

Originally Processed With FOIA(s):

FOIA Number:

S

# FOIA MARKER

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

---

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

---

**OA/ID Number:** 13482  
**Folder ID Number:** 13482-007

---

**Folder Title:**  
Education Reform, 4/13/89 [1]

---

| Stack:   | Row:      | Section: | Shelf:   | Position: |
|----------|-----------|----------|----------|-----------|
| <b>G</b> | <b>25</b> | <b>6</b> | <b>2</b> | <b>2</b>  |

---

# WHITE HOUSE STAFFING MEMORANDUM

DATE: 04/11/89 ACTION/CONCURRENCE/COMMENT DUE BY: ----

SUBJECT: PRESIDENTIAL REMARKS: EDUCATION REFORM

(04/11 6:40 p.m.draft)

|                | 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"/>            | <u>ROGERS</u>    | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| CARD           | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <u>PINKERTON</u> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| CICCONI        | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <u>WINSTON</u>   | <input checked="" 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 11 PM 8:00

APRIL 11, 1989

INFORMATION

MEMORANDUM FOR THE PRESIDENT

THROUGH:           CHRISS WINSTON *CS*  
FROM:               MARK LANGE *ML*  
SUBJECT:            REMARKS FOR EDUCATION REFORM

I.    SUMMARY

Attached are draft remarks for your speech on education reform, in Union, New Jersey, on Thursday, April 13, at 12:30 p.m.

II.   DISCUSSION

Governor Kean, Secretary Cavazos, and Congressman Rinaldo will be present.

Your audience, in a high school gymnasium, will number between 800 and 1200 -- primarily school superintendents, teachers, and students. Some of these students won President's Academic Fitness Awards, as cited.

Your speech is based on the four principles of your education program. You cite the benefits of local initiatives, business involvement, and volunteerism -- and suggest that meaningful reform demands more than money.

If there is "news" in this speech, it is probably the idea of partial deregulation of education: offering waivers to poorer communities, offering them more flexibility in exchange for greater accountability.

(Lange/Blessey)  
April 11, 1989  
6:40 p.m.  
[REFORM.DOC]

PRESIDENTIAL REMARKS:      EDUCATION REFORM  
                                 THURSDAY, APRIL 13, 1989  
                                 UNION, NEW JERSEY  
                                 12:30 P.M.

Thank you Governor Kean, Secretary Cavazos, Congressman Rinaldo -- and all of you who work to make American schools the best in the world.

This is not an easy time to be a student. So much is demanded of kids now. So many new pressures, that previous generations didn't have to deal with.

People sometimes talk about the complexity of the office I hold. They wonder if it's become too much for one person. Well, compared to modern adolescence, the Presidency is easy. At least I've got people to brief me every morning -- and make sure I get home from parties safely...

But when I look across this room today, I don't worry about the future of our youth. I see staunch advocates -- and dedicated professionals -- and determined students -- who know that education in America can be the best in the world.

You know, this nation was founded by people who sought out unexplored frontiers. At first, those frontiers meant perilous ocean crossings. Then the West offered the challenge of vast new expanses. Recently, we've found new directions in space exploration and astro-physics, taking us to the farthest reaches of the universe.

We have always taught our children about these frontiers. They're part of the American world view. Part of our idea of human progress. Part of our picture of ourselves.

But we must now draw the attention of a new generation to a larger, almost limitless frontier: the frontier of the mind.

Our goal for education must be as ambitious as it's been for the West, or for space exploration, or for any other American frontier.

We have a new manifest destiny: to develop America's young minds to their fullest. Because if we lose the mind and spirit of even one young person, we will have lost something precious, forever.

Many of our students are among the best in the world. But too many still graduate unable to read their own diplomas. We've

heard enough about how bad an American education is supposed to be. Enough. We need to hear more about how to make it better.

And the way to do that is with people like you, through partnerships at the state level. With the National Governor's Association, with teachers, administrators, parents, Private Industry Councils, local businesses, and the students themselves.

By thinking ahead -- by working creatively together -- we can build a culture of high expectations. We can open up the frontier of the mind to every kid who enters a classroom.

You know, somebody once asked Mae West what she wanted to be remembered for. Her answer? "Everything." My goal is a little more modest. But I do want to be remembered as the Education President -- and to use the bully pulpit of the presidency to improve American schools.

