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2011-2184-F

FOIA MARKER

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

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

OA/ID Number: 13481
Folder ID Number: 13481-006

Folder Title:
Teacher of the Year Awards, 4/5/89 [1]

Stack:	Row:	Section:	Shelf:	Position:
G	26	15	6	4

FINAL

(Smith)
April 5, 1989
Draft Four
Educ

INSERT FOR EDUCATION SPEECHES

Before I begin my remarks, let me discuss one of America's greatest challenges, and opportunities. I refer to education.

President Bush has pledged to be the Education President. Well, this week, by sending legislation to the Congress, he made the first installment on that pledge.

The President's "Educational Excellence Act of 1989" states that our children are America's most precious resource. It seeks to invest in them, and to help unlock their future.

More specifically, the President's program is based on four principles. First, excellence and achievement in education should be rewarded. And, second, Federal dollars should help those most in need. Third, greater flexibility and choice should be available to educators and parents. Fourth, our program demands educational accountability.

To achieve these goals, the "Educational Excellence Act of 1989" includes a number of new initiatives:

We're asking Congress to create a program providing \$500 million by 1993 to reward America's "Merit Schools" -- the schools which improve the most. We want to reward public and private elementary and secondary schools which raise standards, create a safe and drug-free environment, and reduce the drop-out rate.

We're also proposing a new Magnet Schools of Excellence initiative. This program will increase parents' choice in selecting schools. And to keep students, or attract new students from another school, it will spur all schools to do a better job.

Our third initiative provides support to states for "Alternative Certification," of teachers and principles allowing talented Americans from every field to teach in America's classrooms. Consider that today, in many areas, a John Updike, an Alex Haley, couldn't qualify to teach high-school creative writing. When rules are so inflexible that creativity and talent aren't welcome, it's time to change the rules.

Next, we want to create special \$5,000 Presidential Awards for the best teachers in every State. And, to work toward drug-free schools, we're asking Congress to create Urban Emergency Grants. We need to help those urban schools hit hardest by drug abuse and trafficking.

Sixth, our new initiative of National Science Scholars seeks to give America's youth a special incentive through college scholarships to excel in science, mathematics, and engineering. The National Science Foundation predicts a shortage of 400,000 scientists by the year 2000. We must reverse that trend.

Finally, we are proposing an additional \$60 million over four years in endowment matching grants for historically black colleges and universities. This initiative can help give minorities a greater voice -- and make sure that voice is heard.

The "Educational Excellence Act of 1989" reaffirms that the pursuit of excellence is central to America, and seeks to make

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#

MASTER I

Document No. 02236055

WHITE HOUSE STAFFING MEMORANDUM

DATE: 4/1/89 ACTION/CONCURRENCE/COMMENT DUE BY: 4/3/89 c.o.b

SUBJECT: INSERT FOR EDUCATION SPEECHES

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

The attached would be used by Administration spokespersons to describe the President's Educational Excellence Act. Please forward any comments directly to Chriss Winston, Rm. 122, x2930, no later than **c.o.b Monday, April 3, 1989**, with an info copy to my office. Thank you.

RESPONSE:

James W. Cicconi
Assistant to the President
and Deputy to the Chief of Staff
Ext. 2702

1989 MAR 31 PM 7:46

(Smith)
March 31, 1989
Draft Three
Educ

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The President's "Educational Excellence Act of 1989" states that our children are America's most precious resource. It seeks to invest in them, and to help unlock their future.

More specifically, the President's program has ^{is based on} ~~four~~ ^{principles} objectives. ~~First, it says that excellence~~ ^(and achievement in education) should be rewarded. ~~And, second, that Federal dollars~~ ^{should} help those most in need. ~~Third,~~ ^{Fourth} our program demands educational accountability. ~~And, fourth, it~~ ^{Third} supports greater flexibility and choice ~~stand be available to~~ ^{educators and parents.}

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We're asking Congress to create a \$500-million program ^{providing \$500 million by 1993} to reward America's "Merit Schools" -- the schools which improve the most. We want to reward public and private elementary ~~and secondary~~ [?] schools which raise standards, create a safe and drug-free environment, and reduce the drop-out rate.

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Four
(Pence)

selecting schools. And to keep students, or attract new students from another school, it will spur all schools to do a better job.

Our third initiative ^{Provides support to state} calls for "Alternative Certification," ^{of teachers and principles} allowing talented Americans from every field to teach in America's classrooms. Consider that today, in many areas, a John Updike, an Alex Haley, couldn't qualify to teach high-school creative writing. When rules are so inflexible that creativity and talent aren't welcome, it's time to change the rules.

