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Record Group/Collection: George H.W. Bush Presidential Records
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Series: Davis, Mark, Files
Subseries: Subject File, 1989-1991

OA/ID Number: 13868
Folder ID Number: 13868-004

Folder Title:
American Education Week Davis/Martin, 11/14/89

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Action

A NEWSLETTER FOR AFT LEADERS

NO. 8, OCTOBER 27, 1989

Newsire

San Francisco AFT, NEA Sign Unification Pact

EDUCATION WEEK The theme of this year's American Education Week (Nov. 12-18) is "Learning and Liberty: Our Roots, Our Future," and the AFT public relations department has sent a list of suggested media activities to all AFT locals. The department has provided a sample press release, a brochure from the National School Public Relations Association and a list of "tips for parents and teachers" for celebrating the week. For additional information, call the AFT public relations department, tel. 202/879-4458.

MINE WORKERS JOIN The AFL-CIO executive board has voted unanimously to accept the reaffiliation request of the United Mine Workers of America, effective Oct. 1, after a more than 40-year absence. The UMWA executive board voted to apply for membership to formalize "our ever-closer working relationship" with the AFL-CIO and its member unions, said UMWA president Richard Trumka in a statement. Both the AFL-CIO and other unions have offered financial and moral support to mine workers locked in a bitter labor dispute at the Pittston Coal Group Inc. in Southeastern Virginia.

PRINCIPALS BALK The appointment of Miami-Dade school superintendent Joseph Fernandez as chancellor of New York City's schools is raising the hackles of New York principals. The organization that represents principals in the city, The Council of Supervisors and Administrators, is nervous about the school-based management innovations Fernandez and the United Teachers of Dade instituted in Dade schools, reports a Sept. 29 article in *The New York Times*. The CSA is worried about Fernandez's desire to be able to transfer principals from schools that do not improve, said the *Times*, as well as his support for committees of teachers, parents and principals who in some Miami schools have the power to overrule a principal. Although other groups, including the AFT-affiliated United Federation of Teachers, have welcomed Fernandez's appointment, the CSA warned in a letter to the incoming chancellor that "the final authority must rest with the principal."

MATH/SCIENCE MEETING AFT president Albert Shanker was among the featured speakers at a high-level conference on math and science education convened by Energy Secretary James Watkins earlier this month in Berkeley, Calif. Shanker joined Nobel Laureate Glenn Seaborg, NASA administrator Richard Truly, Chevron president William Price, University of California president David Gardner and others to provide ideas on improving math and science literacy in the United States and on averting the impending shortages of scientists and engineers in this country.

Unity is now a reality in San Francisco. On Oct. 12, the presidents of the San Francisco Federation of Teachers and the San Francisco Classroom Teachers Association/NEA (SFCTA) officially signed a "unity agreement" forming the United Educators of San Francisco (UESF).

The unity proposal, which was tentatively approved by the AFT executive council in late September, must now be approved by the two organizations' memberships in a mail ballot. If a majority of those voting in each local approve the merger, the SF/AFT and the SFCTA will become separate "councils" of the UESF with each council maintaining its respective affiliation with the California Federation of Teachers/AFT or the California Teachers Association/NEA.

Enthusiasm for unity is "very, very high" among teachers and paraprofessionals, said SF/AFT president Joan-Marie Shelley. "It has been obvious for years that teachers and paras want this very badly. At every school that I visited [during the recent collective bargaining campaign] the main topic people wanted to talk about was the two groups coming together."

By uniting, the two former competitors will forge a stronger, more effective representative for the city's 6,000 teachers and paraprofessionals, both sides said.

Under a transitional governance structure, Shelley, an AFT vice president, and SFCTA president Judy Delamonica will serve as UESF president and vice president, respectively, for an 18-month period. After that, elections will be held for all positions in the new organization.

"Teachers and paraprofessionals in San Francisco have wanted a unified organization for a long time," AFT president Albert Shanker said. "Together, with our state affiliate (the California Federation of Teachers) and our NEA counterparts at the national and state level, we did all we could to support our locals in San Francisco in their efforts to work out an agreement that all sides could live with. We're thrilled to see that they succeeded and

look forward to working with the UESF."

All members of the new organization will be counted as members of both the AFT and the NEA, unless they specifically opt out of either union. Under the unity structure, all members will pay the same dues, so there will be no financial incentive to opt out of one of the organizations. In addition, all organizations involved have agreed to encourage members to choose full membership.

"I said all during the election campaign that win, lose or draw I would propose a unity agreement," explained Shelley, who rallied the AFT local to victory in the recent teacher collective bargaining election.

This will enable the two organizations to "devote all of our time, energy and resources to working together to solve our common problems."

Chicago School Staff Turn Out in Force For Historic Elections

Teachers and school employees were out in force on Oct. 11 and 12 for an election that many in Chicago have called the most important in that school system's history.

Joined by hundreds of thousands of parents, community activists and others, employees of the nation's second-largest school district voted for candidates running for positions on local school councils set up at each of the city's 540 schools.

In all, some 300,000 people voted in

California Earthquake

At press time, the major earthquake that had just struck Northern California had crippled communications. We were unable to contact the SF/AFT to find out how the earthquake was affecting educators and schools in San Francisco and nearby communities. The next issue of *Action* will include a report on the earthquake's impact.

Action

ACTION (USPS 003-370) (ISSN 0894-8208) IS PRODUCED BY THE EDITORIAL DEPARTMENT OF THE AMERICAN FEDERATION OF TEACHERS, AFL-CIO, 555 NEW JERSEY AVENUE, NW, WASHINGTON, DC 20001, 202/879-4430. PUBLISHED WEEKLY SEPTEMBER THROUGH JUNE (EXCEPT THANKSGIVING AND CHRISTMAS); TWICE MONTHLY DURING JULY AND AUGUST. SECOND CLASS POSTAGE PAID IN WASHINGTON, DC.

TRISH GORMAN, EDITOR; PRISCILLA NEMETH, COPY EDITOR; MIKE ROSE, STAFF WRITER; CHARLES GLENDINNING, ART DIRECTOR; NANCY DANIELS, TYPOGRAPHER

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NEWS



the elections—a turnout made possible in part by Chicago Teachers Union efforts. In addition to urging teachers to run for seats on the council, the union asked them to help get out the vote.

"We've been talking about the elections and pressing for teacher participation for months," said Chuck Burdeen, assistant to the CTU president for communications. "Our major thrust was to get teachers to vote—not only as teachers but as parents and community representatives."

Nearly 97 percent of the district's approximately 29,000 teachers and other education personnel reportedly voted in the election.

The councils are seen as the key to the Chicago School Reform Act passed last spring by the Illinois legislature. The law breaks the citywide school board into local school councils with the authority to hire and fire principals, approve local school budgets and develop a school improvement plan.

Six of the seats on the council will go to parents, two to teachers and two to community representatives. Principals will hold non-voting seats on the council and, at the high school level, there is a non-voting student member. Over 17,000 people ran for the approximately 5,400 slots.

During the weeks just prior to the election, CTU urged its members to either run for office, encourage active parents to seek election to the council, put together a slate of candidates, or all of the above.

"The LSC (local school councils) may have a very positive impact on the children, the community and the working conditions of the school," CTU pointed out to its members.

The act also provides for the creation of a Professional Personnel Advisory Committee (PPAC) at each school composed of certificated teachers. The PPAC will advise the principal and councils on the educational program and curriculum.

AFT Supports New Child Care Bill

The AFT is strongly supporting the Comprehensive Child Care Bill (H.R. 3) as reported by the House Committee on Education and Labor.

The bill will increase the availability of child care by providing help to institutions that offer child care services, including most religious institutions, but also "contains assurances that an important constitutional principle, separation of church and state, will be respected in the programs funded under this Act," said AFT president Albert Shanker in a letter to all members of the House.

The AFT is opposing the Stenholm-Shaw substitute to H.R. 3, which would allow the use of federal funds for programs that advocate one religious tradition over another and would eliminate the role of public schools in providing early childhood education and school-age day care.

The New York Times

OCTOBER 15, 1989

WHERE WE STAND



By Albert Shanker, President
American Federation of Teachers



Saturn Schools

Building from the Ground Up

It used to be, when a new school opened, people assumed it would be a lot like all the other schools around—it would look about the same, be run the same way and offer the same kind of program. The thousands and thousands of schools that appeared during the Baby Boom years after World War II are good illustrations of this theory. Despite the diversity of our country, schools built in one section of the country looked much like schools in another. And of course the similarity carried over to their programs.

Now, in a few places, people have decided that a new school might be different—in fact *should* be different—from the other ones around. They've decided that a new school is an opportunity to experiment because, in a new school, you can build from the ground up. If you have a great idea, you don't have to work around the prevailing school culture and assumptions. You don't have to remake anything because you start with a clean slate.

The inspiration for the particular schools I have in mind, the Saturn School in St. Paul and the 49 schools belonging to the Saturn School Project in Dade County, Florida, came from General Motors' Saturn project, where labor and management threw away all their assumptions about how to manufacture an automobile and sat down together to design the process afresh. And it's another good example of how public education can learn from business.

St. Paul's Saturn School, a middle school that will eventually include grades 4 through 8, opened this fall and is the fruit of a four-way collaboration between the school district, the St. Paul Federation of Teachers, a local college and a number of high-tech firms. The students are an extremely diverse group from all over the city, and the school plans to accommodate this diversity in various ways. Each child will have an individual learning plan based on agreements between the child, the parents and the teachers. Students will work independently and at their own pace with computers. But they'll also spend a significant amount of time working on small-group projects, some of which will be computer based. Eventually, student portfolios, including group-made reports of these projects, will replace conventional assessments.

Saturn also uses the city as a classroom: Students go regularly to the science and art museums, the downtown library and Y as part of their course work. Long-range plans call for close contacts between Saturn students and people in the community through mentorships, apprenticeships and the like, and this will carry individualizing the students' education a step further.

Participants in the consortium that set up St. Paul's Saturn School sat down together to hammer out the plan. The Dade County Public Schools and the United Teachers of Dade are calling on the entire country to collaborate with them in setting up the 49 schools in their Saturn School Project. And their latest request for proposal, which has an October 27 deadline, went nationwide with an ad in *The New York Times*. Here's the story.

Dade County, Florida, is already several years into a school restructuring program, a joint effort of the school district and the teacher's union, that has made the education pages all over the country. Dade County is also growing very fast, and a couple of years ago the school district passed a \$980 million bond issue that will permit them to open 49 new schools over the next few years. Seeing this as another opportunity for school reform, they're calling for proposals on how to run each new school they open. The proposals are to include plans for improving student achievement and measuring and reporting on student progress, as well as schemes for running the school that involve sharing responsibilities and decisions among school personnel.

The Saturn Schools don't have to be similar—in fact, the point of calling on people all over the U.S. to submit proposals is to get as much diversity as possible. School district and union people hope they'll be surprised by all the ideas they've never even thought of.

Dade County hasn't put any limitation on who can submit a proposal—teachers, principals, people from universities and foundations are all welcome. But the proposers do have to be ready to put their ideas to the test of action. In fact, being willing to go down to Dade County to plan, open and run the school you propose is a condition of winning. Winners—teams consisting of a principal and a lead teacher each—will get to spend a year in Dade County refining and revising their ideas, filling in details and hiring their staff before opening their school.

St. Paul's Saturn School and Dade County's Saturn School Project are very different but they share a couple of important things: The people who conceived and run them know that reforming our schools means wiping the slate clean and coming up with better ways of operating schools and educating kids. They know, too, that this means taking a risk. And they're an encouraging sign of what can happen when school administrators and the people in the trenches join to do things differently.

For information about the Saturn School, St. Paul, contact Tom King, Project Director, 360 Colborne St., St. Paul, Minn. 55102; 612/293-5116.

For information about submitting a proposal for the Saturn School Project, contact Frank R. Petruzielo, Bureau of Professionalization, 1450 N.E. Second Ave., Miami, Fla. 33132; 305/995-1470.

LEARNING AND LIBERTY: *Our Roots, Our Future*

American Education Week
November 12 - 18, 1989



Learning and Liberty: *Our Roots, Our Future*

American Education Week (AEW) will be 68 venerable years old this year. Since 1921, it has celebrated what's right about education in America. It proudly waves the banner of education and annually leads the parade for public support of the nation's schools.

AEW has beaten the drums and sounded the trumpets to awaken Americans to the value of education as the bedrock of the Jeffersonian democracy that elevated the United States from a backward land of rebellious colonists to the greatest, most spirited, powerful and successful nation in the world.

At 68, is **American Education Week** becoming old and gray—stuck in a rut, as some say? This year, we are taking the observance back to where it once was. It is to be a vibrant,

red, white and blue, contagious, enthusiastic event that envelops the entire school family in a celebration of a nation and an education system that has made this nation great.

The goal of AEW is to increase public understanding and appreciation of the nation's schools, to encourage parents and non-parents to visit schools, and to build civic and community support for education.

“Learning and Liberty: Our Roots, Our Future” is the theme for this year's celebration. There is no question that learning is the keystone of our liberty, and that our roots of democracy are intertwined with education from the one-room schoolhouse in the wilderness to Harvard and Stanford and Cal Tech and MIT and all the other great colleges and universities across our land.

American Education Week offers an opportunity to bring the total school community together—to join in a celebration of education.

This publication offers scores of innovative and creative ways to help brighten, enliven and showcase your schools and district.

American education—learning and liberty—has its roots in the founding of America. The leaders of the American Revolution saw education as a key to preserving liberty, securing unity, promoting good citizenship and developing its resources. They believed education would help maintain the union of states, an untied people and a foundation of democracy.

They were right! But, what about our future? What about our nation's future and that of its schools? As we approach the 21st Century in a rapidly-changing, technological, computerized somewhat uncertain and at times rootless world; this is a perplexing question.

This year's observance of AEW, **November 12-18**, is the time to start answering some of the hard questions.

