, designing and teaching parenting classes that boast a high and enthusiastic attendance. Bartholomew earned his BS and MEd at Kutztown University.



**Dennis J. Laven**

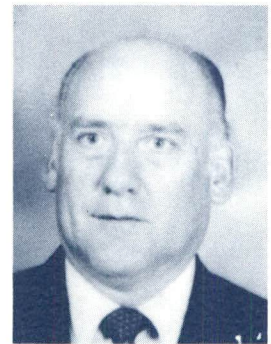
*Garden City Elementary School  
Cranston School District  
Cranston, Rhode Island*

Dennis Laven says his school has an “inquisitive and positive attitude toward change,” which has made many of his innovations possible. After three years of research, he established a “growth and development” program to address the physical, social, and psychological concerns of students from early childhood through adolescence and to help parents deal with these changes as well. The program has since been adopted whole or in part by other Rhode Island schools. In 1985, at the request of parents, Laven directed a school-based community effort to design the state’s first park for use by physically handicapped students. In addition, Laven’s reorganization of instructional methods at Garden City has greatly improved students’ test scores, which now rank among Rhode Island’s highest. (In 1987 his sixth grade led the state in math). Laven has a BS and an MA from the University of Rhode Island.



**Lynette J. Rinehart**  
*Aiken Elementary School*  
*Aiken County School District*  
*Aiken, South Carolina*

As principal through a decade-long series of school consolidations, Lynette Rinehart is now in charge of a K-5 elementary school enrolling more than 1,100 children. Despite the administrative challenges Rinehart had to face, she has nevertheless achieved for Aiken a number of instructional victories as well: a full-fledged computer lab that offers (through “creative scheduling”) computer-assisted instruction to all children; her area’s first fully-equipped science lab for hands-on instruction; and sufficient reference materials to stock every classroom in the school. Under her expert fund-raising leadership, Aiken has won the state’s School Incentive Award four years in a row, for a total of \$146,000 to support an imaginative, schoolwide reading program, enrich art and music, and improve instruction overall. Rinehart has a BA, a BS, and an MEd from the University of South Carolina.



**John V. Eckert**  
*Canton Elementary Schools*  
*Canton School District #41-1*  
*Canton, South Dakota*

When John Eckert became the president of the School Administrators of South Dakota last year, he told his Canton school board he might need some help. Instead, he fulfilled both responsibilities so well that last year Canton was accredited by the North Central Association for the first time. Eckert has achieved smaller classes, while adding to his staff a full-time guidance instructor, school nurse, speech therapist, and a teacher for the gifted. To help two severely handicapped students leave the hospital and attend a school close to their home, Eckert provided them with an innovative program of educational and nursing services. Now, drawing upon more than 30 years’ experience as teacher, county superintendent, and principal, Eckert is planning the merger of two schools as a step toward improving the educational programs of both. Eckert has a BEd and an MEd from Northern State College in Alabama.



**Minnie D. Sowell**

*Tom Joy Elementary School  
Metropolitan Public Schools  
Nashville, Tennessee*

Minnie Sowell likes being principal of a school named Joy, a name, she says, that “sets the tone” for the educational program. Over the past 18 years, Sowell has seen Tom Joy Elementary School grow from an overcrowded building surrounded by portable classrooms to a brand-new K-6 facility that can comfortably enroll 800. Sowell’s primary goal has been to help children at all grade levels achieve mastery of “Basic Skills First,” the program that earned Tom Joy statewide recognition as an Exemplary School. Her “Dolchmouse” spelling program, for example, involves children in all grades all year. Convinced that a “caring attitude is contagious,” she established “Sowell’s Hour,” an after-school tutorial and counseling program that brings in top students from area middle and high schools to work with intermediate level, high-risk students. Sowell earned her BS and MEd degrees at Tennessee State University.



**Anne Y. Stephens**

*Fort Sam Houston Elementary School  
Fort Sam Houston Independent School District  
San Antonio, Texas*

Although it has a highly mobile school population—better than one student in three is new every year—Fort Sam Houston is “home” to all students and parents, thanks to the people skills of principal Anne Stephens. Every new student benefits from her “School Ambassador” program, which includes a welcome kit, a special guided tour, and VIP treatment from two students assigned as escorts during the first week. Ten years ago, the Fort Sam Houston PTA was disbanded for lack of interest; today, Stephens can boast of more than 300 active parent volunteers. (One parent has already clocked in over 500 volunteer hours.) An education advisor to the governor and the state board of education, Stephens is particularly concerned about at risk students, identifying them early and working closely with them and their parents. Stephens has a BEd from Southwest Texas State University and an MEd from Trinity University.



**Garvin E. Carlile**

*Woods Cross Elementary School  
David County School District  
Woods Cross, Utah*

In 1987 Garvin Carlile was the brand-new Woods Cross principal, but he came with 30 years' experience as a Utah educator, including a stint (20 years ago) as a Woods Cross teacher. He immediately showed a commitment to provide quality education to his largely Chapter I-eligible student body. But his first challenge was to deal with the community's bitterness over recent student reassignments. To pull everyone together Carlile launched a grand-scale production to honor the 200th anniversary of the U.S. Constitution; 830 of his 845 students took part and were roundly cheered by a delighted, reunited community. To correct a few discipline problems, Carlile invited the parents of the problem children to come in, observe, then help change their children's behavior. It worked; one mother even became PTA president. Carlile earned his BS and MEd at Brigham Young University.



