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OA/ID Number: 13481
Folder ID Number: 13481-007

Folder Title:
Teacher of the Year Awards, 4/5/89 [2]

Stack:	Row:	Section:	Shelf:	Position:
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MASTER I

Document No. 022015SS

WHITE HOUSE STAFFING MEMORANDUM

DATE: 3/30/89 ACTION/CONCURRENCE/COMMENT DUE BY: 3/31/89 5:00 PM

SUBJECT: PRESIDENTIAL REMARKS: NATIONAL TEACHER OF THE YEAR AWARD

	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 <i>no comm.</i>	<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 <i>they say there will only be one teacher present - no to 10.</i>	<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 <i>no comm.</i>	<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:

Please forward any comments directly to Chriss Winston, Rm. 122, x2930, no later than 5:00 PM, Friday, March 31, 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

McGroarty/Simon
March 30, 1989
5:00 pm
draft 2

1989 MAR 30 PM 6:45

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

It's my pleasure to join today in recognizing a group of ten teachers who epitomize excellence in education. 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....)

{Recognition of 1989 Teacher of the Year....}

I want to take this opportunity, with so many distinguished educators 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. 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 are we doing 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 are we doing 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 are we doing to make sure America has the additional 400,000 scientists the National Science Foundation says we'll need by the year 2000?

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. Today, I'm sending to Congress a seven-point plan to strengthen our schools -- my first step in following through on my pledge to be the "Education President."

I want to take a moment to detail these seven initiatives, and what they'll do to improve 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 reward schools with a proven formula for success -- and serve as a powerful incentive to encourage others ~~schools~~ schools to follow their lead.

Second, merit awards for our top teachers. (I know I've got at least ten votes for that right here.) 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 ~~costs~~ ^{or expansion}.

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 ~~design~~ ^{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 ~~minority~~^{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: our successful 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. 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.

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 demanding 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.

THE WHITE HOUSE
WASHINGTON



March 31, 1989

MEMORANDUM FOR CHRISS WINSTON
ASSISTANT TO THE PRESIDENT FOR COMMUNICATIONS

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

SUBJECT: Presidential Remarks: National Teacher
of the Year Award

Pursuant to James W. Cicconi's staffing memorandum of March 30, 1989, Counsel's Office has reviewed the above-referenced remarks. Subject to the comments noted below and minor edits found directly on the draft, Counsel's Office has no legal objection to these remarks.

Page 4, Paragraph 3, Sentence 3: Under long-standing White House policy, the President does not provide commercial endorsements -- which include endorsements of authors who sell their works for profit. This policy protects a number of interests, ranging from avoiding provision of an unfair commercial advantage over their competitors to certain individuals or companies, to avoiding embarrassment to the President for improper actions or statements of the entity or individual he has "endorsed." Based on this policy, we recommend deleting the phrase "like Alex Haley or John Updike" and making the minor grammatical changes noted on the draft.

Page 5, Paragraph 3, Sentence 2: We recommend deleting the word "minority", both because it is unnecessary and so as to avoid any further implication that the Administration is seeking to extend federal benefits on the basis of race.

cc: James W. Cicconi

McGroarty/Simon
March 30, 1989
5:00 pm
draft 2

1989 MAR 30 PM 6:45

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

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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....)

{Recognition of 1989 Teacher of the Year....}

I want to take this opportunity, with so many distinguished educators 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. 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 are we doing 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 are we doing 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 are we doing to make sure America has the additional 400,000 scientists the National Science Foundation says we'll need by the year 2000?

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. Today, I'm sending to Congress a seven-point plan to strengthen our schools -- my first step in following through on my pledge to be the "Education President."

I want to take a moment to detail these seven initiatives, and what they'll do to improve 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 reward schools with a proven formula for success -- and serve as a powerful incentive to encourage others' schools to follow their lead.

Second, merit awards for our top teachers. (I know I've got at least ten votes for that right here.) 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 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 ^{can't} aren't certified to teach the literature course in which ^{you} 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 design more flexible certification systems for teachers and principals.