Start Making Your Plans to Celebrate

Appoint an AEW planning committee now. Make it all-inclusive: students, parents, teachers, administrators, support staff, school board members, government representatives, civic group leaders, service clubs. Give them a general charge and set timelines. Have your committee members develop goals and objectives for their activities. This way, every important group "owns" a piece of the week.

Plan for a news conference for local media a couple of weeks prior to AEW to release your community's plans, programs and participants. Make sure prominent community members on your committee have a role at the news conference. Remember, this is a community endeavor in support of education, not a school district attempt at publicity.

Hold an Open House

Make sure everyone in the community knows about your open house and is invited.

- Have teachers, students, parents and support staff write letters of invitation to senior citizens, business and political leaders, civic associations and residents in the neighborhood.
 - Have students write letters of invitation for local newspapers and tape radio spots advertising the event.
 - Place announcements in the chamber of commerce newsletter, in civic association bulletins, in churches, on flyers that may be printed in the high school print shop.
 - Have flyers placed in grocery bags at the local food market and with the grocery store market newspaper ads.
 - Paper the town—stores, libraries, community centers—with posters announcing the event. Why not stage a parade?
- On the open house day:**
- Include student art displays and musical presentations—give the event some pizzazz.
 - Have students debate the future of education.

- Put on a dramatic production centering on learning and liberty and democracy.
- Conduct scientific experiments, maybe with lasers.
- Knock their socks off with computer demonstrations.
- Offer panel discussions on topics for parents—and grandparents—on: how to motivate students to study, how to be aware of drugs, how to instill a love for reading, how to finance a college education, or how to understand the computer society.

Don't forget the logistics:

Schedule your open house for both daytime and evening hours, with different events for each.

- Provide transportation for those having a need.
- Offer a nursery for visitors with preschoolers.
- Provide a hospitality suite staffed by the high school home economics department or the PTA.
- Have plenty of parking.

Tips for Elementary Schools

An all-time favorite is book characters dress-up day, with students dressing up as their favorite book characters.

It makes reading fun.

Have teachers distribute materials on home reading. A book fair in the library is a must.

- Distribute *Flag of Learning and Liberty* bookmarks to students and parents, highlighting the week's theme and at the same time stressing the importance of reading.

- Have students write poems, songs and essays on education; read the best over the school PA system.
- Stage a Trivial Pursuit or Jeopardy contest between fifth graders and sixth graders.
- Recognize excellence in marks and attendance with special assemblies.
- Arrange for sixth graders to be mentors for the week for kindergarten pupils or first graders, reading to them and

encouraging them to be good students.

- How about a TV Blackout Week for first graders, stressing concentration on schoolwork?

Liberty is, historically, an age-old concept. Yet, it should continue to be a contemporary value and a future vision in our schools.

LEARNING AND LIBERTY:



Our Roots, Our Future

American Education Week
November 12-18, 1989

Sponsors: American Assn. of School Administrators, American Federation of Teachers, The American Legion, Council of Chief State School Officers, U.S. Department of Education, National Assn. of State Boards of Education, National Assn. of Elementary School Principals, National Assn. of Secondary School Principals, National Education Assn., National School Boards Assn., National School Public Relations Assn. and The National PTA.

Writer: J. William Jones, Assistant Manager for Public Information, Philadelphia (Pa.) Electric Company

Promote Parent Involvement

Plan a college night for students and their parents to talk with representatives from area colleges and universities.

- Organize a job fair for students and their parents, placing a special emphasis on their need to stay in school and graduate to get a good job.
- Plan a special program for parents of preschool children to discuss available early childhood programs and provide them with packets of materials to help their children prepare for school.
- Hold workshops and lectures geared to helping parents help their children learn.
- Initiate a parents appreciation day where parents can be given buttons or pins of appreciation by their children during special ceremonies at the school.

Include Teachers and Parents In Your AEW Celebration

Teachers are, in so many ways, the focal point of AEW. It is their time to be honored, to honor others, to demonstrate their commitment and skills through open houses and classroom visits and to add additional creative touches to the observation.

Honoring teachers can take many forms. In one district AEW starts with a ceremony at city hall applauding the community's public, private and parochial school teachers.

In another district a "Hats off to Teachers" celebration, involving businesses, churches, civic organizations, parents, students and community leaders, salutes teachers and provides them with amenities like discounts at area businesses, special breakfasts and lunches, banners, posters bumper

stickers and other outward signs of community appreciation.

In other districts, teachers are presented with *Flag of Learning and Liberty* pins by their superintendent and principals. In one district, teachers turn the tables by presenting support staff with badges that state: "We couldn't do it without you."

Other creative ideas include a "Call-A-Teacher" hotline, in which teachers, on a given night, or nights, during AEW, staff telephones to answer parents' questions and about the education of their children.

Yet another project is to ask local, state and national figures to testify and write about teachers who have made a difference in their lives, with responses made available both to teachers and to the local media.

Tips for Secondary Schools

Have students interview prominent people—the governor, state superintendent, mayor, superintendent, corporate CEOs—on what education means to them. Publish the results in school and local newspapers.

- Have students write guest editorials for local newspapers on education and liberty as well as letters to community leaders asking their support for AEW.
- Award straight-A and perfect attendance students with special assemblies, pizza parties, TV or radio interviews.
- Sponsor a math meet, or an Academic Olympics. Have

students from different schools debate the future of education.

- Hold a "smokeout" or a "Say No to Drugs" rally.
- Hold a Meet The Press luncheon, with media representatives discussing their careers with their counterparts on the school newspaper.
- Invite visitors to tour today's vocational education facilities and view student work.
- Show off your Special Education students, too. Their accomplishments are vast and at times touching, and they speak for the depth and breadth of America's education programs.

Stress Learning and Liberty

Do students today take liberty for granted? Is liberty something written in history books where some angry colonists tossed tea in the harbor and talked about liberty or death? Is it something so commonplace, so ingrained in our existence today that the term is more an anachronism than the watchword of a free society?

It's time to do something about it.

- Encourage student writings, drawings and dramatic presentations stressing liberty and the vital role education plays in its maintenance.
- Give liberty half dollars or plaques and pins featuring the *Flag of Learning and Liberty* as prizes.
- Focus on Thomas Jefferson, his writings and quotations on liberty. Study contributions he made to our ideals of education.
- Study the Declaration of Independence.
- Have students interview local figures for their views of education and democracy.
- Work with social studies teachers to develop a course outline covering the history of education in America and the history of your school or district. Build an awareness of the critical role of education in our democratic society.
- Have alumni play prominent roles in raising education's *Flag of Learning and Liberty* over schools, businesses and local government offices.

- Plan special events to recognize the key role support staff members play in education. Recognize a Driver of the Year among bus drivers and have a local car dealer sponsor a prize. Recognize a cafeteria Cook of the Year and have a local restaurant treat her, or him, royally. Give *Flag of Learning and Liberty* pins and pens.
- Hold an assembly in their honor, present prizes, videotape it and give copies to honorees.

For information about the use of education's Flag of Learning and Liberty, the symbolism of its design and purchase, contact National School Public Relations Association, 1501 Lee Highway, Suite 201, Arlington, VA 22209.

LEARNING AND LIBERTY:



Our Roots, Our Future



*2 Funding groups - American Legion + NEA
CIVIC values - understand democracy*

National School Public Relations Association, 1501 Lee Highway, Arlington, Virginia 22209 (703) 528-5840

October 5, 1989

Sarah DeCamp, Assistant Director
Office of Public Liaison
White House

Rm 450

Dear Sarah:

November 12-18 will be the 68th Anniversary of American Education Week (AEW). Established in 1921 by the American Legion, the U.S. Department of Education and the National Education Association, the celebration of this week has expanded over the years along with the sponsors which now include:

- American Association of School Administrators
- American Federation of Teachers
- The American Legion
- Council of Chief State School Officers
- Department of Education
- National Association of State Boards of Education
- National Association of Elementary School Principals
- National Association of Secondary School Principals
- National Education Association
- National School Boards Association
- National School Public Relations Association
- The National Parent Teachers Association

The recent Summit on Education has focused the attention of Americans across the nation on education. A proclamation signing by President Bush and his acceptance of the bronze sculpture—Reaching for Learning and Liberty—cast for him and presented by the AEW sponsors, as the kickoff to the 1989 AEW celebration, would continue to focus the nation's attention on their schools.

Local, state and national activities are scheduled for this week. The Disney Channel's half hour program saluting the American Teacher, hosted by First Lady Barbara Bush, will be aired on open channel throughout the week to some 35 million people. The Library of Congress will emphasize 1989 as The Year of the Young Reader with a National Young Reader's Day on November 15.

The National Education Association and the American Federation of Teachers have sent packets of materials to over two million members of their organizations with suggested AEW activities for involving students, parents and community

Sarah DeCamp
October 5, 1989

Page 2

leaders in their schools. Ninety thousand school administrators have received a special mailing with suggested activities for their schools and communities during AEW.

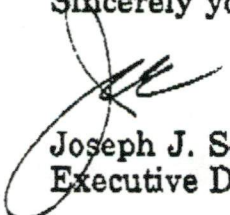
At the request of the Department of Education, we have provided them with materials developed to help state departments of education, state boards of education and local school districts plan events throughout the week to draw attention to the role education has played in our free society. Church leaders in many areas will recognize AEW in special sermons and activities.

American Education Week, like Education's Summit, brings the nation together in one celebration—students, parents, legislators, business leaders, teachers from both of the major unions, principals, superintendents, school board members and representatives of both political parties.

Members of the national sponsoring groups of American Education Week urge President George Bush to provide an opportunity for national observance of this week by issuing a proclamation and accepting the special sculpture, Reaching for Learning and Liberty, which they would like to present to him.

AEW is not just a week of empty celebration, but a week of substantial activities with the focused energies and efforts of educators, the business community, the media and clergy, on the importance of education. It would be a disappointment for the White House to be absent from this activity.

Sincerely yours,



Joseph J. Scherer, Ph.D.
Executive Director

October 13, 1989

MEMORANDUM

TO: AFT LOCAL LEADERS

FROM: AFT PUBLIC RELATIONS

RE: **AMERICAN EDUCATION WEEK (NOV. 12 - 18)**
Suggested Media Activities

The theme of this year's American Education Week, Nov. 12-18, is "Learning and Liberty: Our Roots, Our Future." In celebration of this special week, the AFT is launching a campaign that promotes citizenship through literacy.

Included you will find a fill-in-the-blank press release to mail to your local newspapers, radio and television stations. Once the release is mailed, allow a few days then follow up with a telephone call to the reporter or editor to learn if they have any questions or are planning to use the release.

You will also find a second piece that focuses on teaching tips for teachers and parents. This, too, can be released to newspapers for reproduction, or it can be distributed in the schools.

Finally, the "Learning and Liberty: Our Roots, Our Future" brochure from the National School Public Relations Association is enclosed. This brochure discusses the theme and provides suggestions for American Education Week activities.

Do not hesitate to call if you have any questions, or need additional information. The number is 202/879-4458 or 1/800/238-1133, ext. 4458.

Good luck!

FOR IMMEDIATE RELEASE
(DATE)
CONTACT:
(LOCAL SPOKESPERSON) AT
(PHONE NUMBER WITH AREA CODE)

(NAME OF LOCAL) SALUTES AMERICAN EDUCATION WEEK

(Name of city) -- Keeping with the theme of this year's American Education Week, "Learning and Liberty: Our Roots, Our Future," the (name of local) is promoting a series of activities to provide good citizenship through literacy.

"As we celebrate American Education Week from November 12th to the 18th, it is important to learn from the past to build for the future," said (president of local).

"Leaders of the American Revolution viewed education as key to the preservation of liberty, promotion of good citizenship and development of this nation's resources and talents," added (president of the local). The (name of local) is proud to carry forth this tradition. But, we cannot do it alone. Parents, students and teachers must work together to reinforce what is learned in the classroom."

One tool parents can use is Super Reader. Written by an AFT member, this guide contains numerous tips for parents to pique their child's interest in reading and enhance reading skills.

--MORE--

AMERICAN EDUCATION WEEK/PAGE 2

Super Reader can be purchased for \$2.40 by sending a check or money order to:

AFT/Super Reader
Box 98
Old Westbury, NY 11568

Throughout the years, the American Federation of Teachers has been an outspoken advocate for developing a strong citizenry through the study of our history and our democracy. What better time to explore the adventure of American liberty than during American Education Week?

T I P S F O R P A R E N T S A N D T E A C H E R S

Learning and Liberty: Our Roots, Our Future

Parents and teachers can do many things during the school year to heighten students' awareness of our history with an eye to the future. Here are some simple and fun ideas:

- o Identify the historical figures on our currency; then read their biographies. Discuss how that person would respond to a current event given their particular background and philosophy.
- o Bring in a local newspaper. Brainstorm questions about some of the lead stories. Have students write a letter to the appropriate local official to express their concern and ask relevant questions.
- o Group students in teams of two. One is an historical figure, the other a reporter. The reporter must develop appropriate questions to ask the famous person, while the interviewee must be able to respond to the questions.
- o Work in groups of three or four (with the same birth year) to discover what made headline news in students' year of birth. Use almanacs, old newspapers, and recollection of parents and other family members. Design a possible front-page story for each birth day of group members.
- o For an entire week, assign students to discuss with parents one news story from the newspaper. Report discussions in class.
- o Use the Super Reader reading list to select books to read at home. Encourage parents and students to set aside quiet time after school to read the book of choice.
- o Discuss a certain public policy question in class. Divide the class into three sections -- local, state, federal. Ask each group to develop solutions to the problem from the perspective of their level of government.
- o Do a family tree. Select one ancestor, who is no longer alive, as the focus of "A Day in the Life of" Ask family members for information about their struggles and successes.

Skylines

A Newsletter of Practical Information and Assistance to PTAs in Cities • Fall 1989

Build volunteer strength...

Organize a leadership conference.

