

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: 13806
Folder ID Number: 13806-006

Folder Title:
National Teacher of the Year 4/7/92 [OA 7571][2]

Stack:	Row:	Section:	Shelf:	Position:
G	26	22	4	3

Both - stop by - I'll need to explain few of these. DMH

(Hinchliffe/Nix)
March 30, 1992 10 a.m.
TEACHER Draft One

**PRESIDENTIAL REMARKS: NATIONAL TEACHER OF THE YEAR
TUESDAY, APRIL 7, 1992
ROSE GARDEN**

Thank you, and welcome to the Rose Garden. [ACKNOWLEDGEMENTS]
We're here to salute and thanks the thousands of outstanding men and women who educate this nation's kids. There's no calling greater than a teacher's, because there's nothing more precious than what they touch -- the minds of our youth. The Talmud says teachers are our "protectors". That's true. By teaching our kids what we've learned, and by teaching them to dream, teachers protect the treasures of our past and the promise of our future.

I want to ^{share a story --} tell you about a ^{kid} Detroit kid who was told he was a slow learner. He had a rough ^{time growing up.} youth. When he dropped out of high school he couldn't read, write or spell. For five years in the Army he thought about ^{what it would really mean} wanting to take charge of his life, so when he was discharged he went to night school for two years to earn his high school diploma. Then he went for 7 more years to a Bible College, while working as a minister to kids in the ghetto. Here he found he had the power to touch and change lives. So he decided to become a teacher. He began by working with forgotten kids at a state institution for juvenile offenders.

Kahlil Gibran says: "Whoever would be a teacher of men let him begin by teaching himself before teaching others; and let him set an example before teaching by word." That's exactly what the young man of that story did -- and we're here today to honor him as the 1992 Teacher of the Year -- Thomas Fleming.



Tom is a hero -- a man of strength, courage and great heart. For the last 20 years, as lead teacher in the Washtenaw County Juvenile Detention Program, he's taught history, government and geography to youths aged 12-16. But he teaches much more. To kids who've had the hope beaten out of them by a vicious cycle of abuse, neglect, failure, drugs, crime -- he gives life-training. *Here's what he says:* "Knowledge is power: the more you know, the more you're worth," he says, and he urges these suspicious, disillusioned kids to believe that "Self-esteem follows performance." In these beaten-down kids he instills pride. Principal Paul Helber says Tom never lays a hand on them except to pat them on the back.

Tom doesn't want the moon for his kids. He wants something more important -- a future. In his classroom, it will be a future forged out of new personal responsibility; enthusiasm for learning; and hope. Some of his kids have gone on to respected civic and religious positions -- one even took over Tom's original inner-city youth ministry. And one, "Saturday Night Live" comedian A. Whitney Brown, spoke for all when he dedicated his book to Tom for making a difference in his life.

I have a feeling this crystal apple isn't as important to Tom as his other rewards -- like the first spark of light in a kid's eye; or seeing a ^{class} group's hunger for answers; or even just having a kid who'd never been able to read ^{before} ask him to bring a book from the public library. But the apple does symbolize the respect in which Tom's country holds him. And the apple reminds us of his message -- not only is education important, but special

*I'd write around
Special educ. why
don't have time to*

?!

~~education is important~~ -- because every life can be redeemed -- every life counts. As Tom says, his conviction that all students can succeed helps him to keep hope alive.

Every day, on the most intense and personal level, Tom sees the heart of the problems we face -- the breakdown of families; the loss of traditional values; ~~an environment that breeds crime,~~ substance abuse, unemployment, and hopelessness. But he knows that good teachers will help us find a solution -- for with every student you teach -- you shape a future, you touch a lifetime.

But teachers can't exist in isolation. Our tremendous respect for them, and the utter conviction that education holds the key for our country's future, urged us to develop America 2000 -- our revolutionary blueprint for educational excellence. I'm absolutely committed to change, beginning with break-the-mold ideas like New American Schools and a range of educational choice that includes empowerment for teachers. Our plan is innovative; it's exciting; it's uniting this country, ~~it will work.~~

Tom and the thousands of men and women like him ~~show the~~ excellence that will help us meet America 2000's ambitious goals. Changing our schools is too important to wait -- or to waste -- a generation. We know we've got to be competitive in a changing world. Our economic health -- our economic survival -- depend on how we educate ourselves to face the challenges ~~out there.~~

We've requested over \$2 billion in Federal spending on math and science education in next year's budget: \$768 million of that for pre-college. That's an increase of 123% in the last 3 years.

When we set our goals for the year 2000, we should have more...

Not relevant here,

*Detail of parts of A 2000:
Ed Flexibility
School Choice
N.A.S.*

~~The Federal Government can do a lot -- but we can't do it all.~~

Teachers know that real excellence demands commitment from every-
one in every community as we work to create a new generation of
American schools. It demands talented men and women giving time
to become tutors, mentors and classroom assistants. It demands
businesses, churches and synagogues, and civic groups forming
partnerships to support local schools. It demands every citizen
helping his or her community develop a plan of action based on
our new Declaration of Educational Rights -- America 2000.
Together, we will reinvent the American school community by
community, neighborhood by neighborhood, all across this country.

And at the heart of this shining new school will be -- as
always -- the teacher. A hero to our youngest generation said it
best. Last week at the Oscars, filmmaker George Lucas said "all
of us ~~who make motion pictures~~ are teachers, teachers with very
loud voices, ~~but~~ we will never match the power of the teacher who
is able to whisper in a student's ear."

On behalf of all Americans who've had the rare and priceless
privilege of having a fine teacher whisper in their ear --
congratulations, Tom. I know how proud your grandmother would
be. God bless you all. Tom

#

Tom
Thank you

Make it true to him

a story for?

For BH,

AMERICA 2000: TRANSFORMING IDEAS	REVOLUTIONARY CHANGE	"BUSINESS AS USUAL"
★ <i>Flexibility for Teachers and Principals</i>	<ul style="list-style-type: none">● Secretary allowed to waive regulations on request for good reason● Covers more than 70 federal programs and almost \$11 billion ✓● For all school districts, in all states	
★ <i>Break-the-Mold New American Schools</i>	<ul style="list-style-type: none">● \$545 million over three years for communities to create first 535 + break-the-mold schools● No limitations on types of schools● Submitted by Governors to Secretary guaranteeing truly break-the-mold	
★ <i>World Class Standards and Voluntary National Exams</i>	<ul style="list-style-type: none">● Bi-partisan recommendations of National Council on Education Standards and Testing (NCEST)	
★ <i>Parental Choice of Schools</i>	<ul style="list-style-type: none">● Help for middle and low-income families to have more choices of all schools, public, private, religious	



4TH STORY of Level 1 printed in FULL format.

The Associated Press

The materials in the AP file were compiled by The Associated Press. These materials may not be republished without the express written consent of The Associated Press.

March 30, 1992, Monday, AM cycle

SECTION: Domestic News

LENGTH: 325 words

HEADLINE: 'Star Wars' Producer George Lucas Gets Message from Space

DATELINE: LOS ANGELES

KEYWORD: Oscars-Lucas

BODY:

Filmmaker George Lucas, the creative force behind the "Star Wars" trilogy and the "Indiana Jones" adventures, received an honorary Oscar on Monday night for career achievement.

Lucas, 47, accepted the Irving G. Thalberg Memorial Award "not only for myself but for the thousands of talented men and women, robots, aliens and others with whom I've been lucky enough to share the creative experience in the last few years."

He then thanked those he cited as his greatest influence - his teachers.

"I've always tried to be aware of what I say in my films because all of us who make motion pictures are teachers, teachers with very loud voices, but we will never match the power of the teacher who is able to whisper in a student's ear," Lucas said.

He also got a special message from space. His friend, director Steven Spielberg, pointed to a screen and the seven space shuttle Atlantis astronauts - plus a floating Oscar statuette - appeared from orbit.

"We are very honored to assist in recognizing George Lucas, an explorer in his own right, who has pushed the boundaries of cinematography and science fiction to excite imaginations and to inspire young and old throughout the world about this new ocean we call space," shuttle commander Charles Bolden Jr. said from Atlantis' 182-mile-high orbit.

"Congratulations, George Lucas, from the crew of Atlantis."

The astronauts recorded their message on video last week.

As a writer, producer and director, Lucas has been responsible for "American Graffiti," "Labyrinth," "Willow" and "Tucker: The Man and His Dream."

In presenting the award, given for consistently high standards of film production, Spielberg cited Lucas' leadership in improving exhibitors' sound and projection quality.



The Associated Press, March 30, 1992

The award is named for the MGM production chief responsible for "Mutiny on the Bounty," "Camille" and other films. Previous recipients include Darryl F. Zanuck, Walt Disney, Billy Wilder and Spielberg.



2ND STORY of Level 1 printed in FULL format.

Copyright 1992 The Chronicle Publishing Co.
The San Francisco Chronicle

MARCH 31, 1992, TUESDAY, FINAL EDITION

SECTION: DAILY DATEBOOK; Pg. C1; TELEVISION

LENGTH: 821 words

HEADLINE: Jack's Night to Be Nimble at Oscars

BYLINE: JOHN CARMAN

BODY:

I'LL HAVE ONE OF THOSE

You could see it coming. Palance, nominated for ''City Slickers,'' put Tawny (''My Brain Is Very'') Little and Chuck (''More Like Ground Round'') Henry on notice in the pre-Oscar show.

Trudging into the Dorothy Chandler Pavilion, Palance assured them he was free of pain.

'I just had a shot,' he said. 'I feel great.'

(Little: 'What's that? What did he say? He just had a shot?')

Only one? The night's first Oscar in hand, Big Jack said of Billy Crystal, his ''City Slickers'' co-star and the program's host, ''Billy Crystal, God, I crap bigger than him.''

Then wham, Palance dived to the floor to demonstrate his manliness. One-handed push-ups. Two-handed push-ups. Should someone call the medics?

Back at the microphone, he said, ''As far as the two-handed push-ups, you can do that all night and it doesn't make any difference if she's there or not.''

JACK OF ALL TRADES

So much for Hollywood's Old Guard. Jack hit the road, but Crystal used him as a comedic punching bag for the next three hours. Palance was bungee jumping off the Hollywood sign, Crystal said. Orbiting in space. Fathering scads of children. Winning the New York primary.

Palance might not make that ''Oscar's Greatest Moments'' home video, but he did give the show a little oomph. I mean, somebody's got to represent America's shameless famous and make a fool of himself in front of a billion viewers around the globe.