**Marjorie R. Von Ohlsen**

*Ferrisburgh Central School  
Addison Northwest School District  
Ferrisburgh, Vermont*

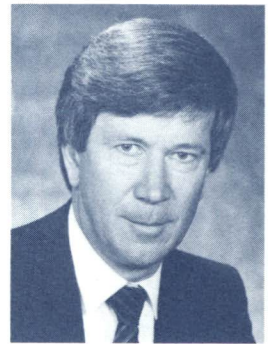
Marjorie Von Ohlsen's attitude of "Why don't you try it?" and "If it doesn't work, at least we'll learn something from it," has spurred her staff, students, and parents to team up for the mutual benefit of all. Von Ohlsen supports parents with "learning letters" to aid children at home. She helps teachers apply for grants to boost resources. Von Ohlsen took charge of the town's new kindergarten program, designed the curriculum, ordered the equipment, hired the teacher, and held workshops for preschool parents. After voters rejected a school renovation, she organized a study committee, arranged tours of the crowded building, and turned the vote around the next year. Then she worked hand-in-hand with architects and builders and invited the governor to celebrate the completed addition for a very proud Ferrisburgh Central School. Von Ohlsen earned a BS from Kutztown University and an MEd from Lehigh University, in Pennsylvania.



**Elizabeth K. Rice**

*Spring Hill Elementary School  
Fairfax County School District  
McLean, Virginia*

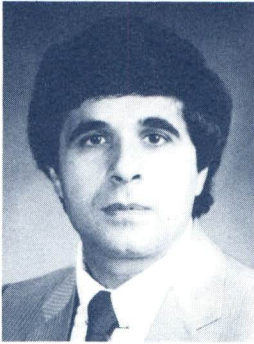
Over the past three years, Fairfax County has put into place a new Teacher Performance Evaluation Program that requires principals to do extensive observation and evaluation of teacher performance, with the results affecting teacher pay. While highly praised, the program has also been difficult and stressful during implementation. But soon after becoming principal of Spring Hill (enrollment: 788), Betsy Rice was chosen as one of the first to implement the system. Since then Rice has, in turn, trained over 400 other principals and administrative staffs plus the faculties of her own and five other county schools. Despite this extra workload, Rice also revitalized the Spring Hill science curriculum, redesigned the school safety plan, and maintained a warm, caring, and exciting atmosphere for her students and her staff. Rice has a BA from the College of William and Mary and an MA from the College of St. Thomas in Minnesota.



**Donald R. Lapinski**

*Dick Scobee Elementary School  
Auburn School District  
Auburn, Washington*

When Don Lapinski was transferred to Dick Scobee Elementary School three years ago, it had a poor reputation, low student achievement, and severe staff morale problems. Lapinski was told to “turn the school around.” He rallied the staff to write a child-centered goal statement and philosophy—and uses it for teacher evaluations. Tough-minded but fair, Lapinski rewards excellence, but has also dismissed staff for poor classroom performance. Reflecting the school motto, “Only as far as you dream can you go,” Lapinski’s most important program helps instill in each child the five main characteristics of the school’s namesake, astronaut Dick Scobee: kindness, a positive attitude, honesty, diligence/persistence, and courage/confidence. Last year, Scobee was ranked among the state’s top ten elementary schools. Lapinski received his BA at Seattle University and his MA at Central Washington State University.



**Vincent R. Delconte**  
*Jennings Randolph Elementary School*  
*Randolph County Schools*  
*Elkins, West Virginia*

School pride is a paramount ingredient in Vince Delconte's success formula at Jennings Randolph Elementary School. In his seven years there, he has introduced a school motto ("I CAN, AmerICAN"), school colors, a school nickname, a school song, and a school march. A school store sells inexpensive items bearing the school name and logo, and the decorated halls include a Hall of Presidents and a Disney Hall of Fame. Delconte has also supported a Power of Positive Students Programs (POPS), to help build pride and self-esteem in a student body largely populated by children of low-income families. Delconte promoted a math maintenance program, which uses ten to 15 minutes each day to review and reinforce math skills, and an exploratory studies program that provides instruction in geography, public speaking, and creative writing. Delconte earned a BS at Davis and Elkins College and an MA at West Virginia University.



**Gene M. Bebel**  
*Jefferson Elementary School*  
*Merrill Area Public Schools*  
*Merrill, Wisconsin*

As the first and only principal of Jefferson Elementary School (which he helped design), Gene Bebel has a reputation for innovation that works. He was his district's first elementary school principal to introduce computers, has involved Jefferson in an international intern exchange program, and provides annual in-school parenting programs that involve teachers, counselors, psychologists, and community support groups. Bebel is also committed to helping handicapped students achieve their maximum social, emotional, and intellectual development; hence, his school calendar is filled with a wide range of learning activities, from chess clubs to science challenges. Helping out are a variety of school partners, from the police and the chamber of commerce to nearby homes for the elderly. Bebel received his BS at the University of Wisconsin-Eau Claire and his MS at the University of Wisconsin-Stout.



**George E. Mathes, Jr.**  
*Sunflower Elementary School*  
*Campbell County School District*  
*Gillette, Wyoming*

When Sunflower Elementary School recently received Wyoming's first-ever "Super School" award, it was the high-water mark in George Mathes' six-year effort to make his school the best there is. By applying "Effective Schools" research, he raised Sunflower's average achievement test scores from the 53rd percentile to the 76th. A comprehensive program for at-risk students, including counseling, after-school care, drug education, and community service, has been effective in preventing dropouts. Over the past six years, a small parent advisory council has grown to include 200 parent volunteers helping to shape the school's mission and program. Mathes, whose personal credo is "Care enough to confront," is a firm believer in teacher empowerment and encourages his staff to participate in day-to-day decision making. Mathes holds BEd and MEd degrees from the University of Wyoming.

## Representing Private Schools



**Elizabeth W. Boone**

*All Saints' Episcopal Day School  
Carmel Valley, California*

In her 12 years as headmistress of All Saints' Episcopal Day School, Laurie Boone has transformed a problem-plagued and failing private school into one that has been hailed as a "jewel in the crown of Episcopal schools." She accomplished this turnaround by replacing an ineffective staff with enthusiastic and innovative teachers and empowering them to develop model programs in the arts, writing, literature, foreign language, math, reading, and science. Boone also instituted outreach programs in which eighth graders became Big Brothers and Big Sisters to incoming preschoolers, and students organized canned-food drives for the needy. The school also supports a sister school in Haiti. Boone has written a definitive book describing the relationship of churches and their schools and finds time to teach art history to the upper grades. Boone holds a BA from the University of California at Berkeley.