Leadership training is an important and ongoing task because of the constant influx of new members and new officers. Putting together a leadership conference takes a lot of planning and teamwork; but as a result of your efforts you will have a more capable and effective group of leaders.

● **Assess your needs.** The first step is to focus on what leadership skills need to be enhanced. Survey your present leadership for suggestions as to what specific leadership skills or training they think would lead to improved effectiveness. Some areas that you might like to consider are goal and priority setting, human relations skills, organization and time management, problem solving, public speaking, public relations, grant writing or any areas that have been targeted as needs. Remember that you want to address the needs of new PTA leaders as well as helping current leaders improve their skills. For more

information on leadership skills, order *PTA Pocket Pal #3: Leadership* (Cost: \$3.00) from National PTA Publications orders.

● **Set up a budget.** You know what funds you have available. List all the anticipated costs: facilities, meal functions, printing of materials (flyers, handouts, evaluations) mailings, publicity and hospitality costs for presenters or other invited guests. Look for ways to stretch your conference budget by getting donated and in-kind assistance.

● **Establish a conference committee.** A conference committee should be established *at least* three months before your conference. With the input you receive from your survey of leaders, have the committee select the leadership skills to include on your conference agenda. Assign organizational tasks to each committee member. Appoint a conference coordinator to follow through on individual and group assignments. Develop a timeline to go

along with committee assignments. Consider the needs of your target audience for each workshop or session you plan.

Write goals and identify components for each workshop session. Anticipate what national, state and council/district PTA publications you would like to have available or any other support materials you may need to order. Choose a conference date that is likely to be convenient for most people, avoid holidays and be aware of other major

(Continued on page 2)

Leadership conference checklist

- | | |
|--|--|
| <input type="checkbox"/> Establish conference goals and objectives. | <input type="checkbox"/> Publicize your conference. Develop appropriate materials. Contact the local media. |
| <input type="checkbox"/> Prepare a format. Map out agenda considering target audience needs. | <input type="checkbox"/> Contact participants. Send invitations. Follow up with phone calls. |
| <input type="checkbox"/> Determine materials and equipment. | <input type="checkbox"/> Anticipate logistical problems. Trouble-shooting helps avoid embarrassment and lost time. |
| <input type="checkbox"/> Workout a time frame for each conference component. | <input type="checkbox"/> Prepare registration materials, name tags and workshop packets ahead of time. |
| <input type="checkbox"/> Decide where to hold your conference. Make sure the location is accessible. | <input type="checkbox"/> Evaluate after each conference session.▶ |
| <input type="checkbox"/> Identify speakers and resource persons. Check your community network. | |

Skylines begins its fifth year!

Welcome all new and returning Skylines readers. As we begin our fifth year, let's take a look at Skylines today. This newsletter was originally developed for leaders of big city PTAs and now has been expanded to include leaders of mid-size cities as well.

In the Fall of 1988, Skylines was introduced in its present reproducible form. We hope that all PTA councils/districts will reproduce this newsletter to share it with their local units and other interested child advocates. Our last Spring/Summer 1989 issue added a new feature entitled "Spotlight on locals." We hope that the interesting and successful local unit programs shared in our column will provide recognition for local units and serve as inspiration for others. ▶

INSIDE

- Roundtable: Corporal Punishment Policies
- American Education Week reproducible
- "Math Matters" Kit

National PTA releases new Math Matters Kit

True or False: 1) The United States ranks among the top five nations in students' mathematics achievement. 2) Learning mathematics requires special abilities that most students don't have. The answer to both questions is false. The United States now ranks 19th among the top 20 industrialized nations in math skills. However, all students can be successful at math if we set high expectations for them. National PTA has

responded to the present math crisis by producing a new kit "Math Matters: Kids are Counting on You." Funding for the development of the kit was provided by the Exxon Education Foundation.

To help parents play a supportive role in building their children's confidence in math, National PTA distributed over 26,000 copies of the Math Matters Kits to elementary and intermediate school PTA presidents in May 1989. The kit

contains specific components to help PTAs plan a year-round program: a detailed planning guide, two posters, a seven-minute video, a solar calculator, reproducible art, 70 Home Helper activities, math stickers and a comment sheet to provide feedback. By using some of the simple and fun activities presented in the kit, parents can help children experience the fun in math.

Many educational organizations have responded to the project with interest and enthusiasm. We hope that all PTAs will use the kit and let National PTA know about their successes. For more information about the kit, write: National PTA, Math Matters, 700 N. Rush St., Chicago, IL 60611. ▶

Volunteer Strength

(Continued from page 1)

events in your community that might conflict with your date.

● Examine the available resources.

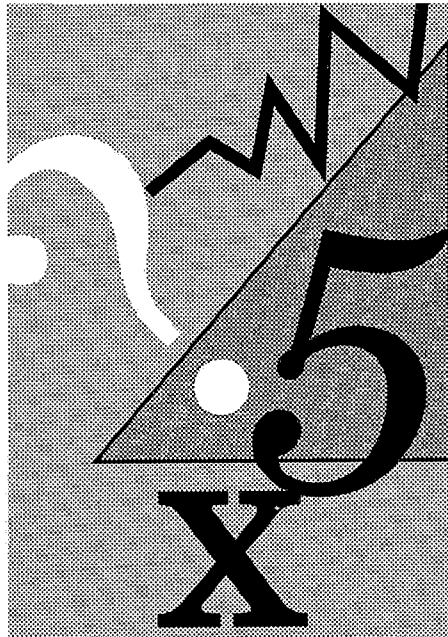
You will want to enlist the help of all school and community groups that could serve as a resource for your conference. Start with your own school district. Most districts have personnel in charge of human relations development. There may also be coordinator for school district volunteer programs who could assist with your planning or take part in your conference. Many urban areas have universities that can also offer assistance or recommend speakers or trainers. Some communities have training centers that offer low-cost human relations training to nonprofit organizations.

Check with community organizations and professional groups such as the Urban League, youth organizations (United Way, Girl Scouts, Boy Scouts, Little League, etc.), YMCA and other groups to see what leads or resources they may have available. The effort you put into researching available resources could not only make a difference in the cost of the conference, but could affect your expected outcomes.

● Determine conference location.

Where to hold the conference is just as important as planning what will be covered. Choose an accessible spot. Be sure that the facility can accommodate your PTA leaders and other invited groups, is there enough space available to do so? Can the facility provide you with the equipment and other items you need? Chairs? Tables? Podiums? Audiovisual equipment?

● **Invite presenters and resource people.** Identify speakers you want to invite to participate in the conference.



Write to the presenters and invite them to speak several months in advance. Be ready with alternate names if anyone declines. Whether you are asking PTA leadership or outside speakers, it is important to make clear to presenters the topic you want them to cover, the time frame for the presentation and what you expect participants to gain. Discuss with speakers the specific leadership skill you want them to address. Indicate who the audience will be, how many people you expect and how long the session will last.

Decide if you want handout materials and if the speaker will bring his or her own or if you will need to duplicate them in advance. If your speakers are from out of town, you will need to assign a committee member to handle all travel arrangements and accommodations.

● **Publicize your conference.** If people do not know about your workshop, they cannot attend. In your

planning stage be sure to identify several methods of communications. Create a promotional schedule telling how and when you will distribute flyers and posters. Make phone calls and encourage word of mouth communications. Use the local media. Announce your conference on public service radio and TV stations. Send a news release to the local newspaper.

● **Evaluate each conference session.** Evaluation is important to see if your original goals were met. It also provides direction for future topics. Did the participants feel they learned anything new? Which leadership topic was perceived as being the most helpful? What other topics would they like to see presented in the future?

The committee will want to evaluate the scheduling, logistics and overall "tone" of the conference. Write down suggestions for future conferences, listing what worked and what pitfalls were encountered.

A leadership conference is a lot of work. But helping PTA leadership to grow helps the PTA become more capable and responsive to the needs of children. What better goal could you set for your PTA leadership? ▶

Reproducibles

Here are two reproducibles for your PTA to use for American Education Week (AEW) from the AEW Resource Guide. AEW is jointly sponsored by the National Education Association, National PTA and 11 other cosponsoring organizations.

American Education Week—
November 12-18, 1989 Theme:
Learning and Liberty Our Roots, Our Future. ▶



LEARNING
& LIBERTY

**AMERICAN
EDUCATION
WEEK**

NOVEMBER 12-18, 1989

THE

expresses its appreciation to

for your continuing contribution
to the students and staff of

Thank you for your commitment
to our public schools.

**OUR ROOTS,
OUR FUTURE**

AMERICAN EDUCATION WEEK

LEARNING & LIBERTY

OUR ROOTS, OUR FUTURE

NOVEMBER 12-18, 1989

AMERICAN EDUCATION WEEK LEARNING & LIBERTY

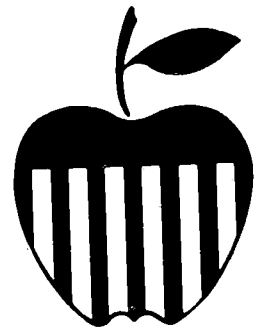
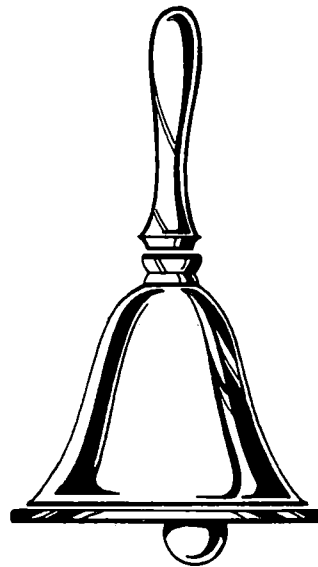
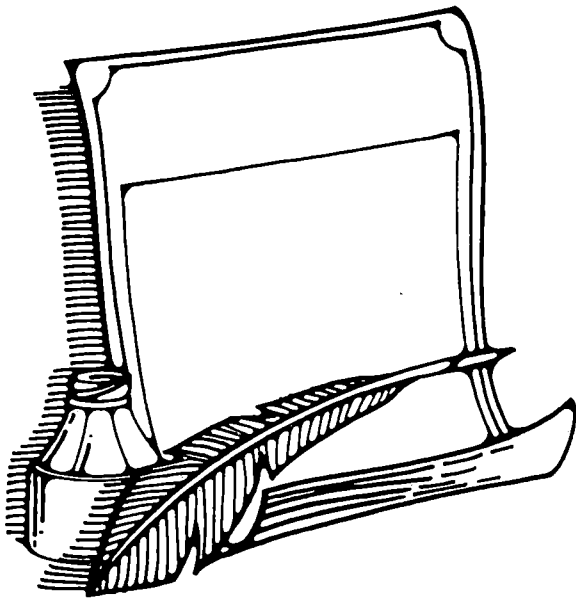
OUR ROOTS, OUR FUTURE

NOVEMBER 12-18, 1989

AMERICAN EDUCATION WEEK LEARNING & LIBERTY

OUR ROOTS, OUR FUTURE

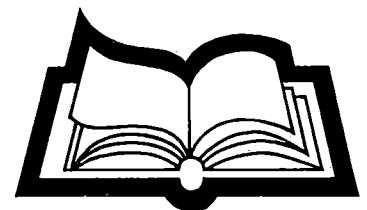
NOVEMBER 12-18, 1989



AMERICAN EDUCATION WEEK LEARNING & LIBERTY

OUR ROOTS, OUR FUTURE

NOVEMBER 12-18, 1989



A graphic at the top of the page features two spotlights on the left and right, both pointing towards the center. The spotlights are depicted with a lens and a handle. The background is black with several white stars scattered throughout. The text "SPOTLIGHT ON LOCALS" is written in a bold, sans-serif font in the center, between the beams of the spotlights.

SPOTLIGHT ON LOCALS

PTA on site action

Local News Is Good News

Thanks to the many urban PTA units that wrote or talked to *Skylines* about their programs. There are many interesting and worthwhile PTA programs being undertaken by dedicated volunteers to strengthen and serve their school community. We have chosen a few programs to highlight in the space below. If you want to share your local unit news, please write National PTA, Program Department/ *Skylines*.

Highlands Elementary PTA

(Wilmington, DE) Would you like a "novel" way to celebrate Teacher Appreciation Week? Do it with books. This PTA provided teachers with a **Storybook Luncheon** featuring foods from children's favorite books. A few of the unusual luncheon menu items consisted of *Stone Soup*, *Cloudy With a Chance of Meatballs*, and *How to Eat Fried Worms*. At the same time teachers were enjoying their lunch, children were given a list of the book titles and asked to match the titles to the teachers' menu list. A final question asked children "Which book should your teacher read before lunch—*Monster Manners* or *The Please and Thank You Book*?"

Sunrise Middle School PTSA

(Phoenix, AZ). This relatively new PTSA perceived the need for a program to help ease the transition of incoming elementary school students into the middle school. Sunrise PTSA sponsored **Here's Looking at Sunrise** is an opportunity fair set up in October for parents and students to highlight the extracurricular activities available to new and returning students. Faculty members and student helpers represented each student activity.

The event was held in the evening, refreshments were served and students could sign up for selected activities. As a follow-up activity, the PTSA held a Cultural Arts Fair in the spring. A week of mini-concerts featured bands from the five elementary feeder schools and the high school. This gave the middle school students an opportunity to enjoy music from a variety of district schools.

Lewis N. Powell Elementary School

PTA. (Raleigh, NC) Here is a service program that benefits parents, students and community groups. The Powell PTA held its second annual **Summer Activities Fair** in April. Representatives from 17 community organizations were available to discuss their summer programs with parents and students. The groups set up booths and discussed their programs, goals, objectives, requirements and

registration procedures. Many of the groups had brochures and pamphlets for parents to take with them. Some attendees of the fair were the YMCA and YWCA, Raleigh Parks and Recreation, 4-H Clubs, Wake County Arts Council and North Raleigh Sports Camp. This is a good way for students to end the school year and look forward to a fun-filled summer.