It was the best Oscar telecast in recent years. Not much sentiment -- the New Guard, which dominated the ceremony, prefers to keep matters crisp and businesslike -- but there were little surges when Indian film director Satyajit Ray spoke via satellite from his hospital bed in Calcutta, and when Liz Taylor took the stage with Paul Newman at the end.



The San Francisco Chronicle, MARCH 31, 1992

BARBRA LIKE BUTTER

The Barbra Streisand non-nomination controversy melted among the half dozen acknowledgements she got from presenters and winners, with Streisand beaming and blowing thank-you kisses from her seat.

Politics and social unburdenings cropped up, but not nastily. Crystal took a cut at presidential candidate Bill Clinton (''Didn't inhale -- c'mon''). Documentary film maker Debra Chasnoff won an award for skewering General Electric and mixed her ''Boycott GE'' plug with her thanks. Richard Gere gently urged less money for defense and more for AIDS research.

The era of stem-winding thank-you speeches may have passed. Winning ''Silence of the Lambs'' director Jonathan Demme clocked in at a stammering (''And, uh, finally, uh, um'') 3 minutes and 35 seconds, the night's major oration. But more typical were the ''Terminator II'' visual effects whizzes, all four of whom were on and off the stage in 34 seconds flat.

Wardrobe transgressions? The duds were duds for anyone with fond memories of Streisand, Cher and other design killers of years past. Geena Davis has something of a history here, and her outfit of white satin on top and fluffy explosion above the knee was about as dopey as it got. Her thematic inspiration this year appeared to have been the ostrich.

She's getting better, though. In another two years or so, she might even be tasteful.

PICTURES OF GRACE

There was practically a surfeit of graciousness -- honorary Oscar winner George Lucas thanking his teachers from boyhood; Anthony Hopkins recalling that his father had died 11 years ago last night and adding that he was ''greatly honored and tremendously moved'' to win the best-actor award; his ''Silence of the Lambs'' co-star Jodie Foster saluting Hopkins with a ''Quid pro quo, Doctor.''

All in all, it was a slickly entertaining show with just enough scruffiness to satisfy. Even the ''best song'' nominees, while no more tuneful than any other year in the last two decades, seemed to fit pleasantly into the telecast as musical interludes.

Billy Crystal, recovering from the flu, was superb. His opening monologue was amusingly on target and less riddled than last year with industry-insider jokes. His song and dance number was an improvement on the old-fashioned, gloppy production extravaganzas of past years.

Midway through the show, 100-year-old Hal Roach was introduced in the audience. An awkward silence befell the telecast when Roach decided to speak, without a microphone. Crystal rode it out and then won an ovation for observing, ''I think that's fitting, because Mr. Roach started in silent films.''

For that, Crystal gets credited not only with the win, but with an impressive save.



The Washington Post, March 31, 1992

"We were lookin' pretty good back then," Paul Newman said. "Hey, I think we're still lookin' pretty good," said Elizabeth Taylor. These were, certifiably, the only understatements of the evening.

Much earlier, a plump Kathleen Turner, acting as a presenter, told the audience, "Tonight we all share one common emotion -- suspense." Actually, the one common emotion was probably boredom, or, at best, suspense over whether we would stay awake until the end of the show. The problems with Oscar may be incurable at this point, but there is still a certain fascination in observing the patient and his sporadic signs of life.

GRAPHIC: PHOTO, EMCEE BILLY CRYSTAL AT LAST NIGH'S AWARDS.

TYPE: REVIEW

SUBJECT: TELEVISION; FILMS; ENTERTAINERS; ACTORS; AWARDS

ORGANIZATION: ACADEMY AWARDS

NAMED-PERSONS: JACK PALANCE; BILLY CRYSTAL



3RD STORY of Level 1 printed in FULL format.

Copyright 1992 The Washington Post
The Washington Post

March 31, 1992, Tuesday, Final Edition

SECTION: STYLE; PAGE B1; TV REVIEW

LENGTH: 1016 words

HEADLINE: Ho-Humming Right Along

SERIES: Occasional

BYLINE: Tom Shales, Washington Post Staff Writer

BODY:

Once more it was a case of being caught in glamorous doldrums. The theme of the 64th annual Academy Awards, telecast live from Los Angeles on ABC, was "the pure joy of the movies," but purity and joy were both in pretty short supply.

The show was commendable for the scarcity of excruciating embarrassments -- though there were some -- and for going about its business with what was, in Oscar terms, a sense of brisk efficiency. Unfortunately, the excitement levels remained stubbornly low just about all night long.

Jack Palance got the show off to a quirky start and briefly revived a kind of Oscar night looniness that once made the show more watchable, harder to ignore. Accepting the Best Supporting Actor Oscar for playing a mega-craggy cowpoke in "City Slickers," Palance first made a tasteless scatological remark (borrowed from the movie) about costar Billy Crystal, then flopped down onstage to do a few one-armed push-ups and thereby prove himself young at heart. Or at least young at arm.

The strange little outburst got plenty of nervous laughter and gave Crystal, host of the show for the third year, grist for a running joke that he ran into the ground for the rest of the show. But unfortunately it didn't seem to inspire other award winners to go off on similarly quixotic flights of fancy.

"Jack just Bungee-jumped off the Hollywood sign," Crystal told the crowd at one point. The comedian was affable and agreeable in his role, but not spectacularly funny: He still seems too small a talent to helm such a great big fat show, a mouse pushing a boulder up a hill.

Once more Crystal did his little routine spoofing the big dumb production numbers that used to open the Oscars. But now Crystal's little spoof has itself become as predictable and lame as what he's supposedly spoofing. Maybe it's time to bring those big dumb opening production numbers back again.

Crystal showed a quick wit when it was most needed. Hal Roach, the 100-year-old movie pioneer whose studio once was home to Laurel and Hardy and other immortal clowns, stood up in the audience, very slowly, to take a bow and then, unexpectedly, made a few remarks to the crowd. But there was no microphone nearby to pick up his words so TV viewers heard nothing.



The Washington Post, March 31, 1992

"I think that's fitting," Crystal said, "'cause Mr. Roach started in silent films." The quip helped turn an awkward moment into a charming one.

Threats by gay activist groups to disrupt the Oscar ceremony did not materialize, perhaps partly because Crystal and, later, presenter Richard Gere both made statements on the program in support of AIDS research. Gay rights groups are upset about portrayals of gay characters in films like the current "Basic Instinct."

After midnight came an Oscar first: The longtime companion of an Oscar winner who had died of AIDS appeared onstage to accept the trophy in his memory. Howard Ashman, who wrote the lyrics for "Beauty and the Beast," as well as those for Disney's "The Little Mermaid," died of AIDS complications last year. His survivor quoted an inscription on Ashman's tombstone: "O, That He Had One More Song to Sing."

There was at least one note of topical controversy. Debra Chasnoff, the winner for Best Documentary Feature, "Deadly Deception: General Electric, Nuclear Weapons and Our Environment," attacked General Electric for its heavy investment in nuclear energy. "Thank you very much," she said before leaving the stage, "and boycott GE."

Sentimental or emotional highlights seem to get fewer every year. Although most American moviegoers have probably never seen any of his films, viewers had to be moved by the sight of India's foremost director, Satyajit Ray, clutching an honorary Oscar as he lay in a Calcutta hospital bed, piped into the ceremonies by satellite. He recalled writing letters in his youth to director Billy Wilder and actress Ginger Rogers and never getting a reply but remaining a fan of American films nevertheless.

Another high point came near the end of the first hour when producer George Lucas accepted the honorary Thalberg Award from his colleague and pal Steven Spielberg. It was touching and encouraging that Lucas thanked his teachers for their influence on his life, and he was then saluted with a greeting from outer space -- seven astronauts floating around in the space shuttle Atlantis sending Lucas their congratulations and playing with an Oscar statuette.

That Barbra Streisand was omitted from the Best Director nomination for directing "The Prince of Tides" evoked a few protests during the show. Liza Minnelli and Shirley MacLaine hailed Streisand as "the director we would most like to work with," Jessica Tandy lamented the fact that Streisand was not nominated, and Crystal, during his song, asked rhetorically, "Seven nominations on the shelf; did this film direct itself?"

As it turns out, "Prince of Tides" didn't win any Oscars anyway. Streisand probably got more attention simply by sitting in the audience and beaming radiantly every time she was saluted. If she had been nominated and won, we'd probably all still be sitting around waiting for her acceptance speech to end.

Streisand glowed, but the real heat was saved for the finale: Elizabeth Taylor and Paul Newman, two of the few remaining movie stars who really are movie stars, teamed to present the Best Picture Oscar. They appeared following a clip from "Cat on a Hot Tin Roof" in which they costarred about a quarter-century ago.

24/5/91
Key characteristics of the America 2000 approach:

assessment
accountability
innovation
choice
lifelong learning
community support

overall spending up 33% in real terms over the last decade

money this year is 384 billion

American taxpayers want to know what they're getting for their dollars

THE WHITE HOUSE
WASHINGTON

Date: 3-30-92

TO:

Michelle Hix

FROM:

CHARLES E. M. KOLB

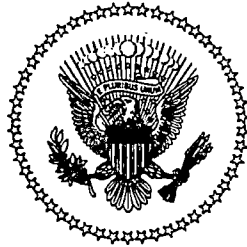
- Action
- Draft Response
- FYI
- Let's Talk

COMMENTS:

as discussed.

Weekly Compilation of

Presidential Documents



Monday, April 15, 1991
Volume 27—Number 15
Pages 397-430

111 RESEARCH

Pres Documents 3

communism in 1989 was no accident. During the 1980's, the Communist world learned that no wall, no barrier can fend off powerful ideas. It saw our prosperity and our vitality. It saw that our way is better. The prosperity of the 1980's, which began with tax cuts and progrowth policies in the United States, transformed the entire world. Our challenge now is to shape the revolution that we started to make the 21st century the next American Century.

And so, I ask your help in that quest. Together, with business working cooperatively with government, we cannot fail.

Thank you all very much for coming to Washington. And may God bless our great country.

Note: The President spoke at 2:07 p.m. in the Great Hall at the Department of Commerce. In his remarks, he referred to Secretary of Commerce Robert A. Mosbacher; L. William Seidman, Chairman of the Federal Deposit Insurance Corporation; Richard Breedon, Chairman of the Securities and Exchange Commission; and Arthur Levitt, nominated to be a member of the Defense Base Closure and Realignment Commission and former chairman of the American Stock Exchange.