**Mary Jane Frederick**

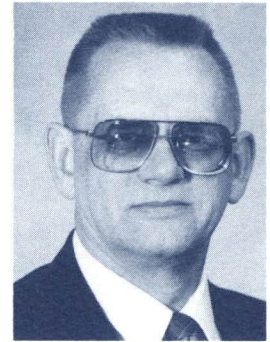
*St. Philip Elementary and Junior High School  
Diocese of Kalamazoo Schools  
Kalamazoo, Michigan*

When Mary Jane Frederick arrived at St. Philip Elementary and Junior High School in 1982, she found a demoralized staff, an almost nonexistent parent group, and a decrepit building without a library or a single computer. Her deep faith and endless enthusiasm enabled her to draw the staff together as an effective team and to unite the parents into a Home School Council that offers many activities for parents and students. The building has been repaired and renovated and now boasts a library as well as a computer in every classroom. Frederick organized a curriculum committee that has updated the school's reading series, introduced a new science curriculum and social studies curriculum, a new handwriting curriculum for grades 2-4, and is reviewing a new English curriculum to be introduced this year. Frederick holds a BA and MA from Michigan State University.



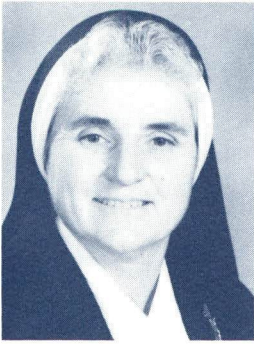
**Joyce A. Gubbels**  
*St. Pius X/St. Leo School*  
*Omaha Archdiocese Schools*  
*Omaha, Nebraska*

In her seven years as principal of St. Pius X/St. Leo School, the largest Catholic elementary school in Nebraska, Joyce Gubbels has made teacher empowerment and parent involvement the building blocks of her effective administration. Eighteen teachers are regularly involved in decision making as grade or curriculum coordinators; all teachers are given release time for peer coaching and observation. Gubbels recently began a mentor teacher program to help new teachers. Around 400 parents are actively involved in volunteer activities, and the school's fall open house regularly attracts 90 percent of the parents and students. Gubbels has also established a community service program for all eight grades and a Rainbow Program to assist students who have suffered a loss through death or divorce. Gubbels has a BA from the College of St. Mary and a BS and MS from the University of Nebraska at Omaha.



**William E. Ludwig**  
*Trinity Lutheran School*  
*Lutheran Church-Missouri Synod*  
*Kalispell, Montana*

There are only 190 students in the Pre-K-8 Trinity Lutheran School, but thanks to Bill Ludwig they enjoy an educational experience unmatched by many larger and more affluent schools. In his 28 years as principal, Ludwig has enhanced the curriculum by adding courses in the German language, drugs and alcohol, and the meaning of communism. He created a middle school for grades 5 to 8, where honor students may accelerate and slower ones get tutorial help. After-school enrichment clubs offer instruction in a wide variety of skills ranging from chess and sewing to cross-country skiing, while 95 percent of the middle schoolers participate in at least one sport. A series of family-centered events is capped by the annual awards night, when students are honored for the four As—attendance, athletics, academics, and attitude. Ludwig earned a BS at Concordia Teachers College and an MA from the University of Colorado.



**Sister Mary Jane Raeihle, C.S.J.**

*St. John the Baptist School  
Diocese of Brooklyn Schools  
Brooklyn, New York*

Transforming a junior high school into a K-8 school in the heart of Brooklyn's impoverished Bedford-Stuyvesant neighborhood was the challenge that faced Sister Mary Jane Raeihle in 1984, and a telling measure of her success at St. John the Baptist School is the long waiting list of children from all parts of Brooklyn. To a strong basic curriculum, Sister Mary Jane has added computer education, law education, a language program, drug education, art, music, and dance. The school boasts a guidance program, student council, student service and leadership program, and two tutorial computer centers. Sister Mary Jane encourages teachers to chair committees and to be involved in school planning. Actively involved in the Bedford-Stuyvesant community, she also helped organize a network of inner-city principals. Sister Mary Jane earned a BS from Brentwood College and an MS and EdD from Columbia University.

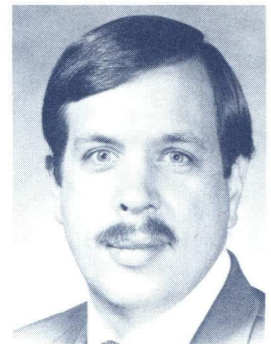
## Representing U.S. Department of Defense Overseas Schools



**Sharon L. Freed**

*William F. Halsey Jr. School  
Atlantic Region, United Kingdom East District  
Edzell, Scotland*

Sharon Freed maintains a special relationship with the 134 students of the Halsey School. She sends each of them a personal greeting on their birthday, at Christmas, and on Valentine's Day. She also writes encouraging comments on their quarterly report cards and counsels those in danger of failure, with the result that none of her students has ever failed a course in her five years as principal. During that time, Freed has done a remarkable job of enhancing the curriculum at her little K-8 school, adding a schoolwide computer education program as well as two math programs, a hands-on science program, and an independent writing program. Where there were three extracurricular activities, there are now 17, as well as a Host Nation program dedicated to Scotland's history and culture. Freed earned a BS from the University of Southern California and an MA from Michigan State University.