My ideas about education are based on four principles -- tapping the kind of creativity that's already at work in local communities like this.

First, this administration will reward excellence, through awards to schools that demonstrate significant improvement, rewards for good teachers, and a new scholarship program for outstanding math and science students. Our schools have always

recognized athletic excellence -- and that's great. But it's also good to hear about groups like the Montrose Academic Booster Club. And the Presidential Academic Fitness Awards, which reward excellence in scholarship -- I think some of those winners are with us today.

Second, we want to promote flexibility and choice, through magnet schools, and by removing some of the over-regulation of education. We seek alternative certification for good people who want to teach, but are now kept out of the classroom. We're considering more school-based management, to give more local control.

Third, we want to help those most in need, targeting federal resources where they can do the most good. We want to waive some regulations for poorer communities, allowing them to pool state and federal funds in exchange for higher accountability and performance -- a kind of performance-driven, partial deregulation of education. We'll give you the flexibility -- you show us the results. I predict they'll be outstanding.

And fourth, we need to promote accountability in education, for everyone. That means teachers, yes -- and we want to work with educators, on how to objectively, and fairly, measure results. But it's much broader than that. The problems our schools face won't be solved by assigning blame, or applying a

puff of smoke here, a bolt of lightning there. Only a united effort can lead to the kind of education reform that lasts.

This means that all of us are accountable for the quality of American schools. Business leaders who understand that their ability to compete depends on the quality of the new talent they develop -- and who set up outstanding public-private ventures, like the Sci-Tech center in Liberty State Park, where students learn about science and engineering, hands-on.

Superintendents who can create a clear mandate for improvement, and gain support for their priorities. And parents who get involved through programs like "Books and Beyond" in Paramus, where reading at home to the kids has cut time in front of the TV by as much as 85 percent. Or the "Very Important Parent" awards to Jersey City parents, who get involved with their kids' local schools.

And there are other, unexpected sources of untapped talent that can help improve our schools. In New York City -- where thousands of volunteers are helping in hundreds of schools -- my wife Barbara met with a group helping Cambodian children learn English.

While she was there, one older lady told Bar how desperately lonely she had been until she volunteered. Her eyes filled with

tears at the memory. And then her face lit up, as she told Barbara, "I have never been lonely a day since."

One need matches another -- and a wonderful thing happens. You come up with an answer that money just can't buy. That's one reason we need to rely less on the collective wallet, and more on our collective will.

A society that worships money -- or sees money as a cure for all that ails it -- is a society in peril. But we are not that kind of people. And we must do more than wish we had more to spend. Because the challenge of education reform suggests something much more fundamental than money.

Already, this nation spends more on education than on defense. We spend more money per student than many other advanced nations in the world -- including Japan.

One lesson I learned in school is sometimes there's more than one right answer. More spending isn't the only right answer, or even the best answer. What we need is better value for what we spend. What we need -- what this conference is all about -- is a shared determination on the part of every American to get involved with our schools. We must re-establish the value of teaching and learning in this country.

Like every new landscape we've explored in American history, the frontier of the mind will be won by individuals of courage and determination. And you know, frontier stories are full of tales about brave individuals. So I wanted to share with you a story I heard -- a study in determination.

This week I heard about a young woman, who had been poor and on welfare all her life. Well, she enrolled in a School for Pregnant Girls in Memphis. Things were going fine -- until the last day of exams -- when she realized her baby had other plans for her that day.

Well, she wouldn't leave. She took her last two final exams in the nurse's office. Only then did she let them take her to the hospital. She made B's on the two exams. She had a boy. She'll graduate in May. And she's landed a job at a University -- with child care -- where she's also going to take classes.

If the rest of us can summon even a fraction of that kind of courage against the odds, we can make sure that every young American gets a solid education.

Good schools in America are a social responsibility, yes, and an economic necessity. We share the conviction that there is no such thing as an expendable student. We will never accept the notion that vast numbers of illiterate and undereducated

Americans can be offset by a well-educated elite. That is not the American way.

Every young American deserves the best chance. I'm asking you to join me, in renewed determination, to help this generation -- and every generation -- develop and triumph in the frontier of the mind.

Thank you. God bless you all. And God bless America.