**Remarks at the Presentation Ceremony
for the National Teacher of the Year
Award in Slanesville, West Virginia
April 10, 1991**

The President. Well, please be seated. Kids, it's great to be with you. And you ought to be very happy that I'm here because you don't have to be in school working hard, you see. [Laughter] To all those who handled the arrangements for a complex visit like this, let me at the very beginning express my sincere thanks to you, and we promise to leave right on time so things can get back to normal in this beautiful part of our country.

I want to thank Secretary Alexander for his remarks, for his kind words. Thank all of you for this West Virginia welcome. It's good to see the Governor of this State here,

a friend of education, Governor Caperton, who you met earlier.

I'm told that a former Member of Congress, Harley Staggers, is here. I'm not focusing too well from up here, but if he—they're pointing out here. But anyway—way back over there. But Harley, nice to see you, sir—a man that served his State with great distinction. I want to single out Commissioner Benedict and Superintendent Marockie; John Quam, the director of the National Teacher of the Year Program; and of course, your own principal—and now that I feel a part of this school, our own principal—Gary Kidwell.

Let me say that I'm especially pleased, on this whole broad national education front, to be side-by-side with Lamar Alexander—a former Governor, a man that is committed, a former head of a great university system, now our Secretary of Education—a man who has made it his mission, his sacred mission, to join with the teachers of this school and others all across this country to make America's schools second to none. And very soon, back in Washington, we are going to unveil our National Education Strategy. It's a long-term strategy to make America all that it can be—to spark a nationwide movement that touches every school and every student in America.

But today I want to focus on the fact that, in the end, everything we try to do in education comes down to teaching and learning, to each teacher and each student in our classrooms. There's no better way to make that point than to come here to honor someone Slanesville knows so well, the 1991 National Teacher of the Year, Rae Ellen McKee.

You know, the last time I went to a school, it was just a few miles away from the White House, and I had a third-grade kid, a boy ask me to prove that I was the President. [Laughter] I finally showed him my American Express card. [Laughter] And this time I came prepared, though. I brought the Secretary of Education so there can be no doubt. And then I flew down here on Marine One. And third, when we're done here, just to prove it, I'm going to take Mrs. McKee back up to the White House with me.

I heard a story about one of Mrs. McKee's reading students—I don't know if it's true or not—about a boy who'd been watching me almost every day on television, back during the troubled days of the war in the Gulf, making speeches, making statements to the press. And the boy allegedly asked Mrs. McKee, "Are you really going to Washington to meet the President?" And she said yes, she was. And he said, "He doesn't need you. [Laughter] He can already read." [Laughter] Well, that really says it all. [Laughter]

But this is a proud day: for Rae Ellen's parents; for her husband, John McKee; and their children, Zachary and Molly, a second-grader with whom I just met; and for all the children in this elementary school; and for every hard-working teacher in America who sees the future and shapes that future every single day that our children walk into the classrooms.

Being here today reminds me a little of my own days in school, all the way back to 1941. That was high school level for me. I remember my high school history teacher, Dr. Arthur Darling. He was demanding, he was disciplined, and I learned from him. I don't know how much I remember the dates and times and places. I don't know how much I remember of the history that he taught me. But I know I won't ever forget his example. Years from now, in exactly that same vein, many of the kids here—all of them, in my view—will remember Mrs. McKee the same way.

Our National Teacher of the Year grew up in Levels, just 10 miles from here. Rae Ellen McKee is West Virginia born and bred. It's in her soul. She comes from a family of teachers—five generations, to be exact. And she's still a student herself, working now on a second master's degree in education at West Virginia University, proof that learning is a lifelong process.

Rae Ellen McKee knows that teaching is more than giving tests and assigning grades. Teaching, she says, is the "impact of mind upon mind, and heart upon heart."

There are plenty of schools bigger than Slanesville's, plenty of towns with more people. But in this small school, great things happen. Every day, these children, your children, take another wonderful step forward, toward their future. And that's a tes-

tament to this teacher and to this school. And above all, it's a testament to the strength of this community and its values. Our children learn from all of us, not just from the teachers. And what happens at home and in the neighborhood matters just as much as what takes place in the classroom.

I know that many of the kids here today learned to read with Mrs. McKee's help. And I've just spent a little time with some of you all in the classroom, asking questions and watching you learn. So, let me ask a question: How many of you have ever read a story or a book that's been made into a movie? Quite a few. And then you watch the movie and you say to yourself, the book was better. When you read, the power of your imagination paints the picture in your mind, and there isn't anything in the world stronger than the power of your imagination. And that's why reading is so important. It's more than picking out the words on a page. Reading is one way we learn how to think. And when you open a book, you open your mind to a world of experience. Right here in a classroom in West Virginia, the world comes to you.

And let me say to all the kids here today: I hope you won't mind that we're going to borrow Mrs. McKee. For the next year, as Teacher of the Year, she's going to travel across this great country of ours to share with all our schools the secrets of her success right here in Slanesville. We need to learn from her how we can teach all kids just as well as she's taught you.

And pretty soon, you'll be back in class. And I'm going to ask you to do something for me, today and every day: Work hard, ask questions, have fun, and learn. That's what school is all about.

And once again, I want to thank you for this warm welcome, for a chance to spend some time with you in the classroom, and for the opportunity to share this proud moment for Slanesville.

And now I am honored to present this crystal apple—an apple for the teacher—to the 1991 Teacher of the Year, Rae Ellen McKee.

Mrs. McKee. Mr. President, I thank you on behalf of the teachers of America. Your being here today is an honor that most of us

**Remarks at the Swearing-In Ceremony
for Patricia F. Saiki as Administrator of
the Small Business Administration**

April 10, 1991

The President. Good afternoon, Secretary Martin and distinguished friends from the United States Congress. And of course, a special welcome to the members of Pat's family with whom I just met. And it's a pleasure to have you all here for this very special occasion. And it's also a pleasure—the business at hand—to welcome a good friend on board as this nation's new Administrator of the Small Business Administration.

Pat Saiki will be bringing her own spirit of aloha to this job. And for those who don't know what I mean, just watch. Watch how she does over there. You talk about enthusiasm and ability, you're going to see it all, all at once.

I'm pleased that she's going to be heading up the SBA because small business is so vitally important. Small business—the heart of our country's economy. In the 1980's, small business produced two out of every three new jobs. But more importantly, they're the heart of the American dream. The SBA was founded to encourage that spirit and that belief in our ability to make our dreams come true.

Owners of small businesses show the rest of America the way. And they've seized control of their own lives, made their own choices, made their own decisions. And over 20 million men and women across the U.S. today are running their own small businesses—20 million pieces of the American dream. Pat Saiki's going to be their advocate, their tough, smart advocate.

I know her, and I know she'll throw her whole energy and dedication into this challenge because Pat will be responsible for more than administration and policy development. She's going to have the chance to help people shape their own futures. She'll do this by expanding SBA's role in providing start-up guidance; by concentrating on business opportunities for minorities, women, and veterans; by focusing on outreach.

Pat will be a dynamic champion of small business. She's got the strong background

never dreamed we would have. And as important as this day will always be to me and to my colleagues in the teaching ranks, I think it is even more special because you have once again demonstrated your commitment to the young people of America. And at this time, I thank you on their behalf.

Note: The President spoke at 10:01 a.m. on the grounds of Slanesville Elementary School. In his remarks, he referred to Cleve Benedict, State agriculture commissioner, and Henry R. Marockie, State superintendent of schools.

**Appointment of C. Gregg Petersmeyer
as Assistant to the President and
Director of the Office of National
Service**

April 10, 1991

The President today announced the appointment of C. Gregg Petersmeyer, of Colorado, to be Assistant to the President and Director of the Office of National Service at the White House.

Since January 1989 Mr. Petersmeyer has been Deputy Assistant to the President and Director of the Office of National Service. Prior to this Mr. Petersmeyer was a senior officer of the General Atlantic Energy Corp., a private oil and gas exploration company in Denver, CO. Before moving to Denver in 1982, Mr. Petersmeyer was with McKinsey & Co., Inc., in New York and has also been a member of the Hudson Institute. From 1972 to 1974 Mr. Petersmeyer served as a staff assistant in the White House. Mr. Petersmeyer is chairman of the Fitzie Foundation, a nonprofit public foundation that annually recognizes and rewards outstanding girls and young women from four schools in the Boston area.

Mr. Petersmeyer received a bachelor of arts degree with honors from Harvard College, a master of literature degree from Oxford University, and a master of business administration degree from Harvard Business School. Mr. Petersmeyer resides in Bethesda, MD, with his three children.

crete results.

The President emphasized the vital importance of maintaining excellent relations with Japan not only in trade but with regard to security and the growing global partnership between the United States and Japan. In particular, the President complimented the Government of Japan for its

assistance efforts in Eastern Europe and in Central America. In all of these matters, the President praised the forthright and assertive leadership demonstrated by Prime Minister Kaifu and credited him with having created a new spirit of cooperation between the United States and Japan.

Remarks at the Presentation Ceremony for the National Teacher of the Year Award

April 4, 1990

Well, to the Members of the Congress and Senate that are here today, thank you all for coming, and welcome to the White House. Secretary Cavazos, Senator Pell and Representatives Lowery and Hunter, and Bill Keene and Gordon Ambach, Robert Gwinn, Norman Brown, and specially to our distinguished Teacher of the Year, Jan Gabay, Barbara and I are honored to have you all here.

The kind of people Jan represents are ambassadors to the most powerful province mankind might command, that great undiscovered realm right under your hat. For almost 40 years, the Teacher of the Year program has singled out the few, really because they represent the many. The program's goal is not to identify "the best" teacher but the best in all teachers. All teachers are different, of course, but the best have a special kind of energy that ushers ideas to minds, and ideals to souls. They unleash the imagination and turn young eyes toward brilliant constellation of human aspiration and experience.

Maybe it's the pace of history, the pulse of the natural world, or the power of reason; but whatever, America's best teachers are teaching. They all understand that learning is not a spectator sport. The value of knowledge is not in the having but in the sharing. And wisdom is not received: it is pursued.

You might have heard it said that knowledge isn't found in books. In one sense, true. There's nothing intrinsically helpful about a book—just black marks on a few

white pages. But in hands that know how to hold them, how to embrace their ideas and deliver them whole, a book can change a life forever. Those who breathe life into ancient texts have seen that power, seen those words explode in brilliance in a young mind. Through teachers and their students, the ideas of the past are sustained, and the ideas of the future are defined.