**Richard D. Saddlemire**

*Curundu Junior High School  
Panama Region  
Curundu, Panama*

In his two years at Curundu Junior High School, during great instability in Panamanian society, principal Dick Saddlemire has united the school community with monthly newsletters, student "town meetings," and a parent-teacher school advisory committee. He also explains programs at regular school-sponsored lunches for parents. When Panamanian authorities halted Curundu's buses, Saddlemire planned routes, directed traffic, and made signs and cartoons to assist parents transporting their children. He encourages his staff to take development courses—and takes them himself. Saddlemire established a student government and a series of student-led "town meetings" to give students a chance to air grievances and practice democracy. Saddlemire has a BA and an MA from the University of Rochester, and a PhD from the University of Santo Tomas.

## Representing Schools Overseas Assisted by the U.S. Department of State



**Kenneth T. Hillmann**  
*Jakarta International School*  
*Jakarta, Indonesia*

Ken Hillmann's top priority when he arrived in Jakarta five years ago was to integrate computers into the school's educational programs. Today, Jakarta International School boasts the most comprehensive elementary computer program in Southeast Asia. All classrooms have computers, which are used in the math, social studies, and science curriculums. Hillmann has revised and upgraded the school's language arts program and is currently embarked on a similar effort with the mathematics curriculum. He resolved a morale problem among the school's 60 classroom teachers by hiring a full-time staff developer and providing a new evaluation and supervision system that emphasizes strengths rather than weaknesses. A wide range of formal and small-group inservice programs is geared to individual needs and interests. Hillmann holds a BA from Central Methodist College and an MA from the University of Alabama.



**Marien A. Kyzner**  
*The American School of Kinshasa*  
*Kinshasa, Zaire*

What Marien Kyzner accomplished in a single year as principal of The American School of Kinshasa is incredible. Filling a void left by the resignations of the principal and superintendent, she took over a troubled school and demoralized staff and proceeded to create a new learning environment. Kyzner reviewed and revised several curriculum areas, introducing a program to improve student writing and a social studies program that reflected the culturally diversified student body, which includes 40 different nationalities. International Month, featuring songs and dances from around the world, was an immediate success, as was "Take Pride in TASOK," a program designed to boost school spirit and student participation. Her leadership earned the admiration and respect of a large staff of teachers, many of them older and more experienced than their principal. Kyzner holds a BS from Western Illinois University and an MS from Northern Illinois University.

## **The National Distinguished Principals Program**

The National Distinguished Principals program, launched in 1984 as an annual event, is jointly sponsored by the United States Department of Education and the National Association of Elementary School Principals (NAESP), in corporate partnership with Pizza Hut, Inc.

Reflecting a shared concern for educational excellence, the program seeks to instill a love of learning in the nation's young people. It does so by giving special recognition to the principals who set the character and quality of education during the early school years, the period that is the key to children's future in the classroom and in life.

Representing these elementary and middle school administrators are principals from 50 states and the District of Columbia, chosen by their peers in NAESP's state affiliates as exemplifying educational leadership of the highest quality. In addition, special committees selected five principals from among those nominated by private education associations and two each from the overseas schools affiliated with the United States Departments of Defense and State.

In keeping with the criteria noted by the Secretary of Education in the national announcement of the program, those selected are principals of schools "in which a commitment to excellence is evident; in which the programs are designed to meet the academic and social needs of *all* students; and in which community ties with parents and local business organizations have been firmly established."

In making their selections the NAESP state affiliates also have applied whatever additional standards they deemed appropriate. Factors commonly considered include contributions to the advancement of education; participation in community affairs; commitment to the principalship as evidenced by membership in relevant professional associations; and the regard of students, colleagues, and parents.

## **NAESP**

The National Association of Elementary School Principals (NAESP), founded in 1921, is a professional organization serving more than 26,000 elementary and middle school principals.

As a national organization, it operates through a network of affiliated associations in every state and the District of Columbia. In addition, NAESP has members in Canada and in many countries overseas.

The Association believes that the progress and well-being of the child must be at the forefront of all elementary and middle school planning and operations. Further, NAESP members accept the challenge inherent in research findings that the development of quality education in each elementary and middle school depends on the expertise, dedication, and leadership of the principal.

As the representative of principals serving some 30 million children from kindergarten through eighth grade, the Association is committed to excellence in elementary and middle school education as the foundation of all future academic achievement.

## Corporate Sponsorship

Pizza Hut is pleased to recognize the recipients of the 1989 Distinguished Principals Award. You are the pride of your profession. It's your examples of leadership, dedication and enthusiasm that inspire other educators and students alike to more fully experience the joy of learning.

This is a milestone year for Pizza Hut. It is the fifth year that the company has had the honor of serving as corporate sponsor of the National Distinguished Principals Program. It is also the fifth year of the BOOK IT!<sup>®</sup> National Reading Incentive Program sponsored by Pizza Hut. The success of the BOOK IT! program is largely attributable to the support and enthusiasm of the 40,000 principals, including many distinguished honorees here, who work with our program in their schools.

With your help, the BOOK IT! program is encouraging children to read. By recognizing students' reading achievements with free pizza, class pizza parties, colorful buttons and principals' honor diplomas, the program has expanded to include more than 600,000 classrooms with 15 million elementary school children nationwide.

With the encouragement of educators and because of the success of the BOOK IT! program, Pizza Hut has become involved in other literacy initiatives. This year, we are co-sponsoring two national programs with the Library of Congress—the Year of the Young Reader, whose honorary chairperson is Mrs. Barbara Bush, and the first National Young Reader's Day, which is being celebrated on November 15, 1989. We are also sponsoring the Leaders of Readers program with *Family Circle* magazine, which identifies and rewards successful, grass-roots literacy efforts.

Pizza Hut would like to take this opportunity to thank and recognize each of you for your invaluable contributions to education and to reaffirm our commitment to helping motivate children to read and continuing our support of American education.

**NAESP**

**National Association of Elementary School Principals  
1615 Duke Street, Alexandria, Virginia 22314**

5

SAMUEL G. SAVA  
Executive Director

RECEIVED  
SEP 25 1989  
SCHEDULING  
OFFICE

September 22, 1989

The President  
The White House  
Washington, D.C.