RESTAFFING

**WHITE HOUSE STAFFING MEMORANDUM**

DATE: 4/11/89 ACTION/CONCURRENCE/COMMENT DUE BY: 4/11/89 4:00 PM

SUBJECT: PRESIDENTIAL REMARKS: PROJECT EDUCATION REFORM

|                | 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: Please forward your comments directly to Chriss Winston, Rm. 122, x2930, no later than 4:00 PM, TODAY, April 11, 1989, with an info copy to my office. Sorry for the short turnaround. Thank you.

RESTAFFING -- PLEASE DISREGARD EARLIER DRAFT

RESPONSE: *OK*

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

(Lange/Blessey)  
April 11, 1989  
9:00 a.m.  
[REFORM.DOC]

PRESIDENTIAL REMARKS:

1989 APR 11 AM 10:11  
EDUCATION REFORM  
THURSDAY, APRIL 13, 1989  
UNION, NEW JERSEY  
[TIME]

Thank you. Governor Kean, Secretary Cavazos, Congressman Rinaldo -- and all of you, who are working to make American schools the best in the world.

This is not an easy time to be a student. So much is demanded of kids now. So many new pressures, that previous generations didn't have to deal with.

People sometimes talk about the complexity of the office I hold. They wonder if it's becoming too much for one person. Well, compared to modern adolescence, the Presidency is easy. At least I've got people to brief me every morning -- and make sure I get home from parties safely.

But when I look across a group like this one, I don't worry about the future of youth quite as much. I see staunch advocates -- and dedicated professionals -- and determined students -- who know that education in America can be the best in the world.

You know, we've always been a nation that seeks out unexplored frontiers. Once, those frontiers meant perilous ocean crossings. Then the West offered the challenge of vast new expanses. Recently, we've found new directions in space exploration and astro-physics, taking us to the farthest reaches of the universe.

We have always taught our children about these frontiers. They're part of the American world view. Part of our idea of human progress. Part of our picture of ourselves.

But we must now draw the attention of a new generation to a larger, almost limitless frontier: their own minds. In an age of information and ideas, the greatest undiscovered frontier is right under your hat.

Our goal for education must be as ambitious as it's been for the West, or for space exploration, or for every other American frontier.

Develop the American mind to its fullest, and this nation's horizons will be limitless. But if we lose the mind and spirit of even one young person, we start to put a precious natural resource at risk.

Many of our students are among the best in the world. But too many still graduate unable to read their own diplomas. We've heard enough about how bad education is supposed to be. Enough. We need to hear more about how to make it better.

And the place to do that, is with people like you. Through partnerships at the state level. With the National Governor's Association, with teachers, administrators, parents, Private Industry Councils, local businesses, and the students themselves.

By thinking ahead -- by working creatively together -- we can build a culture of high expectations. We can open up the frontier of the mind to every kid that enters a classroom.

You know, somebody once asked a great actress, Mae West, what she wanted to be remembered for. Her answer? She said, "Everything." My goal is a little more modest. But I do want to be remembered as the Education President -- and to use the bully pulpit of the presidency to improve American schools.

My ideas about education are based on four principles -- tapping the kind of creativity that's already at work in local communities like this one.

First, this administration will reward excellence, through awards to schools that improve -- and rewards for good teachers.

A new scholarship program for outstanding math and science students. Our schools have always recognized athletic excellence -- and that's great. But it's also good to hear about groups like the Montrose Academic Booster Club. And the Presidential Academic Fitness Awards, rewarding excellence -- I think some of those winners are with us today.

Second, we want to promote flexibility and choice, through magnet schools, and by removing some of the over-regulation of education. We seek alternative certification for good people that want to teach, but are now kept out of the classroom. We're considering more school-based management, to give more local control.

Third, we want to help those most in need, devoting resources where they can do the most good. We want to waive some regulations for poorer communities, allowing them to pool state and federal funds in exchange for higher accountability and performance -- a kind of performance-driven, partial deregulation of education. We'll give you the flexibility -- you show us the results. I predict they'll be outstanding.

And fourth, we need to promote accountability in education, for everyone. That means teachers, yes -- and we want to work with educators, on how to objectively, and fairly, measure results. But it's much broader than that. The problems our

schools face won't be solved by assigning blame, or applying a puff of smoke here, a bolt of lightning there. Only a united effort can lead to the kind of education reform that lasts.