Asheland Preschool Center II PTA

(St. Louis, MO). Early and continued parent involvement are the focus of this urban preschool PTA. Through their **Family Dinner Program**, this PTA brings parents, grandparents, children and teachers together to celebrate family togetherness. Family dinners are held at various holidays, and a special luncheon is held marking the closing of school. The PTA raises funds for the dinners and parents are involved in preparing food. At each dinner children perform special activities.

Speakers are invited to talk to parents about educational issues. Parents who pledge to be involved in their children's school activities until the children leave the school are awarded certificates from the PTA. Some parents, whose children go on to other schools, remain members of the preschool PTA because of the strength of their commitment and previous involvement. ►

Roundtable

Corporal punishment policies

At the time of this writing, 18 states have outlawed corporal punishment in their schools.

In 1978 a resolution opposing corporal punishment was passed by the National PTA's Board of Directors. The resolution was reaffirmed by national convention delegates in 1985. *Skylines* polled its urban PTA councils/districts asking: "Does your school district have a corporal punishment policy and how does your council/district involve itself in this issue?"

We hope the answers help your PTA grapple with this issue. Feel free to contact them for more information and assistance. You may also wish to order a copy of *Nuts and Bolts -7: Putting Away the Paddle—Corporal Punishment in the Schools*. It is free with a stamped, self-addressed, business-size envelope by writing to the National PTA, Program Department, Education/CD.

Broward County Council PTA (FL). Broward Council has been actively working against corporal punishment for

the past several years. In April 1989 a Broward Council PTA representative spoke against corporal punishment at the Florida State Legislative Session and in June 1989, Broward County became the first county in Florida to abolish corporal punishment. The council now plans to work with the school district to help establish new discipline guidelines.

San Jose Unified Council PTA (CA). California has outlawed corporal punishment. The San Jose School District has an "assertive discipline" program for grades K-12. The PTA council serves on the Superintendent's

Continued on page 4

Four grant sites implement citywide programs

In April 1988 the four Big City project directors from San Diego, San Francisco, Milwaukee and Dade County, and one other member of their respective project committees, met with National PTA board members and staff for a "weekend summit." State PTA presidents were also invited to attend. Updates were given on their project progress, and many enlightening hours were spent discussing project direction and concerns.

Dade County Council PTA/PTSA (Miami, FL). **Project Link** is now entering its second year as a grant recipient. An established community coalition of various ethnic groups and organizations continues to support the project. The goal of Project Link is to bring together diverse ethnic and socio-economic populations through PTA. Student bodies in the Miami area are made up of many different cultures. In order to bring these cultures together to become acquainted and to create an involved parent group, evening dinner meetings have been planned. Four pilot schools participated in this year's dinner meeting, and the project is anticipating adding at least one more cluster of schools for the coming year.

Feedback from the first dinner meeting has provided the project with parent concerns and priorities for coming dinner meetings. The dinners are planned to help parents feel welcome, encourage interaction and

begin the process of linkage in this ethnically mixed area. A videotape of the March dinner was broadcast on Channel 17 in Miami.

San Francisco 2nd District (San Francisco, CA). Over the past several months, **Project PIE** (Parents in Education) committee members have spent many hours working on the development of a parent involvement survey for parents, principals and teachers. The purpose of this survey is to find out the similarities and differences of opinion among the diverse populations regarding what parent involvement means. Parental needs identified by the survey will help PTA Project PIE set goals for the future.

In early May the survey was distributed to 120 principals, 3,500 teachers and a random sample of 3,000 parents in the school district. The San Francisco Unified School District provided translation for the cover letters, printing of all surveys and computer analysis of responses at no cost. Responses from the survey are being tabulated and summarized and will be available shortly. Three pilot schools have been identified to work with PTA Project PIE in the fall, and programs tailored to meet the needs of these schools will be developed.

Milwaukee City Council PTA/PTSA (Milwaukee, WI). **Parents Involved!** Parents Involved is now in its final year as a National PTA grant recipient. A

spring conference, "A Celebration of Parents Involved," was held in April and featured University of Wisconsin professor Walter Farrell, Jr., who spoke on "Parent Involvement: A Celebration and a Challenge." The human relations coordinator from the Milwaukee Public Schools also attended and facilitated a leadership development workshop.

Project plans for later this year include providing resource materials for the six new Parent Information Centers set up by the school district and working with the Parent Advocate and Community Superintendent in each of these six areas. A leadership conference was held in September and there are plans for other conferences on parent involvement, communications and human relations.

San Diego 9th District (San Diego, CA). As a result of **Project Hope's** cross-cultural conference (reported in the Spring/Summer 1989 *Skylines*), a cross-cultural resource fair was held for PTA leaders. The goal was to show PTA leaders cross-cultural materials and information that could be helpful to them in their units. The Urban League, Chicano Federation and other community groups participated. Also involved were representatives from the school district's Race and Human Relations and Media Service departments, among others. As a follow-up, Project Hope plans to do an in-service for PTA leaders who may have missed the conference.

Project Hope also conducted presentations for PTA leaders on Cambodian, Laotian, Hmong and Vietnamese cultures with the help of the school district's Indo-Chinese Second Language Team. ▶

Corporal punishment

(Continued from page 3)

Advisory Council, which reviews this discipline policy.

Duval County Council PTA (FL). The Duval County School System allows corporal punishment. The council has supported the Florida State PTA position and recent state legislation that allows individual school districts to set their own policy. The PTA Council serves on the Student Code of Conduct Committee that identifies when corporal punishment may be used.

Dallas City Council PTA (TX). Texas does not have a law forbidding corporal punishment. The Dallas school district permits corporal punishment under certain circumstances, utilizing a "discipline management plan" and established guidelines. The Dallas City

Council PTA plans to convene its task force to look into effective alternatives.

Memphis Council PTA (TN). Corporal punishment is allowed in Tennessee. The Memphis Council does not actively campaign against corporal punishment but works with state officials and schools to come up with workable alternatives. School district policy is sent to all parents and parents may request that their child not receive corporal punishment.

Cleveland Council PTA (OH). Ohio does not forbid corporal punishment but leaves this decision up to the school districts. The Cleveland School District presently forbids corporal punishment. The Cleveland Council has actively opposed corporal punishment and has supported state PTA efforts to abolish corporal punishment statewide. ▶

Skylines

Paul Farmer, Chairman
Commission on Education

Sharon Nelson, Editor

Mailing list: *Skylines* is mailed to all national board members, state offices, state leadership and membership chairmen, and the PTA council presidents of large and mid-size cities. Permission to reprint is granted; please credit *Skylines*.



The National PTA

700 North Rush Street
Chicago, Illinois 60611-2571
312.787.0977

NSPRA

National School Public Relations Association, 1501 Lee Highway, Suite 201, Arlington, Virginia 22209 (703) 528-5840

American Education Week
November 12-18, 1989
Learning and Liberty: Our Roots, Our Future

UPDATE ON PLANNED ACTIVITIES:

we have contact

o DISNEY CHANNEL will make a broadcast on October 27 calling attention to plans and activities for American Education Week.

all week long on open channel

--During the week they will broadcast on "open channel" their programs highlighting 31 outstanding teachers introduced by Mrs. Bush. This program can be picked up by other channels and all TV sets.

2 hour broadcast 9-11 AM prelude to Am. Ed. week

o MINNESOTA EDUCATION COMPUTER CONSORTIUM (MECC) will feature education's Flag of Learning and Liberty during its celebration of American Education Week on November 12 when it hosts an international meeting in Minnesota including 3000 teachers, Minnesota Governor and business and education leaders. A salute to teachers will include presentation of education's Flag of Learning and Liberty lapel pins to distinguished participants.

o AEW MATERIALS DISTRIBUTION has been made by the majority of AEW co-sponsors. (Those present will undoubtedly want to provide additional information.)

o NSPRA has produced the generic four-page piece and provided it camera-ready to all co-sponsors, to NSPRA members, and to all those requesting it from announcements on NSPRA's electronic network -- ED-LINE, over the GTE Education Network. (Calls continue to come in for additional materials.)

--As in the past, NSPRA will maintain a clearinghouse of materials and has requested that all those providing local coverage and materials for American Education Week send copies/samples to NSPRA for the resource files.

o NATIONAL YOUNG READER'S DAY will be celebrated at the Library of Congress on November 15. Mrs. Bush will read the proclamation and participate in the ceremonies.

1/35

THE WHITE HOUSE

WASHINGTON

1989 OCT 31 PM 1:36

October 24, 1989

MEMORANDUM FOR JIM CICCONI

FROM:

DAVID DEMAREST *DD*

SUBJECT:

PRESIDENTIAL PROCLAMATION FOR AMERICAN
EDUCATION WEEK, NOVEMBER 12-18

Since 1921, the Department of Education and a number of national education associations have worked to establish American Education Week as a time to focus on the importance of education to our nation. This year the theme of American Education Week (November 12-18) is "Learning and Liberty: Our Roots, Our Future."

In the 68 years since American Education Week was first established, it has been officially recognized through Presidential Proclamation only a few times -- most recently in 1982 and 1985. This year, Congress has not initiated a Presidential Proclamation for American Education Week.

I strongly recommend that President Bush issue a proclamation designating November 12-18, 1989 American Education Week.

*To: Ron Geisler
Please check on this
ASAP. 1985 Proc. by Pres Reagan.
notes that Week was also designated
for each succeeding year. Did bill
call for this?
Even if not, I still think this is
a good idea -- we may do an event.
Can you please initiate and get me
a draft asap?
Thanks
Jim
11/2/89*

LEARNING AND LIBERTY: *Our Roots, Our Future*

American Education Week
November 12 - 18, 1989



Learning and Liberty: *Our Roots, Our Future*

American Education Week offers an opportunity to bring the total school community together—to join in a celebration of education.

This publication offers scores of innovative and creative ways to help brighten, enliven and showcase your schools and district.

American Education Week (AEW) will be 68 venerable years old this year. Since 1921, it has celebrated what's right about education in America. It proudly waves the banner of education and annually leads the parade for public support of the nation's schools.

AEW has beaten the drums and sounded the trumpets to awaken Americans to the value of education as the bedrock of the Jeffersonian democracy that elevated the United States from a backward land of rebellious colonists to the greatest, most spirited, powerful and successful nation in the world.

At 68, is **American Education Week** becoming old and gray—stuck in a rut, as some say? This year, we are taking the observance back to where it once was. It is to be a vibrant,

red, white and blue, contagious, enthusiastic event that envelops the entire school family in a celebration of a nation and an education system that has made this nation great.

The goal of AEW is to increase public understanding and appreciation of the nation's schools, to encourage parents and non-parents to visit schools, and to build civic and community support for education.

“Learning and Liberty: Our Roots, Our Future” is the theme for this year's celebration. There is no question that learning is the keystone of our liberty, and that our roots of democracy are intertwined with education from the one-room schoolhouse in the wilderness to Harvard and Stanford and Cal Tech and MIT and all the other great colleges and universities across our land.

American education—**learning and liberty**—has its roots in the founding of America. The leaders of the American Revolution saw education as a key to preserving liberty, securing unity, promoting good citizenship and developing its resources. They believed education would help maintain the union of states, an untied people and a foundation of democracy.

They were right! But, what about our future? What about our nation's future and that of its schools? As we approach the 21st Century in a rapidly-changing, technological, computerized somewhat uncertain and at times rootless world; this is a perplexing question.

This year's observance of AEW, **November 12-18**, is the time to start answering some of the hard questions.

TIE in w/ EWD PG 5

Start Making Your Plans to Celebrate

Appoint an AEW planning committee now. Make it all-inclusive: students, parents, teachers, administrators, support staff, school board members, government representatives, civic group leaders, service clubs. Give them a general charge and set timelines. Have your committee members develop goals and objectives for their activities. This way, every important group "owns" a piece of the week.

Plan for a news conference for local media a couple of weeks prior to AEW to release your community's plans, programs and participants. Make sure prominent community members on your committee have a role at the news conference. Remember, this is a community endeavor in support of education, not a school district attempt at publicity.

Hold an Open House

Make sure everyone in the community knows about your open house and is invited.

- Have teachers, students, parents and support staff write letters of invitation to senior citizens, business and political leaders, civic associations and residents in the neighborhood.
 - Have students write letters of invitation for local newspapers and tape radio spots advertising the event.
 - Place announcements in the chamber of commerce newsletter, in civic association bulletins, in churches, on flyers that may be printed in the high school print shop.
 - Have flyers placed in grocery bags at the local food market and with the grocery store market newspaper ads.
 - Paper the town—stores, libraries, community centers—with posters announcing the event. Why not stage a parade?
- On the open house day:**
- Include student art displays and musical presentations—give the event some pizzazz.
 - Have students debate the future of education.

- Put on a dramatic production centering on learning and liberty and democracy.
- Conduct scientific experiments, maybe with lasers.
- Knock their socks off with computer demonstrations.
- Offer panel discussions on topics for parents—and grandparents—on: how to motivate students to study, how to be aware of drugs, how to instill a love for reading, how to finance a college education, or how to understand the computer society.

Don't forget the logistics:

Schedule your open house for both daytime and evening hours, with different events for each.

- Provide transportation for those having a need.
- Offer a nursery for visitors with preschoolers.
- Provide a hospitality suite staffed by the high school home economics department or the PTA.
- Have plenty of parking.

Tips for Elementary Schools

An all-time favorite is book characters dress-up day, with students dressing up as their favorite book characters.

It makes reading fun.

Have teachers distribute materials on home reading. A book fair in the library is a must.

- Distribute *Flag of Learning and Liberty* bookmarks to students and parents, highlighting the week's theme and at the same time stressing the importance of reading.

- Have students write poems, songs and essays on education; read the best over the school PA system.
- Stage a Trivial Pursuit or Jeopardy contest between fifth graders and sixth graders.
- Recognize excellence in marks and attendance with special assemblies.
- Arrange for sixth graders to be mentors for the week for kindergarten pupils or first graders, reading to them and

encouraging them to be good students.