And if the life of the mind is one of both work and wonder, I'd like to introduce a man among us today who's lived that life better and longer than anyone else. He was born in 1889, the son of a former slave. He served in the First World War, became fluent in 6 languages, earned 11 degrees, and taught school until he was 81. That alone would be impressive enough. But at the age of 100, he still practices law and still attends law school seminars with the eagerness of a first-year student. Try to praise him, though, and he'll bawl you out, saying, "There's nothing extraordinary about me." And he told me that I was the second President that he's met; the first was Franklin Delano Roosevelt. [Laughter] But having met him, I know this is a risk to praise him, but I have to disagree with him. I hope you'll join me in commending a man who may be America's most seasoned scholar, John Morton-Finney. Would you stand up please, Mr. Morton-Finney? [Applause]

One lesson we might take from Mr. Morton-Finney is this: If he's still ready and willing to learn, so can we all be. And if he's always looking for new ideas and new ways of thinking, so must the entire system

of American education.

A year ago this week, here in the Rose Garden, across the way, I sent legislation up to Congress to help reform and restructure America's schools. Today I want to appeal to the Members of Congress to move on those initiatives.

We've already moved in concert to bring a sense of direction to education reform. We've held the first-ever summit with the Nation's Governors, and we've set ambitious goals for our students, our schools, and ourselves—rallying points for the progress we all know is greatly needed now. But what we must remember, above all, is that education is more important than politics. And while our '91 budget request for education is the largest in American history, our progress won't be measured by bureaucracies built and dollars spent. It will be measured by results and by what our children learn and accomplish.

If we judge our students by their thinking, we must judge ourselves by our own. And there are cases of very creative thinking about education going on right now, ideas for reform that hold promise for the rest of the Nation.

In Milwaukee, Wisconsin, because of a grassroots movement made up largely of poor, inner-city parents, a new experiment in choice is applying the leverage of competition and stimulating change. Thanks to Polly Williams, once a welfare mother of four and now a State legislator, low-income parents can choose to send their kids to private nonsectarian schools, with money from the public school system's budget paying \$2,500 in tuition for each student. Choice empowers people, and it puts competition to work, improving schools for every student.

In Kentucky, an entirely new philosophy of management is being put into place which is based on accountability. The school system is being decentralized, with local districts gaining control over our operations and individual schools gaining more auton-

omy overall. The State is managing a new system of rewards for teachers and administrators, including biyearly awards up to \$8,000 and leaving curriculum questions to the local districts.

That kind of creative thinking is government's best role in education: setting goals, providing incentives, and then demanding accountability. But as crucial as good government is, we all understand where the real action is: it's in the hands of our teachers. And that's why we're here today: to recognize a teacher who represents our best.

Her story began with a little collection of books spread out on hardpacked earth beneath a wooden stairway, where she played school with her younger sister. To Jan Gabay, those books revealed an imagined life of seekers, sages, and students—a life Jan has since chosen to make real for herself and the students she teaches. Over the past 17 years she has developed her power to motivate minds, to give kids a sense of wonder and bless them with a life of possibilities unimagined in ordinary moments.

She says her goal is to help her students find and refine the "knowledge, skill, and talent that they do not know they have." But she understands that a real education goes far beyond acquiring skills: it instills a lifelong love of learning. "Accepting simple competence," she says, "is the antithesis of what I believe education really is: an unending quest to understand the world by using one's mind and to understand the self by knowing one's heart."

Jan always tells her students that she has succeeded because of them. In that spirit, it is also true that our schools will succeed because of people like her.

So, it is an honor to have you here, Janis Gabay, and to name you the 1990 National Teacher of the Year. God bless you for all you're doing for those kids.

Note: The President spoke at 2:15 p.m. in the Roosevelt Room at the White House.

Remarks of
the Senate
April 4, 1990

The President's
outset of the
everybody's
congratulate
Act Amend
Dole, Bauc
leadership i
legislative l
same time,
agree that a

Last year
that future
breathe clea
through clea
cleaner car
we still fee
without m
without a
tion and th
was very c
by the S
based on l
that balan
cleaner ai
continues
people.

In that

Appoin
Comm
April 4,

The Pr
tion to a
Staff Di
Rights.
Latham,

Since
Associat
Opport
ment of
ate Ad
ness an
at the

To: Jane
Date: 3/17 Time: 1:20

WHILE YOU WERE OUT

M: Thomas Fleming
of: Mich State
Phone: 517 373 6225
Area Code Number Extension

TELEPHONED	<input checked="" type="checkbox"/>	PLEASE CALL	<input checked="" type="checkbox"/>
CALLED TO SEE YOU	<input type="checkbox"/>	WILL CALL AGAIN	<input type="checkbox"/>
WANTS TO SEE YOU	<input type="checkbox"/>	URGENT	<input type="checkbox"/>
RETURNED YOUR CALL		<input checked="" type="checkbox"/>	

Message: _____

Operator



National Teacher of the Year Program

March 31, 1992

FACSIMILE TRANSMISSION

202/456-6218

16 Pages

MEMORANDUM

TO: Michell Nix
The White House

FROM: Jon Quam, Director

SUBJECT: Information on Thomas Fleming

Attached are the essays written by Thomas Fleming as part of the application process. Also included is general information on the program and program sponsors.

Please give me a call if you need additional information. Thanks.



National Teacher of the Year Program General Information

The **National Teacher of the Year Program** is the oldest and most prestigious awards program to focus public attention on excellence in teaching. The program, now in its 40th year, is sponsored by the **Council of Chief State School Officers** in partnership with **Encyclopaedia Britannica, Inc.**

Each year all chief state school officers are invited to nominate a candidate from their jurisdictions. The methods and materials used to select the State Teacher of the Year vary from state to state.

Candidates for National Teacher of the Year are expected to be dedicated and highly skilled teachers in any state-approved or accredited school, pre-kindergarten through grade twelve, who are planning to continue in an active teaching status. Since the purpose of the National Teacher of the Year Program is to recognize the contributions of the classroom teacher, supervisory and administrative responsibilities are of secondary consideration. Candidates should inspire students of all backgrounds and abilities to learn. The candidates should have the respect and admiration of students, parents and colleagues and should play an active and useful role in the community as well as in the school.

Since 1980 the National Teacher of the Year has been released from classroom duties during the year of his or her recognition. This has allowed the National Teacher to travel throughout the country, and increasingly throughout the world, speaking before a variety of business, community and education groups. These candidates therefore must be poised, articulate and possess the energy to withstand a taxing schedule.

A National Selection Committee, comprised of representatives of the major national educational organizations, selects four finalists from the nominations received. The four finalists are brought to Washington, DC, for individual interviews with committee. The National Selection Committee then selects the National Teacher.

In each of the forty years of the Program the National Teacher of the Year has been introduced to the nation by the President and/or the First Lady and honored at special events in the nation's capitol. The National Teacher receives an engraved crystal apple and all state Teachers of the Year receive engraved citations from the Program sponsors.



The National Teacher of the Year Program Sponsors

The Council of Chief State School Officers
in partnership with
Encyclopaedia Britannica, Inc.

The Council of Chief State School Officers was founded in 1927 and since 1948 has been headquartered in Washington, D.C. The Council is a nationwide non-profit organization comprised of the 57 public officials who head the departments of elementary and secondary education in the 50 states, five extra-state jurisdictions, the District of Columbia, and the Department of Defense Dependents' Schools. Because the Council represents the chief education administrator, it has access to the educational and governmental establishment in each state and the national influence that accompanies this unique position. The Council seeks its members' consensus on major education issues and expresses their views to civic and professional organizations, to federal agencies, to Congress, and to the public. The Council creates and coordinates seminars, educational travel and study programs that offer many opportunities for the professional growth and development of chief state school officers and their management teams. In addition to providing professional development opportunities for chief state school officers, the Council undertakes projects which address areas of concern at the state level and are designed to strengthen public education through each state education agency. Herbert J. Grover, Superintendent of Public Instruction in Wisconsin, is the 1991 president.

Encyclopaedia Britannica, Inc., publishes the 32-volume *The New Encyclopaedia Britannica*. Introduced in 1768, *The Encyclopaedia Britannica* is the oldest continuously published reference work in the English language. The recent major revision of the landmark 15th edition is considered among the finest reference works of its kind. In addition Britannica publishes *Compton's Encyclopaedia* and other reference works. Encyclopaedia Britannica, Inc., is one of the world's largest producers of education films through Encyclopaedia Britannica Educational Corporation. The film catalog of Encyclopaedia Britannica Educational Corporation includes more than a half century of educational films and is the most extensive of any film producer in the world. Other elements of Encyclopaedia Britannica, Inc., include Merriam-Webster, Inc., publishers of Merriam-Webster dictionaries, and American Learning Corporation, which operates approximately 100 prescriptive learning skills centers in many major metropolitan markets. The company publishes other learning materials, including computer software which like its educational films covers a multitude of subjects. American Learning Corporation's *Britannica Learning Centers* offer both basic math, preschool reading, scholastic aptitude test preparation, college learning skills, and *Evelyn Wood Reading Dynamics* and *Study Dynamics*. Encyclopaedia Britannica, Inc., is headquartered in Chicago, Illinois.

Talking to District Engineer

was about fifteen years old, he helped his father on build a small turn in one of the country roads. The wly, and Mr. Johnson hoped his boss, the district stin, would not find out that he was behind schedule. nt young Lyndon to Austin to buy some equipment.

was there he ran into the district engineer coming ng. "Howdy, Lyndon," said the engineer, "how's the ith your father?" "Oh," said Lyndon, "we are not good time of it. We're way behind schedule." And

. The next day the engineer showed up at the work y rebuked Lyndon's father. "Lyndon," said Mr. John- ft, "how do you suppose the district engineer found ?" The boy shuffled uneasily for a moment or two, father what he had said in Austin. Looking intently

. Johnson said softly, "Lyndon, now remember this just ain't smart enough yet to talk to a district engi- ohnson became President and someone on his staff to the press without his authorization, he would hold port and say: "I see you've been talking to the district

"36

Birthplace

to claim a background similar to Lincoln's. Once, showing some friends around his Texas ranch, he ramshackle cabin as his birthplace. "Why, Lyndon," id afterward, "you know you were born in a much closer to town which has been torn down." "I ' said Lyndon, "but everybody has to have a birth-

Confusion

a student at Southwest Texas State Teachers College , young Johnson became an assistant to Cecil Evans; He threw himself into his work with such enthusiasm ally exclaimed: "Lyndon, I declare you hadn't been month before I could hardly tell who was president -you or me."³⁸

