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OA/ID Number: 13773
Folder ID Number: 13773-010

Folder Title:
Back to School Address - Alice Deal Jr. High 10/1/91 [OA 8329] [1]

Stack:	Row:	Section:	Shelf:	Position:
G	26	21	6	5

September 26, 1991

MEMORANDUM FOR THE PRESIDENT

THROUGH: DAVE DEMAREST
TONY SNOW

FROM: DAN MC GROARTY

SUBJECT: BACK TO SCHOOL ADDRESS

DRAFT

I. SUMMARY

At 12:00 noon, on Tuesday, October 1, you will deliver the Back to School Address. Your immediate audience at Alice Deal Junior High is Mrs. Mosteller's class of 28 Eight Graders. The extended audience is a nationwide audience of Eighth through Twelfth Graders, watching via PBS and other stations.

II. DISCUSSION

Your trip into the classroom underscores the student's central place in the overall education strategy. You will talk to the students, rather than simply about them. This is not a speech heavy on policy. You mention the "national report card" in the context of a challenge to today's students, rather than a status report on the state of our schools. Your message focuses on taking control, and encouraging responsibility. You ask students to confront their futures -- to face the very real prospect of dropping out, using drugs and to seize every educational advantage open to them.

September 26, 1991

MEMORANDUM FOR DAVID DEMAREST

THROUGH: DAN MCGROARTY
FROM: JEANNIE BUNTON
SUBJECT: BACK TO SCHOOL ADDRESS

I. SUMMARY

At noon on Tuesday, October 1, the President's Back to School Address will be delivered to an immediate classroom audience of 25 Alice Deal Junior High School eighth graders and an extended audience of thousands of eighth through twelfth graders across the nation.

II. DISCUSSION

The President's conversational remarks, delivered the day of Alice Deal's "Back to School Night", will present students with the issues of personal choice and responsibility, rather than a litany of policy.

In broader attempts to get out the education message, previous speeches about education generally addressed parents, businesses, communities and other members of the teaching establishment. This is an opportunity to talk with students -- the objects of all this attention.

The remarks mention the National Report Card in an attempt to create a sense of challenge - for students to rise to the occasion, now. Those Alice Deal eighth graders graduate in less than 5 years, 1996. Students in the larger audience graduate even sooner.

In a very warm tone, President Bush will reach these students with the message that personal responsibility begins today, and today's decisions effect the rest of their lives. [So get a grip dude.]



UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

September 25, 1991

MEMORANDUM TO TONY SNOW

FROM:

LAMAR ALEXANDER *LA*

SUBJECT:

THE PRESIDENT'S OCTOBER 1 SPEECH

For the President's speech to kids on October 1, the point of the speech should be: "I'm asking you to help your school adopt the six national education goals."

- o Could give a little history lesson about where the goals came from, taking them one by one *-??*
- o And why it is important to have them, using examples
- o Talk about making a living and making a life as well
- o Growing up and living successfully in the whole world
- ✓ o Say a nice word about the teachers
- ✓ o And the importance of parents
- o Refer to the "National Report Card" that the Governors put out yesterday (September 30) which shows that you read a little better than your parents and know a little more math than your parents but that also shows that five of six of you don't know enough math to live and work in the world the way you want to. The kind of math we are talking about means the kind of math you need to work at the auto plant, to understand why that telescope is out there in space, to decide for yourself whether the nuclear power plant is safe; the kind of math you need to know to get into college.
- o Of course, with children, the more examples and stories the better.
- o It's also good to talk to them about things and people they know about; how hard Michael Jordan and Cal Ripken practice to achieve their records.

cc: Leslye Arsht

Jeannie
Fyl.

September 26, 1991

MEMORANDUM FOR DAVID DEMAREST

FROM: DAN MC GROARTY

SUBJECT: OCTOBER 1 EDUCATION SPEECH

changed
again

I. EVENT

The President's immediate audience at Alice Deal Junior High is Mrs. Mosteller's class of 28 Eighth Graders. The extended audience for the 12:00 noon speech is a nationwide audience of Eighth through Twelfth Graders, watching via PBS and other stations.

II. OBJECTIVE

As part of our broader effort to promote America 2000, we have sought to take our message not simply to the education establishment, parents and teachers, but to business leaders, states and local communities (as in the speech at Lewiston High).

The October 1 speech at Alice Deal Junior High provides an important opportunity to take our message to the nation's students -- the objects of all this attention.

The President's trip into the classroom underscores the student's central place in our overall education strategy. This event allows the President a chance to connect with students -- a chance to talk to students, rather than simply talking about them.

By design, therefore, this is not a speech heavy on "policy." The President mentions the "national report card" released on September 30, but more in the context of a challenge to today's students than a status report on the state of our schools.

The Eighth Graders that the President speaks to are members of the Class of 1996; many of the students watching on TV will graduate even earlier. For these students, our goals for the year 2000 are not as relevant as practical advice on how make the school experience count right now.

For this reason, the President's plain-spoken message focuses on taking control -- encouraging an ethic of responsibility for students old enough to ask more of themselves. The President asks the students to confront their future -- to face the very real prospect of dropping out, using drugs, etc. and to seize every educational advantage open to them.

#

Proof

McGroarty/Bunton
September 27, 1991
7:30 pm
[SCHOOL.TS]

PRESIDENTIAL REMARKS: ALICE DEAL JR. HIGH, WASHINGTON, D.C.
OCTOBER 1, 1991
12:10 P.M. ~~MISSISSIPPI~~

Thank you, Mrs. Mostoller [MOSS-tah-ler], for allowing me to visit your classroom today. [[TO STUDENTS]] And let me thank all of you for letting millions of students in classrooms all across the country tune in to hear what I'm about to say.

You know, long before I became President, I was a parent. I remember the times my kids came up with a really tough question, or a difficult decision. I tried my best never to shut them down with a quick "No." I would simply say those three magic words that made that problem disappear: "Ask your Mother." //

No parent's perfect. Especially when you're in your teens - - and your parents hit that awkward age. //

Let me tell you why I've made the trip up from the White House to Alice Deal Junior High. I'm not here to teach a lesson -- to tell you what to do, or what to think. Maybe you're accustomed to adults talking about you and at you -- well, today, I'm here to talk to you: about why what you do today -- and what you don't do -- can change your future. //

Every day, we hear more bad news about our schools. Maybe you saw today's headline about the release of the new National Goals Report. [[HOLD UP PAPER OR NEWS CLIP.]] In math, for instance, this "national report card" shows that, nationwide,



five of six Eighth Graders don't know the math they need to move up to the Ninth Grade.

In spite of troubling statistics like this one, I don't see this report as just bad news -- and I'll tell you why. This report card tells us a lot about what you know, and what you don't know. It gives us something to build on. It shows us our strengths -- and the weaknesses we've got to correct. It sets forth a challenge to all of us: work harder, learn more -- revolutionize American education.

I know you've heard about "stanines" and percentiles, surveys and statistics, but here's what all the fancy talk means: Education means the difference between a good future and a lousy one. Reports don't give us the right to make excuses. Our scores tell us where we are -- and where we need to go.

All over America, schools succeed -- even against all odds. Kids from all over the District of Columbia petition to get into Alice Deal -- because parents know this school works. It works because of teachers like Mrs. Mostoller, who decided at the age of 25 she wanted to teach. She was standing in a supermarket checkout line when she saw a magazine ad about college. She went back, worked her way through school in seven years, waiting tables to pay tuition. She made it -- and so can you. //

This school works because of students like the ones with me today -- students like Rachel Rusch [RUSH], a member of Alice Deal's award-winning "Math Counts" team. Rachel and six others kids in this class alone have taken part in the Johns Hopkins

Talent Search: You took the college-entrance exams on an experimental basis last year as 7th Graders. Even in junior high, some of you scored well enough to get into college right now. // So let's just put it on the line. You've got the brains. Now you must put them to work.

Progress starts when we ask more -- of ourselves, our schools, and yes you, our students. We made a start by setting six National Education Goals to meet the challenges of the 21st Century. By the year 2000, at least nine in every ten students should graduate from high school. We should be first in the world in math and science. Every American child should start school ready to learn; every American adult should be literate - - and every American school should be safe and drug-free. Reaching those goals is the aim of a strategy I call America 2000 -- a crusade to transform American education school by school, community by community. //

But today, I want to speak to you not about programs or policies -- but about your future; about the real world rushing up to meet you in the few short years before you graduate from high school.

Fast-forward five years from now. Unless things change, between now and 1996 as many as one in ^{four?} five of today's 8th Graders will not graduate with their class. In some cities, the drop out rate is twice that high or higher. Imagine: Out of a total of nearly 3 million of your fellow classmates nationwide, an army of more than half-a-million dropouts.