- How about a TV Blackout Week for first graders, stressing concentration on schoolwork?

Liberty is, historically, an age-old concept. Yet, it should continue to be a contemporary value and a future vision in our schools.

LEARNING AND LIBERTY:



Our Roots, Our Future

American Education Week
November 12-18, 1989

Sponsors: American Assn. of School Administrators, American Federation of Teachers, The American Legion, Council of Chief State School Officers, U.S. Department of Education, National Assn. of State Boards of Education, National Assn. of Elementary School Principals, National Assn. of Secondary School Principals, National Education Assn., National School Boards Assn., National School Public Relations Assn. and The National PTA.

Writer: J. William Jones, Assistant Manager for Public Information, Philadelphia (Pa.) Electric Company

Promote Parent Involvement

Plan a college night for students and their parents to talk with representatives from area colleges and universities.

- Organize a job fair for students and their parents, placing a special emphasis on their need to stay in school and graduate to get a good job.
- Plan a special program for parents of preschool children to discuss available early childhood programs and provide them with packets of materials to help their children prepare for school.
- Hold workshops and lectures geared to helping parents help their children learn.
- Initiate a parents appreciation day where parents can be given buttons or pins of appreciation by their children during special ceremonies at the school.

Include Teachers and Parents In Your AEW Celebration

Teachers are, in so many ways, the focal point of AEW. It is their time to be honored, to honor others, to demonstrate their commitment and skills through open houses and classroom visits and to add additional creative touches to the observation.

Honoring teachers can take many forms. In one district AEW starts with a ceremony at city hall applauding the community's public, private and parochial school teachers.

In another district a "Hats off to Teachers" celebration, involving businesses, churches, civic organizations, parents, students and community leaders, salutes teachers and provides them with amenities like discounts at area businesses, special breakfasts and lunches, banners, posters bumper

stickers and other outward signs of community appreciation.

In other districts, teachers are presented with *Flag of Learning and Liberty* pins by their superintendent and principals. In one district, teachers turn the tables by presenting support staff with badges that state: "We couldn't do it without you."

Other creative ideas include a "Call-A-Teacher" hotline, in which teachers, on a given night, or nights, during AEW, staff telephones to answer parents' questions and about the education of their children.

Yet another project is to ask local, state and national figures to testify and write about teachers who have made a difference in their lives, with responses made available both to teachers and to the local media.

Tips for Secondary Schools

Have students interview prominent people—the governor, state superintendent, mayor, superintendent, corporate CEOs—on what education means to them. Publish the results in school and local newspapers.

- Have students write guest editorials for local newspapers on education and liberty as well as letters to community leaders asking their support for AEW.
- Award straight-A and perfect attendance students with special assemblies, pizza parties, TV or radio interviews.
- Sponsor a math meet, or an Academic Olympics. Have

students from different schools debate the future of education.

- Hold a "smokeout" or a "Say No to Drugs" rally.
- Hold a Meet The Press luncheon, with media representatives discussing their careers with their counterparts on the school newspaper.
- Invite visitors to tour today's vocational education facilities and view student work.
- Show off your Special Education students, too. Their accomplishments are vast and at times touching, and they speak for the depth and breadth of America's education programs.

Stress Learning and Liberty

Do students today take liberty for granted? Is liberty something written in history books where some angry colonists tossed tea in the harbor and talked about liberty or death? Is it something so commonplace, so ingrained in our existence today that the term is more an anachronism than the watchword of a free society?

It's time to do something about it.

- Encourage student writings, drawings and dramatic presentations stressing liberty and the vital role education plays in its maintenance.
- Give liberty half dollars or plaques and pins featuring the *Flag of Learning and Liberty* as prizes.

- Focus on **Thomas Jefferson**, his writings and quotations on liberty. Study contributions he made to our ideals of education.
- Study the Declaration of Independence.
- Have students interview local figures for their views of education and democracy.
- Work with social studies teachers to develop a course outline covering the history of education in America and the history of your school or district. Build an awareness of the critical role of education in our democratic society.
- Have alumni play prominent roles in raising education's *Flag of Learning and Liberty* over schools, businesses and local government offices.

- Plan special events to recognize the key role support staff members play in education. Recognize a Driver of the Year among bus drivers and have a local car dealer sponsor a prize. Recognize a cafeteria Cook of the Year and have a local restaurant treat her, or him, royally. Give *Flag of Learning and Liberty* pins and pens.
- Hold an assembly in their honor, present prizes, videotape it and give copies to honorees.

For information about the use of education's Flag of Learning and Liberty, the symbolism of its design and purchase, contact National School Public Relations Association, 1501 Lee Highway, Suite 201, Arlington, VA 22209.

LEARNING AND LIBERTY:



Our Roots, Our Future

THE HOME BOOK
OF
QUOTATIONS

Classical and Modern

SELECTED AND ARRANGED BY
BURTON STEVENSON
Editor *The Home Book of Verse*

I can tell thee where that saying was born
SHAKESPEARE, *Twelfth Night*
Act i, sc. 5, l. 9

TENTH EDITION

DODD, MEAD & COMPANY
NEW YORK 1967

- 1 Men, upon the whole,
Are what they can be—nations, what they
would.
E. B. BROWNING, *Casa Guidi Windows*. Pt. i.
Happy are all free peoples, too strong to be dis-
possessed;
But blessed are those among nations who dare to
be strong for the rest!
E. B. BROWNING, *A Court Lady*, l. 39.
- 2 Nations save, but do not revenge themselves
GEORGES JACQUES DANTON. (TAINÉ, *French
Revolution*.)
- 3 How much more are men than nations!
EMERSON, *Letters and Social Aims: Progress
of Culture*.
- 4 Justice is as strictly due between neighbor
nations as between neighbor citizens. A high-
wayman is as much a robber when he plun-
ders in a gang as when single; and a nation
that makes an unjust war is only a great
gang.
BENJAMIN FRANKLIN, *Letter*, 14 March, 1785.
- 5 How wide the limits stand
Between a splendid and a happy land.
GOLDSMITH, *The Deserted Village*, l. 267.
A land of levity is a land of guilt.
YOUNG, *Night Thoughts: Preface*.
- 6 The nations are as a drop of a bucket, and
are counted as the small dust of the balance.
Old Testament: Isaiah, xl, 15.
- 7 No nation is permitted to live in ignorance
with impunity.
THOMAS JEFFERSON, *Writings*. Vol. xix, p. 407.
- If a nation expects to be ignorant and free, it
expects what never was and never will be.
THOMAS JEFFERSON, *Writings*. Vol. xiv, p. 382.
- 8 Wise nature ever, with a prudent hand,
Dispenses various gifts to ev'ry land;
To ev'ry nation frugally imparts
A genius fit for some peculiar arts.
SOAME JENYNS, *The Art of Dancing*. Canto
ii, l. 55.
- 9 I know of no existing nation that deserves to
live, and I know of very few individuals.
H. L. MENCKEN, *Prejudices*. Ser. iv, p. 208.
- 10 A nation's right to speak a nation's voice.
And own no power but of the nation's choice!
THOMAS MOORE, *Fudge Family in Paris*. Let-
ter xi, l. 3.
- 11 Make your national conscience clean, and your
national eyes will soon be clear.
RUSKIN, *Crown of Wild Olive: War*.
- 12 A nation strong, train'd up in arms.
SHAKESPEARE, *Titus Andronicus*. Act i, sc. 1, 30.

- 13 To rise by others' fall
I deem a losing gain;
All states with others' ruin built
To ruin run amain.
ROBERT SOUTHWELL, *I Envy Not Their Hap*.
A nation never falls but by suicide.
R. W. EMERSON, *Journal*, 1861.
Until nations are generous they will never be
wise; true policy is generous policy; all bitter-
ness, selfishness, etc., may gain small ends, but
lose great ones.
WASHINGTON IRVING, *Letter*, March, 1823.
- 14 A nation's institutions and beliefs are de-
termined by its character.
HERBERT SPENCER, *Social Statics*. Pt. ii, ch. 16,
sec. 5.
- 15 The true greatness of nations is in those
qualities which constitute the greatness of
the individual.
CHARLES SUMNER, *Oration on the True Gran-
deur of Nations*.
- 16 There was never a nation great until it came
to the knowledge that it had nowhere in the
world to go for help.
CHARLES DUDLEY WARNER, *Studies: Comments
on Canada*. Ch. 3.
- 17 Just pride is no mean factor in a State;
The sense of greatness keeps a nation great.
WILLIAM WATSON, *The True Patriotism*.
- 18 No nation is fit to sit in judgment upon any
other nation.
WOODROW WILSON, *Address*, N. Y., 20 April,
1915.

III—Nation: Little Nations

- 19 The day of small nations has passed away;
the day of empires has come.
JOSEPH CHAMBERLAIN, *Speech*. Birmingham,
13 May, 1904. See also under IMPERIALISM.
- 20 There is no such thing as a small country.
The greatness of a people is no more affected
by the number of its inhabitants than the
greatness of an individual is measured by
his height. Whoever presents a great ex-
ample is great.
VICTOR HUGO, *Speech*, at Geneva, 17 Nov.,
1862.
- 21 The nations which have put mankind and
posterity most in their debt have been small
states—Israel, Athens, Florence, Elizabethan
England.
DEAN W. R. INGE. (MARCHANT, *Wit and Wis-
dom of Dean Inge*. No. 181.)
- 22 A little one shall become a thousand, and a
small one a strong nation.
Old Testament: Isaiah, lx, 22.

She that was great among
among provinces, how is s
Old Testament: Lament

1 The Cry of the Little Peo
in vain,
For the world is given ov
of Cain.
RICHARD LE GALLIENNE,
lle Peoples.

2 God has chosen little na
by which He carries hi
the lips of humanity to
to exalt their vision,
faith.

DAVID LLOYD GEORGE, *SP*

NATUR

See also Art and Nature:

I—Nature: D

3 Nature means Necessity.
P. J. BAILEY, *Festus: De*
By fate, not option, fruga
One scent to hyson and to
One sound to pine-groves a
One aspect to the desert ar
It was her stern necessity.
EMERSON, *Xenophanes*.

4 Whatever befalls in acco
should be accounted go
quæsecundum naturam fit
bonis.)
CICERO, *De Senectute*. C

5 And what if all of anima
Be but organic harps div
That tremble into thou
sweeps,
Plastic and vast, one int
At once the soul of each
S. T. COLERIDGE, *The Ec*

6 Nature is a rag-mercha
every shred and ort and
tions; like a good chemis
other day, in his labora
old shirts into pure whit
EMERSON, *Conduct of L*
the Way.

7 Nature is what you may
the tyrannous circumstan
the sheathed snake, the
jaw; necessitated activity
EMERSON, *Conduct of L*

Nature is no spendthrift, b
way to her ends.
EMERSON, *Conduct of L*
Nature is a mutable cloud
never the same.
EMERSON, *Essays, First*

THE WHITE HOUSE

WASHINGTON

SCHEDULE PROPOSAL

OCTOBER 9, 1989

TO: JOE HAGIN, DEPUTY ASSISTANT TO THE
PRESIDENT FOR APPOINTMENTS AND
SCHEDULING

THROUGH: DAVID DEMAREST, ASSISTANT TO THE
PRESIDENT FOR COMMUNICATIONS

FROM: SICHAN SIV, DEPUTY ASSISTANT TO THE
PRESIDENT FOR PUBLIC LIAISON

SARAH DECAMP, ASSISTANT DIRECTOR FOR
PUBLIC LIAISON

REQUEST: THAT THE PRESIDENT PARTICIPATE IN A
PROCLAMATION SIGNING CEREMONY FOR
AMERICAN EDUCATION WEEK AND ACCEPT THE
"REACHING FOR LEARNING AND LIBERTY"
SCULPTURE SYMBOLIZING THIS YEAR'S THEME.

PURPOSE: To assume a leadership role in the
observance and celebration of American
Education Week.

BACKGROUND: American Education Week (AEW) was
established in 1921 by the American
Legion, the U.S. Office of Education,
and the National Education Association.
Over the years the list of sponsors has
grown to include all of the most
important national education
associations for elementary and
secondary education.

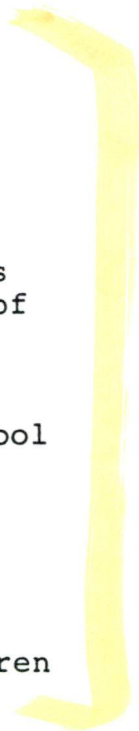
For more than 68 years these organizations, representing over three million teachers, principals, administrators, local and state school board members, and parents, have worked to firmly establish American Education Week. This year, as in the past, the NEA and the AFT mailed over two million packets of information to their members suggesting school and community activities for the week. Packets about AEW were also mailed to ninety thousand school administrators. Throughout the week, the Disney Channel will broadcast a program saluting the American teacher which will be hosted by Mrs. Bush.

ADDENDUM

← When I spoke to ...

Representatives of:

- American Legion
- National Education Association
- American Federation of Teachers
- American Association of School Administrators
- Council of Chief State School Officers
- National Association of State Boards of Education
- National Association of Elementary School Principals
- National Association of Secondary School Principals
- National School Boards Association
- National School Public Relations Association
- The National PTA
- U.S. Department of Education
- Elementary and Secondary School Children



While a signing ceremony for American Education Week may not attract national media attention, it will give the President an excellent opportunity to specifically acknowledge the important leadership role of the major education associations which feel they have been overlooked by past administrations. In addition, this year's Education Week theme, "Reaching for Learning and Liberty", would allow the President to comment on education and civic values within the context of what is happening in eastern Europe.

This will be the first time that American Education Week will be recognized through Presidential Proclamation.

DATE & TIME: November 12-18; Anytime

LOCATION: East Room

DURATION: 20 Minutes

PREVIOUS PARTICIPATION: None.

PARTICIPANTS: Please see addendum.