Objectivity

One of LBJ's favorite Depression stories had to do with a young man, desperate for a job, who appeared before a school board in the Texas Hill Country as an applicant for a teaching position. The board was impressed; the man was eloquent, well-informed, and conscientious. When the interview ended, one of the board members said, "Well, we think we would like to have you teach and we would like to retain your services. But tell us, there is some difference of opinion in our community about geography. And we want to know which side you are on. Do you teach that the world is round, or do you teach that the world is flat?" Said the young man at once: "I can teach it either way."³⁹

Affirmative Results

One time when Johnson was in Congress, he told a new employee of his to call a government agency about a request from one of his constituents. The employee made the call; a few hours later LBJ came to his desk and asked for the result. "The thing is settled," the man told him, "because they insisted they couldn't do what you wanted." Johnson was furious. "I didn't ask you to get me a negative answer!" he stormed. "Say that I want this done for certain and get an affirmative answer!" The man promptly called again and this time used Johnson's peremptory tone: "Congressman Johnson will be satisfied with nothing less than affirmative action on his request." The official at once agreed to it. "From then on," said Johnson's employee afterward, "I concentrated on getting affirmative results, not negative."⁴⁰

Foreman

"What's the hurry?" one Senator complained to another when the hard-driving Majority Leader, Lyndon Johnson, kept the Senate working late. "After all, Rome wasn't built in a day." "No," sighed the other Senator, "but Lyndon Johnson wasn't foreman on that job."⁴¹

The Johnson Treatment

When Johnson was Senate Majority Leader, he employed the "Johnson method" in seeking support for his strategy. He never just

Voting Rights

LBJ enjoyed the story of the two fellows who went to a graveyard just before a Texas election and began copying down the names on the tombstones. Up and down the rows they went getting names until they came to a tombstone so old and worn that it was hard to decipher the name on it. One of them wanted to skip it, but the other tried hard to read the inscription. "What's the matter with you?" cried the impatient one. "Why are you staying here?" "Well, Ah care," said the second fellow. "This man's got every bit as much right to vote as all the rest of these fellows here."⁶¹

Segregation

In a 1964 speech aimed at persuading businessmen to give American blacks greater opportunities, LBJ described the problems faced by Zephyr Wright, the family's housekeeper and cook, because of her color. "She has been with us twenty years," said Johnson, "she is a college graduate, but when she comes from Texas to Washington she never knows where she can get a cup of coffee. She never knows when she can go to the bathroom. She has to take three or four hours out of her time to go across to the other side of the tracks to locate a place where she can sit down and buy a meal. You wouldn't want that to happen to your wife or your mother or your sister, but somehow or other you take it for granted when it happens to someone way off there."⁶²

Education and the Constitution

"I remember," LBJ once said, "when I was at San Marcos and was given a test by this history professor or political science professor, I forget which. The question he put on the blackboard was this, 'Discuss fully what the federal Constitution has to say about education.' So I did, and, hell, it must have gone on for ten pages or so. Well, I got that paper back with a big red F across it. And the professor wrote on the paper, 'The Constitution doesn't mention education.' Well, I decided right then and there that if there wasn't anything in the Constitution on the subject of education, there ought to have been. And I decided I was going to do something about it,

and if you look back on the bills that were passed during my administration, I think you might say that I have."⁶³

Arrogance of Power

President Johnson was upset by his old friend Senator J. William Fulbright's criticism of his Vietnam policy and by his warning against the "arrogance of power" in high office. One evening in May 1966, encountering Fulbright in the receiving line at a diplomatic reception, he reached into his pocket, pulled out a penciled note from his housekeeper Zephyr Wright, and held Fulbright there. "A man can hardly have an arrogance of power," he cried, "when he gets a note from his cook talking up to him like this." Lady Bird tried to pull him away, but he said, "Bird, I'll be ready in a minute," and started reading the note aloud: "Mr. President, you have been my boss for a number of years and you always tell me you want to lose weight, and yet you never do very much to help yourself. Now I'm going to be your boss for a change. Eat what I put in front of you and don't ask for any more and don't complain." When LBJ finished reading, Fulbright gave him a quizzical smile and moved on.⁶⁴

Geography

In addressing Democratic gatherings, LBJ frequently warned against regional prejudices and called for "a truly national party which is stranger to no region, an open party which is closed to none, which knows no color, knows no creed, knows no North, no South, no East, no West." But occasionally he poked fun at these points-of-the-compass references. "Of course," he said in one speech, "I do not want to go as far as the Georgia politician who shouted from the stump in the heat of debate, 'My fellow citizens, I know no North, I know no South, I know no East, I know no West.' A barefooted, freckle-faced boy shouted out from the audience, 'Well, you better go back and study some geography!'"⁶⁵

Rebekah Baines Johnson Home

Before he left the White House, LBJ sponsored the construction of a model nursing home in Austin. "We treat old people like we treat

In April 1951 General Ridgway became Commander-in-Chief of United States Forces in the Far East and Supreme Commander, Allied Powers in Japan. In addition to directing United Nations strategy and guiding the armistice negotiations in Korea with skill and firm forbearance, he supervised, on behalf of the Allied Powers, the final stages of the rebirth of the Japanese people as an independent nation. In these grave responsibilities he displayed the highest order of

physical and moral courage, skillful leadership, and broad understanding.

General Ridgway's extraordinary service merits the gratitude not only of the American people but of free peoples everywhere.

NOTE: The citation was presented by the President following his address at the sesquicentennial convocation of the United States Military Academy (Item 131). General Ridgway had accompanied the President on the trip from Washington.

See also Item 112.

133 Remarks to the Winner of the Teacher of the Year Award. May 21, 1952

*First
Teacher
of
the
Year*

MRS. JONES, I congratulate you on this award.

Next to a child's mother, the greatest influence on his character and his growth into a good citizen is his teacher.

I remember with much pleasure the teachers I had when I was going through the grade schools and through high school. Some of them are still alive, and I still keep in touch with those that are alive.

They had a tremendous influence on the route which I followed in informing myself on government, on the Republic of the United States, and what it means. And I am more than happy for this opportunity of

bringing the attention of the country to the fact that one of its main supports, and one of the reasons why it is the greatest Republic in the world has been due to the teachers who take young minds and train them to be citizens as they should be.

Therefore, it is a great pleasure to me to have you here this morning.

NOTE: The President spoke at 11:40 a.m. in the Rose Garden at the White House. The recipient of the award was Mrs. Geraldine Jones, a first grade teacher at Hope School in Santa Barbara, Calif.

The United States Office of Education, in cooperation with McCall's magazine, selected Mrs. Jones from nominees submitted by State departments of education.

134 Remarks at the Dedication of a Memorial Plaque Honoring Pvt. Leslie Coffelt. May 21, 1952

THANK YOU very much, Captain. I certainly appreciate your thoughtfulness in placing this plaque on the Blair House. It commemorates an event about which I do not like to think. It taught me a very good lesson, that the President is well and amply guarded by good and brave men, both in uniform and in the Secret Service.

This young man, to whom this plaque is erected, was one of the most pleasant officers on the force—and one of the ablest.

It brought home to me the fact that it is

not the President who is in danger on occasions of this kind, but it is the men who guard him.

And I want to say to you that I have been extremely cooperative with the guards ever since this event took place, and I shall continue to be just that way until I am through with this office. Not because I am afraid of being shot at—I have been shot at by experts—but I do not want to endanger the lives of the men who spend their lives guarding the President of the United States.



1ST STORY of Level 1 printed in FULL format.

Proprietary to the United Press International 1991

United Press International

September 20, 1991, Friday, BC cycle

SECTION: Regional News

DISTRIBUTION: Michigan

LENGTH: 418 words

HEADLINE: Special education teacher is Teacher of the Year

DATELINE: LANSING, Mich.

KEYWORD: MI- TEACHER

BODY:

A teacher at the Juvenile Detention Center in Ann Arbor who says he finds continuing personal challenges in the underachieving student was named Friday as Michigan's 1991-1992 Teacher of the Year.

Thomas A. Fleming, a special education teacher at the Washtenaw Intermediate School District detention facility for the past 19 years, will represent Michigan in National Teacher of the Year competition in the spring.

Donna J. Miller, a fifth grade teacher at the Thornapple Elementary School of the Forest Hills Public Schools in Grand Rapids, is runnerup.

Fleming, Miller and 25 finalists will be honored by the State Board of Education at a Lansing banquet May 8.

Fleming says his greatest reward in teaching 'is the hope I feel when students begin to change during my work with them.'

'I find the underachieving student to be the source of exciting discoveries and continual personal challenge,' he said. 'Even though my students have many problems, each one deserves a 'day in the sun.' When they experience such a day, without threats of punishment or embarrassment, it may be the very first day of their lives in which they have really wanted to have an education.'

Fleming earned a Bachelor of Religious Education degree from Detroit Bible College in 1964 and a Master of Arts degree in both regular and special education from Eastern Michigan University in 1968.

Miller, a teacher for 29 years, said she knows 'because of learning styles and unique individual thinking that children's answers can vary, yet be correct.'

Her greatest contribution in education, Miller said, has been 'to encourage children to contribute to society beyond the confines of the classroom. As children acquire skills in various subject areas, it is only natural to show students how these skills can be shared in the community.'



Proprietary to the United Press International, September 20, 1991

Sponsors of the competition are the Michigan Association of Colleges for Teacher Education, Michigan Association of Middle School Educators, Michigan Association of Nonpublic Schools, Michigan Association of School Administrators, Michigan Association of School Boards, Michigan Association of Secondary Principals, Michigan Congress of Parents and Teachers, Michigan Education Association, Michigan Elementary and Middle School Principals Association, Michigan Federation of Teachers, Michigan State Chamber of Commerce and State Board of Education.

Classroom teachers and representatives of the sponsoring organizations made up the 19-member judging panel.

TARIFF STABILITY

TARIFF STABILITY. The country has acquiesced in the wisdom of the protective-tariff principle. It is exceedingly undesirable that this system should be destroyed or that there should be violent and radical changes therein. Our past experience shows that great prosperity in this country has always come under a protective-tariff; and that the country cannot prosper under fitful tariff changes at short intervals. Moreover, if the tariff laws as a whole work well, and if business has prospered under them and is prospering, it is better to endure for a time slight inconveniences and inequalities in some schedules than to upset business by too quick and too radical changes. It is most earnestly to be wished that we could treat the tariff from the standpoint solely of our business needs. (Second Annual Message, Washington, December 2, 1902.) *Mem. Ed. XVII, 167; Nat. Ed. XV, 144.*

What we really need in this country is to treat the tariff as a business proposition from the standpoint of the interests of the country as a whole, and not from the standpoint of the temporary needs of any political party. It surely ought not to be necessary to dwell upon the extreme unwisdom, from a business standpoint, from the standpoint of national prosperity, of violent and radical changes amounting to the direct upsetting of tariff policies at intervals of every few years. A nation like ours can adjust its business after a fashion to any kind of tariff. But neither our nation nor any other can stand the ruinous policy of readjusting its business to radical changes in the tariff at short intervals. This is more true now than ever it was before, for owing to the immense extent and variety of our products, the tariff schedules of to-day carry rates of duty on more than four thousand articles. Continual sweeping changes in such a tariff, touching so intimately the commercial interests of the nation which stands as one of the two or three greatest in the whole industrial world, can not but be disastrous. . . .