This means that all of us are accountable for the quality of American schools. Business leaders: who understand that their ability to compete depends on the quality of the new talent they develop. And who set up outstanding public-private ventures, like the Sci-Tech center in Liberty State Park, where students learn about science and engineering, hands-on.

Superintendents: who can create a clear mandate for improvement, and gain support for their priorities. And parents: who get involved through programs like "Books and Beyond" in Paramus, where reading at home to the kids has cut time in front of the TV by as much as 85 percent. Or the "Very Important Parent" awards to Jersey City parents, who get involved with their kids in local schools.

And there are other, unexpected sources of untapped talent that can help improve our schools. In New York City -- where 15,000 volunteers are helping in over 500 schools -- my wife Barbara met with a group helping Cambodian children learn English.

While she was there, one older lady told Bar how desperately lonely she had been until she volunteered. Her eyes filled with tears in the remembering. And then her face lit up, as she told Barbara, "I have never been lonely a day since."

One need matches another need -- and a wonderful thing happens. You come up with an answer that money just can't buy. That's one reason we need to rely less on the collective wallet, and more on collective will.

The society that worships money -- or sees money as a cure for all that ails it -- is a society in peril. But we are not that kind of people. And we must do more than wish we had more to spend. Because the challenge of education reform suggests something much more fundamental than money.

Already, we spend more on education than on defense. We spend more money per student per year than any other country in the world -- including Japan. Federal spending for education -- which is only a fraction of the total -- has increased 00 percent over the last decade.

One thing I learned in school is sometimes there's more than one right answer. More spending -- that isn't the only right answer, or even the best answer. What is needed -- what this conference is all about -- is a shared determination on the part

of every American, to get involved with our schools. We must re-establish the value of teaching, and learning in this country.

Like every new landscape we've explored in American history, the frontier of the mind will be won by individuals of courage and determination. And you know, frontier stories are full of tales about brave individuals. So I wanted to share with you a story I heard -- a study in determination.

This week I heard about a young woman, who had been poor and on welfare all her life. Well, she enrolled in a School for Pregnant Girls in Memphis. Things were going fine -- until the last day of exams -- when she realized her baby had other plans for her that day.

Well, she wouldn't leave. She took her last two final exams in the nurse's office. Only then did she let them take her to the hospital. She had a son. She made B's on the two exams. She'll graduate in May. And she's gotten a job at a University -- with child care -- where she's also going to take classes.

If the rest of us can summon even a fraction of that kind of courage against the odds, we make sure that every young American gets a good education.

Good schools in America are a social responsibility, yes, and an economic necessity. But more than that, they're a moral imperative -- because knowledge is power. We share the conviction that there is no such thing as an expendable student. We will never accept the notion that vast numbers of illiterate and undereducated Americans can be offset by a well-educated elite. That is not the American way.

Every young American deserves the best chance. I'm asking you to join me, in renewed determination, to help this generation -- and every generation -- triumph in the frontier of the mind.

Thank you. God bless you all. And God bless America.

THE WHITE HOUSE

WASHINGTON

President's  
copy

100 MAR 11 1989

APRIL 11, 1989

INFORMATION

MEMORANDUM FOR THE PRESIDENT

THROUGH:           CHRISS WINSTON *EW*  
FROM:               MARK LANGE *ML*  
SUBJECT:           REMARKS FOR EDUCATION REFORM

I.   SUMMARY

Attached are draft remarks for your speech on education reform, in Union, New Jersey, on Thursday, April 13, at 12:30 p.m.

II.   DISCUSSION

Governor Kean, Secretary Cavazos, and Congressman Rinaldo will be present.

Your audience, in a high school gymnasium, will number between 800 and 1200 -- primarily school superintendents, teachers, and students. Some of these students won President's Academic Fitness Awards, as cited.

Your speech is based on the four principles of your education program. You cite the benefits of local initiatives, business involvement, and volunteerism -- and suggest that meaningful reform demands more than money.

If there is "news" in this speech, it is probably the idea of partial deregulation of education: offering waivers to poorer communities, offering them more flexibility in exchange for greater accountability.

(Lange/Blessey)  
April 11, 1989  
6:40 p.m.  
[REFORM.DOC]

PRESIDENTIAL REMARKS:      EDUCATION REFORM  
                                 THURSDAY, APRIL 13, 1989  
                                 UNION, NEW JERSEY  
                                 12:30 P.M.