SEQUENCE OF EVENTS:

The President enters East Room accompanied by Secretary Cavazos.

Secretary Cavazos makes introductory remarks and introduces the President.

The President signs the proclamation.

School children present the Reaching for Learning and Liberty sculpture.

The President makes remarks.

The President departs.

REMARKS: Yes

MEDIA COVERAGE: Open Press.

MARK

Davis/Martin
Date: Nov. 7, 1989
Title: PTA
Draft: two

**PRESIDENTIAL ADDRESS: AMERICAN EDUCATION WEEK, Rm. 450
1:30 p.m., TUESDAY, NOV. 14, 1989**

((Acknowledgements to come -- 12 organizations that have supported American Education Week through 68 years of achievement.))

((Last week I learned how the expectations of youth can compare in a very odd way with one's adult life. You see, I returned to my high school for the first time in two years. And it struck me, leafing through the yellowed pages of my old yearbook, that I only came in third in "best looking," third in "most likable," third in "most respected," third in "best athlete" and "most popular," and completely missed out in two other categories -- "best politician" and "most likely to succeed."))\ \

But the expectations of youth should always be great. And we are here today, as a nation, to proclaim that America is serious about lifting the hopes and dreams of young Americans, serious about education and the future.

This concern with education is to be found wherever men and women seek to extend human liberty. Just yesterday, I met with Lech Walesa and was deeply impressed by the changes underway in Poland -- and the fervent commitment of the Polish people to make that change permanent through education.

For Americans, this vital connection between education and a strong, free nation is symbolized by the flag of Learning and Liberty. It was this same flag that Christa McAuliffe took with her on the Challenger. She appreciated this symbol, as only a teacher could. Now recovered by NASA, it is being taken to every state in the Union.

Concern for education and democracy brought me together with the nation's governors in a summit in Charlottesville -- only the third summit of chief executives in our 200 years as a nation. As we worked together in Charlottesville, the handiwork of our first education president, Thomas Jefferson, was all about us. It was Jefferson, after all, who forever linked American democracy with universal public education. He put the matter in a letter in 1816 with these words: "If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be."

So if there was a sense of urgency to our summit, it was because, like Thomas Jefferson and Christa McAuliffe, all the participants understood that the future of American education is the future of America itself.

That is why we worked at the summit to reach an historic agreement -- a compact, a Jeffersonian compact -- to protect our democracy by bettering our schools. Perhaps no one expressed our aspirations in a better way than a group of teachers in North Carolina, who hung a little sign on the outside of their

classrooms that read: "Quiet please . . . teachers at work . . . future under construction."

It is to construct a better future that we agreed to define national goals in education. We agreed to loosen rules that restrict the creativity of states and schools. And then we agreed that everyone should be accountable for the results. It is in the spirit of this compact that I have signed this document today.

Some may ask, "what difference does a proclamation make?" It makes no difference whatsoever -- if we are satisfied with a simple declaration. But we are not.

The men and women here today are using American Education Week to shine a spotlight on millions of dedicated teachers, concerned parents and active volunteers. And during this week, November 12th to the 18th, Americans will work together on school boards, in adult learning centers, in raising funds for higher education and in countless other ways.

This will be a week of board meetings, open houses, of special school projects and plays -- a week to reflect, to plan and to act. And to kick-off American Education Week, Barbara is hosting a special show on the Disney Channel, introducing 31 outstanding teachers from around the country. ((So just imagine that -- the Channel that features Mickey and Minnie now has the Silver Fox.))\ \

What this week comes down to is not just a federal effort; not just a state effort; not just a local effort. American

Education Week is a **national** effort, one that calls on everyone of us to pitch in, to make a difference.

This is in the true spirit of American education and democracy. This is the fondest dream of the greatest American dreamers, from Thomas Jefferson to Christa McAuliffe. And this is what American Education Week is all about.

Thank you for all you do. May God bless you all.

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11TH STORY of Level 1 printed in FULL format.

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Summary of World Broadcasts

October 6, 1989, Friday

SECTION: Part 2 Eastern Europe; B. INTERNAL AFFAIRS; POLAND

PAGE: EE/0580/B/ 1

LENGTH: 112 words

HEADLINE: IN BRIEF;

Education Minister and Lech Walesa attend Gdansk University opening

SOURCE: Polish Press Agency in English 0111 gmt 4 Oct 89

BODY:

Ceremonies inaugurating the new academic year were held in several Polish higher schools today [3rd October], including Gdansk University, the biggest higher school in the coastal region with a student community of nearly 13,000. The ceremony was attended by Minister of National Education Prof Henryk Samsonowicz. Addressing the university students and research workers, Samsonowicz said 'I wish you to learn how to use freedom which you will have now, which the government represented here by me is promising to you, the freedom which provides for independent thinking and lack of submissiveness. Be unhumble.' The ceremony was also attended by Lech Walesa.

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24TH STORY of Level 1 printed in FULL format.

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Summary of World Broadcasts

September 14, 1989, Thursday

SECTION: Part 2 Eastern Europe; C. SPECIAL SUPPLEMENT; MEETING OF THE SEJM

PAGE: EE/0561/C/ 1

LENGTH: 7787 words

HEADLINE: SPEECH BY TADEUSZ MAZOWIECKI

SOURCE: Polish TV 0707 GMT 12 Sep 89

Text of live broadcast

BODY:

Mr Speaker, may it please the House, I would like to present the draft programme and composition of the proposed government. I appeal to all my countrymen. I am convinced that the decisive majority of Poles understand in the same way the goals towards which we should be moving, carry in their hearts the same ideal of the fatherland. We want to live in dignity in a sovereign, democratic state subject to the rule of law, which everyone, irrespective of their world view, ideological and political differentiation, could regard as their own state. We want to live in a country with a healthy economy, where it is worth working and saving, and where the satisfaction of the basic material needs is not associated with trouble and humiliation. We want a Poland that is open to Europe and the world, a Poland which without an inferiority complex makes a contribution to the creation of material and cultural goods, a Poland whose citizens will feel welcome guests and not intruders giving trouble to other countries in Europe and the world.

I come as a man of Solidarity, loyal to the August heritage. I understand it above all as a great, collective call by society for sovereignty, the right to determine the fate of the country, and also as a readiness to act in solidarity and firmly so as to achieve these ends. But the heritage of August is also the ability to overcome disputes and divisions, the ability to seek partnership, forsaking thinking along the lines of taking revenge for the past, settling accounts.

In order for the situation to come about whereby a Premier coming from Solidarity could stand before the House, much had to happen, we all had to ponder over a lot and understand a lot. This fact could not have come about without great turmoil posing a threat to the nation had the main political forces operating in our country not shown imagination, good will and a sense of responsibility for Poland. The role of the church was also indispensable in this way.

Today we face two main problems for Poland the political restructuring of the state and leading the country out of economic catastrophe. I am aware of the seriousness of the situation, I know how difficult it will be to reconcile both these aims and implement them simultaneously. The new government will operate under the pressure of the fact that at any moment the construction of democracy in Poland, only just commenced, can collapse in the face of the breakdown of

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the economy.

I am convinced that we would enjoy the regained political freedoms for a short time if we did not succeed in holding back the economic catastrophe. Society would feel the uselessness of democratic institutions if a clear change did not take place in everyday life. We reject the political philosophy that assumes that economic reforms can be introduced against society, over its head, laying aside democratic transformations. Poland can only be set on its feet by a society of free citizens and the policy of a government enjoying the trust of a clear majority of Poles. The re-evaluation of the citizens' attitude towards the state is a matter of fundamental importance. The experiences of recent history mean that a significant part of society has not seen the state shaped after the war as an institution serving the nation. The ideal of the state was the organisation of the life of society in all its manifestations. The state sought to rule not just over people's actions but over their minds as well. This philosophy still resides in the structures and principles of operation of many institutions of our public life and also in our consciousness and habits.

Today, conditions exist to make it possible to overcome the opposition hitherto of the good of the nation to the interests of the state. However, the initiative for reconstructing society's trust in the state must come above all from the bodies of state power, and more precisely from the government. Our goal is a state which creates a safe framework for individual and collective existence, specifies only the frontiers of freedom for the individual and social collectives. Recognising the value of human activity, I will not, however, leave the weak and socially incapable without protection.

May it please the House, the logical and necessary consequence of the principles presented that should constitute the basis of the state is the striving to build it on the foundations of the law. The law cannot be the instrument of rule over citizens by the state apparatus or any other political group, but they, too, should respect the law in force. We will seek to accelerate work on new codifications of the criminal law, especially criminal procedure and also the law on misdemeanours, which must meet the demands of the international convention on civil and political rights, the right to defence and the right to a trial. Work will be continued on changes in civil law. A reform of the law on the system of courts is urgent. The creation of guarantees of the independence of judges will be served by a government legal initiative on the matter of the creation of a National Judicial Council [Polish Krajowa Rada Sadownictwa]. We also envisage initiatives for a new regulation of the law on assembly. We will seek to include all administrative decisions under judicial control.

Undertaking work on a new, democratic constitution is a matter of great importance. The government intends to take active part in this work. We also face the exceptionally difficult experience of shaping such relations between parliament and the government which, while respecting the supreme role of the parliamentary chambers, will allow the efficient functioning of the executive bodies. The basis of our relation to parliament is the conviction that the government's efficiency will depend not just on the formal acceptance but also on the moral support of the chambers, on the possibility of drawing on their social authority. The functioning of the government in accordance with social expectations will depend on the critical evaluation of its proposals and activities, but also on the efficient course of legislative work.

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The government will co-operate with the President, within the framework defined by the Constitution. This is demanded by the authority of the state. Today this is particularly important for the successful implementation of the reforms in Poland. The government wants to co-operate with all political parties and groups in parliament. We are in a completely new situation, in which all political forces must rethink their role and their attitude to the state and its institutions, in a situation where the state becomes the general and supreme value. This is not an easy process for everyone, but it is an essential one. It concerns the PZPR on the one side, as well as those who have so far been in the opposition or the other. Departures from the identification of one party with the state is not a one-off act, but a complex process. This process should not be hampered and everything should be encouraged that serves the democratic formula of political life, that creates equal rights and opportunities for all. Just as complex is the transfer from the (?struggle against) a state placed above us all to treating it as our own State. This process should also not be hampered, or, even more, seen as a threat to the stability and functioning of state institutions. We shall all therefore learn from the beginning.

It should also be assumed that various political forces will emerge from the circles of the former opposition and organise themselves. A legal framework for this process should be provided by the government encouraging it to take place in the natural way. The treatment of those political groupings, large or small, which remain outside parliament is an important matter. They have to choose their place in the process of transformations which has gathered speed in Poland. Here I am also addressing those radical forces which displayed dissatisfaction with the decisions of the round table. This dissatisfaction can be a creative force, if it is also accompanied by a feeling of responsibility for the difficult issues ahead of us all.

The era which we have entered is not an era for words but for actions to extricate Poland from the crisis so as to take advantage of the great opportunity for the reconstruction of the Polish state, and as such it will be remembered by history. In Poland today, there are many social organisations which have existed for a long time and also those which have been created lately in great numbers thanks to the restored right of assembly. The government will encourage their development, respect their independence and treat their (?work) with understanding. The government also does not intend to do their work for them. It is a task of great importance to create authentic territorial self-government in Poland. The government will co-operate intensively with the Sejm and Senate in the work of creating the legal and material conditions for the formation of territorial self-government, so that the elections to it can be held sooner than anticipated. We link to the creation of self-government our hopes for a release of great civic energy which has until recently been frustrated by the feeling of impotence caused by state red tape and central direction.

The independence of decisions, people's own administrative apparatus and own property will create possibilities of development for local communities. The efficiency of government actions will depend on the loyalty of the state apparatus. The government does not intend to carry out a mass turnover of state administrators. In the selection of personnel we will apply solely criteria of professionalism and competence and also the loyal execution of the recommendations of the state authorities. On the other hand, we will prevent particular interests from directing administration. All Polish citizens must have equal rights in seeking access to state service.

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An important part of the state apparatus is the services which supervise the security of members of the public and the state. In the Militia, we see a service that protects public order in the framework of the law, giving the public a feeling of security. We have understanding for the difficult, often dangerous work of its functionaries. At the same time, however, we perceive the need for fundamental reforms that should follow from the democratic transformations taking place in the country. Particularly important criterion is the subjection of Militia activities to the supervision of the law and to public opinion. From a Militia serving to keep society in obedience to a Militia protecting the peace of the citizens this is the road that must finally be taken. This is also the road to the attainment of real social acceptance.

The extent and role of the Security Service must also change, in a situation of democratic transformations and the restoration of rights to members of the public. We want the Polish army to aspire to its best traditions, serving solely the homeland and the nation. Global views and the political convictions of the officers and soldiers should be a personal matter not influencing the course of their service and career. The government wants to make permanent the traditional respect for military service in our society. We will seek the humanisation of military life and service, both in the armed forces and also in the Ministry of Internal Affairs; conditions ought to be created for the appropriate participation of representatives of various socio-political forces in the preparation of policy and the evaluation of the activity of its bodies.

May it please the House, the government wants to tell the truth and make possible freedom of expression for all sections of public opinion. An open flow of information in both directions between government and society must be established. We want public opinion in Poland to have an influence on state affairs and we will listen to its voice.

The development of the press cannot be administratively regulated and the role of censorship must be further limited. Everyone must have equal access to radio and television. Television and radio will have a pluralist character. The time of restriction on the freedom of the Polish press has passed and the time of its great role in the creation of the society's political culture has begun.

There is no free country without free trade unions. The government, respecting their rights, will strive for partnership with different factions in the trade union movement, so that the abilities of the country are reconciled with the employees' needs. In the present very difficult economic situation, it will not be easy. We expect understanding on the part of all trade union movements. I promise that the affairs of the working people will be treated with the highest respect by the government. As Premier I will remember my trade union pedigree.