We need to devise some machinery by which, while persevering in the policy of a protective tariff, in which I think the nation as a whole has now generally acquiesced, we would be able to correct the irregularities and remove the incongruities produced by changing conditions, without destroying the whole structure. Such machinery would permit us to continue our definitely settled tariff policy, while providing for the changes in duties upon particular schedules which must inevitably and necessarily take place from time to time as matters of legislative and administrative detail. This would secure the

TEACHERS

needed stability of economic policy which is a prime factor in our industrial success, while doing away with any tendency to fossilization. (At Logansport, Ind., September 23, 1902.) *Presidential Addresses and State Papers I, 191-193.*

TARIFF. See also AGRICULTURE; FREE TRADE; RECIPROCIDTY.

TAXATION. The whole problem of taxation is now, as it has been at almost all times and in almost all places, one of extreme difficulty. It has become more and more evident in recent years that existing methods of taxation, which worked well enough in a simpler state of society, are not adequate to secure justice when applied to the conditions of our complex and highly specialized modern industrial development. At present the real-estate owner is certainly bearing an excessive proportion of the tax burden. Men who have made a special study of the theory of taxation and men who have had long experience in its practical application are alike in conflict among themselves as to the best general system. Absolute equality, absolute justice in matters of taxation will probably never be realized; but we can approximate it much more closely than at present. (Annual Message as Governor, Albany, January 3, 1900.) *Mem. Ed. XVII, 39-40; Nat. Ed. XV, 35.*

TAXATION. See also CORPORATIONS; FARM LAND; FRANCHISE TAX; INCOME TAX; INHERITANCE TAX; LIQUOR TAX; TARIFF; WEALTH.

TEACHERS. There is no profession in this country quite as important as the profession of teacher, ranging from the college president right down to the lowest-paid teacher in any one of our smallest country public schools. There is no other profession so important. But not the best teacher can wholly supply the want of what ought to be done in the home by the father and the mother. (At Pacific Theological Seminary, Spring, 1911.) *Mem. Ed. XV, 601; Nat. Ed. XIII, 637.*

TEACHERS—RESPONSIBILITY OF. No body of public servants, no body of individuals associated in private life, are better worth the admiration and respect of all who value citizenship at its true worth than the body composed of the teachers in the public schools throughout the length and breadth of this Union. They have to deal with citizenship in the raw, and turn it out something like a finished product. I think that all of us who also endeavor to deal

policy, which is a success, while do- to fossilization. (ber 23, 1902.) *the Papers I, 191-*

CULTURE; FREE

blem of taxation ost all times and extreme difficulty. e evident in re- ods of taxation, simpler state of ure justice when ur complex and ustrial develop- te owner is cer- oportion of the e a special study men who have tical application selves as to the equality, abso- on will probably approximate it esent. (Annual y, January 3, ; *Nat. Ed. XV,*

RATIONS; FARM OME TAX; IN- TAX; TARIFF;

ofession in this e profession of llege president teacher in any public schools. important. But supply the want ne home by the fic Theological *Ed. XV, 601;*

ITY OF. No of individuals tter worth the o value citizen- ody composed ools through- s Union. They the raw, and hed product. I deavor to deal

with that citizenship in the raw in our own homes appreciate the burden and the responsibility. The training given in the public schools must, of course, be not merely a training in intellect, but a training in what counts for infinitely more than intellect—a training in character. And the chief factor in that training must be the personal equation of the teacher; the influence exerted, sometimes consciously, sometimes unconsciously, by the man or woman who stands in so peculiar a relation to the boys and girls under his or her care—a relation closer, more intricate, and more vital in its after-effects than any other relation save that of parent and child. Wherever a burden of that kind is laid, those who carry it necessarily carry a great responsibility. There can be no greater. Scant should be our patience with any man or woman doing a bit of work vitally worth doing, who does not approach it in the spirit of sincere love for the work and of desire to do it well for the work's sake. (At Philadelphia, Pa., November 22, 1902.) *Proceedings of the Dedication of the New Buildings of the Central High School.* (Board of Public Education, 1910), pp. 62-63.

—————. I wish to say a word of special acknowledgment to the teachers. There is no body of men and women in the country to whom more is owing than to that body of men and women upon whose efforts so much of the cleanliness and efficiency of our government twenty years hence depends; because on their training largely depends the kind of citizenship of the next generation. There is no duty as important as the duty of taking care that the boys and girls are so trained as to make the highest type of men and women in the future. It is a duty that cannot be shirked by the home. The fathers and mothers must remember that it is the duty that comes before everything else after the getting of mere subsistence. The first duty after the duty of self-support is the training of the children as they should be trained. That comes upon the fathers and mothers. They cannot put it off entirely upon the teachers; but much depends upon the teachers also, and the fact that they have done and are doing their duty so well entitles them in a peculiar degree to the gratitude of all Americans who understand the prime needs of the republic. (Remarks to school children, San Bernardino, Cal., May 7, 1903.) Theodore Roosevelt, *California Addresses.* (San Francisco, 1903), p. 11.

TEACHERS—SERVICE OF. It is not too much to say that the most characteristic work

of the Republic is that done by the educators, for whatever our shortcomings as a Nation may be, we have at least firmly grasped the fact that we can not do our part in the difficult and all-important work of self-government, that we can not rule and govern ourselves, unless we approach the task with developed minds and trained characters. You teachers make the whole world your debtor. If you did not do your work well this Republic would not endure beyond the span of the generation. Moreover, as an incident to your avowed work, you render some well-nigh unbelievable services to the country. For instance, you render to the Republic the prime, the vital service of amalgamating into one homogeneous body the children alike of those who are born here and of those who come here from so many different lands abroad. You furnish a common training and common ideals for the children of all the mixed peoples who are here being fused into one nationality. It is in no small degree due to you and your efforts that we are one people instead of a group of jarring peoples. (Before National Educational Association, Ocean Grove, N. J., July 7, 1905.) *Presidential Addresses and State Papers IV, 423.*

—————. You men and women engaged in this great work are in the highest and truest sense the real servants of the Republic. You have a greater task to perform than any public man can perform. It rests with you to see that the boys are turned out manly, fearless, and yet tender; turned out so that they shall be ashamed to flinch from any man or to wrong any woman; ashamed to show weakness in the face of strength, or not to deal gently with weakness if shown in others; and to teach the girls equally that to them belong by right not only the virtues of tenderness and unselfishness, but the virtues of strength and courage; so that it shall be a disgrace to the man if he is only strong, but not gentle; and a disgrace to the girl if in addition to gentleness she does not have strength. . . .

I hold no other class of people in our community in quite the regard that I hold the American teacher who is moulding the American nation of to-morrow. (Before Iowa State Teachers' Association, Des Moines, November 4, 1910.) *Mem. Ed. XVIII, 455-456; Nat. Ed. XVI, 340-341.*

TEACHERS, WOMEN. Speaking generally, however, the women teachers—I mention these because they are more numerous than the men—who carry on their work in the poorer districts of the great cities form as high-principled

Professional Biography

→ SEA 577

335 0450

left H

→ 313-668-7318 (H)

~~CONFIDENTIAL~~

Determined To Be an Administrative
Marking Per E.O. 12956 Sec. 1.1 (a)

Thomas A. Fleming

Fleming is the 1992 Michigan State Teacher of the Year. As a Special Education teacher for over 20 years, since 1971 with the Washtenaw County Intermediate School District, Fleming helps children formulate a personal world view and a sense of belonging to the social environment in which they live. His early experiences as a Baptist minister actively involved him with the youth of Detroit's northwest neighborhoods and led to his interest in adolescents with special needs. He received a Master of Arts in Education with special education certification from Eastern Michigan University and first taught at the W.J. Maxey Boys Training School, a state institution for juvenile offenders. Fleming then served as an educational consultant with *Project Follow Through* for the High Scope Educational Research Foundation and joined the Washtenaw County Intermediate School District to teach in that county's juvenile detention school program in 1971. Five years later he assumed the role of coordinating teacher and continues in that capacity, in addition to his teaching responsibilities, to interact with a variety of supporting agencies including the police department, court staff, volunteers, and school district personnel. His students are from 12 to 16 years of age with third grade to college level ranges in academic performance. He works closely with Eastern Michigan University and the University of Michigan in the training of special education majors. "The student must be challenged to examine not only his knowledge, but his values. Young people today must be helped to formulate their own philosophy of life. To expect students to know what they believe and who they are is to relate to them as persons of integrity and value.

Thomas A. Fleming
817 Spring Street
Ann Arbor, MI 48103

March 18, 1992

Ms. Jane Leonard
Educational Liason/The White House
1600 Pennsylvania Avenue
Washington, D.C. 20500

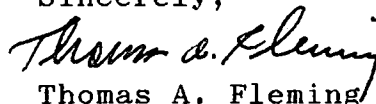
Dear Ms. Leonard:

Our conversation yesterday was brief, but I enjoyed hearing that you are a former school teacher. It is exciting to play an influential role in the development of young, thinking persons - and the national perspective your job affords must be very unique and exciting, indeed.

Enclosed is a copy of the Winter 1992 issue of the Washtenaw Intermediate School District *Focus*. If there is any additional information you need, please feel free to contact me.

I am looking forward to meeting you, and I hope to introduce you to my family during our stay in Washington.

Sincerely,



Thomas A. Fleming
Teacher of the Year,
State of Michigan

To _____

Date _____

Time _____

WHILE YOU WERE OUT

M _____

of _____

Phone _____

Area Code

Number

Extension

TELEPHONED	<input checked="" type="checkbox"/>	PLEASE CALL	<input checked="" type="checkbox"/>
CALLED TO SEE YOU	<input type="checkbox"/>	WILL CALL AGAIN	<input type="checkbox"/>
WANTS TO SEE YOU	<input type="checkbox"/>	URGENT	<input type="checkbox"/>
RETURNED YOUR CALL		<input checked="" type="checkbox"/>	

Message _____

Operator _____



AMPAD
EFFICIENCY

23-021

CARBONLESS

A Teacher's Miscellany

*An Anthology of Short
Writings from Diverse Countries
and Many Centuries*

Bernard E. Farber
Editor

Janice Crouse
6010 Oxpen Ct 303
Alexandria VA 22310



McFarland & Company, Inc., Publishers
Jefferson, North Carolina, and London

formed in this
professions in

There dwells, in lowly shed, and mean attire,
A matron old, whom we school-mistress name;
Who boasts unruly brats with birch to tame.