*June Milliam*

Dear Mr. President:

On behalf of the National Association of Elementary School Principals, I would like to convey our sincere appreciation for the inspiration you bring to educators all across the country by proclaiming education as a high priority on the national agenda.

Thank you especially for the gracious letter in praise of principals that will appear in our printed program for the upcoming National Distinguished Principals Program. We would like to invite you to personally deliver your message to this year's distinguished principals who will be at The White House the afternoon of October 18th for this annual event.

The U.S. Department of Education and NAESP, in cooperation with the White House, initiated this program in 1984 to recognize the critical role of principals in the education of our nation's children and youth. The 60 elementary and middle school principals being honored this year represent each of the 50 states, the District of Columbia, overseas schools, and private schools.

Focusing attention on what's "good" in education, the program generates excellent media coverage, both nationally and locally. The high visibility continues throughout the year as the "model" principals are beseeched to share their views and expertise with other educators, parents, legislators, and business representatives in their communities and throughout their states.

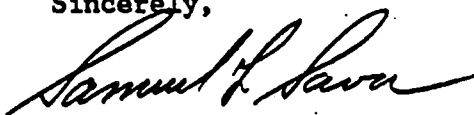
(1) A highlight of our program each year is a specially-arranged tour of The White House. This year the tour has been confirmed for Wednesday, October 18, beginning at 1:00 p.m. The principals and their guests, many of whom are teachers, would be especially honored if the President of the United States personally extended greetings to them while they visit The White House. Our invitation also extends to the First Lady.

(2) In coordination with the U.S. Department of Education Office of Intergovernmental Affairs, we would also like to request the honor of hosting a reception for our distinguished principals in the Indian Treaty Room of the Old Executive Office Building on Tuesday evening, October 17, from 6:00 - 7:00 p.m. The principals and their guests would attend along with appropriate guests from The White House and the...

The President  
September 22, 1989

In light of the upcoming Summit and pending outcome, we hope you will be able to meet with educators from all across the country for continued visibility and support of your education initiatives. We hope that both you and Mrs. Bush (or one of you) will honor us with your presence on October 18th.

Sincerely,



Samuel G. Sava  
Executive Director

# NAESP News

National Association of  
Elementary School Principals  
1615 Duke Street  
Alexandria, VA 22314-3483  
(703) 684-3345

CONTACT: June Million (703) 684-3345  
EMBARGO: For Release 6 PM,  
October 17, 1989

## Nation's Best Principals Gather in D.C.

What makes an exceptional elementary and middle school principal? What takes such a person to the top of the education profession? And why are the schools managed by such men and women among the nation's best, wherever they're found, cityside or countryside, east or west?

The answers became clear today in Washington, D.C., as the 26,000-member National Association of Elementary School Principals (NAESP) introduced 60 National Distinguished Principals to the national media and the American people. These men and women are in charge of public and private elementary schools in 50 states and the District of Columbia, as well as schools overseas.

These top-notch professionals have in common these three major qualities:

- (1) a strong dedication to learning--a dedication which they impart to their students and teachers as well
- (2) a commitment to basics--reading, writing, and mathematics--and
- (3) an exceptional talent for working with people.

They succeed as managers and educators because they themselves love to learn, they love to help others learn, and they love to work together with people of all ages, interests, and abilities in order to achieve important goals.

### **Dedication to Learning**

The National Distinguished Principals' dedication to learning shows in their own continuing presence on university campuses as part-time professors, as candidates for advanced degrees, or as mentors to student teachers in their

(MORE)

schools. It also shows in their enthusiasm for in-school training for themselves and their staffs.

- **Sally J. Liechty**, of Iowa, a 26-year veteran educator, is also a guest lecturer at nearby colleges and universities. Her Des Moines school district honored her with its "Leader of Leaders" award for her work in staff development.

- **Carolyn S. Reedom**, of Nevada, formed a partnership with the University of Nevada-Las Vegas to build a marine biology lab in the McDoniel Elementary School, and "brought the ocean to the desert."

- **Anthony J. Link**, of New York, is an adjunct professor of education at SUNY-Buffalo and principal of Maple West Elementary School, which is a training ground for dozens of student teachers from nearby universities.

#### **Focus on the Basics**

But a first-class principal also maintains a sharp focus on the basics --reading, writing, and mathematics--which are the foundation for a lifetime of learning.

- **Wanda L. O'Quinn**, of Arkansas, has led Perrett Primary School in Arkadelphia to many state and national awards. The key reason: her students score in the 95th to 99th percentile in the basics at every grade level, with the greatest improvement occurring among the most disadvantaged children.

- **Maria E. Naranjo**, of New Mexico, designed a lesson plan for basic studies for her teachers at Carlos Gilbert Elementary School; it has since been adopted by all Santa Fe schools. Naranjo's good planning, plus her

(MORE)

inspirational abilities, have consistently helped to raise student test scores above district and national norms.

- **Charles L. Ireland, Jr.**, of Kansas, has used the "Million Minutes of Reading" program, peer-tutoring, and other initiatives in Meriden's Jefferson West Elementary School to emphasize basic reading skills. As a result, student reading rates and comprehension scores have risen dramatically.

### **Good "People Skills"**

The nation's best elementary and middle school principals also have exceptional skills for dealing with other people. They are public-spirited educators, attuned to the needs of children, staff, and parents; involved in the life of the surrounding community; and able to bring individuals and groups together for common goals.

- **Jane T. Wakukawa**, of Hawaii, called "wonder woman" and "miracle worker" by the enthusiastic teachers at Kaala Elementary School, is also a familiar figure on the street in the morning, as she talks with parents walking their children to school.