Thank you Governor Kean, Secretary Cavazos, Congressman Rinaldo -- and all of you who work to make American schools the best in the world.

This is not an easy time to be a student. So much is demanded of kids now. So many new pressures, that previous generations didn't have to deal with.

People sometimes talk about the complexity of the office I hold. They wonder if it's become too much for one person. Well, compared to modern adolescence, the Presidency is easy. At least I've got people to brief me every morning -- and make sure I get home from parties safely...

But when I look across this room today, I don't worry about the future of our youth. I see staunch advocates -- and dedicated professionals -- and determined students -- who know that education in America can be the best in the world.

You know, this nation was founded by people who sought out unexplored frontiers. At first, those frontiers meant perilous ocean crossings. Then the West offered the challenge of vast new expanses. Recently, we've found new directions in space exploration and astro-physics, taking us to the farthest reaches of the universe.

We have always taught our children about these frontiers. They're part of the American world view. Part of our idea of human progress. Part of our picture of ourselves.

But we must now draw the attention of a new generation to a larger, almost limitless frontier: the frontier of the mind.

Our goal for education must be as ambitious as it's been for the West, or for space exploration, or for any other American frontier.

We have a new manifest destiny: to develop America's young minds to their fullest. Because if we lose the mind and spirit of even one young person, we will have lost something precious, forever.

Many of our students are among the best in the world. But too many still graduate unable to read their own diplomas. We've

heard enough about how bad an American education is supposed to be. Enough. We need to hear more about how to make it better.

And the way to do that is with people like you, through partnerships at the state level. With the National Governor's Association, with teachers, administrators, parents, Private Industry Councils, local businesses, and the students themselves.

By thinking ahead -- by working creatively together -- we can build a culture of high expectations. We can open up the frontier of the mind to every kid who enters a classroom.

You know, somebody once asked Mae West what she wanted to be remembered for. Her answer? "Everything." My goal is a little more modest. But I do want to be remembered as the Education President -- and to use the bully pulpit of the presidency to improve American schools.

My ideas about education are based on four principles -- tapping the kind of creativity that's already at work in local communities like this.

First, this administration will reward excellence, through awards to schools that demonstrate significant improvement, rewards for good teachers, and a new scholarship program for outstanding math and science students. Our schools have always

recognized athletic excellence -- and that's great. But it's also good to hear about groups like the Montrose Academic Booster Club. And the Presidential Academic Fitness Awards, which reward excellence in scholarship -- I think some of those winners are with us today.

Second, we want to promote flexibility and choice, through magnet schools, and by removing some of the over-regulation of education. We seek alternative certification for good people who want to teach, but are now kept out of the classroom. We're considering more school-based management, to give more local control.

Third, we want to help those most in need, targeting federal resources where they can do the most good. We want to waive some regulations for poorer communities, allowing them to pool state and federal funds in exchange for higher accountability and performance -- a kind of performance-driven, partial deregulation of education. We'll give you the flexibility -- you show us the results. I predict they'll be outstanding.

And fourth, we need to promote accountability in education, for everyone. That means teachers, yes -- and we want to work with educators, on how to objectively, and fairly, measure results. But it's much broader than that. The problems our schools face won't be solved by assigning blame, or applying a

puff of smoke here, a bolt of lightning there. Only a united effort can lead to the kind of education reform that lasts.

This means that all of us are accountable for the quality of American schools. Business leaders who understand that their ability to compete depends on the quality of the new talent they develop -- and who set up outstanding public-private ventures, like the Sci-Tech center in Liberty State Park, where students learn about science and engineering, hands-on.

Superintendents who can create a clear mandate for improvement, and gain support for their priorities. And parents who get involved through programs like "Books and Beyond" in Paramus, where reading at home to the kids has cut time in front of the TV by as much as 85 percent. Or the "Very Important Parent" awards to Jersey City parents, who get involved with their kids' local schools.

And there are other, unexpected sources of untapped talent that can help improve our schools. In New York City -- where thousands of volunteers are helping in hundreds of schools -- my wife Barbara met with a group helping Cambodian children learn English.