— William Shenstone, "The School-Mistress" (1737), ln. 10.

914. [Three rabbis were sent to inspect the state of education throughout Palestine.] They came to a place where there were no teachers. They said to the inhabitants, "Bring us the protectors of the town." They brought them the military guard. The rabbis exclaimed, "These are not the protectors of the town but its destroyers!" "Who, then, are the protectors?" they were asked; and they answered, "The teachers."

— Talmud: *Chagigah* (before A.D. 500).

915. One
Discuss'd his tutor, rough to common men,
But honeying at the whisper of a lord.
And one the Master as a rogue in grain
Veneer'd with sanctimonious theory.

— Alfred, Lord Tennyson,
The Princess: "Prologue" (1847), ln.113.

916. As for the young lady's teacher, I prefer that she have a woman rather than a man. It is best that the teacher be her mother, her aunt, or her sister rather than an outsider. If she must be an outsider, however, she should be known by the family and, if possible, she should have the following qualifications: she should be advanced in years, clean in behavior, esteemed in reputation, tranquil in temperament, and skilled in learning . . . but if a lady with all the qualities cannot be obtained, the teacher must at least possess good reputation and skill in learning. If a lady with these two qualities cannot be found, select with great care an old man who has proven himself worthy in behavior, reputation, and scholarship. If possible, he should be a married man rather than a bachelor; his wife should be sufficiently attractive and he should get on well with her, for if this is the case he will not be driven to covet any other woman, being satisfied with his own.

— Juan Luis Vives,
The Instruction of a Christian Woman (1524).

917. *Father*: Inform me, I beg, thou who art most versed in the study of letters, who in this school is the best teacher of boys?

Relative: The most learned is a certain Varro; but the most industrious and the most upright is Philoponus, whose erudition, moreover is not to

To _____:
appears Who Are Disposed
ed States," Apr. 16, 1790,
Letters of Benjamin Rush
Quaker living in London.

was offered a situation as
s growing around us with
ements [in Michigan], and
nstruction. I passed an ex-
three nervous and self-
at once began my profes-
a week and my board. The
boarded round" with the
place, and often walking
log school-house in every
fourteen pupils, of vary-
was hardly a book in the
l, I remember, read from
a winter the school-house
er had to give close per-
to make the fires or carry
wood myself, sometimes
gain, after miles of walk-
use with my clothing wet
uring the day. In "board-
is, with bunks at the end
which I slept with one or
occasions for the man of
women got to bed, and
sed. In some places the
hem, and often the only
their noonday meal was

with Elizabeth Jordan,
1915). See Barns, #889.

me,

has been the Trustees' order paid to the said Christopher Ortman as schoolmaster at Ebenezer, we think it reasonable that the said five pounds be paid toward defraying the said expenses.

— *Foundations of Colonial America: A Documentary History*, ed. W. Keith Kavenagh (1973), III.2126.

899. Whoever would be a teacher of men let him begin by teaching himself before teaching others; and let him set an example before teaching by word. For he who teaches himself and rectifies his own ways is more deserving of respect and reverence than he who would teach others and rectify their ways.

— Kahlil Gibran,
in Annie Salem Otto, *The Parables of Gibran* (1963).

900. An appeal is once more made to the members of our National Legislature on behalf of the women of our country who are engaged in the duties of public education. . . . The munificent donations of public lands, given by Congress for the establishment of Agricultural Colleges, have been appropriated entirely for the benefit of young men. This may have been in accordance with the intention of the law; but if so it leaves an important act of justice to be done. . . .

By common consent in our country the office of teacher of children has come to be held as peculiarly proper for women. . . .

The profession of teacher requires . . . as thorough and special training as any of the other intellectual professions. The great majority of our teachers are deficient in this training. . . . The complaint on this head is indeed universal. And it is coupled with another complaint of the inadequate salaries almost everywhere paid to teachers, but more especially in rural districts. . . .

It is to redress these admitted and most serious evils that the national aid is now solicited. Women already compose two-thirds of the whole number of persons engaged throughout our country teaching youth. . . . It is a duty which our law-makers owe to their country to see that these educators are properly trained.

— Sarah Josepha Hale, "Appeal to the Fortieth Congress of the United States," *Godey's Lady Book*, Dec. 1868, in Ruth E. Finley, *The Lady of Godey's* (1931), 233.



National Teacher of the Year Program

April 1, 1992

FACSIMILE TRANSMISSION

202/456-6218

5 Pages

MEMORANDUM

TO: Michelle Nix
The White House

FROM: Jon Quam, Director

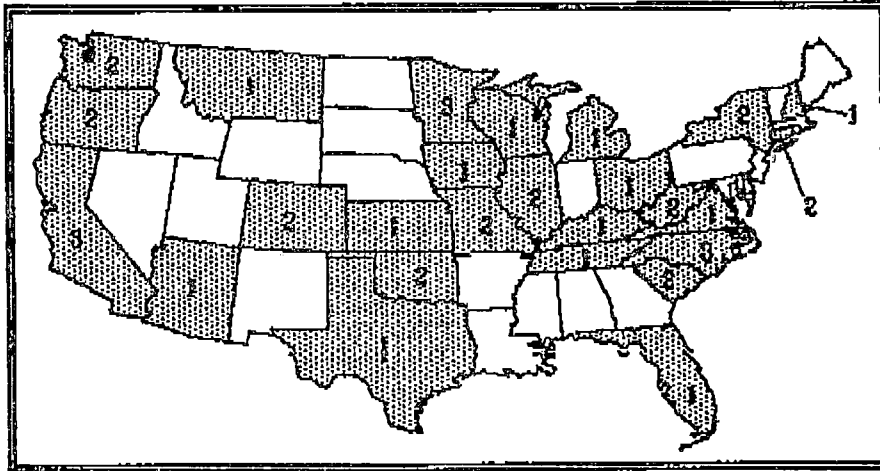
SUBJECT: Information on National Teachers of the Year

Attached is a list of the previous national teachers and some demographic information. Please let me know if you need any additional information. Thanks.

NATIONAL TEACHER OF THE YEAR PROGRAM

Forty-one Year Facts

States with National Teachers of the Year 1951-1992



Thirteen National Teachers (31%) have taught at the Elementary Grade level.

Three (7%) National Teachers have taught at the Middle or Junior High School level.

Twenty-six (62%) National Teachers have taught at the High School level.

In 1957 two National Teachers were named--1 elementary and 1 high school. This is the only year in which this occurred.

In the 41 years of the program 26 (62%) National Teachers are female and 16 (38%) are male.

All National Teachers that remain in the workforce are still directly connected with teaching, either in the classroom, administration, higher education, or as education consultants.

The first National Teacher, Geraldine Jones, retired in 1989.



National Teacher of the Year Program

April 1, 1992

FACSIMILE TRANSMISSION

202/456-6218

5 Pages

MEMORANDUM

TO: Michelle Nix
The White House

FROM: Jon Quam, Director

SUBJECT: Information on National Teachers of the Year

Attached is a list of the previous national teachers and some demographic information. Please let me know if you need any additional information. Thanks.



National Teachers of the Year

1952-1992

- 1992 **Thomas E. Fleming - Special Education**
Washtenaw Intermediate School District, Ann Arbor, Michigan
- 1991 **Rae Ellen McKee - Remedial Reading**
Slanesville Elementary School, Slanesville, West Virginia
- 1990 **Janis Gabay - English**
Junipero Serra High School, San Diego, California
- 1989 **Mary V. Bicouvaris - Government/International Relations**
Bethel High School, Hampton, Virginia
- 1988 **Terry Weeks - Social Studies**
Central Middle School, Murfreesboro, Tennessee
- 1987 **Donna H. Oliver - Biology**
Hugh M. Cummings High School, Burlington, North Carolina
- 1986 **Guy R. Doud - Language Arts**
Brainerd Senior High School, Brainerd, Minnesota
- 1985 **Therese Knecht Dozier - World History**
Irmo High School, Columbia, South Carolina
- 1984 **Sherleen Sisney - History, Economics and Political Science**
Ballard High School, Louisville, Kentucky
- 1983 **LeRoy E. Hay, Ph.D. - English**
Manchester High School, Manchester, Connecticut
- 1982 **Bruce E. Brombacher - Mathematics**
Jones Junior High School, Upper Arlington, Ohio
- 1981 **Jay Sommer - Foreign Languages**
New Rochelle High School, New Rochelle, New York

- 1980** **Beverly J. Bimes-Michalak - English**
Hazelwood East High School, St. Louis, Missouri
- 1979** **Marilyn W. Black - Elementary Art**
Bernice A. Ray School, Hanover, New Hampshire
- 1978** **Elaine Barbour - Sixth Grade**
Coal Creek Elementary, Montrose, Colorado
- 1977** **Myrra L. Lee - Social Living**
Helix High School, La Mesa, California
- 1976** **Ruby Murchison - Social Studies**
Washington Drive Junior High, Fayetteville, North Carolina
- 1975** **Robert G. Heyer - Science**
Johanna Junior High School, St. Paul, Minnesota
- 1974** **Vivian Tom - Social Studies**
Lincoln High School, Yonkers, New York
- 1973** **John A. Ensworth - Sixth Grade**
Kenwood School, Bend, Oregon
- 1972** **James M. Rogers - American History and Black Studies**
Durham High School, Durham, North Carolina
- 1971** **Martha M. Stringfellow - First Grade**
Lewisville Elementary, Chester County, South Carolina
- 1970** **Johnnie T. Dennis - Physics and Math Analysis**
Walla Walla High School, Walla Walla, Washington
- 1969** **Barbara Goleman - Language Arts**
Miami Jackson High School, Miami, Florida
- 1968** **David E. Graf - Vocational Education and Industrial Arts**
Sandwich Community High School, Sandwich, Illinois
- 1967** **Roger Tenney - Music**
Owatonna Junior-Senior High School, Owatonna, Minnesota
- 1966** **Mona Dayton - First Grade**
Walter Douglas Elementary School, Tucson, Arizona