I ask every student watching today: look around you. Count five students -- start with yourself. No one dreams of becoming a dropout, but far too many do. Which one of you won't make it?
 // The fact is, everyone of you can. // Let's make a pact right here. Let's work to see that five years from now, you and your friends will be more than sad statistics. Give yourself a decent shot at your dreams. Stay in school. Get that diploma.

Let's go back to the future. In the fall of 1996, nearly half of today's ^E eighth Graders who get their diplomas will enter the working world. More than half the graduates will stay in school -- and become the college class of the year 2000.

The question each student watching today should ask is: Where will I be five years from now? Will I be holding down a good job and working toward a better one -- or will I be out of school and out of work? Will I be on a college campus -- or out running the streets?

Think about that tonight -- when you're at the kitchen table doing homework; while your parents are coming here to Alice Deal to meet your teachers -- like so many millions do this time of year at Back to School Nights across America.

I'm asking you to put two and two together: Make the connection -- between the homework you do tonight -- the test you take tomorrow -- and where you'll be five, fifteen and fifty years from now. You see, the real world doesn't begin somewhere else, and some time in the distant future. The real world starts

right here. What you do here will have consequences your whole lives.

Let me tell you something many of you may find hard to believe. You're in control. [[You're thinking: How can the President say that about kids like us who don't even have their drivers' licenses?]] But think about it, and you'll see what I mean.

Think about drugs. You see films. You hear police experts and tough speakers from the outside. You get stern lectures from everyone -- movie stars, athletes, teachers, parents, friends.

But you know and I know that all the drug prevention programs -- all the pledges -- all the preaching in the world won't pull you through that critical moment when someone offers drugs. At that moment, everything comes down to you. Yes or No: You've got to choose, and the answer will change your life. Your parents won't make the decision. Your teachers won't make the decision. Your friends won't make the decision. It's up to you: It takes guts to take control. //

Studies show a decline in drug use -- and every student who draws the line against drugs deserves credit for that. / But drugs and violence continue to threaten every school, every small town and suburb in America. As students, you have a right to be physically safe at school. You should never have to worry that a quarrel in the hallway will lead to a gunfight in the playground. You shouldn't have to fear for your life if you criticize someone

who wears a beeper in class. Fear should never follow you into the classroom. //

If you have to take the long way home after school so you don't cross paths with the gang hanging on the corner, if outsiders roam the halls of your school hassling students, you must take control. Go to your teacher, go to your principal, go to your parents -- as difficult as it may be, go to the school board if you have to. Demand discipline. If good people chicken out, bad people take control. So let's drive the drugs and guns and senseless violence out of our schools. //

When it comes to your own education: take control. Don't say school is boring, and blame it on your teachers. Make your teachers work hard. Tell them you want a first-class education. Tell them you're here to learn.

Block out the kids who think it's not cool to be smart. I can't understand for the life of me what's so great about being stupid. If someone goofs off today, they're cool. But what about years from now, when they're stuck in a dead-end job? Don't let peer pressure stand between you and your dreams.

Take control -- challenge yourself. Only you know how hard you work. Maybe you can fake your way into a job -- but you won't keep ^{it} for long ~~it~~ if you don't have the know-how to get the job done. Maybe you can cram the week before the marking period ends, and turn that C into a B. But you can't con your way past the SAT and into college. / If you don't work hard -- who gets hurt? If you cheat -- who pays the price? If you cut corners,

if you hunt for the easy A -- who comes up short? Easy: You do.

You're in control -- but you're not alone. People want to help you succeed. Here at Deal, teachers like Mrs. Mostoller -- from your principal, Mr. Moss, to your custodian, Mr. Francis. / Right now in classrooms across this country -- in the communities you call -- ^{home?} no matter how bleak, no matter how empty things sometimes seem -- there's a teacher, a parent, a friend or family member ready to help you. They want to see you make it.

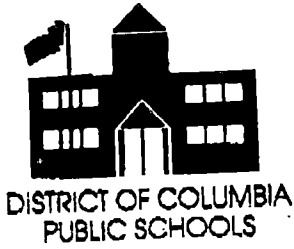
If you take school seriously, you won't have to settle for a job -- any job. You'll have a career. If you make it your business to learn, one day you'll be a better parent. You may not think about it now, but one day your children will want to look up at you and say, "I've got the smartest Mom and Dad in the world." Don't you disappoint them.

But most of all, if you educate yourself, you'll enjoy life. You'll have what it takes to make a difference in the world -- to be a part of something bigger than yourself. Look around you. Ask yourself who gets the most enjoyment out of life -- it's the people who live to learn. //

Let me leave you with a simple message: Every time you walk through that classroom door, make it your mission to get a good education. Don't do it just because your parents -- or even this President -- tells you. Do it for yourselves. Do it for your future. //

Thank you -- and good luck to every one of you this school year. // And now, Mrs. Mostoller, back to your lesson.

###



Deal Junior High School

Fort Drive and Nebraska Avenue, N.W.
Washington, D.C. 20016

FAX COVER SHEET

TO: Jane Leonard

FAX NUMBER: 456-1647

FROM: Cynthia Mostoller

DATE: September 27, 1991

TOTAL NUMBER OF PAGES INCLUDING COVER SHEET 3

If you do not receive all of the pages, please call back as soon as possible.

Telephone number is (202) 282-0100

Fax number is (202) 282-1116

I was born in a small town in Northern Ohio and spent my first 22 years in a house my father built on a riverbed corner of the family farm. We finally got indoor plumbing the year I was 15.

I was a good student and always loved the atmosphere of school and books, but no one ever told me a smart girl could go to college without family resources. I discovered that at 24. By 24, I was married and living on a rented farm. My husband rode broncos and bulls in rodeos; I waited tables three nights a week. I decided to go to college on a whim. I stood in a grocery store check-out line sifting through a magazine when I came across an article about adults who returned to get an education. According to the article, students over 21 didn't need SAT scores to apply. That was me, and three weeks later, I enrolled in my first three courses at the University of Akron.

My original major was Education, and I thought in the back of my mind that teaching would be a good job. The professors at the University, however, discouraged me from majoring in Education. They told me the job market was bleak, that teachers were poorly paid and the working conditions were bad. I listened to them and changed my major to History. From the first semester on, there was never a doubt I would finish my education and work with history.

My college transcript is a document of my success. I earned nearly straight "A's" from the beginning and finished my B.A. with a 3.69. I was tapped into the senior honors society and graduated one of the top 16 students in a class of more than a thousand.

In the meantime, my marriage broke up and I supported myself through waiting tables at nights and week-ends and living from student loans. I made a lot of sacrifices, and I lost a lot of personal security, but I felt strong and sure in my commitment to school. I was the happiest person I knew.

I went on to study in graduate courses in History and again, I earned nearly all "A's." In fact, I think I only earned one "B" in more than 40 hours of work. I moved to Washington, D.C. before finishing a thesis or exams, however. I regret leaving that work unfinished.

I made the move to D.C. when I was 32. I came here to take a job with a disarmament project. When that job dried up for lack of funds, I returned to waiting tables, and I submitted my application to the D.C. schools. I wasn't trained as a teacher in the formal sense, but my love of education and my interest in history had never wavered. I saw teaching as a natural outgrowth of my own enthusiasm for learning.

The process of becoming certified is cumbersome and I didn't get called for an interview with the D.C. Schools for nearly five months. I had decided to return to Ohio the very week Mr. Moss called me from Deal and asked me to come meet him. That phone call changed my life.

I love my work. For six years now I have walked into the front door of Deal Junior High School, usually one hour early—sometimes even more—and every single day I am excited about something I plan to do or some new idea I have about getting the students interested in learning. I feel more pride and more satisfaction about teaching than I ever dreamed possible, and I maintain with all of my heart that it is the most rewarding challenge of my life.

I am glad I am a teacher. I boast to everyone who will listen to me about my wonderful job and the kids with whom I work every day. I always tell them that their text book is their best friend, and a day without history class is like a day without sunshine. By the end of the year, even the most skeptical of them believe me. Well, at least most of them do, and most is a lot when I have over 125 kids every day!

Becoming a teacher has cost me a lot of money. I borrowed over \$15,000 to cover my education costs. For the first five years of teaching, I worked two nights a week as a waitress to help pay back the \$200.00 a month student loans. Only now, after finishing five full years, have I reached a step on the salary scale for teachers that enabled me to stop working part-time and to devote my full energies to teaching. I teach five classes of American History each day to 128 students total, I take care of a homeroom with 28 more, and I am co-advisor to our student council. I still have to pay those student loans every month, and every month, when I write the check I ask myself if it is worth it. And every month I decide "you bet it is."