While she was there, one older lady told Bar how desperately lonely she had been until she volunteered. Her eyes filled with

tears at the memory. And then her face lit up, as she told Barbara, "I have never been lonely a day since."

One need matches another -- and a wonderful thing happens. You come up with an answer that money just can't buy. That's one reason we need to rely less on the collective wallet, and more on our collective will.

A society that worships money -- or sees money as a cure for all that ails it -- is a society in peril. But we are not that kind of people. And we must do more than wish we had more to spend. Because the challenge of education reform suggests something much more fundamental than money.

Already, this nation spends more on education than on defense. We spend more money per student than many other advanced nations in the world -- including Japan.

One lesson I learned in school is sometimes there's more than one right answer. More spending isn't the only right answer, or even the best answer. What we need is better value for what we spend. What we need -- what this conference is all about -- is a shared determination on the part of every American to get involved with our schools. We must re-establish the value of teaching and learning in this country.

Like every new landscape we've explored in American history, the frontier of the mind will be won by individuals of courage and determination. And you know, frontier stories are full of tales about brave individuals. So I wanted to share with you a story I heard -- a study in determination.

This week I heard about a young woman, who had been poor and on welfare all her life. Well, she enrolled in a School for Pregnant Girls in Memphis. Things were going fine -- until the last day of exams -- when she realized her baby had other plans for her that day.

Well, she wouldn't leave. She took her last two final exams in the nurse's office. Only then did she let them take her to the hospital. She made B's on the two exams. She had a boy. She'll graduate in May. And she's landed a job at a University -- with child care -- where she's also going to take classes.

If the rest of us can summon even a fraction of that kind of courage against the odds, we can make sure that every young American gets a solid education.

Good schools in America are a social responsibility, yes, and an economic necessity. We share the conviction that there is no such thing as an expendable student. We will never accept the notion that vast numbers of illiterate and undereducated

Americans can be offset by a well-educated elite. That is not the American way.

Every young American deserves the best chance. I'm asking you to join me, in renewed determination, to help this generation -- and every generation -- develop and triumph in the frontier of the mind.

Thank you. God bless you all. And God bless America.

MASTER II

RESTAFFING

WHITE HOUSE STAFFING MEMORANDUM

DATE: 4/11/89 ACTION/CONCURRENCE/COMMENT DUE BY: 4/11/89 4:00 PM

SUBJECT: PRESIDENTIAL REMARKS: PROJECT EDUCATION REFORM

|                | 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 N/C   | <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 N/C | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| BATES N/C      | <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 checked="" 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 N/C       | <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 your comments directly to Chriss Winston, Rm. 122, x2930, no later than 4:00 PM, TODAY, April 11, 1989, with an info copy to my office. Sorry for the short turnaround. Thank you.

RESTAFFING -- PLEASE DISREGARD EARLIER DRAFT

RESPONSE:

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

(Lange/Blessey)  
April 11, 1989  
9:00 a.m.  
[REFORM.DOC]

PRESIDENTIAL REMARKS:

1989 APR 11 AM 10:11  
EDUCATION REFORM  
THURSDAY, APRIL 13, 1989  
UNION, NEW JERSEY  
[TIME]

Thank you <sup>X</sup> Governor Kean, Secretary Cavazos, Congressman Rinaldo -- and all of you, who are working to make American schools the best in the world.

This is not an easy time to be a student. So much is demanded of kids now. So many new pressures <sup>X</sup> that previous generations didn't have to deal with.

People sometimes talk about the complexity of the office I hold. They wonder if it's becoming <sup>e</sup> too much for one person. Well, compared to modern adolescence, the Presidency is easy. At least I've got people to brief me every morning -- and make sure I get home from parties safely.

But when I look across a group like this one, I don't worry about the future of youth quite as much. I see staunch advocates -- and dedicated professionals -- and determined students -- who know that education in America can be the best in the world.

You know, we've always been a nation that seeks out unexplored frontiers. Once, those frontiers meant perilous ocean crossings. Then the West offered the challenge of vast new expanses. Recently, we've found new directions in space exploration and astro-physics, taking us to the farthest reaches of the universe.

We have always taught our children about these frontiers. They're part of the American world view. Part of our idea of human progress. Part of our picture of ourselves.

But we must now draw the attention of a new generation to a larger, almost limitless frontier: their <sup>HUMAN</sup> own minds. In an age of information and ideas, the greatest undiscovered frontier is right under your hat.