Commercial endorsement

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 ~~minority~~ 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: our successful 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. 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.

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 demanding 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.

THE WHITE HOUSE

WASHINGTON

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.

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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.

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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.

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.

#

Fyd.

Comments on Page
1 as relayed
via phone.

STAFFING MEMORANDUM

DATE:

REFERENCE/COMMENT DUE BY:

3/31/89 5:00 PM

SUBJECT:

NATIONAL TEACHER OF THE YEAR AWARD

		ACTION	FYI			ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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BATES	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	PINKERTON	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please forward any comments directly to Chriss Winston, Rm. 122, x2930, no later than 5:00 PM, Friday, March 31, 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

McGroarty/Simon
March 30, 1989
5:00 pm
draft 2

1989 MAR 30 PM 6:45

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

~~teacher of the year 1989~~ It's my pleasure to join today in recognizing ^{a group of ten} ~~teachers~~ who epitomize excellence in education. 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.

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

{Recognition of 1989 Teacher of the Year....}

I want to take this opportunity, with so many distinguished educators 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. We're at a point today where there is an emerging

teacher 1989
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I want to take a moment to detail these seven initiatives, and what they'll do to improve 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 reward schools with a proven formula for success -- and serve as a powerful incentive to encourage others schools to follow their lead.

Second, merit awards for our top teachers. (I know I've got at least ten votes for that right here.) 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 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 design 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.

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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 minority men and women, and they deserve our support.

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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 demanding 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.

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

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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. Today, I'm sending to Congress a seven-point plan to strengthen our schools -- my first step in following through on my pledge to be the "Education President."

THE WHITE HOUSE

WASHINGTON

March 31, 1989

MEMORANDUM FOR CHRISS WINSTON

FROM: ROGER B. PORTER ^{RB}

SUBJECT: Education Speech -- Teacher of the Year

I am very concerned that this speech does not live up to the expectations being generated for our "Education Day" next week. I recognize that the goal is to outline our initiatives, that the President wants it short, but at a minimum we need to communicate -- clearly and forcefully:

- 1) that the President's proposals have a clear philosophical framework (the four principles need to be presented clearly);
- 2) that the President is committed to keeping reform on the public agenda.

We must avoid overpromising what these particular programs will accomplish even while we advocate them and outline their merits.

It is also essential to give a nod to Congress on the work they did last year on the elementary and secondary reauthorization act, as well as for the work done already on the Head Start budget.

With these thoughts in mind -- and a few additional concerns -- we propose the following edits.

1. We hope to have Governors attend the ceremony; assuming they do, let's include a reference to them. (See page 1.)
2. A sentence has been added to page 1 to allude to our theme of "Building a Better America." (See page 1.)
3. To emphasize the need for continued reform (and demonstrate this President is aware of educational trends to date) we suggest referring to the April anniversary of A Nation At Risk (see page 1).
4. The edits at the top of page 2 are intended to emphasize "reform."

5. The insertion on page 2, "what can we do to assure that graduates in the year 2000 have the knowledge and skills to make this nation competitive in the global marketplace?" is intended to emphasize the "competitiveness" theme.
6. The insertions on page 2, (i.e., what "can we do") are intended to build up to the President's action plan, without overpromising the impact of our program. The current language overpromises, especially the last two paragraphs of page 2. We urge their deletion.
7. We propose instead to insert two paragraphs (Insert "B") to explain clearly the four principles. It is also important to communicate that, in this legislation, the President is following through on his campaign promises. Also, while we are not prepared to establish here and now specific goals, the approach used in the speech to the junior colleges was good. I am specifically alluding to the lines "When some high school grads can't find jobs in a market begging for workers, then we've got a serious social imbalance, we have an education gap. We need to bridge that gap. Let's bridge it as fast as we possibly can." It was a good applause line in the junior college speech and it deserves to be repeated.
8. On page 5, it is important to insert appropriate recognition of Congress in their role in designing last year the bill which we are amending. Insert "A" is designed to do this (it was read to Gordon Wheeler in Legislative Affairs, who approves).