Jane - I hope this is
Lippel
Graham

Teacher(s): (33) MOSTOLLER, CYNTHIA
Room(s) : (13) 112
Schedule : M-F3

Homeroom: 112

Ref	Grade	Name	Homeroom
1031	08.	BAUDER, MICHELLE	8302
1190	08.	BRAWLEY, JADE L	8203
418	✓08.	BREUL, HANNAH P	8122 BRU-EL
695	08.	BROWN, SHARISE	8126
1374	✓08.	CROTHERS-PATTERSON, TOBY	222
1378	08.	DAVIS, ELEANOR A	8222
789	08.	DeANNA, JOHN-PAUL	8109
1268	08.	ELKINS, CARA	8213
573	✓08.	ELLIOTT, PETER K.	8213
410	08.	FELLUSS, JESSE E	8302
359	08.	FREEMAN, APRIL P	8324
495	08.	GOLASH, KATRINA	8302
1240	08.	GOULD, RISHAWNA L	8126
562	08.	GREEN, III THOMAS R	8122
1022	08.	HENDERSON, RHONDA E	8304
775	✓08.	JACXSENS, EILEEN M	8126 JACKSONS
1413	08.	JENKINS, ALEACIA L	8222
494	08.	KLEIN, SARAH K	8302
331	08.	LEAR, VALERIE J	8126
407	08.	LIPPMAN, STEVEN C	8203
782	08.	NOBLE, JACOB M	8304
398	✓08.	RUSCH, RACHEL M	8122 RUSH
522	✓08.	SCHACHT, ERIC P	8109 PRONOUNCE THE CHT (CHAT)
640	08.	SPELLMAN, KAJI	8204
395	✓08.	TANNER, PATRICK G	8222
1414	08.	WATKINS, NYALA K	8213
767	08.	WIEBENSON, SAMUEL	8222
1091	08.	WILSON, ANDREA N.	8324
988	08.	ZEWOLDI, SIRAK	8213

Total students: 29
Total males : 11
Total females : 18

From Mr. Moss right down
to yr. custodian Mr. Francis.

THE WHITE HOUSE
WASHINGTON

September 27, 1991

MEMORANDUM FOR THE PRESIDENT

THROUGH: DAVE DEMAREST
TONY SNOW

FROM: DAN MC GROARTY

SUBJECT: BACK TO SCHOOL ADDRESS

I. SUMMARY

At 12:00 noon, on Tuesday, October 1, you will deliver the Back to School Address. Your immediate audience at Alice Deal Junior High is Mrs. Mosteller's class of 28 Eight Graders. The extended audience is a nationwide audience of Eighth through Twelfth Graders, watching via PBS and other stations.

II. DISCUSSION

✓
Students to
Your trip into the classroom underscores the student's central place in the overall education strategy. You will talk to the students, rather than simply about them. ~~This is not a speech heavy on policy.~~ You mention the "national report card" in the context of a challenge to today's students, rather than a status report on the state of our schools. Your message focuses on taking control, and encouraging responsibility. You ask students to confront their futures) -- to face the very real prospect of dropping out, using drugs, and to seize every educational advantage open to them. *challenges*

and facing to take advantage of their time in school.

Students to take responsibility for their own education.

w/ the rest of the student body.

After the classroom address, you will proceed to the school Auditorium accompanied by Arnold S. + Florence Joyner to meet briefly

She is divorced

Miss Durr
Called school @ 8:30 am
on 10/11/91 saying Ms.
Mortimer

~~9/26/~~ 9/26/

US. Dept. Ed. (800-424-1616)

~~NEA RESEARCH Charlotte~~

8th graders nationwide

Mr. Vance Grant

Call back
on 10/1/91

@ 9:15 pm

219-1659
direct dial

fall 89 → latest actual public schools
2 mil 853 thousand

for private schools $\hat{=}$ 400,000 add

all tot 3.3 mil public & private

9th grade enrollment 72% in public schools earn a
high school diploma

public and private 73-74%

[one in 4 \neq not grad. - earn a 1st school
diploma

* Call Principal R Deal

**U.S. Department of Education****Office of Educational
Research and Improvement**Date: 10/1/91To: Ms. Jeanne Burton, The White HouseFrom: W. Vance Grant, Education Information BranchNumber of pages transmitted (Includes cover
sheet): 4If you did not receive the complete transmission,
please call 219-1654

Table 94.--High school graduates compared with population 17 years of age:
1869-70 to 1990-91
(Numbers in thousands)

School year	Population 17 years old/	High school graduates					Graduates as a percent of 17-year-old population
		Total ^{2/}	Sex		Control		
			Male	Female	Public ^{3/}	Private ^{4/}	
1	2	3	4	5	6	7	8
1869-70	815	16	7	9	---	---	2.0
1879-80	946	24	11	13	---	---	2.5
1889-90	1,259	44	19	25	22	22	3.5
1899-1900 ..	1,489	95	38	57	62	35	6.4
1909-10	1,786	156	64	93	111	45	8.8
1919-20	1,855	311	124	188	231	80	16.8
1929-30	2,296	667	300	367	592	75	29.0
1939-40	2,403	1,221	579	643	1,143	78	50.8
1947-48	2,261	1,190	563	627	1,073	117	52.6
1949-50	2,034	1,200	571	629	1,063	136	59.0
1951-52	2,086	1,197	569	627	1,056	141	57.4
1953-54	2,135	1,276	613	664	1,129	147	59.8
1955-56	2,242	1,415	680	735	1,252	163	63.1
1956-57	2,272	1,434	690	744	1,270	164	63.1
1957-58	2,325	1,506	725	781	1,332	174	64.8
1958-59	2,458	1,627	784	843	1,435	192	66.2
1959-60	2,672	1,858	895	963	1,627	231	69.5
1960-61	2,892	1,964	959	1,009	1,729	239	67.9
1961-62	2,768	1,918	958	980	1,678	240	69.3
1962-63	2,740	1,943	956	987	1,710	233	70.9
1963-64	2,978	2,283	1,120	1,163	2,008	275	76.7
1964-65	3,684	2,858	1,311	1,347	2,360	298	72.1
1965-66	3,489	2,665	1,323	1,342	2,367	298	76.4
1966-67	3,500	2,672	1,328	1,344	2,374	298	76.3
1967-68	3,532	2,695	1,338	1,357	2,395	300	76.3
1968-69	3,659	2,822	1,399	1,423	2,522	300	77.1
1969-70	3,757	2,889	1,430	1,459	2,589	300	76.9
1970-71	3,872	2,937	1,454	1,483	2,637	300	75.9
1971-72	3,973	3,001	1,487	1,514	2,699	302	75.5
1972-73	4,049	3,036	1,500	1,536	2,730	306	75.0
1973-74	4,132	3,073	1,512	1,561	2,763	310	74.4
1974-75	4,256	3,133	1,542	1,591	2,823	310	73.6
1975-76	4,272	3,148	1,552	1,596	2,837	311	73.7
1976-77	4,272	3,155	1,548	1,607	2,840	313	73.9
1977-78	4,286	3,127	1,531	1,596	2,825	302	73.0
1978-79	4,327	3,117	1,523	1,594	2,817	300	72.0
1979-80	4,262	3,043	1,491	1,552	2,748	295	71.4
1980-81	4,207	3,020	1,483	1,537	2,725	295	71.8
1981-82	4,121	2,995	1,471	1,524	2,705	290	72.7
1982-83	3,939	2,888	1,437	1,451	2,598	290	73.3
1983-84	3,753	2,767	---	---	2,495	272	73.7
1984-85	3,658	2,677	---	---	2,414	263	73.2
1985-86 6/ .	3,621	2,643	---	---	2,383	260	73.0
1986-87 6/ .	3,697	2,694	---	---	2,429	265	72.9
1987-88	3,781	2,804	1,713	---	2,500	304	74.4
1988-89 5/ .	3,761	2,788	1,724	---	2,456	324	73.9
1989-90 6/ .	3,485	2,620	1,592	---	2,324	302	73.4
1990-91 6/ .	3,325	2,545	1,465	---	2,255	290	76.3

1/Derived from Current Population Reports, Series P-25.

2/Includes graduates of public and private schools.

3/Data for 1929-30 and preceding years are from Statistics of Public High Schools and exclude graduates of high schools which failed to report to the Office of Education.

4/For most years, private school data have been estimated based on periodic private school surveys. For years through 1957-58, private includes data for subcollegiate departments of institutions of higher education and residential schools for exceptional children.

5/Data have been revised from previously published figures.

6/Estimated.

---Data not available.

NOTE.--Includes graduates of regular day school programs. Excludes graduates of other programs, when separately reported, and recipients of high school equivalency certificates.