- **Elizabeth W. Boone**, of California, encouraged her faculty to design seven new curriculum programs for All Saints Episcopal Day School in Carmel. She has also organized canned food drives and other efforts to aid a sister school in Haiti and assigns eighth graders to be "Big Brothers" and "Big Sisters" to younger first-time students at All Saints.

- **Marien A. Kyzner**, principal of The American School of Kinshasa, Zaire, stepped into the leadership vacuum created by two top resignations, but quickly earned not only the loyalty and admiration of a much older, experienced staff but also the enthusiasm of students and families representing some 40

(MORE)

different nationalities.

These nine principals are not unique but rather are typical of the energy, enthusiasm, and dedication to excellence of each of the 60 National Distinguished Principals honored today.

### **Education-Government-Business Partnership**

The annual National Distinguished Principals program, begun in 1984, is co-sponsored by the NAESP, the U.S. Department of Education, and Pizza Hut, Inc.

National Distinguished Principals are chosen by committees of peers. According to the selection criteria, a school administrator must lead an elementary or middle school in which ...

- \* "... a commitment to excellence is evident"
- \* "... the programs are designed to meet the academic and social needs of all students"
- \* "and ... community ties with parents and local business organizations have been firmly established."

The National Association of Elementary School Principals, which initiated the National Distinguished Principal program, was founded in 1921. Headquartered in Alexandria, Virginia, the NAESP operates through a network of state affiliates throughout the U.S. and Canada. Its 26,000 members serve some 30 million youngsters in kindergarten through eighth grade.

Association president for the 1989-1990 school year is Gary D. Salyers, principal of Linwood Elementary School, Milwaukie, Oregon. NAESP's executive director is Dr. Samuel G. Sava.



**National Association of  
Elementary School Principals**

**Fact Sheet: 1989 National Distinguished Principals Program (NDP)**

**What it is:** The National Distinguished Principals Program is an annual event honoring elementary and middle school principals who set the pace, character, and quality of the education children receive during their formative early years in school.

**Its purpose:** To promote educational excellence for K-8 (kindergarten through eighth grade) schooling. The program brings attention to the fundamental importance of the school principal. By recognizing the exceptional leadership of the men and women who are responsible for the day-by-day operations of the nation's elementary and middle schools, the program instills pride in their accomplishment and reinforces their leadership in helping children develop a lifelong love of learning.

**Its sponsors:** The NDP program is jointly sponsored by the U.S. Department of Education and the National Association of Elementary School Principals, in corporate partnership with Pizza Hut, Inc.

**Number of honorees:** Sixty principals were chosen in 1989--one principal was selected from each of the 50 states and the District of Columbia; plus five from private K-8 schools; and two each from the Department of Defense Overseas Schools and Schools Overseas assisted by the Department of State.

**How honorees are chosen:** All principals are nominated by their peers. Principals from each state and D.C. are selected by NAESP's state affiliates. Honorees from private schools and overseas schools are selected by special committees.

**Selection criteria:** Criteria developed by the U.S. Department of Education and NAESP require that the individual be a practicing principal of a school that is clearly committed to excellence; a school with programs designed to meet the academic and social needs of all students; and a school with firm ties to parents and the community. The principal must show evidence of outstanding contributions to the community and to the education profession.

**Location:** All ceremonies take place in Washington, D.C., on October 17 and 18. The October 18 awards banquet will be held in the J. W. Marriott Hotel, 1331 Pennsylvania Avenue (phone 202/393-2000).

**About NAESP:** The National Association of Elementary School Principals, founded in 1921, is a professional education association serving more than 26,000 elementary and middle school educators nationwide. It operates through a network of affiliated associations in every state and the District of Columbia, and has members throughout Canada and 50 countries overseas.



**National Association of  
Elementary School Principals**

October 16, 1989

Mr. Dan McGroarty  
122 OEOB  
17th and G Streets, N.W.  
Washington, D.C.

Dear Mr. McGroarty:

Enclosed are briefing materials related to our upcoming National Distinguished Principals Program as requested by Doriene Steeves. Please contact June Million, NAESP Director of Public Information, if you would like to discuss further as you prepare the President's remarks. June may be reached at 684-3345.

We appreciate your efforts as we prepare for our program.

Sincerely,

A handwritten signature in cursive script that reads "Gail C. Gross".

Gail C. Gross  
Associate Executive Director

Enclosures: National Distinguished Principals, printed program, 1989  
"Nation's Best Principals Gather in D.C."  
"Sixty Outstanding School Principals Honored"  
1989 NDP Fact Sheet

To Peggy  
Date \_\_\_\_\_ Time 11:10

**WHILE YOU WERE OUT**

M \_\_\_\_\_  
of June Million  
Phone 393-6642

Area Code	Number	Extension
TELEPHONED		PLEASE CALL <input checked="" type="checkbox"/>
CALLED TO SEE YOU		WILL CALL AGAIN <input checked="" type="checkbox"/>
WANTS TO SEE YOU		URGENT <input type="checkbox"/>

RETURNED YOUR CALL

Message \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Operator \_\_\_\_\_

NAESP - Gail Grob  
684-3345 x46

Head of Advisory Comm.  
Bus Remotals

Deven Steeves  
732-5409/84

Edna

330 1<sup>st</sup> Ave SW  
Rm 4360 (Loren Bldg)  
20281

Dr. Office of the Paid Care

Kristin Donner 2/18/66  
Karen Cumming 4/29/43

This piece of bookend was

THE WHITE HOUSE  
WASHINGTON

Reading Stunts -  
gorilla  
suspended from  
ceiling

Good → sent to  
principal's  
office - Lunch

June Million  
NAESP Press  
393-2000

# Withdrawal/Redaction Sheet

## (George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
01. Note	Becky Campoverde to Justine D'Andrea, re: POTUS Meeting with Distinguished Principals. (1 pp.)	10/03/89	<del>P-5</del>	