If you have any questions, please let me know.

cc: James W. Cicconi
David F. Demarest, Jr.
Frederick D. McClure

McGroarty/Simon
March 30, 1989
5:00 pm
draft 2

1989 MAR 30 PM 5:45

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

It's my pleasure to join today in recognizing a group of ten teachers who epitomize excellence in education. 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....)

{Recognition of 1989 Teacher of the Year....}

governors I want to take this opportunity, with so many distinguished educators 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. *For this work is essential to building a better America.* We're at a point today where there is an emerging

as we mark this very month the sixth anniversary of A Nation at Risk, which awakened the nation to the crying need for fundamental education reform,

X

x
our challenge today is to implement the changes we now know consensus on education reform -- and an energy of purpose to take up the challenge. We need. My personal goal is to move reform forward.

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 ~~are we doing~~ ^{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 ~~are we doing~~ ^{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?

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What ~~are we doing~~ ^{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?

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. Today, I'm sending to Congress a seven-point plan to strengthen our schools -- my first step in following through on my pledge to be the "Education President."

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

now see insect B

INSERT B FOR PAGE 2.

We can reward what works. We can help those most in need of our help. We can promote choice and flexibility for parents and school administrators. And we can raise expectations and hold ourselves accountable for the results - results as revealed by what our students can and cannot do. When some high school grads can't find jobs in a market begging for workers, then we've got a serious social imbalance, we have an education gap. We need to bridge that gap. Let's bridge it as fast as we possibly can.

These four simple ideas -- rewards for excellence, help for those in need, choice and flexibility, and accountability -- are the driving force behind the legislation I am transmitting today: the Educational Excellence Act of 1989. This act embodies the ideas and programs I talked about during the campaign. And now it's time to put them into practice.

this legislative proposal I want to take a moment to detail these seven initiatives *in* and what they'll do to improve 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

provide cash awards to proposal will ~~reward schools with a proven formula for success~~

These awards will *which have improved over time in education* *their students.* and serve as a powerful incentive to encourage other schools to follow their lead.

Second, merit awards for our top teachers. ~~(I know I've~~

NOT SURE ABOUT THIS.

delete ~~got at least ten votes for that right here.)~~ 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.

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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 minority 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} ~~our successful~~ 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. ^[Not needed here to Congress for action already taken] 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.

Insert A here

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

Insert (A)

The initiatives I propose, in fact, build on the good work of the 100th Congress as it reauthorized the elementary and secondary education act. The Congress worked hard to bring more accountability into the law, to concentrate resources on the needy and to emphasize improvement in the schools. I look forward to working with this Congress to move these ideas further into reality with these initiatives.

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 demanding 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.

WHITE HOUSE STAFFING MEMORANDUM

DATE: 3/30/89 ACTION/CONCURRENCE/COMMENT DUE BY: 3/31/89 5:00 PM

SUBJECT: PRESIDENTIAL REMARKS: NATIONAL TEACHER OF THE YEAR AWARD

	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"/>
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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"/>
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HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please forward any comments directly to Chriss Winston, Rm. 122, x2930, no later than 5:00 PM, Friday, March 31, 1989, with an info copy to my office. Thank you.

Roger Porter's

RESPONSE:

Concur w Kate Hoover's insert A on page 5

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

McGroarty/Simon
March 30, 1989
5:00 pm
draft 2

1989 MAR 30 PM 6:45

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educators 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. We're at a point today where there is an emerging

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RESPONSE:

See Changes

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

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

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. Today, I'm sending to Congress a seven-point plan to strengthen our schools -- my first step in following through on my pledge to be the "Education President."

I want to take a moment to detail these seven initiatives, and what they'll do to improve 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 reward 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 know I've got at least ten votes for that right here.) 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.