7/23/91

NUMBER OF GRADUATES FROM PUBLIC HIGH SCHOOLS
 COMPARED WITH NINTH GRADE ENROLLMENT FOUR YEARS
 EARLIER: UNITED STATES, 1939-40 TO 1988-89
 [Numbers in Thousands]

School Year	High School Graduates	9th Grade Enrollment Four Years Earlier	Graduates as % of 9th Grade Enrollment
1939-40	1,143	1,975	57.9
1941-42	1,161	1,995	58.2
1943-44	953	2,034	46.9
1945-46	974	1,898	51.3
1947-48	1,073	1,743	61.6
1949-50	1,063	1,761	60.4
1951-52	1,056	1,709	61.8
1953-54	1,129	1,781	63.4
1955-56	1,252	1,861	67.3
1957-58	1,332	2,028	65.7
1959-60	1,627	2,368	68.7
1960-61	1,726	2,480	69.6
1961-62	1,678	2,412	69.6
1962-63	1,711	2,412	70.9
1963-64	2,008	2,750	73.0
1964-65	2,355	3,156	74.6
1965-66	2,327	3,051	76.3
1966-67	2,374	3,080	77.1
1967-68	2,393	3,087	77.6
1968-69	2,522	3,215	78.5
1969-70	2,589	3,314	78.1
1970-71	2,637	3,390	77.8
1971-72	2,699	3,508	76.9
1972-73	2,730	3,568	76.5
1973-74	2,763	3,652	75.7
1974-75	2,823	3,781	74.7
1975-76	2,837	3,779	75.1
1976-77	2,840	3,801	74.7
1977-78	2,825	3,832	73.7
1978-79	2,817	3,879	72.6
1979-80	2,748	3,823	71.9
1980-81	2,725	3,779	72.1
1981-82	2,705	3,726	72.6
1982-83	2,598	3,516	73.9
1983-84	2,495	3,380	73.8

Number of graduates from public high schools compared with
ninth grade enrollment four years earlier

School year	High school graduates	9 th grade enrollment 4 years earlier	Graduates as % of 9 th grade enrollment
1984-85	2,414	3,290	73.4
1985-86	2,383	3,248	73.3
1986-87	2,429	3,330	72.9
1987-88	2,500	3,440	72.7
1988-89	2,456	3,439	71.4

NOTE:

Beginning with the graduating class of 1965-66, percentages are based on fall enrollment and exclude ungraded pupils. The net effect of these changes is to increase graduation rates slightly.

SOURCES:

Statistics of State School Systems; Fall Statistics of Public Schools; and Digest of Education Statistics.

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

October 1, 1991

REMARKS BY THE PRESIDENT
IN NATIONAL EDUCATION ADDRESS

Alice Deal Junior High School
Washington, D.C.

12:15 P.M. EDT

THE PRESIDENT: Thank you, Ms. Mostoller, and thanks for allowing me to visit your classroom to talk to you and all these students, and millions more in classrooms all across the country.

You know, long before I became President I was a parent. I remember the times that my kids came up with a really tough question or a difficult decision. I tried my best never to shut them down with a quick "no." I would simply say those three magic words that made that problem disappear: "Ask your Mother." (Laughter.)

Let me tell you why I've made the trip up from the White House to Alice Deal Junior High. I'm not here to teach a lesson. You already have a very good teacher. I'm not here to tell you what to do or what to think. Maybe you're accustomed to adults talking about you and at you -- well, today, I'm here to talk to you and challenge you. Education matters, and what you do today, and what you don't do can change your future.

Every day, we hear more bad news about our schools. Maybe you saw today's headline -- I don't know if you had a chance to look at it -- about the release of the new National Goals Report. Get the camera to come in and take a look at this for a moment. In math, for instance, this national report card shows that, nationwide, five of six 8th graders don't know the math they need to move up to the 9th grade.

In spite of troubling statistics like this one, I don't see this report, however, as just bad news, and I'll tell you why. This report tells us a lot about what you know and what you don't know. It gives us something to build on. It shows us our strengths and the weaknesses that we've got to correct. It sets forth a challenge to all of us: Work harder, learn more, revolutionize American education.

I know you've heard about stanines and percentiles, surveys and statistics, but here's what all that fancy talk really means: Education means the difference between a good future and a lousy one. Reports don't give us the right to make excuses. Our scores will tell us where we are and where we need to go.

I mentioned earlier the bad news we hear about schools today. But what we don't hear enough about are the success stories. You know, all over America, thousands of schools do succeed, even against tough odds, even against all odds. Kids from all over the District of Columbia petition to get into Alice Deal School here because parents know this school works. It works because of teachers like the one standing over here, Ms. Mostoller, who decided at the age of 25 -- maybe you all know this, but a lot of people around the

MORE

see, the real world doesn't begin somewhere else, some time way down there in the distant future. The real world starts right here. What you do here will have consequences for your whole lives.

Let me tell you something -- many of you may find very hard to believe this. You're in control. You're thinking: How can the President say that about kids like us when we don't even have our driver's license? But think about it, and you'll see what I mean.

Think about drugs. You see films. You hear police experts and tough speakers from the outside. You get stern lectures from everyone -- movie stars, athletes, teachers, parents, friends. But you know and I know that all the drug prevention programs, all the pledges, all the preaching in the world won't pull you through that critical moment when someone offers drugs. At that moment, everything comes down to you. Yes or no -- you've got to choose, and the answer will change your life. Your parents won't make the decision. Your teachers won't make the decision. Your friends won't make the decision. It's up to you. It takes guts to take control.

A sound body and a sound mind -- they go together -- as my friend -- and he is a friend -- Arnold Schwarzenegger says. He's crossing the nation talking with students about the importance of fitness. And real fitness means no drugs.

Studies show a decline in drug use -- and that's good, that's encouraging, I think. And every student who draws the line against drugs really deserves credit for that. But drugs and violence continue to threaten every school, every small town and suburb in America. And as students, you have a right to be physically safe at school. You should never have to worry that a quarrel in the hallway will lead to gunfire in the playground. Fear should never follow you into the classroom.

If you have to take the long way home after school so you don't cross paths with the gang hanging on the corner, if outsiders roam the halls of your school hassling kids, hassling students, you must take control. Go to your teacher, or go to your principal, or go to your parents -- as difficult as it may be, go to the school board if you have to. Demand discipline. If good people chicken out, bad people take control. Together, we can -- I really believe this -- we can drive the drugs and guns and senseless violence out of our schools.

When it comes to your own education, what I'm saying is take control. Don't say school is boring and blame it on your teachers. Make your teachers work hard. Tell them you want a first-class education. Tell them that you're here to learn.

Block out the kids who think it's not cool to be smart. I can't understand for the life of me what's so great about being stupid. If someone goofs off today, are they cool? Are they still cool years from now when they're stuck in a dead-end job? Don't let peer pressure stand between you and your dreams.

Take control -- challenge yourself. Only you know how hard you work. Maybe you can fake -- maybe, just maybe you can fake your way into a job -- but you won't keep it for long if you don't have the know-how to get the job done. Maybe you can cram the week before that marking period ends, and turn that C into a B. But you can't con your way past the SAT and into college. If you don't work hard, who gets hurt? If you cheat, who pays the price? If you cut corners, if you hunt for the easy A, who comes up short? Easy answer to that one: You do.

You're in control -- but you are not alone. People want you to succeed. They want to help you succeed. Here at Deal,

country don't -- she decided at the age of 25 that she wanted to teach. She was standing in a supermarket checkout line when she saw a magazine ad about college. She went back to school, worked her way through in seven years, waiting tables to pay tuition. She made it, and so can you.

This school here works because of students like the ones with me today -- students like Rachel Rusch -- where's Rachel? Right there, okay -- a member of Alice Deal's award-winning "Math Counts" team. Rachel, you tell me if I'm wrong, but you and six other students in this class alone have taken part in the Johns Hopkins Talent Search. They took the college entrance exams on an experimental basis last year as 7th graders. Even in junior high, some of them scored well enough to get into college right now. So let's just put it on the line. You've got the brains. Now, put them to work -- certainly, not for me, but for you.

Progress starts when we ask more of ourselves, our schools and, yes, you, our students. We made a start nationally now by setting six National Education Goals to meet the challenges of the 21st Century. By the year 2000, at least nine in every 10 students should graduate from high school. We should be first in the world in math and science. We need to regularly test student's abilities. Every American child should start school ready to learn; every American adult should be literate; and every American school should be safe and drug-free. Reaching those goals is the aim of a strategy that we call America 2000 -- a crusade for excellence in American education -- school by school, community by community.

But what does all this mean -- you might say, what is he doing, what does this all mean for the students right here in this room? Fast-forward -- five years from now. Unless things change, between now and 1996 as many as one in four of today's 8th graders will not graduate with their class. In some cities, the dropout rate is twice that high or higher. Imagine: Out of a total of nearly three million of your fellow classmates nationwide, an army of more than half a million dropouts.