May it please the House, the Polish state can be neither an ideological nor a religious one. It must be a state where no citizen is discriminated against or rewarded for his political views or convictions. Religion, which entails the motivation to live a respected and honest life, which teaches responsibility for neighbours, solidarity with other people especially those in need - also constitutes a universal value in the social dimension. In the difficult times which we are now facing, when we have to call on the deepest and noblest human feelings, we feel the significance of religious motivation particularly strongly. The Catholic Church has been fulfilling an important role in the process of regaining the rights due to the nation and its people, as well as

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in initiating, in the crucial moments a dialogue between the authorities and society.

The government wishes to co-operate with the Catholic Church and all other faiths in Poland. Freedom of religion is a natural and inalienable right of man and every attempt to attack it constitutes an act worthy of condemnation. Poland is a state, the homeland not only of Poles. We live in this land with representatives of other nations. We want them to feel at home here, to cultivate their language and enrich our community through their culture.

May it please the House, the political changes in our country were started a year ago, in May, by the young workers of Gdansk. They were patient, as they left the Gdansk shipyard with raised heads. But they were also consistent when they went back there. In August, they again spoke out for their rights. They had enough faith in themselves and hope and simultaneously common sense. Their success came slowly. That is why today I believe in the patience, energy and determination shown by the activity of young Poles. I say to them in particular, that they be not lacking in faith, both those who are in education and those who are starting work and setting up families; these radical young people who feel rejected and want to express in their attitudes opposition to what is taking place around them, to those for whom after years of education it is difficult to find sense in labour, who wait years for a flat, and for whom the only opportunity in life seems to be to go abroad.

It is precisely in young people that the greatest energy and creative initiative resides. They must be given freedom of action, the possibility of expressing their views and manifesting their dissatisfaction. Changes in the economic institutions that the government intends to implement quickly will create favourable conditions of action for enterprising people, and so above all for young people. The exceptionally important housing problem, especially for the younger generation, today demands quick and radical decisions. We are conscious that without its resolution the painful phenomenon of the emigration of young people will not be slowed down. This is a problem that is not only economic but political. I will not be making the young generation promises I can't keep. On the other hand, I promise that the government will consistently remove the ideological and political barriers that have previously made it difficult to take part in public life in accordance with convictions and the avowed systems of values.

May it please the House; in all spheres of culture and art, our policy will be the same as few regulations as possible. It is not for the authorities to impose ideological, artistic or religious preferences on cultural institutions. Recognising the enormous achievement of Polish writing and art in exile and also the achievements of illegal publications at home, the government will create conditions in which all cultural values will become universally accessible.

[Mazowiecki] The government is aware of the dangers to culture which inflation creates, and will strive, as much as possible, to counteract them. Together with creative association, watchful of arbitrary decisions, it will try to work out an efficient system of subsidies. We will also encourage the creation of foundations and various forms of patronage by means of tax relief.

Polish science represents great intellectual potential, given the neglected and outdated infrastructure. Its further degradation must not be allowed. The government will be in favour of solutions aimed at the self-management of

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science, at the shortening of promotion stages, at the provision of scope for creative skills and initiatives. It will also spare no effort to make it easier for scientific establishments to keep in touch with world science. However, I expect that working for Poland will remain the ambition of young and talented scientists. We will strive for the restoration of full autonomy of higher education establishments. I expect that work on the draft of the new law will soon be ended and the draft will be approved by the academic world. Within the framework of the autonomous higher education establishments there will be room for the free development of student organisations.

The state of education arouses the greatest fear. Negligence and lack of investment over many years in the past is taking its toll. The fact that despite those conditions many schools continue to educate their pupils to a good standard, is the contribution of teachers, people who treat their profession as a vocation and social service. The new government is fully aware of this situation and the debt which society owes teachers. Everything that is really important and socially indispensable takes place at school level. A teacher and a school are there for a pupil, not vice versa. A change in thinking about the role of schools is necessary. Education issues should be regulated by the new education law.

We realise the dangers threatening the biological existence of the nation. Ad hoc measures will be taken in the sphere of the most urgent needs. To solve health problems, the creation of foundations of truly social health care based on the principles of cost-effectiveness, the independence and self-management of health service establishments, is indispensable, given the removal of the present expensive bureaucratic barriers.

We realise the poor state of our natural environment. A change in economic strategy, town and country planning and design is necessary, so that it is not negatively reflected on the environment in which we live, as well as the urgent definition and liquidation of the most serious threats to life and health. It is necessary to create a clear picture of responsibility as far as environmental protection is concerned.

We will be seeking help in the advanced countries of the world in the sphere of environmental protection. The solution of the problems of culture, schools, education, health protection and the national environment requires the help and active participation of the state. The government does not want to avoid this. However, in the dramatic situation of the economy, and especially with the very difficult financial situation of the state, this will be help that is limited, and does not match the needs. We count on the bold removal of administrative barriers that limit human initiative awakening genuine public initiatives that will supplement what the state today cannot do itself for these areas.

Mr Speaker, may it please the House, we face the historic task of carrying out pioneering changes in the economy that will keep step with the political transformations. However, this task must be carried out in an extremely difficult economic situation. The average standard of living is lower than ten years ago. The spheres of poverty both in the countryside and in the towns have widened. The economy finds itself in the stranglehold of foreign debt. Production assets are subject to rapid depreciation. The collapse in housing construction is deepening. The ecological crisis in certain parts of the country has attained catastrophic proportions. For the first time since 1982, a fast

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fall in production is commencing. These are only a few elements of the economic disaster that the new government is facing.

In the last few months they have been accompanied by a prices and wages spiral that is destroying the whole economic mechanism. We are threatened with enormous inflation, leading to complete economic chaos. We are determined to slow down this process as quickly as possible and carry out a breakthrough in the economic system and in the economic situation of the country. However, in the face of the inertia of the economy, the great number of accumulated problems and the exceptional pressure of time, the government will not be in a state to do everything at once. We will, however, take immediate action intended to weaken the inflationary pressure. Above all, we intend to propose steps to reduce the budget deficit.

We must decisively tighten up discipline in tax collection. Many enterprises fail to fulfil their obligations in relation to the budget, treating tax arrears as a form of cheap exploitation. Things cannot go on like this. Credits are granted by the bank and not the budget.

Economies on expenditures will also be necessary. They will consist of further cuts in subsidies, the limitation of centrally funded investments, the transfer of part of the arms industry to civilian production and also the limitation of the range of credit preferences. Action to limit the growth of money supply in the economy will be indispensable. The government will propose a limitation of investment credits. We will take action to slow down the fall in the real value of savings and also credit obligations to banks. We will be forced to apply strictly the tax sanctions available to payments of wage awards in enterprises that are not in line with regulations.

May it please the House, simultaneously with the current activities aiming to counteract the process of inflation, the government will take steps to initiate the transition to a modern market economy, tried and tested by the developed countries. A government plenipotentiary for ownership transfers will be appointed who, equipped with the appropriate organisational apparatus, will in a short time draft a programme and principles for the transformation of the ownership structure of our economy. The basic principle will be public and open sale, accessible to all citizens and also institutions interested in the efficiency of management. We are creating solutions facilitating the acquisition of shares by the workers of enterprises. There will also be room for various other economically efficient forms of ownership. The principle of public and open sale will put an end to the cases that have been taking place hitherto of the appropriation of parts of the national wealth on the basis of informal corrections instead of economic criteria.

Legal foundations must be established without delay for a stock exchange that is indispensable for changes in ownership. The appropriate organisational steps in this direction will also be taken without delay. The curbing of inflation and the abolition of allocation, the introduction of market prices and the convertibility of the zloty, and also the continuation of the process of equalisation of the rights and obligations of all sectors will create significantly better conditions than hitherto for state enterprises to operate efficiently and will make it possible for them to compete with enterprises in other sectors.

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Our economy is extremely monopolised, and in these conditions no market is capable of displaying the appropriate efficiency. That is why we will take decisive action to remove unnecessary and harmful organisational structures. In accordance with my earlier announcement, this applies in particular to the demonopolisation of the structures serving the food market. The institution counteracting monopolistic practices will be expanded and will be separated from the Ministry of Finances and given the necessary powers. Urgent work will be undertaken to cure the public finance system i.a. by a fundamental reduction in the number of the various specialised funds which blur the picture of the overall state finances and hamper public control over expenditure from the public coffers.

The preparation of a fundamental reform of the tax system is a matter of great importance. It will embrace the drafting and introduction of a general tax on personal incomes. The scale of its progression will not, however, be in conflict with the basic aim of mobilising the tremendous but hitherto (?dormant) resources of human initiative and enterprise in our society.

We shall speed up the process of creating a banking system which is imperative for every modern market economy. This requires changes in the present banking system to raise it to the state existing in economically developed countries. The obstacles to the formation of new commercial banks must be removed.

The steps cited as examples will initiate a process of transition to a system which although not perfect, is the one of all known experiences which creates the greatest chance of achieving adequate and better living conditions. It is both a system, in which, thanks to the efficient co-ordination between its individual cells, people can work at a far more peaceful pace and at the same time far more productively than up to now.

Esteemed Chamber, there is a great hurdle on the path to such an economy in the form of galloping inflation. As I have already stated, the steps which we are to take in the coming weeks will not be capable of solving that problem, but can only counteract the spiralling price increases. In connection with this, work is already being carried out on a package of more decisive measures, aimed at controlling inflation. A fundamental think must be the total elimination of the inflow of empty money to the economy. It is, after all the fuel of inflation. The administrative removal of the administrative control of prices apart from absolutely specific exceptions will enable firm and consistent measures to be taken in this sphere. In turn, it will facilitate the elimination of the mass shortages of goods on the market and queues, and in the final effect, prices, after a temporary rise might quickly stabilise. We shall also at the same time work resolutely towards the convertibility of the zloty at a uniform and stabilising exchange rate.

It must, however, be stressed that the economic history of the world, knows no example of such a high rate of inflation being curbed without serious social sacrifice, also in the form of the bankruptcy of some enterprises and unemployment associated with it. The phenomenon of the artificial financing of unprofitable economic units will disappear as the movement of empty money stops. It is highly likely that this may cause temporary fall in production and in connection with this a further fall in people's standard of living.

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However, the moment inflation is reduced and shortages eliminated it will be possible to initiate the process of economic development on a secure basis. No other option provides this opportunity.

The possibility of the emergence or aggravation of certain social problems will probably place the trade union movement in a difficult position. We realise this and expect that the trade unions, aware of the difficult situation facing the country and the shortage of easy solutions, will be in favour of reforms. These reforms after all, are supposed to result in us having more to share. The government will do everything to alleviate the pain connected with the reduction of inflation. We will especially stress the development of the employment exchanges as well as institutions facilitating a change in skills for employees whose enterprises collapse. We will also create conditions favouring the emergence of new workplaces. The insufficient development of service, the retail network and small-scale manufacturing make it possible that the economy will be able to absorb many working people.

We will also introduce or strengthen other elements of social welfare protection including benefits for those who lose their jobs. We must be aware, however, that this is all connected with the budget expenditure and may only have the kind of scope which does not clash with the principal aim of bringing down inflation. Such aid will therefore be limited. We see the necessity of applying appropriate methods of valorisation of old age and disability pensions as well as updating the value of other welfare benefits, to prevent a reduction in living standards for the poorest social groups and an increase in the distance between them and professionally active groups.

There is also a difficult situation in agriculture and the whole food economy.

Mr Speaker, could I have a break, please.

[Speaker Kozakiewicz] Yes. I announce a 15-minute break.

[The break in fact lasted 52 minutes; the session then resumed]

[Reporter] Loud applause has greeted Premier Mazowiecki, who has appeared, smiling, in the door. The Speaker of the Sejm

[Kozakiewicz] I reopen the proceedings

[Mazowiecki] I apologise to the House, but this is the result of a few weeks, six months of intensive work I have got into the same state as the Polish economy, but I have got over it. And I hope that the economy will get over it too.

A difficult situation also exists in agriculture and the whole food economy. Especially troublesome to farmers is the high inflation and the market shortage of means of production. The implementation of the programme put forward for the rescue of the economy will remove these problems. This will not take place straight away, but the situation in which the farmer has money and cannot buy tools for his work will disappear. We also see the urgent necessity for additional activity to be put into practice for the sake of the Polish countryside. One such activity is the liberalisation of land transfers, which should as quickly as possible be placed in the hands of those who are capable

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of best making use of it. Freedom of land transfers will make possible the improvement of the agrarian structure. The government also perceives the need for the development of extra-agrarian spheres of production in the countryside so that possibilities for employment arise, and conditions for a dignified life for the people currently working in [words indistinct] from the economic point of view. This will simultaneously improve services in the countryside. We also see the necessity to develop in the countryside the infrastructure that has been so neglected previously.

May it please the House, the programme of activity presented here, having as its aim above all the defeat of inflation, is a road that is difficult but it is the only one. For, we must all set ourselves the question of what will happen if we do not undertake such decisive activities. Money, indexation, what has been paid to workers in the public sector already entails and will entail a growth in prices. At a certain point, this growth in prices can bring about uncontrolled wage increases for productive workers who have the greatest clout. These increases will in turn reverberate in the form of increased payments for farmers and the public sector on the basis of the indexation law. All of this might call forth a still greater upward movement of prices. Meanwhile, in August already prices rose by 50% and economists predict a 40% rise in September.

If this were to continue we would within the course of the coming year have a rate of inflation of more than 4,000% which would mean that a bread roll would cost not Z 40 but Z 1,600, a litre of petrol Z 20,000 and a dollar Z 440,000. There is however no real guarantee that the monthly price movement will not be higher than up to now. At such a high rate of inflation the motivation to produce disappears and farmers don't sell grain which has a greater value for them than money - decreases in value. The collapse of the system can only sooner or later result in acute social tensions, which would only be a step away from general turmoil in Poland. That is very probably the scenario of events if we procrastinate in undertaking these difficult but imperative decisions. If we take them and see them through, although we'll go through a difficult period, a far better chance than today will arise to organise the work of the whole of society.