Our goal for education must be as ambitious as it's been for the West, or for space exploration, or for every other American frontier.

<sup>WW</sup>  
~~America has a new manifest destiny: Develop the American mind to its fullest, and this nation's horizons will be limitless.~~ But if we lose the mind and spirit of even one young person, we start to put a precious natural resource at risk.

to develop America's young minds to their fullest.

~~to develop the intellectual and creative capacity of our children. If we tap this our greatest~~

Many of our students are among the best in the world. But too many still graduate unable to read their own diplomas. We've heard enough about how bad education is supposed to be. Enough. We need to hear more about how to make it better.

And the ~~place~~<sup>way</sup> to do that, ~~is~~ with people like you ~~Through~~ partnerships at the state level. With the National Governor's Association, with teachers, administrators, parents, Private Industry Councils, local businesses, and the students themselves.

By thinking ahead -- by working creatively together -- we can build a culture of high expectations. We can open up the frontier of the mind to every kid ~~that~~<sup>who</sup> enters a classroom.

You know, somebody once asked a ~~great actress~~, Mae West, ~~what~~ she wanted to be remembered for. Her answer? ~~She said~~, "Everything." My goal is a little more modest. But I do want to be remembered as the Education President -- and to use the bully pulpit of the presidency to improve American schools.

My ideas about education are based on four principles -- tapping the kind of creativity that's already at work in local communities like this, ~~one~~.

First, this administration will reward excellence, through awards to schools that ~~improve~~<sup>demonstrate significant</sup> ~~improve~~<sup>improve</sup> -- and rewards for good teachers.

A new scholarship program for outstanding math and science students. Our schools have always recognized athletic excellence -- and that's great. But it's also good to hear about groups like the Montrose Academic Booster Club. And the Presidential Academic Fitness Awards, rewarding excellence -- I think some of those winners are with us today. ?

Second, we want to promote flexibility and choice, through magnet schools, and by removing some of the over-regulation of education. We seek alternative certification for good people <sup>who</sup> ~~that~~ want to teach, but are now kept out of the classroom. We're considering more school-based management, to give more local control.

Third, we want to help those most in need, <sup>forgetting Federal</sup> ~~devoting~~ resources where they can do the most good. We want to waive some regulations for poorer communities, allowing them to pool state and federal funds in exchange for higher accountability and performance -- a kind of performance-driven, partial deregulation of education. We'll give you the flexibility -- you show us the results. I predict they'll be outstanding.

And fourth, we need to promote accountability in education, for everyone. That means teachers, yes -- and we want to work with educators, on how to objectively, and fairly, measure results. But it's much broader than that. The problems our

schools face won't be solved by assigning blame, or applying a puff of smoke here, a bolt of lightning there. Only a united effort can lead to the kind of education reform that lasts.

This means that all of us are accountable for the quality of American schools. Business leaders~~X~~ who understand that their ability to compete depends on the quality of the new talent they develop. And who set up outstanding public-private ventures, like the Sci-Tech center in Liberty State Park, where students learn about science and engineering, hands-on.

Superintendents~~X~~ who can create a clear mandate for improvement, and gain support for their priorities. And parents~~X~~ who get involved through programs like "Books and Beyond" in Paramus, where reading at home to the kids has cut time in front of the TV by as much as 85 percent. Or the "Very Important Parent" awards to Jersey City parents, who get involved with their kids<sup>1</sup>~~in~~ local schools.

And there are other, unexpected sources of untapped talent that can help improve our schools. In New York City -- where <sup>thousands of</sup> ~~15,000~~ volunteers are helping in <sup>hundreds</sup> over 500 schools -- my wife Barbara met with a group helping Cambodian children learn English.

While she was there, one older lady told Bar how desperately lonely she had been until she volunteered. Her eyes filled with tears ~~in the remembering~~ <sup>at the memory.</sup> And then her face lit up, as she told Barbara, "I have never been lonely a day since."

One need matches another ~~need~~ -- and a wonderful thing happens. You come up with an answer that money just can't buy. That's one reason we need to rely less on the collective wallet, and more on <sup>the</sup> collective will.