I ask every student watching today: Look around you. Count four students -- start with yourself. No one dreams of becoming a dropout, but far too many do. Which one of you won't make it through school?

The fact is, every one of you can. Let's make a pact then right here. Let's work to see that five years from now, you and your friends will be more than sad statistics. Give yourself a decent shot at your dreams. Stay in school. Get that diploma.

Let's go back to the future. In the fall of 1996 -- five years from now -- nearly half of today's 8th graders who get their diplomas will enter the working world. More than half the graduates will stay in school -- and become the college class of the year 2000.

The question each student watching today should ask is: Where will I be -- where will I be five years from now? Will I be holding down a good job and maybe working toward a better one, or will I be out of school and out of work? Will I be on a college campus -- or out running the streets?

Think about that tonight when you're at a kitchen table doing some homework; while your parents are meeting your teachers like so many millions do this year at back-to-school nights all across our great country.

I'm asking you to put two and two together: Make the connection between the homework you do tonight, the test you take tomorrow and where you'll be five, 15, even 50 years from now. You

This is really cool info!

30 September 1991
6:45 p.m.

MEMORANDUM FOR DAN "MR. MORTGAGE" MC GROARTY

FROM: JEANNIE BUNTON *[Signature]*
SUBJECT: BACK TO SCHOOL ADDRESS - SUCCESS STORY INSERT

TONY ASKED ME TO FIND INFO ON A PERSON WHO MAKES WHAT THEY DO LOOK VERY EASY -- THOUGH THEY WORK AT IT VERY HARD. HERE'S WHAT WE CAME UP WITH.....

DEBI THOMAS: Olympic Figure Skater (1988 Olympic Bronze Medalist) 1986 World and U.S. Figure Skating Champion

→ • first American female skating champion in 30 years to attend college while competing;

first black woman to make U.S Olympic figure-skating team; spent as many as 7 hours a day practicing;

→ • dreams of starting a training and education facility for young athletes, "So they can stay in school while they're doing their sport, without having a lot tension from one side or another;"

→ • after Olympics, continued pre-med studies at Stanford from which she graduated on June 16, 1991 with a bachelor's degree in general engineering and product design;

ALMOST 3 MONTHS AGO ONLY!

→ • in the next year will prepare applications for med school; ultimate goal to be orthopedic surgeon, using engineering skills to design and implant artificial ligaments;

QUOTES:

→ ["But I think my outlook on life had been my advantage. Things like the importance of an education and being whatever you can be give me an inner strength to pull things off on the ice."

quoted in 2/15/88 Sports Illustrated

"I was prepared to retire after the Olympics, win or lose. Just having school and knowing that I was going to have a life after that really made it so it wasn't so traumatic."

25 September 1991
3:25 p.m.

MEMORANDUM FOR DAN MCGROARTY

FROM: JEANNIE BUNTON

SUBJECT: ALICE DEAL MATH COUNTS COMPETITION

HERE'S THE DEAL....

Info per Mrs. Joyce Higginbotham, Math Counts Sponsor

- 0 Math counts is an extracurricular, voluntary program, 7th and 8th graders;
 - 0 club is three years old, participated since 1989;
 - 0 kids get together in September and practice until school-wide competition in February when 2 teams of four students are selected -- the second team serves as alternates;
- also in Feb. chapter competition is held, if qualify then go on to state competition in March; if qualify highest scoring team goes on to National competition;
- 0 in 1991, two Alice Deal students (Matt Chotin, Kate Sawyer both currently 9th graders) were members of the 4 person team which won the 1991 State Competition. These students represented both Alice Deal and the D.C. Public Schools;
 - 0 Rachael Rusch, who is also a Johns Hopkins SAT student, was a member of last year's team
 - 0 3 million students start out in the competition and 240 wind up atnational.

Reggie
Moss:

280-
0100.

call in to:

9/26 11:30 am

Patrick Welsh, English teachers T.C. Williams High School,
Alexandria, Virginia, taught for 21 years:

"I can't disagree with anything President Bush said, but I think there is a fundamental misconception when he says that Deal is a school that works. Deal is a school that works because it has the right parents and the right kids. Sixty percent of the kids in that school are coming from outside the district. They are the kids of school board members, teachers, so the school works for people who know how to work the system. The difference is the kids that have the right parents, usually middle or upper class, not the poor who are left behind in other schools, are nurtured and supported by the parents in the home."

THE CNN COMMENTATOR ADDED: AD IS IN THE NORTHWEST ~~AREA~~ DISTRICT,
WITH AN ELEVATION HIGHER THAN MOST AND LITERALLY LOOKS
DOWN ON THE CITY. . [LAUGHTER]

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COMMANDER-IN-CHIEF ORDERS KIDS TO DO THEIR HOMEWORK

Scripps Howard News Service

Release date: 10-02-91

By ANN McFEATTERS

Scripps Howard News Service

WASHINGTON _ Via TV, President Bush challenged schoolchildren Tuesday to "give yourselves a decent shot at your dreams. Stay in school. Get that diploma."

Telecast live on Cable News Network and Public Broadcasting System, Bush went to an eighth grade classroom at one of the capital's best and most affluent neighborhood junior high schools, Alice Deal, where families petition to send children.

Bush read from a TelePrompter to exhort children to "take control" of their future by working hard. As he stood in front of a blackboard or perched on a stool, students sat rapt and silent.

He admonished, "Block out the kids who think it's not cool to be smart. I can't understand for the life of me what's so great about being stupid. If someone goofs off today, are they still cool years from now when they're stuck in some dead-end job?"

The administration urged all schools to let their children watch but aides said they had no idea how many did. Early in his presidency Bush used classroom television to urge children not to use drugs.

The speech was part of a Bush campaign of public appearances to counter criticism that he is too wrapped up in foreign affairs. Last month at a Lewiston, Maine, school, he urged children and parents to watch less TV.

A new report concluded this week that American students are not learning what they need to learn to compete in the 21st century.

Confronted with violence, even gunplay at school, students should "demand discipline" from their principals, parents and the school board, Bush said. "As students you have a right to be physically safe at school."

Bush also said, "Don't say school is boring. Make your teachers work hard. If you don't work hard, who gets hurt? If you cheat, who pays the price? If you cut corners, if you hunt for the easy 'A,' who comes up short? Easy answer to that one. You do."

Bush told students to "fast-forward five years from now" and wonder who among them would not be there. "Unless things change between now and 1996, as many as one in four of today's eighth graders may not graduate with their class. In some cities the drop-out rate is twice that high or higher."

He said, "I am asking you to put two and two together. Make the connection between the homework you do tonight, the test you take tomorrow and where you will be five, 15, even 50 years from now," Bush said. "The real world starts right here, and what you do here will have consequences for your whole life."

Bush urged children to "let me know how you're doing. Write me a letter. And I'm serious about this one. Write me a letter about ways you can help us achieve our goal. You know the address."

Bush's six national education goals for the year 2000, worked out with the nation's governors, are these:

Nine out of every 10 students should become high school graduates; U.S. children should be world leaders in math and science; student achievement should be regularly tested; every child should start school ready to learn; every adult should be literate; and every school should be safe and drug free.

(Ann McFeatters covers the White House for Scripps Howard News Service.)

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TV Technique 101 With George Bush