- 1965** **Richard E. Klinck - Sixth Grade**
Reed Street Elementary, Wheat Ridge, Colorado
- 1964** **Lawana Trout - English**
Charles Page High School, Sand Springs, Oklahoma
- 1963** **Elmon Ousley - Speech, American Government**
Bellevue Senior High School, Bellevue, Washington
- 1962** **Marjorie French - Mathematics**
Topeka High School, Topeka, Kansas
- 1961** **Helen Adams - Kindergarten**
Cumberland Public School, Cumberland, Wisconsin
- 1960** **Hazel B. Davenport - First Grade**
Central Elementary School, Beckley, West Virginia
- 1959** **Edna Donley - Mathematics and Speech**
Alva High School, Alva, Oklahoma
- 1958** **Jean Listebarger Humphrey - Second Grade**
Edwards Elementary, Ames, Iowa
- 1957** **Eugene G. Bizzell - Speech, English and Debate**
A.N. McCallum High School, Austin, Texas
- Mary F. Schartz - Third Grade**
Bristol Elementary, Kansas City, Missouri
- 1956** **Richard Nelson - Science**
Flathead County High School, Kalispell, Montana
- 1955** **Margaret Perry - Fourth Grade**
Monmouth Elementary, Monmouth, Oregon
- 1954** **Willard Wideberg - Seventh Grade**
DeKalb Junior High School, DeKalb, Illinois
- 1953** **Dorothy Hamilton - Social Studies**
Milford High School, Milford, Connecticut
- 1952** **Geraldine Jones - First Grade**
Hope Public School, Santa Barbara, California

(Hinchliffe/Nix)
April 1, 1992 5 p.m.
TEACHER Draft One

**PRESIDENTIAL REMARKS: NATIONAL TEACHER OF THE YEAR
TUESDAY, APRIL 7, 1992 11:15 A.M.
ROSE GARDEN**

Thank you and welcome to the Rose Garden. [ACKNOWLEDGEMENTS]
We're here to salute and thank the thousands of outstanding men and women who educate this nation's children. There's no calling greater than a teacher's, because there's nothing more precious than what they touch -- the minds of our youth. The Talmud says teachers are our "protectors." That's true. By teaching our kids what we've learned, and by teaching them to dream, teachers protect the treasures of our past and the promise of our future.

I want to share a story -- about a Detroit kid brought up by his grandparents. He was labeled a slow learner. When he dropped out of high school he couldn't read or write or spell. Then in the Army a day came when he wanted to read the Bible but couldn't -- he didn't know how to read. From that moment, he thought about what it would really mean to take charge of his life.

So when he was discharged he went to night school for two years to earn his high school diploma. He went on for 7 more years to Bible College, while working as a minister to kids in the ghetto. Here he found he had the power to touch and change lives. He decided to become a teacher. He began by working with forgotten kids at a state institution for juvenile offenders.

There's an old saying: "Whoever would be a teacher of men, let him begin by teaching himself before teaching others -- and let him set an example before teaching by word." That's exactly

what the young man of that story did -- and we're here today to honor him as the 1992 Teacher of the Year -- Thomas Fleming.

Tom is a hero -- a man of strength, courage and great heart. For the last 20 years, as lead teacher in the Washtenaw County Juvenile Detention Program, he's taught history, government and geography to youths aged 12-16. But he teaches much more. To kids who've had the hope drained out of them by a vicious cycle of abuse, neglect, failure, drugs, and crime -- he gives life-training. Here's what he says: "Knowledge is power -- the more you know, the more you're worth." And he urges these suspicious, disillusioned kids to believe that "Self-esteem follows performance." In these throw-away kids he instills pride.

Tom doesn't want the moon for his kids. He wants something more important -- a future. In his classroom, it will be a future forged out of new personal responsibility; enthusiasm for learning; and hope. Some of his kids have gone on to respected civic and religious positions -- one even took over Tom's original inner-city youth ministry. And one, "Saturday Night Live" comedian A. Whitney Brown, spoke for many when, 20 years after being in his classroom, he dedicated his book to Tom for the difference this man had made in his life.

I have a feeling this crystal apple isn't as important to Tom as his other rewards -- seeing the first spark of light in a kid's eye -- or even just having a kid who'd never been able to read ask him to bring a book from the public library. But the apple does symbolize the respect in which Tom's country holds

him. And the apple reminds us of his message: education is important because every life can be redeemed -- every life counts. As Tom says, his belief that all students can succeed helps him to keep hope alive.

Every day, on the most intense and personal level, Tom Fleming sees the heart of the problems we face -- the breakdown of families; the loss of traditional values; the lure of crime and substance abuse; the dead-end of unemployment and hopelessness. But he knows that good teachers will help us find a solution -- for with every student you teach -- you shape a future, you touch a lifetime.

But teachers can't exist in isolation. Our tremendous respect for them, and the utter conviction that education is the key to our country's future, led us to develop America 2000: our revolutionary blueprint for educational excellence. At the heart of it stand four key reforms. First, Flexibility for Teachers and Principles: freedom from the web of federal regulations that impose a one-size-fits-all solution on our schools. Second, A Generation of New American Schools -- a break-the-mold experiment in what education can be. Third, World Class Standards and Voluntary National Exams -- to help us raise our sights and measure our performance. Fourth and finally, Parental Choice of Schools -- public, private, religious. Our plan is innovative; it's exciting; it's uniting this country -- and it will work.

Changing our schools is too important to wait -- or to waste -- a generation. We know we've got to be competitive in a

changing world. We set our goals for the year 2000 because we know our economic health -- our economic survival -- depend on how we educate ourselves to face the challenges of a new century.

Tom and the thousands of men and women like him will help us meet those challenges. Teachers know that real excellence demands commitment from everyone in every community as we work to create a new generation of American schools. It demands that talented men and women give time to become tutors and mentors. It demands that businesses, churches and synagogues, and civic groups form partnerships to support local schools. It demands that every citizen helping his or her community develop a plan of action based on America 2000: our new Declaration of Educational Rights. Together, we will reinvent the American school community by community, neighborhood by neighborhood, all across this country.

And at the heart of this shining new school will be -- as always -- the teacher. Last week at the Oscars, filmmaker George Lucas might have captured it best, when he thanked the teachers of his childhood. He said: "all of us ... are teachers, teachers with very loud voices, but we will never match the power of the teacher who is able to whisper in a student's ear."

Tom -- on behalf of all Americans who've had the rare and priceless privilege of having a fine teacher whisper in their ear -- congratulations. As your wife, Diane, says: there's no distinction between who you are and what you do -- you've woven the values of your life into your work. Your grandparents Carrie and Gordon would be so proud. God bless you, Tom.

(Hinchliffe/Nix)
April 1, 1992 5 p.m.
TEACHER Draft One

**PRESIDENTIAL REMARKS: NATIONAL TEACHER OF THE YEAR
TUESDAY, APRIL 7, 1992 11:15 A.M.
ROSE GARDEN**

Thank you and welcome to the Rose Garden. [ACKNOWLEDGEMENTS]
We're here to salute and thank the thousands of outstanding men and women who educate this nation's children. There's no calling greater than a teacher's, because there's nothing more precious than what they touch -- the minds of our youth. The Talmud says teachers are our "protectors." That's true. By teaching our kids what we've learned, and by teaching them to dream, teachers protect the treasures of our past and the promise of our future.

I want to share a story -- about a Detroit kid brought up by his grandparents. He was labeled a slow learner. When he dropped out of high school he couldn't read or write or spell. Then, in the Army, a day came when he wanted to read the Bible but couldn't -- he didn't know how. ~~to read~~ *Joined Study group* From that moment, he thought about what it would really mean to take charge of his life.

So when he was discharged he went to night school for two years to earn his high school diploma. He went on for 7 more years to Bible College, while working as a minister to kids in the ghetto. Here he found he had the power to touch and change lives. He decided to become a teacher. He began by working with forgotten kids at a state institution for juvenile offenders.

There's an old saying: "Whoever would be a teacher of men, let him begin by teaching himself before teaching others -- and let him set an example before teaching by word." That's exactly

pos

Soldier asked him
if had read bible
witnessed to him

Guard shack.
Together

white young
Teacher on a
street to Sunday
school

Cross in pocket
white plastic cross
from grandma
when in service
cross broken
not a fighter

him. And the apple reminds us of his message: education is important because every life can be redeemed -- every life counts. As Tom says, his belief that all students can succeed helps him to keep hope alive.

Every day, on the most intense and personal level, Tom Fleming sees the heart of the problems we face -- the breakdown of families; the loss of traditional values; the lure of crime and substance abuse; the dead-end of unemployment and hopelessness. But he knows that good teachers will help us find a solution -- for with every student you teach -- you shape a future, you touch a lifetime.

But teachers can't exist in isolation. Our tremendous respect for them, and the utter conviction that education is the key to our country's future, led us to develop America 2000: our revolutionary blueprint for educational excellence. At the heart of it stand four key reforms. First, Flexibility for Teachers and Principles: freedom from the web of federal regulations that impose a one-size-fits-all solution on our schools. Second, A Generation of New American Schools -- a break-the-mold experiment in what education can be. Third, World Class Standards and Voluntary National Exams -- to help us raise our sights and measure our performance. Fourth and finally, Parental Choice of Schools -- public, private, religious. Our plan is innovative; it's exciting; it's uniting this country -- and it will work.

Changing our schools is too important to wait -- or to waste -- a generation. We know we've got to be competitive in a

changing world. We set our goals for the year 2000 because we know our economic health -- our economic survival -- depend on how we educate ourselves to face the challenges of a new century.

Tom and the thousands of men and women like him will help us meet those challenges. Teachers know that real excellence demands commitment from everyone in every community as we work to create a new generation of American schools. It demands that talented men and women give time to become tutors and mentors. It demands that businesses, churches and synagogues, and civic groups form partnerships to support local schools. It demands that every citizen helping his or her community develop a plan of action based on America 2000: our new Declaration of Educational Rights. Together, we will reinvent the American school community by community, neighborhood by neighborhood, all across this country.

And at the heart of this shining new school will be -- as always -- the teacher. ^{Other wording} ~~A hero to our youngest generation~~ said it best. Last week at the Oscars, filmmaker George Lucas said ("all of us who make motion pictures are teachers, } teachers with very loud voices, but we will never match the power of the teacher who is able to whisper in a student's ear."

Tom -- on behalf of all Americans who've had the rare and priceless privilege of having a fine teacher whisper in their ear -- congratulations. As your wife, Diane, says: there's no distinction between who you are and what you do -- you've woven the values of your life into your work. [Your grandparents Carrie and Gordon must be so proud.] God bless you, Tom.