**Collection:**

**Record Group:** Bush Presidential Records  
**Office:** Speechwriting, White House Office of  
**Series:** Speech File, Backup  
**Subseries:**  
**WHORM Cat.:**  
**File Location:** Distinguished Principals Visit 10/18/89

Open on Expiration of PRA  
 (Document Follows)  
 By SN (NLGB) on 4/8/2005

<b>Date Closed:</b> 10/12/2004	<b>OA/ID Number:</b> 06270
<b>FOIA/SYS Case #:</b>	
<b>Re-review Case #:</b> 2004-2265-S	
<b>P-2/P-5 Review Case #:</b>	
<b>MR Case #:</b>	<b>Appeal Case #:</b>
<b>MR Disposition:</b>	<b>Appeal Disposition:</b>
<b>Disposition Date:</b>	<b>Disposition Date:</b>

### RESTRICTION CODES

**Presidential Records Act - [44 U.S.C. 2204(a)]**

- P-1 National Security Classified Information [(a)(1) of the PRA]
- P-2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P-3 Release would violate a Federal statute [(a)(3) of the PRA]
- P-4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P-5 Release would disclose confidential advise between the President and his advisors, or between such advisors [a)(5) of the PRA]
- P-6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

**Freedom of Information Act - [5 U.S.C. 552(b)]**

- (b)(1) National security classified information [(b)(1) of the FOIA]
- (b)(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- (b)(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- (b)(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- (b)(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- (b)(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- (b)(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- (b)(9) Release would disclose geological or geophysical information



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF THE UNDER SECRETARY

October 3, 1989

NOTE TO JUSTINE D'ANDREA

This responds to your request to Chino Chapa for input for the scheduling meeting this afternoon. Chino is out with the Secretary, so I am responding on his behalf.

The Department recommends that the President include the distinguished principals in his schedule. The National Association of Elementary School Principals is friendly to the Administration; its executive director, Sam Sava, has gone out of his way to be publicly supportive as well as privately helpful in our efforts.

You should know that the group is cautious about school choice and by and large would probably prefer that it be limited to choice within a particular school district. This would be a good opportunity for the President to reassure them that the decision on how school choice should be implemented is a state and local matter.

We are confident that the group would be thrilled with an appearance by the President and that he would be warmly received. Including the principals in his schedule would enhance his stature with a key education group and would broaden his base of support as the Education President.

Please let me know if we can provide additional information.

*[Handwritten signature]*

*[Handwritten signature]*

Becky Campoverde  
732-4000

*Eda.*  
Doreen Steeves

732-5409...  
5404...

*[Large scribbled-out area]*

300-

only admin.

small corp...

① ⇒ Everything to everybody...  
multifaceted.

② SAFETY in school place.  
outside intrusions.

in the halls -

→ every classroom every day ~~...~~

visible ○ - names

substance abuse.

prevention...

<sup>removing</sup>  
E.P.A. in Alex.

Kindergarten...

spend the day getting lives.

worry on yourself while

wearing such clothes

nice warm feeling while

no one notices.

COPY

meeting on ground while  
wearing dark clothes  
use warm feeling coat  
no one notices.

Kindergarten...  
spend the day getting buses.

Monday in Alexandria  
E.P.H. in Alexandria

Substance abuse.  
prevention...

---

Visible - name

→ every classroom every day  
in the halls -

② SAFETY in school place.  
outside interventions.

① → everything to everybody...  
small groups  
multigraded.

only admin.

McGroarty/Dooley  
October 16, 1989  
4:00 pm  
[PRINS]

PRESIDENTIAL REMARKS: DISTINGUISHED PRINCIPALS VISIT  
THE ROSE GARDEN  
OCTOBER 18, 1989  
1:00 PM

[Introductory acknowledgements. Sam Sava, National Association of Elementary School Principals, Secretary Cavazos.]  
I am delighted to welcome such a distinguished group of educators to the White House.

I know your students are all thrilled that you're here in Washington. /// After all -- no matter what they do -- this is one day they can't get sent to see the principal. ////

[[But the fact is, kids do look up to you. Think how many would rather be **Principal** for a day than **President** for a day. Sure, I've got my own limo -- but you're the ones who get to talk on the PA system any time you like.... ]]

You've mastered a job that most people couldn't begin to cope with. Imagine being CEO of a corporation where the rank and file's average age is 8 -- and half of them forget to bring their lunch money.

You juggle everything from substitute teachers to bus schedules -- and many of you still find time to visit every classroom every day. And there's always energy for something extra: whether it's Jane Wakukawa getting out with the crossing guards every morning to talk to parents walking their kids to school -- or Anthony Link and Sally Liechty, lecturing at colleges and in their communities after the school day is over.

But that's what puts you at the head of the class -- and it's what makes your schools among the most successful. Because more than any other factor, what sets a school apart is you: **the principal**. The simple fact is this: there is no substitute for a strong principal -- one who gives students and teachers a sense of direction. One who helps our children develop a love of learning -- and learn the lessons in character that apply in and out of the classroom.

I know for you and your family and friends, this is a proud day. All those years of hard work and dedication have paid off -- and you've earned all the recognition that's going to come your way in the next few days. Enjoy it -- because when you get back to your communities, the real work begins. Educators from schools all over your state are going to want to know the secret of your success. Each of you is a case study in **what works** -- and we've got to **learn from you** in order to make all our schools better.

And what works is what matters. You all know how deeply I care about the quality of learning in our classrooms. As you know, I asked the Governors from each of your states to meet with me at the recent Education Summit, for two days of intense discussions. We emerged from that summit with a new sense of resolve -- with a new consensus on what we must do to strengthen our schools. The governors and I agreed that we've got to work together to raise standards -- and cut the tangle of red tape that keeps you and your teachers from doing the best possible job.