Private Company Produces Coverage of D.C. School Visit

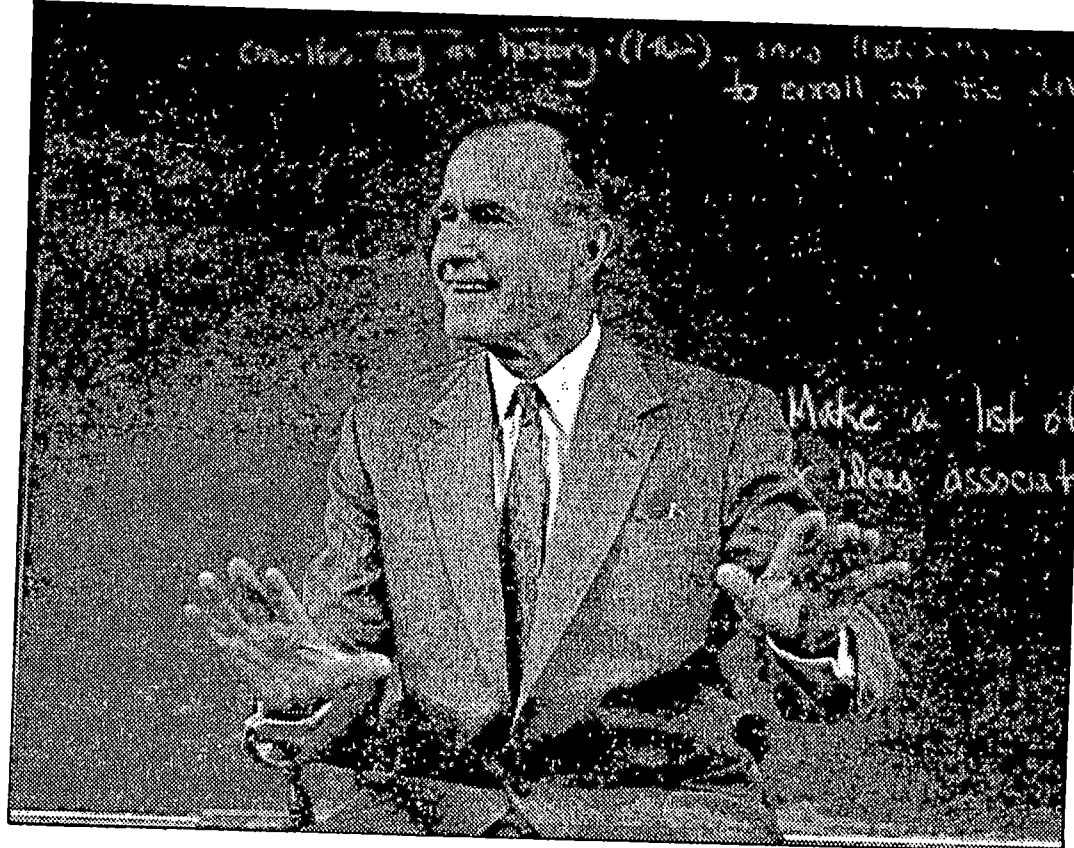
By John E. Yang and Lynda Richardson
Washington Post Staff Writers

The White House turned a Northwest Washington junior high classroom into a television studio and its students into props yesterday as President Bush delivered a live television address to America's schoolchildren, the latest administration effort to demonstrate the president's interest in domestic issues.

The administration had even more control over the highly telegenic speech—carried live from Alice Deal Junior High School by Public Broadcasting Service and Cable News Network—than it does over most presidential events.

Unlike most presidential addresses, such as last Friday's arms control speech from the Oval Office, yesterday's was handled not by the television networks but by a private firm paid by the U.S. Department of Education, administration officials said. The White House selected the camera angles and decided which pictures would be sent out, officials said.

The students in Cynthia Mostoller's eighth-grade American history class said they were advised to wear soft-soled shoes so they did not make too much noise. They were told to



Bush poses for photograph at Alice Deal Junior High School here before telecast on PBS and CNN.
BY LARRY MORRIS—THE WASHINGTON POST

pay attention to the president as he perched on a stool in front of Room 112's blackboard, not the teleprompters in the back of the room from which he read his text.

Some said they thought Bush was thinking more about his own reelection than their education. "I'm sure we'll never see these pic-

tures on a campaign ad," Eleanor Davis, 13, volunteered sarcastically.

There are no plans to use videotape from the event in the campaign, White House officials said yesterday.

A classroom full of students was chosen for
See BUSH, A18, Col. 1

Soviets In Size Missile

By Fred Hiatt
Washington Post Foreign Service

MOSCOW, Oct. 1—Soviet Defense Minister Pavel Grachev said today that the number of Soviet troops will be cut by 50 percent within three years, and a government spokesman said some strategic nuclear missiles will be taken off alert in response to President Bush's arms reduction plan.

Grachev told a Russian parliamentary committee that the number of troops could be reduced from 4 million to 2 million over the next three years, a million as the army switches largely to volunteer force. On Monday, Defense Minister Yevgeny Shaposhnikov had said, in a statement repeated on Russian television tonight, that the army should be cut to 3 million in the coming years.

The discrepancy reflected continuing uncertainty throughout the military hierarchy about the future of the Soviet armed forces as the republics of this former Communist superpower spin off toward independence. With many republics forming their own armed forces, not only the size but also the composition of the Soviet military is being reevaluated.

Spy vs. Spy: 4 CIA Veterans Criticize, Defend Gates



BY LARRY MORRIS—THE WASHINGTON POST

President Bush and Cynthia Mostoller, second from right in front, and members of her eighth-grade American history class at Deal junior high before address.

Private TV Firm Produces Bush's School Visit Here

RUSH. From A1

was also carried live by the Mutual demonstrate concern for the slug- devoted its first 2 minutes 40 sec-

President Bush and Cynthia Mostoller, second from right in front, and members of her eighth-grade American history class at Deal junior high before address.

Private TV Firm Produces Bush's School Visit Here

BUSH, From A1

Bush's address to allow him to interact with the children, administration officials said. The president visited the room about 10 minutes before the speech to break the ice and try to establish rapport. "We didn't want the students to feel that they were props," a senior administration official said.

The students at the most racially integrated junior high school in the District played non-speaking roles, the camera often focusing on the faces of one or two intently pointing toward the president. "I didn't want to jerk my head back, so I put my eyes on George Bush," said Eric Schacht, who was startled to catch a glimpse of himself in a television monitor.

Administration officials said they gave the children no such special instructions. "We only saw the kids about 30 minutes before the speech," said Sig Rogich, the former Nevada advertising executive in charge of presenting Bush's image in the best possible way. The student's close attention to the president, he said, "probably had a lot to do with the content of the speech."

The White House sent letters to schools across the nation to encourage teachers and principals to allow students to tune in the speech, which

was also carried live by the Mutual Broadcasting and NBC Radio Network. The live television and radio coverage was arranged at the request of the Education Department, administration officials said.

The speech, in which Bush encouraged students to study hard, avoid drugs and turn in troublemakers, was given one day after a new report said the nation must "travel a tremendous distance" to meet the education goals the president set earlier this year.

The address was "to motivate America's students to strive for excellence; to increase students' as well as parents' responsibility/accountability; and to promote students' and parents' awareness of the educational challenge we face," White House press secretary Marlin Fitzwater said in a written statement.

It also was intended to underscore Bush's attention to domestic matters and counter Democratic charges that he spends too much time on foreign affairs as he prepares to run for reelection.

In the last two weeks, Bush has visited the Grand Canyon to talk about the environment, a highway construction site in Los Angeles to discuss transportation and has presided over two publicized meetings of his Economic Policy Council to

demonstrate concern for the sluggish economy. Today, he is to address a crime prevention group in Louisville.

Administration officials said they hired WETACOM Inc., WETA-TV's production company, to handle television coverage after the networks said they would not produce it.

CNN bureau chief Bill Headline, the temporary coordinator for all the networks covering the White House, denied that. "They made some queries, but they never made a formal request," he said. "My distinct belief is that the White House realized they wouldn't get a fancy production out of it" if the networks had handled it.

The event was covered by three television cameras, allowing shots of the students' reactions. If the networks had produced it, only one camera probably would have been used, Headline said.

Headline said there were concerns about carrying the White House-produced event live, but the network decided "it was something a 24-hour news network should carry." In introducing the speech, CNN anchor Reid Collins pointed out that the coverage was controlled by the White House. Several times during the speech, the cable network flashed the words "White House Production" across the bottom of the screen.

Last night, "NBC Nightly News"

devoted its first 2 minutes 40 seconds to the president's visit. Correspondent John Cochran said that Bush "skillfully used TV in a carefully staged talk to students" and noted that the White House was using "its own cameras" to get its message out. The words "Taped by White House cameras" appeared over pictures of Bush. ABC and CBS ignored the event.

School officials wanted to present the best image too. Anthony Yancey, a facilities manager for the D.C. school system, said staff workers have been painting, sweeping and cleaning windows at Deal from 6 a.m. to 11 p.m. daily since last Wednesday. Officials said the floors had been stripped and polished, fire code compliance was reviewed and additional lights were installed, particularly at the entrance that Bush used.

Many students said they did not quite catch what Bush said, but were enthralled with the staging and the president's presence. Rishwana Gould, 13, said Bush seemed like a father talking to his children. "He just seemed like a regular man interested in the education of the children of the United States," she said.

"I think all the stuff he said was true, that students have to work harder," Jerry Flattau said.

"I don't really like the president that much, but when he got here I sort of forgot about it," said Charlsye McKenzie, 13, a member of the student council. "But now that he's gone, I don't like him anymore."

Rhonda Henderson said Bush's message sounded as if it had been written by someone else, as it was. "I want him to write it himself so we can hear what the truth is, how he really feels," she said.

"I listened to what he said, but it

TODAY IN CONGRESS

SENATE

Meets at 9 a.m.

Committees:

Banking, Housing & Urban Affairs—9:30 a.m. Securities subc. Securities Investor Protection Act of 91, other issues relating to Securities and Exchange Act of 1934. 538 Dirksen Office Bldg.

Commerce, Science & Transportation—10 a.m. Nomination of Ming Hsu to Federal Maritime Commission & Arthur Rothkopf to be general counsel at Dept. of Transportation. 253 Russell Office Bldg.