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THE WHITE HOUSE
WASHINGTON



April 3, 1989

MEMORANDUM FOR CHRISS WINSTON
DEPUTY ASSISTANT TO THE PRESIDENT
FOR COMMUNICATIONS

FROM: PATRICIA MACK BRYAN *PMB*
ASSOCIATE COUNSEL TO THE PRESIDENT

SUBJECT: Insert for Education Speeches

Pursuant to James W. Cicconi's staffing memorandum of April 1, 1989, Counsel's Office has reviewed the above-referenced insert. Subject to the comments noted below and the minor edits found directly on the draft, Counsel's Office has no legal objection to that insert.

Page 1, Paragraph 6, Sentence 2: As we understood it, the Merit-Schools program was to reward public and private secondary schools as well as elementary schools. Assuming we are correct, the words "and secondary" should be added between the words "elementary" and "schools."

Page 2, Full Paragraph 1, Sentence 2: In order to avoid violating the longstanding White House policy against having the President provide commercial endorsements, we recommend deleting the references to John Updike and Alex Haley.

Page 2, Paragraph 49, Sentence 2: We recommend deleting the reference to giving minorities a greater voice in order to avoid suggesting that the Administration is attempting to provide special aid to Black Americans rather than to historically black colleges and universities, which teach students from all races.

cc: James W. Cicconi

1989 MAR 31 PM 7:46

(Smith)
March 31, 1989
Draft Three
Educ

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DATE: 4/1/89 ACTION/CONCURRENCE/COMMENT DUE BY: 4/3/89 c.o.b

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RESPONSE: *See changes*

James W. Cicconi
 Assistant to the President
 and Deputy to the Chief of Staff
 Ext. 2702

(Smith)
March 31, 1989
Draft Three
Educ

1989 MAR 31 PM 7:48

INSERT FOR EDUCATION SPEECHES

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MURR 4864
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More specifically, the President's program has four objectives. First, it says that excellence ^{and achievement in Education} should be rewarded. ^{should be used to} ~~And~~, Second, that Federal dollars help those most in need. ^{recognized and} ~~Third~~, ^{Third} our program demands educational accountability. ~~And, fourth~~, it supports greater flexibility and choice. ^{In education -- both parental choice in selecting schools for their children and local school systems.}

To achieve these goals, the "Educational Excellence Act of ^{Choice of teachers and Principals} 1989" includes a number of new initiatives:

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MURR 4864
AND Fourth

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4864

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RESPONSE:

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James W. Cicconi
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(Smith)
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April 3, 1989

MEMORANDUM FOR JIM CICCONI

FROM; DENISE SCHWARZ *DS*
OFFICE OF CABINET AFFAIRS

SUBJECT; INSERT FOR EDUCATION SPEECHES

LOG # 022360SS

We have reviewed the attached and have no comments.

Attachment

cc: Chriss Winston

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Assistant to the President
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We're asking Congress to create a \$500-million program to reward America's "Merit Schools" -- the schools which improve the most. We want to reward public and private elementary schools which raise standards, create a safe and drug-free environment, and reduce the drop-out rate.

We're also proposing a new Magnet Schools of Excellence initiative. This program will increase parents' choice in

selecting schools. And to keep students, or attract new students from another school, it will spur all schools to do a better job.

Our third initiative calls for "Alternative Certification," allowing talented Americans from every field to teach in America's classrooms. Consider that today, in many areas, a John Updike, an Alex Haley, couldn't qualify to teach high-school creative writing. When rules are so inflexible that creativity and talent aren't welcome, it's time to change the rules.

Next, we want to create special \$5,000 Presidential Awards for the best teachers in every State. And, to work toward drug-free schools, we're asking Congress to create Urban Emergency Grants. We need to help those urban schools hit hardest by drug abuse and trafficking.

Sixth, our new initiative of National Science Scholars seeks to give America's youth a special incentive through scholarships to excel in science, mathematics, and engineering. The National Science Foundation predicts a shortage of 400,000 scientists by the year 2000. We must reverse that trend.

Finally, we are proposing \$60 million over four years in endowment matching grants for historically black colleges and universities. This initiative can give minorities a greater voice -- and make sure that voice is heard.

The "Educational Excellence Act of 1989" reaffirms that the pursuit of excellence is central to America, and seeks to make achievement a way of life. By investing in our children, we can shape America's dreams of the twenty-first century.

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WHITE HOUSE STAFFING MEMORANDUM



DATE: 4/1/89

ACTION/CONCURRENCE/COMMENT DUE BY: 4/3/89 c.o.b

SUBJECT: INSERT FOR EDUCATION SPEECHES

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	STUDDERT	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BATES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
BREEDEN	<input type="checkbox"/>	<input type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PINKERTON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS: The attached would be used by Administration spokespersons to describe the President's Educational Excellence Act. Please forward any comments directly to Chriss Winston, Rm. 122, x2930, no later than c.o.b Monday, April 3, 1989, with an info copy to my office. Thank you.