That means expanded flexibility on the state and local level -- and it means greater choice -- more power in the hands of parents and their children to decide which schools and what kind of education is right for them. I am convinced that choice can spur educational innovation -- and educational excellence. But make no mistake: we aren't going to tell you what works best from Washington. Just the opposite. The whole point of flexibility and choice is to see that decisions affecting our schools are made where the interest and expertise is greatest: in your schools and communities.

You're America's best, and you know what it takes to make our schools even better. I want to thank you for setting an example for kids to admire -- and for other educators to emulate.

My congratulations to every one of you -- and my thanks for making a difference for every single child who walks into your schools.

Thank you. God bless you, and God bless the United States of America.

# # #

Stanley Brimberg, teacher at Bank Street School for Children,  
Manhattan.

Joan Fine, principal of Palmer Elementary School, Fairborn, OH

Instructor, May 1987, pp. 56-7 Vol. 96, No. 9

Dear Joan:

Congratulations! A principal in the family! All of us were thrilled. Well, all but me. Joan, I must confess some mixed feelings. The thought of what can happen to a reasonable person when that particular mantle hits the shoulders! It frightens me. After all these years of being one of us, you are about to become one of them.

I know you'll be an effective principal. You always were a superior manager. It isn't anyone who could work on her master's degree while raising four children under five. But the thing is, Joan, I'd like more principals to be great.

That's the reason for this letter. After fifteen years of administrator-watching, I'm prepared to arm-chair-quarterback you into the Principals Hall of Fame. What's family for, right?

Practice your public speaking. Try to be yourself in front of an audience. I've seen too many principals try to wax comedic extemporaneously. "In" jokes abound, and lots of people don't get them. No need to be Bob Hope.

Resist temptation to do everything. As a principal, you'll see a lot that needs doing, and you may feel that you could do each job better than the person whose being paid to do it. This, however, is not only impractical but impossible and self-defeating. Don't shortchange your future; let them make professional decisions, too.

Teach when you can. Give a teacher an hour off once in a while and get back in the classroom. Do it because you miss the kids and like to teach.

Know whereof you speak. It irritates me when an administrator tells a parent what a terrific teacher I am, when I know he or she is not in touch. False flattery is inaccurate and general at best, insulting and paternalistic at worst. Of course, if you do know, talk! There's no better feeling than being appreciated for what you're really doing.

Beware the junket factor. If you're invited to a professional conference -- just a hint -- try to leave after school on Friday and be back in school by Monday. When you return from longer trips, douse yourself liberally with salt.

The troops will have been working while you were away, and the last thing they want to do is spend their one clerical day listening to you lecture about right-and-left brained kids in Southern Ohio.

Respect the watering hole. If possible, bring in a garage-sale Mr. Coffee. Teachers tend to gather at the urn, not only to commiserate, but also to share news and ideas. There's a lot of laughter there, too, and that's a healthy sign in a school.

Don't invent paperwork. The information on a lot of fill-in forms isn't used, and harm can be done when orders are relayed by impersonal memos. There's something to be said for conversing in English.

Try not to indulge in extreme idiosyncracies in your office. I once had a principal whose air ionizer buzzed all the time, who tucked sachets of basil here and there, and who didn't believe in lights. Conferring in her office was like being in a cellar.

That's about it. I figure if you keep even some of these in mind you'll do fine. But don't forget what it's like down the hall!

Stanley

FROM THE DESK OF THE PRINCIPAL

Dear Stan:

Time to catch up on my correspondence. Granted, eight months is a long time to wait for a letter, but I needed to principal a while before responding to your Principles for Principals. I do appreciate your points, yet I'm now responsible for things I used to ignore. I teacher-watch from a different perspective. Still, someday, in addition to being a child advocate I hope to be recognized as a "teacher's principal." In any case, time for point/counterpoint:

Speaking. You are so right. Educators pride themselves on using twenty words when one will do nicely. But I believe I have this one licked. My approach? Smile and get straight to the point.

Resist temptation. This might better have been headed "define this job." Nobody seems to be able to do that for me. My style is to encourage participation and get people involved, which does work on the building level. The Central Office is another story. It's hard to tell what's expected of me there. Partly, I think, it's a show of face in my ability, which I appreciate. Partly, I think those folks are so busy with their

own problems, they are happy to leave me with mine. Sometimes I'm not too sure of what my own territory really is. I've decided that it is easier to apologize later than to ask in advance. Anyway, I'm sure I'll be told if I goof.

Teach. Agreed. But not because a teacher wants to leave early or arrive late. You'd be surprised at how contagious that can be. I will keep up my teaching skills, but not with a regular teaching assignment. Principalling involves being available when the unforeseen arises.

Know whereof I speak. Here I fall down. I feel I must appear confident and knowledgeable, even when I'm shaky. I have to be assertive in asking for time, help, and information. Everyone assumes I'm up on everything. I hope to feel more confident once I'm through all the "firsts." But I do feel I know my teachers -- I've observed in every room since taking over.

Junkets. No problem. Our tight budget means I have to choose conferences with care. I do make copies of relevant articles and slip them into teachers' mailboxes. Unfortunately, time constraints and faculty meetings often mean new ideas take a backseat to business. There just doesn't seem to be any easy way to keep everyone current.

Coffee. After the refrigerator, the soda machine, and the microwave, our lounge wiring couldn't handle another watt. My teachers find time for informal exchange during lunch.

Forms. As a middle-management person, I am plagued by these myself. Besides, we have a twenty-year-old copier which I am motivated not to use.

Office. No ionizer; still, I don't want my office to appear so neutral that none of me shows. An aside on all of this: I do believe that teachers sometimes expect principals to wave a magic wand and change things that are totally beyond their control and to insulate everyone from what are perceived to be unnecessary hassles. Stan, it is lonely at the middle. Now I am one of them. I have done a teacher's job, and I know what it feels like. Teachers haven't done mine. I wish I could figure out a way to bring about more understanding.

It'll be interesting to look back on our letters to see how things turn out.

Joan