Energy & Natural Resources—2 p.m. Renominations of Elizabeth Moler and Branko Teric to Federal Energy Regulatory Commission.

Energy & Commerce—10 a.m. Oversight & investigations subc. State and local Medicaid issues. 2123 RHOB.

Energy & Commerce—2 p.m. Health and the environment subc. Mark up Disabilities Prevention Act, Sexually Transmitted Diseases Amendments and Abandoned Infants Assistance Act Amendments of '91. 2322 RHOB.

Foreign Affairs—10 a.m. Europe and Middle East subc. U.S. policy toward Soviet Union. 2200 RHOB.

Government Operations—9:30 a.m. Employment & housing subc. Impact of contract labor on safety in petrochemical plants. 2203 RHOB.

Government Operations—9:30 a.m. Government information.

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"I listened to what he said, but it wasn't as if he hasn't said it before," said Nicole Phillips, a seventh-grader who watched the president's classroom visit from the school auditorium on a large-screen television. Bush later addressed the student body in the auditorium.

Others suggested that Bush's message would have been better delivered at a school other than Deal, where students have scored considerably above the national norm on standardized tests for the last several years and have won a number of academic awards.

Said Jacob Noble, 13: "He should go to a place that needs help, not to a place that has all the help it needs plus more. We're such a great school. Why doesn't he go to one of the schools that isn't known for its greatness."

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Banking, Housing & Urban Affairs—9:30 a.m. Securities subc. Securities Investor Protection Act of '91, other issues relating to Securities and Exchange Act of 1934. 538 Dirksen Office Bldg.
Commerce, Science & Transportation—10 a.m. Nomination of Ming Hsu to Federal Maritime Commission & Arthur Rothkopf to be general counsel at Dept. of Transportation. 253 Russell Office Bldg.
Energy & Natural Resources—2 p.m. Renominations of Elizabeth Moler and Branko Terzic to Federal Energy Regulatory Commission. 366 DOB.

Foreign Relations—10 a.m. International Convention on Salvage and International Convention on Oil Pollution Preparedness, Response and Cooperation and nomination of David Colson for rank of ambassador as deputy assistant secretary of state for oceans and fisheries affairs. 419 DOB.

Foreign Relations—2 p.m. Nominations of Richard Clark Barkley to be ambassador to Turkey, James Dobbins to be U.S. representative to the European Communities with rank of ambassador & John Christian Kornblum for rank of ambassador as head of delegation to Conference on Security and Cooperation in Europe. 419 DOB.

Governmental Affairs—9:30 a.m. Governmental regulation of reproductive hazards. 342 DOB.

Judiciary—2 p.m. Nominations of Barbara Caulfield to be district judge for Northern District of California, Ronald Longstaff to be district judge for Southern District of Iowa, John Lungstrum to be district judge for District of Kansas & Terry Means to be district judge for Northern District of Texas. 226 DOB.

Special Aging—9:30 a.m. Medicare fraud and abuse. 628 DOB.

Select Intelligence—9:45 a.m., may close. Nomination of Robert Gates to be director of CIA. 216 Hart Office Building.

HOUSE

Meets at 10 a.m.

Committees:

Banking, Finance & Urban Affairs—10 a.m. Financial institutions, supervision, regulation & insurance subc. Mark up legislation to refinance & restructure RTC. 2128 Rayburn House Office Bldg.
Education & Labor—9:30 a.m. Postsecondary education subc. Mark up Higher Education Amendments of '92. 2175 RHOB.

Energy & Commerce—10 a.m. Oversight & investigations subc. State and local Medicaid issues. 2123 RHOB.

Energy & Commerce—2 p.m. Health and the environment subc. Mark up Disabilities Prevention Act, Sexually Transmitted Diseases Amendments and Abandoned Infants Assistance Act Amendments of '91. 2322 RHOB.

Foreign Affairs—10 a.m. Europe and Middle East subc. U.S. policy toward Soviet Union. 2200 RHOB.

Government Operations—9:30 a.m. Employment & housing subc. Impact of contract labor on safety in petrochemical plants. 2203 RHOB.

Government Operations—9:30 a.m. Government information, Justice & Agriculture subc. FCC efforts to assure reliability of public telephone network. 2247 RHOB.

Interior & Insular Affairs—9:45 a.m. Mark up Radiation Protection Act of '91, auth. interior secretary to designate Nez Perce National Historical Park in Idaho and designate certain lands in North Carolina as wilderness. 1324 Longworth House Office Bldg.

Judiciary—10:30 a.m. International law, immigration and refugees subc. Oversight hearing on refugee resettlement. 2237 RHOB.

Judiciary—10:30 a.m. Administrative law & governmental relations subc. To permit claims against U.S. for damages from negligent medical care provided members of armed forces. 2226 RHOB.

Merchant Marine & Fisheries—10 a.m. Fisheries & wildlife conservation & environment subc. Ground Fish Restoration Act. 1334 LHOB.

Science, Space & Technology—2 p.m. Environment subc. Automotive technologies for fuel economy. 2325 RHOB.

Veterans' Affairs—9 a.m. Hospitals & health care subc. Mark up to establish limits on prices of drugs procured by Dept. of Veterans Affairs; provide for demonstration projects to test feasibility of greater sharing of health-care resources by federal providers. 334 Cannon House Office Bldg.

Ways & Means—10 a.m. To simplify tax treatment of intangible assets & related legislation. 1100 LHOB.

Select Aging—9:30 a.m. Human services subc. Grandparents' rights & preserving generational bonds. B318 RHOB.

Joint Economic—9:30 a.m. Education & health subc. Health care reform. 2359 RHOB.

Conferees—1:30 p.m. FY92 transportation appropriations. H-140 Capitol.

Tsongas Health Plan Aims

employers to provide health insurance for workers and cut costs.

medical malpractice law to discourage litigation and the "defensive medicine" doctors often practice to avoid lawsuits.

said the medical aides and Secretary of Health and Human Services said the medical aides and Secretary of Health and Human Services

POLITICS

College preparatory o



Teacher Cynthia Mostoller
a sweatshirt from Student

STUDENTS

Alice Deal Junior High
Bush but had lots to sa
he talked to:

- **Cara Elkins:** "He wa
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- **Sharise Brown:** "Wh
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- **April Freeman:** "I'm
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- **Sarah Klein:** "He wa
- **Patrick Tanner:** "He
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- **Jesse Fellus:** "He m
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- **Charlsye McKenzie:**
- **Jael Humphrey:** "He
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Photos by Ruth Fremson The Washington Times

Alice Deal Junior High students (from left) Valerie Lear, Charlsye McKenzie, Hannah Breul, Michelle Bayder and April Freeman listen to reporters' questions yesterday after President Bush spoke to eighth-graders about education.

Bush urges higher education for

By Frank J. Murray
THE WASHINGTON TIMES

10/2/91

President Bush used highly rated Alice Deal Junior High School as his stage yesterday for a nationally televised address against quitting school.

"Education means the difference between a good future and a lousy one," Mr. Bush told the eighth-grade class — "the college class of the year 2000." Three TV cameras recorded his talk at the Northwest school and beamed it to 110,000 schools nation-

wide.

"Block out the kids who think it's not cool to be smart. I can't understand for the life of me what's so great about being stupid," the president said in tones that sought to reach students in terms they understood.

His talk got high marks from some students. "Down to earth. I understood it," said student Sarah Klein, who said she enjoyed his pre-broadcast humor even more. "He was funny, making jokes about his bald spot."

"I think the kids were mesmerized," said an approving Cynthia Mostoller, a teacher, whose fourth-period classroom became a temporary broadcast studio. "I think he put education to the front of the news instead of as a footnote," she said.

But some students balked at Mr. Bush's emphasis on attending college and their impression that he equated a lack of education with dependence on drugs. They had lots to say after he left.

Mr. Bush asked each child to "fast

forward five years from posed for them the quest be on a college campus nning the streets?"

Student Sharise Brown unrealistic. "What if you don't have the money to college? . . . I have one college and another in n Where is the money com she asked.

Classmate April Fre reportedly turned down a scholarship to a prestige school to stay at Alice De

Preparatory oratory



Photos by Ruth Fremson The Washington Times

Kenzie, Hannah Breul, Michelle Bayder and April spoke to eighth-graders about education.



Teacher Cynthia Mostoller gets special notice from the president, who holds a sweatshirt from Student Council members, including Ila Bellamy (far left).