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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, *and Principals.*

Magnet Schools are an important instrument of choice -- a means of promoting healthy competition to attract students *and from a wide variety of backgrounds* 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 *the establishment, expansion or enhancement of* magnet school start-up 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 design *develop or expand* 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 minority 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: our successful 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. 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.

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 demanding 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.

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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.

WHITE HOUSE STAFFING MEMORANDUM

DATE: 3/30/89 ACTION/CONCURRENCE/COMMENT DUE BY: 3/31/89 5:00 PM

SUBJECT: PRESIDENTIAL REMARKS: NATIONAL TEACHER OF THE YEAR AWARD

	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"/>
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DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input 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:

Please forward any comments directly to Chriss Winston, Rm. 122, x2930, no later than 5:00 PM, Friday, March 31, 1989, with an info copy to my office. Thank you.

OK

RESPONSE:

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

1989 MAR 30 PM 6:45

McGroarty/Simon
March 30, 1989
5:00 pm
draft 2

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THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

April 5, 1989

REMARKS BY THE PRESIDENT
DURING NATIONAL TEACHER OF THE YEAR
AWARD CEREMONY

The Rose Garden

11:41 A.M. EDT

THE PRESIDENT: Thank you, ladies and gentlemen, Governor, distinguished members of the Congress. Well, it is 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 the kids whenever the chance presents itself. Last week, I was over here in James Madison High in Vienna, Virginia, and had lunch in the cafeteria there. I found the students interested and well-informed, the teachers engaged and energetic. But the pizza -- (laughter.) Enough said.

But 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 firsthand look at how government really works. But in a more important respect the journey for this year's winner, Mary Bicouvaris, began almost 30 years ago and 5,000 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 then chose to stay. Ms. Bic was inspiring good citizenship in her students before she herself was an American citizen. And 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.

And so now I'd like to ask Barbara to bring Mrs. Bic up here and present this award. (Applause.) Congratulations.

And now let me just take this opportunity, with so many distinguished educators, and governors, members of Congress present, to lay out a plan for what we, on the federal level, can do to improve our nation's schools. Six years ago this month, this report that all of us remember, "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's 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. And as we look

about some of the problems in the severely disadvantaged areas, and some on reservations and others where the drop-out rates are simply intolerable.

What can we do to make sure America has the additional 400,000 scientists and the National Science Foundation say that we're going to 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?

And all of these are good questions.

And then there's the one I often hear when education is the issue and budget constraints cloud everything on the horizon, and the question is, well, what are you going to do about it? A fair question. We're going to take action -- action to make excellence in education not just a rallying cry, but a classroom reality. And we can start by rewarding what works. We can help those most in need. 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 that I'm sending to the Congress today: Education Excellence Act of 1989.

And I want to take a moment to detail this seven-point plan. 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 that 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.

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The plain fact is kids can't succeed in the classroom if 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 the business in an environment where learning can take place. (Applause.)

And the last and not the least is -- of initiatives is expanded federal help to these historically black colleges and universities, in the form of matching grants to build the endowments at these vital institutions -- endowments that are lagging far behind many other schools. Historically black schools have served as an avenue of opportunity for millions of young men and women, and they do deserve federal help.

Each of these seven initiatives are going to make a difference. Let me just mention quickly three more efforts -- one, 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 a couple of months ago calls for a \$250 million 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 very swiftly to approve the increase. The college savings bond plan that 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 that are here today. And the legislation we will soon propose for voc-ed, for vocational education, will advance the principles of accountability and 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.

urgent attention than the education of our kids.

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. And the gardener objected. And he explained that the tree was slow-growing and would take 100 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." (Laughter.)

And that's why I really do believe 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. And there's no time to lose in shaping the next generation -- and no better time to begin than today.

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

Secretary Cavazos, why don't you -- if you would, sir, bring Senator Kassebaum and Congressman Goodling, and our distinguished governors up here, and Ms. Bic, if you'll join us too, and we will sign this, and then I'll have a chance to say hello.

(The bill is signed.)

END

11:50 A.M. EDT