Esteemed chamber, I would like to express the hope that international financial institutions will give Poland important help in its efforts to radically stabilise the economy and to carry out fundamental institutional reforms. We are also counting on the fact that, in the face of the complexity of our situation, friendly governments will make the difficult and socially painful process of reforms easier for Poland by giving financial aid. We also hope for understanding and credit facilities from foreign private banks. We are aware of the fact that a condition for obtaining such aid is the consistent implementation of the skeletal programme put forward. Simultaneously I would like to emphasise the particular significance of the time factor in our situation and so I would like to reiterate to our foreign partners that he who helps fast, helps twice.

We continue to attach great significance to economic relations with the Soviet Union and other CMEA countries. We are simultaneously vitally interested in close relations with the EEC. We want our economy to be increasingly more open to the world.

May it please the House, the world is watching our efforts with attention, and often also with warmth. I would like all external observers of the

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transformations taking place in Poland to be clear that what is taking place here does not threaten anybody, nor does it undermine international stability. On the contrary, international relations resting on sovereignty and partnership are more stable than an order resting on domination and force. The situation in Poland in the last 45 years has been greatly determined by tensions and conflicts in world politics. Today, when the era of the cold war is ending, a chance arises to realise our national aspirations in accordance with contemporary tendencies in world politics. Poland wants to co-create the new Europe and overcome the post-war divisions of the world that are today completely anachronistic. The necessary condition for evolutionary changes is adherence to the principle of the permanence of existing borders. We also believe that these will be open borders. We want to exploit all the possibilities of economic and political co-operation by taking part in existing European organisations. We are also interested in co-operation in the spheres of cultural exchange and the exchange of information, communications and transport, and also environmental protection.

Our opening to Europe does not mean the rejection of the ties and obligations in force hitherto. If today we repeat that the new government will respect the alliance obligations of Poland, then this is not a tactical, calming ploy. This flows from our understanding of the Polish *raison d'etat* and an analysis of the international situation. If there comes the day in which European security does not demand military blocs, we will say farewell to them without regret. We believe that this will happen.

Today it is important that all treaties and military alliances apply solely to the external security of the member states and not their internal political and economic order. It is with hope that we greet all who witness this, that such an understanding of international relations can prepare the ground for itself in our part of Europe. The supreme goals of state foreign policy retain their significance in every circumstance, irrespective of which political orientation takes over the helm of government. We may not destroy anything which has hitherto decided our state security.

The government which I will lead will respect international treaties binding on Poland and will abide by their obligations. The state must, above all, be strong internally. Only then does it become a valued and respected ally, and the treaties signed by it strengthen its security. The government will make every effort to see that Poland, overcoming her crisis, becomes a lasting element of stabilisation in Europe, especially in our region. Our foreign policy must be credible and open, reacting to changes taking place in the world from the point of view of our national interests.

A conviction suggested by the former ruling group that relations between Poland and the USSR are determined by ideological and doctrinal factors and that only they guarantee the compliance by Poland of the bilateral treaty of friendship, became generally widespread. This proposition was questioned by certain representatives of the Polish opposition.

The mutual relations of a superpower, such as the Soviet Union, with a state of medium size and power, such as Poland, constitute, in essence, a complex problem. The great power, generally, proposes a security zone which is determined by it, which in effect means a zone of influence. Ajudicious treatment of this issue must lead to a search for solutions which take into consideration the interests of the great power on one hand, and on the other,

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respect for our State's sovereignty as well as its full freedom to shape its internal order.

My government wants to shape the alliance relations with the Soviet Union according to the principle of equality and respect for sovereignty. Our alliance will stand on strong foundations if society ratifies it. Today there are favourable conditions for it. It will also open the way to reconciliation between our nations which will end the bad experiences of the past and may have a far-reaching historical dimension.

To our neighbours, Czechoslovakia, the GDR as well as countries in our region we declare our readiness to develop co-operation. We want to free our relations from bureaucracy and to base them on wider contacts which are not limited to chosen groups and political forces. We want to open Poland towards Europe and the world. The proper and full development of our relations in all spheres have so far been hampered by considerations which were far from rational. We must compensate for unfinished work with the countries of the European Community and the USA as well as with other powers of the world economy.

The renewal of diplomatic relations with the Holy See is a historical fact. I also regard as important the normalisation of relations with other countries, especially with those with which they have been broken off. We need a breakthrough in relations with the FRG. The societies of both countries have already achieved more than the governments. We count on the clear development of economic relations and we want real reconciliation comparable to that which has taken place between the Germans and the French. Also, in our interests is co-operation, especially economic with the newly industrialised countries of Asia, Africa, the Pacific, the Middle East and Latin America.

The development of events directly after the war gave birth to the conviction amongst Poles that the West forsook Poland, agreeing to the limitation of her sovereignty. At the same time for years, especially during the last, difficult period, we received from there proof of warm feelings and solidarity. There has come a time which demands a new approach to mutual relations. The full opening of Poland to the West is impossible without the full understanding on the other side of our problems and aspirations. A great problem for our foreign policy is debt. We are not asking for charity, but for an investment, a capital and technological commitment of benefit to all. Our economy must be made healthy through our own work. We want our creditors to know, however, that this is not just an economic question, but that there is associated with it the success of the political transformations in our country that are important for the whole of Europe.

May it please the House! On the initiative of the Chairman of the Independent Self-governing Trade Union (NSZZ) Solidarity, Lech Walesa, agreement has been reached with the United Peasants' Party (ZSL) and the Democratic Party (SD), leading to the creation of a government enjoying support among all reformatory forces represented in the Sejm. The esteemed House, choosing me as Chairman of the Council of Ministers, entrusted me with the creation of such a government. After agreement, along the lines of Article 37 of the Constitution, with the President of the Polish People's Republic, I present the following composition of the Council of Ministers [EE/0554 B/3] and request the appointment of

Leszek Balcerewicz to the post of Deputy Chairman of the Council of Ministers and Minister of Finance;

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Czeslaw Janicki to the post of Deputy Chairman of the Council of Ministers and Minister of Agriculture, Forestry and Food Economy;

Jan Janowski to the post of Deputy Chairman of the Council of Ministers and Minister-Head of the Office for the Advancement and Applications of Science and Technology;

Czeslaw Kiszczak to the post of Deputy Chairman of the Council of Ministers and Minister of Internal Affairs;

Jacek Ambroziak to the post of Minister Head of the Council of Ministers' Office;

Artur Balazs to the post of Minister Member of the Council of Ministers whom I intend to entrust with the co-ordination of social and civilisational affairs in rural areas;

Aleksander Bentowski to the post of Minister of Justice;

Izabela Cywinska to the post of Minister of Culture and Arts,

Aleksander Hall to the post of Minister Member of the Council of Ministers whom I intend to entrust with co-operation with political organisations and associations;

Bronislaw Kaminski to the post of Minister of Environmental Protection and Natural Resources;

Andrzej Kosiniak-Kamysz to the post of Minister of Health and Social Welfare;

Marek Kucharski to the post of Minister Member of the Council of Ministers who will prepare the organisation of the Ministry of Communications;

Jacek Kuron to the post of Minister of Labour and Social Policy;

Aleksander Mackiewicz to the post of Minister of the Domestic Market;

Jerzy Osiatynski to the post of Minister-Director of the Central Planning Office;

Aleksander Paszynski to the post of Minister of Spatial Economy and Construction;

Henryk Samsonowicz to the post of Minister of National Education;

Florian Siwicki to the post of Minister of National Defence;

Krzysztof Skubiszewski to the post of Minister of Foreign Affairs;

Tadeusz Syryjczyk to the post of Ministry of Industry;

Marcin Swiecicki to the post of Minister of Foreign Economic Co-operation;

Witold Trzeciakowski to the post of Minister-Member of the Council of Ministers, Chairman of the Economic Council;

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Franciszek Adam Wieladek to the post of Minister of Transport, Shipping and Communications.

I think it necessary to make certain changes in the structure of the government in the near future. Because of the specific professions and functions that the mass media must carry out in a modern state, I want to form from the Ministry of Transport, Shipping and Communications as it has hitherto existed, a separate Ministry of Communications. I have recognised as correct the observations put forward by foresters and also people associated with environmental protection, and I want to separate forestry from the Ministry of Agriculture, Forestry and Food Economy and incorporate it in the Ministry of Environmental Protection and Natural Resources. The appropriate bills will be presented to the esteemed House in the near future.

At the same time, I want to inform the esteemed House that I intend to appoint Professor Jerzy Kolodziejcki as Secretary of State in the Office of the Council of Ministers in charge of state territorial administration. I intend to create the post of Secretary of State in the Ministry of Foreign Affairs, and to appoint Boleslaw Kulski to the post. For the preparation of the necessary reforms in local self-government, I want to appoint a special government plenipotentiary. Over and above that, I will in the near future announce the appointment of a new Chairman of the Radio and Television Committee and a new Government Press Spokesman.

I have familiarised myself with the course and results of the interviews in Sejm Commissions. I would like to stress that the composition of the government constitutes a team chosen in a carefully considered and deliberate way. Therefore, I ask the House for full acceptance of all members of the Council of Ministers.

Mr Speaker may it please the House Poles must start a new page in their history. Hatred, which could become an enormous destructive force, must be eliminated from our mutual relations. As a nation we must overcome the feeling of hopelessness and jointly face the challenge of the moment the task of overcoming the economic disaster and the restructuring of the state. The government which will be appointed by the Sejm today will take up this double task. We do not make promises that it will be easy for everyone. As a nation, however, we do not stand on lost ground if we make an effort, have patience and the will to act. Let us have trust in the spiritual and material strength of the nation. I believe God will help us to make a giant step on the way which opens before us.

Bar "Abbie"
left, right - so on &

THE WHITE HOUSE
WASHINGTON

tax a "thousandth part of what will be paid to kings, priests and nobles who will rise up among us if we leave the people in ignorance." T.J.

"The things taught in schools and colleges are not an education, but the means of ~~an~~ education." R.W. Emerson

"It is an axiom in pol. science that unless a people are ed. & enlightened it is idle to expect the continuance of civil liberty or the capacity for self government."
Texas Decl. Indep.

Davis/Martin
Date: Nov. 7, 1989
Title: PTA
Draft: One

**PRESIDENTIAL ADDRESS: AMERICAN EDUCATION WEEK, Rm. 450
1:30 p.m., TUESDAY, NOV. 14, 1989**

((Acknowledgements to come -- 12 organizations that have supported American Education Week through 68 years of achievement.))

((Last week I learned how the expectations of youth can compare in a very odd way with one's adult life. You see, I returned to my high school for the first time in ^{TWO} several years. And it struck me, leafing through the yellowed pages of my old yearbook, that I only came in third in "best looking," third in "most likable," third in "most respected," third in "best athlete" and "most popular," and completely missed out in two other categories -- "best politician" and "most likely to succeed.))\ \

But the expectations of youth should always be great. And we are here today, as a nation, to proclaim that America is serious about lifting the hopes and dreams of young Americans, serious about education and the future.

This concern with education is to be found wherever men and women seek to extend human liberty. Just yesterday, I met with Lech Walesa and was deeply impressed by the changes underway in Poland -- and the fervent commitment of the Polish people to make

that change permanent through education. ((Polish quote to
 come.))

Learning +
 Liberty

I'm also pleased to hear that the flag of Liberty and Learning that Christa McAuliffe took with on her on the Challenger, and recovered by NASA, is being taken to every state in the Union.

This flag meant a lot to her because it symbolizes something essential in American life, the vital connection between education and a strong, free nation. She appreciated this, as only a teacher can.

I know that the link between education and democracy was very much on my mind when I recently joined the nation's governors in a summit in Charlottesville to call for a new commitment to education reform -- only the third summit of chief executives in our 200 years as a nation. As we worked together in Charlottesville, the handiwork of our first education president, Thomas Jefferson, was all about us. It was Jefferson, after all, who forever linked American democracy with universal public education. He put the matter in a letter in 1816 with these words: "If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be."

So if there was a sense of urgency to our summit, it was because, like Thomas Jefferson and Christa McAuliffe, all the participants understood that the future of American education is the future of America itself.

That is why we worked at the summit to reach an historic agreement -- a compact, a Jeffersonian compact -- to protect our democracy by bettering our schools. Perhaps no one expressed our aspirations in a better way than a group of teachers in North Carolina, who hung a little sign on the outside of their classrooms that read: "Quiet please . . . teachers at work . . . future under construction."

It is to construct a better future that we agreed to define national goals in education. We agreed to loosen rules that restrict the creativity of states and schools. And then we agreed that everyone should be accountable for the results. It is in the spirit of this compact that I have signed this document today.

Some may ask, "what difference does a proclamation make?" It makes no difference whatsoever -- if we are satisfied with a simple declaration. But we are not.

The men and women here today are using American Education Week to shine a spotlight on millions of dedicated teachers, concerned parents and active volunteers. And on this one week, November 12th to the 18th, Americans will work together on school boards, in adult learning centers, in raising funds for higher education and in countless other ways.

This will be a week of board meetings, open houses, of special school projects and plays -- a week to reflect, to plan and to act. And to kick-off American Education Week, Barbara is hosting a special show on the Disney Channel, introducing 31

Anna Perez
4/7/36

Education
Flag of
Learning
Liberty
Pamphlet

outstanding teachers from around the country. ((So just imagine that -- the Channel that features ^{ok}Goofy and Pluto now has the Silver Fox.))\\
Mickey Minnie

What this week comes down to is not just a federal effort; not just a state effort; not just a local effort. American Education Week is a **national** effort, one that calls on everyone of us to pitch in, to make a difference.

This is in the true spirit of American education and democracy. This is the fondest dream of the greatest American dreamers, from Thomas Jefferson to Christa McAuliffe. And this is what American Education Week is all about.

Thank you for this award. Thank you for all you do. May God bless you all.

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