RESPONSE: *Ok gwr*

James W. Cicconi
Assistant to the President
and Deputy to the Chief of Staff
Ext. 2702

(Smith)
March 31, 1989
Draft Three
Educ

INSERT FOR EDUCATION SPEECHES

Before I begin my remarks, let me discuss one of America's greatest challenges, and opportunities. I refer to education.

President Bush has pledged to be the Education President. Well, this week, by sending legislation to the Congress, he made the first installment on that pledge.

The President's "Educational Excellence Act of 1989" states that our children are America's most precious resource. It seeks to invest in them, and to help unlock their future.

More specifically, the President's program has four objectives. First, it says that excellence should be rewarded. And, second, that Federal dollars help those most in need. Third, our program demands educational accountability. And, fourth, it supports greater flexibility and choice.

To achieve these goals, the "Educational Excellence Act of 1989" includes a number of new initiatives:

We're asking Congress to create a \$500-million program to reward America's "Merit Schools" -- the schools which improve the most. We want to reward public and private elementary schools which raise standards, create a safe and drug-free environment, and reduce the drop-out rate.

We're also proposing a new Magnet Schools of Excellence initiative. This program will increase parents' choice in

selecting schools. And to keep students, or attract new students from another school, it will spur all schools to do a better job.

Our third initiative calls for "Alternative Certification," allowing talented Americans from every field to teach in America's classrooms. Consider that today, in many areas, a John Updike, an Alex Haley, couldn't qualify to teach high-school creative writing. When rules are so inflexible that creativity and talent aren't welcome, it's time to change the rules.

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Sixth, our new initiative of National Science Scholars seeks to give America's youth a special incentive through scholarships to excel in science, mathematics, and engineering. The National Science Foundation predicts a shortage of 400,000 scientists by the year 2000. We must reverse that trend.

Finally, we are proposing \$60 million over four years in endowment matching grants for historically black colleges and universities. This initiative can give minorities a greater voice -- and make sure that voice is heard.

The "Educational Excellence Act of 1989" reaffirms that the pursuit of excellence is central to America, and seeks to make achievement a way of life. By investing in our children, we can shape America's dreams of the twenty-first century.

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

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

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

- 2 -

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

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

- 3 -

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

- 4 -

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

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

- 5 -

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

- 6 -

**BARBARA, PLEASE COME ON UP WITH MRS. BIC....
[PRESENT AWARD]**

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

- 7 -

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

- 8 -

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

THE STAKES COULD HARDLY BE HIGHER.

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

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

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

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

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

ALL OF THESE ARE GOOD QUESTIONS....

- 11 -

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

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

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

- 12 -

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

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

- 13 -

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

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

- 14 -

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- 21 -

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

EACH OF THESE SEVEN INITIATIVES WILL MAKE A DIFFERENCE.

- 22 -

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

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

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

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

- 25 -

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

- 26 -

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

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

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

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

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

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

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

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

WHITE HOUSE STAFFING MEMORANDUM

DATE: 4/3/89 ACTION/CONCURRENCE/COMMENT DUE BY: ----

SUBJECT: PRESIDENTIAL REMARKS: TEACHER OF THE YEAR

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PORTER	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DARMAN	<input type="checkbox"/>	<input checked="" type="checkbox"/>	STUDDERT	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BATES	<input type="checkbox"/>	<input checked="" type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
BREEDEN	<input type="checkbox"/>	<input type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PINKERTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
GRAY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>



REMARKS:

The attached has been forwarded to the President.

RESPONSE:

James W. Cicconi
Assistant to the President
and Deputy to the Chief of Staff
Ext. 2702

THE WHITE HOUSE

WASHINGTON

1989 APR -3 PM 1:10

April 3, 1989

INFORMATION

MEMORANDUM FOR THE PRESIDENT

FROM:

DAN MCGROARTY *DMG*

SUBJECT:

NATIONAL TEACHER OF THE YEAR AWARD CEREMONY

I. SUMMARY

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

II. DISCUSSION

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

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

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

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

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

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

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

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

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

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

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

The stakes could hardly be higher.

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

We need to ask ourselves:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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McGroarty/Simon
March 31, 1989
2:00 pm
draft 3

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

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

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

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

Now, to the business at hand. The 1989 National Teacher of the Year has made the journey to Washington from Bethel High School in Hampton, Virginia, many times before, to give her social studies students a first-hand look at how government really works. But in a more important respect the journey for

this year's winner, Mary Bicouvaris, began almost thirty years ago and six thousand miles away. Mary -- or Mrs. Bic, as her students call her, and I will, too -- was born in Greece, came to the United States as a college student, and chose to stay.

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

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

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

The stakes could hardly be higher.

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

We need to ask ourselves:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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THE WHITE HOUSE
WASHINGTON

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Six years ago this month,
~~A Nation~~
the report, A Nation at Risk,
was ^{first} published and America
awakened to the crying need
for fundamental change in
our educational system.