STUDENTS TALK BACK

Alice Deal Junior High eighth-graders didn't get to question President Bush but had lots to say after he left. A sample of quotes from the class he talked to:

- **Cara Elkins:** "He was asking us to look ahead 5 years or 15 years. That's hard to do."
- **Sharise Brown:** "What if your parents don't have the money to put you in college? . . . I have one brother in college and another in ninth grade. Where is the money coming from?"
- **April Freeman:** "I'm the youngest of eight and I don't know where college tuition might come from."
- **Sarah Klein:** "He was down to earth. I understood it."
- **Patrick Tanner:** "He seemed to be saying if you stay in school, you'll have an actual job, hold it down and have a good life."
- **Jesse Fellus:** "He made it sound like if we don't go to college we might be out on the street dealing drugs. A lot of people don't."
- **Charlsye McKenzie:** "I think he should visit more schools."
- **Jael Humphrey:** "He should spend less money on things like the military and war and more money on things here that would help us."

The Washington Times

Layo start 'mes up' l

By Vincent McCray THE WASHINGTON TIMES

Of 200 positions e District govermer were filled with w workers who will lo: 8. Wondimu Mers them.

"This has messec Mr. Mer'sha, a r counting and audit. partment of Fin where 13 positions

An Ethiopian wh ernment in 1986, M bachelor's degree i master's in finance he the public sector he with General Moto

"I was negotiati on North Capitol. I to college next yea put on hold," said M

City officials sping to make the b process — impl Sharon Pratt Di pledge to restore health by reducing

But the promise level workers ma solely by layoffs. achieve that numl early retirements vacant positions a part-time workers

"I'm going to i commitment. It's a fashion that is f the mayor said ye

"Ultimately, we one way or the oth D.C. Office of F Lorraine Green will be abolished week. She said 3 have received 30-day

The remaining geted are funded The administr reduce the 30,00 force by eliminat porary workers.

Mrs. Green s separate from the yesterday

her education for city teens

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"I think the kids were mesmerized," said an approving Cynthia Mostoller, a teacher, whose fourth-period classroom became a temporary broadcast studio. "I think he put education to the front of the news instead of as a footnote," she said. But some students balked at Mr. Bush's emphasis on attending college and their impression that he equated a lack of education with dependence on drugs. They had lots to say after he left. Mr. Bush asked each child to "fast

forward five years from now" and posed for them the question: "Will I be on a college campus or out running the streets?" Student Sharise Brown called that unrealistic. "What if your parents don't have the money to put you in college? . . . I have one brother in college and another in ninth grade. Where is the money coming from?" she asked. Classmate April Freeman, who reportedly turned down a swimming scholarship to a prestigious private school to stay at Alice Deal, agreed.

"I'm the youngest of eight and I don't know where college tuition might come from," she said, adding that her parents would do whatever they could to help her become a marine ecologist. Mr. Bush surprised the class by telling them their teacher decided to go to college at age 25 and worked her way through as a waitress for seven years. Student Valerie Lear said the class hadn't known that. "She looked

see EDUCATE, page B2

patcher Angie Cannady, 26.

Near tears, secretary Beverly Kirshbaum, worried about buying senior pictures for her 17-year-old daughter. Since her husband's death in 1975, she said, she has worked to give her children "a middle class life," and keep up the mortgage on their Laurel home. Now, that life is threatened.

"This is wrong," said Trooper Bill Ritchey, a plainclothes investigator who did not get a pink slip. But his partner, Sgt. Donald Chipley, did. They have worked together 21 years.

Other police cuts would close a

Spokesmen for the governor say the cuts are brutal, but essential. Police say they will not only harm troopers, but endanger public safety.

"A stranded motorist is going to feel the impact, either by a delayed response or no response at all," said Chuck Jackson, spokesman for the Maryland State Police. "Somewhere along the line, something tragic is going to slip through."

Last year, College Park troopers answered 17,370 calls, issued 27,305 citations and arrested 375 people. They patrol from Montgomery County east to Anne Arundel County and from Howard County down to

with seniority were cut before newly hired officers. The governor has not considered alternatives, like salary cuts, said Edward R. Luers, vice president of FOP Trooper Lodge 69, which includes College Park.

Yesterday, 200 troopers heckled the governor when he announced the cuts to business and community leaders and today troopers and their families plan to march on the State House.

If lobbying fails, the unions may file suit, said lodge President David Rooney.

Said Sgt. Ingram, "You are not going to see this department just lay down and take this."

Joel P. Benne: resenting a group plan to file a law: yesterday said he: days. He said he: mine what strat: the city.

An employee w of firing can app panel of the Offic peals. The three- appointed by the Mrs. Green said: will be "very few peals.

• Jonetta Rose: uted to this report.

SCHAEFER

From page B1

Some of the most devastating reductions came at the expense of local governments and state health and welfare programs. Prince George's and Montgomery counties are likely to lose \$18 million each, much of it in community college aid, non-mandated education funding and police protection.

Meanwhile, 24,000 of the state's poorest people, who are not eligible for federal funds, would lose their General Public Assistance benefits and their health care coverage under the State Only Medicaid program. Elimination of those programs would save about \$100 million.

Mr. Schaefer has also proposed reducing Aid to Families with Dependent Children by 2.5 percent.

Baltimore Archbishop William Keeler, in a statement yesterday, asked the governor to rethink his cuts, saying the "most vulnerable" citizens are bearing the brunt.

Agency reductions account for a large portion of the cuts: The Department of Health and Mental Hygiene faces a \$77 million cut, and the University of Maryland System, nearly \$36 million.

BUDGETS TAKE A HIT

Gov. William Donald Schaefer will ask the Board of Public Works to approve the following cuts today.

	Amount* (In millions)
■ Health	\$77.0
■ Welfare	\$53.0
■ Public Safety	\$34.0
■ High Education	\$47.0
■ Aid to local governments	\$114.7
■ Medicaid rollover	\$70.0
■ Other state agencies	\$41.9
■ Judiciary	\$7.0
■ Legislature	\$2.1
■ Total	\$447.2

* Figures are rounded.

The Washington Times

In the Department of Public Safety and Correctional Services, \$31 million was trimmed. Secretary Bishop Robinson said all prison education, recreation, counseling and religious programs will be eliminated come November.

"Until we find some other alternatives, we're just going to be warehousing people," said Mr. Robinson,

adding that he expects the state to be sued by inmates in the near future for no longer providing those services.

Another victim of the cuts is prison drug treatment services. As many as 80 percent of the 21,000 prisoners are believed to have substance abuse problems, Mr. Robinson said.

As programs are eliminated that now offer credit to inmates to reduce their sentences, jails will slowly fill up past capacity, he said. But some prisoners could go free.

A \$1 million cut from the Public Defender's Office would mean that about 140 appellate cases a month will have to be deferred, Mr. Schaefer said. Such a deferral could result in some inmates being freed, state officials said.

Mr. Schaefer proposes to fire 904 contractual workers and 862 regular state workers. The Health and Mental Hygiene Department will lose 745 contractual workers. The University of Maryland System — which already has approved a tuition surcharge to help make up its cut — will fire 365 people.

But Mr. Miller said the cuts still seem extreme.

"I can't imagine, in my wildest imagination, some of these cuts going through," he said.

CAST

From page B1

reaped," Mr. William fear Prince George coming a national illegal games."

Sometimes refer Vegas" nights, the casino-style games games have been er ular and profitable a legitimate charity or; volunteer fire depart; social services and e

Arling

THE WASHINGTON TIMES

Arlington County y a \$1.65 million tax cla Richmond, Frederick. tomac Railroad, which surer Frank O'Leary ably the large: commonwealth history

Mr. O'Leary said th question could rise v ments from 1984 thro come available. "The tot ble or almost double," h

Yesterday's action is tate taxes from 1988, 19 he said. Payments were but were not made, Mr. O "I have liens on RF& counts now," he said.

Officials with RF&P Richmond, could not be comment. The railroad owned by the CSX Cor state's retirement system dividuals.

Mr. O'Leary said he ac ticipation of a transact which RF&P would cease while the Virginia State R System takes over the r.

EDUCATE

From page B1

like she was kind of proud of herself."

While the eighth-graders listened to Mr. Bush in their classroom, the rest of the school's 950 students watched a giant-screen television in the auditorium.

The president was given a sweatshirt with the slogan "A child

is a terrible thing to waste" by Student Council President Lucas Fleischer, who asked Mr. Bush to think of public schoolchildren every time he wears it.

Students in the auditorium applauded politely at the introduction of various public officials who were on hand yesterday, but Mayor Sharon Pratt Dixon's name brought down the house. The mayor fired up the students with a pep talk that never mentioned Mr. Bush or the federal government.

"Anything is possible. Just step up to the plate. I know we can and I know we will," she said in a semi-chant that her audience loved.

Also in attendance yesterday were former Olympic athletes Al Joyner and Florence Griffith-Joyner, who have four gold medals between them.

"When a school works, it's because you make it work," Miss Joyner said, advising students the same was true for individuals. "Take control of your life."

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