<sup>A</sup> ~~The~~ society that worships money -- or sees money as a cure for all that ails it -- is a society in peril. But we are not that kind of people. And we must do more than wish we had more to spend. Because the challenge of education reform suggests something much more fundamental than money.

Already, <sup>the nation</sup> we spend more on education than on defense. We spend more money per student per year than any other country in the world -- including Japan. Federal spending for education -- which is only a fraction of the total -- has increased 66 percent over the last decade.

One thing I learned in school is sometimes there's more than one right answer. More spending ~~is~~ that isn't the only right answer, or even the best answer. What <sup>we</sup> is needed -- what this conference is all about -- is a shared determination on the part

*What we need is better value for what we spend.*

*Historical Files  
pp 65-66  
→ Barry White  
OMB*

of every American~~x~~ to get involved with our schools. We must re-establish the value of teaching~~x~~ and learning in this country.

Like every new landscape we've explored in American history, the frontier of the mind will be won by individuals of courage and determination. And you know, frontier stories are full of tales about brave individuals. So I wanted to share with you a story I heard -- a study in determination.

This week I heard about a young woman, who had been poor and on welfare all her life. Well, she enrolled in a School for Pregnant Girls in Memphis. Things were going fine -- until the last day of exams -- when she realized her baby had other plans for her that day.

Well, she wouldn't leave. She took her last two final exams in the nurse's office. Only then did she let them take her to the hospital. She had a son. She made B's on the two exams. She'll graduate in May. And she's gotten a job at a University -- with child care -- where she's also going to take classes.

If the rest of us can summon even a fraction of that kind of courage against the odds, we ~~can~~ make sure that every young American gets a good education.

Good schools in America are a social responsibility, ~~yes,~~  
and an economic necessity. ~~But more than that, they're a moral~~  
~~imperative -- because knowledge is power.~~ We share the  
conviction that there is no such thing as an expendable student.  
We will never accept the notion that vast numbers of illiterate  
and undereducated Americans can be offset by a well-educated  
elite. That is not the American way.

Every young American deserves the best chance. I'm asking  
you to join me, in renewed determination, to help this generation  
-- and every generation -- triumph in the frontier of the mind.

Thank you. God bless you all. And God bless America.

(Lange/Blessey)  
April 11, 1989  
9:00 a.m.  
[REFORM.DOC]

PRESIDENTIAL REMARKS: EDUCATION REFORM  
THURSDAY, APRIL 13, 1989  
UNION, NEW JERSEY  
[TIME] ~~12:30 P.M.~~

Thank you. Governor Kean, Secretary Cavazos, Congressman Rinaldo -- and all of you <sup>(u)</sup> who ~~are working to~~ make American schools the best in the world.

This is not an easy time to be a student. So much is demanded of kids now. So many new pressures, that previous generations didn't have to deal with.

People sometimes talk about the complexity of the office I hold. They wonder if it's becoming too much for one person. Well, compared to modern adolescence, <sup>(perhaps)</sup> the Presidency is easy. At least I've got people to brief me every morning -- and make sure I get home from parties safely. . . .

But when I look across <sup>(this room today)</sup> a group like ~~this one~~, I don't worry about the future of youth <sup>(law)</sup> ~~quite as much~~. I see staunch advocates -- and dedicated professionals -- and determined students -- who know that education in America can be the best in the world.

You know, we've always been a nation that seeks out unexplored frontiers. Once, those frontiers meant perilous ocean crossings. Then the West offered the challenge of vast new expanses. Recently, we've found new directions in space exploration and astro-physics, taking us to the farthest reaches of the universe.

We have always taught our children about these frontiers. They're part of the American world view. Part of our idea of human progress. Part of our picture of ourselves.

But we must now draw the attention of a new generation to a larger, almost limitless frontier: <sup>the frontier of the</sup> ~~their own minds~~. In an age of information and ideas, the greatest undiscovered frontier is <sup>within?</sup> ~~right under your hat.~~

Our goal for education must be as ambitious as it's been for the West, or for space exploration, or for <sup>any</sup> ~~every~~ other American frontier.

Develop the American mind to its fullest, and this nation's horizons will be limitless. But if we lose the mind and spirit of even one young person, <sup>we've lost something</sup> ~~we start to put a~~ <sup>precious</sup> ~~natural~~ resource <sup>forever</sup> ~~at risk.~~

*will have*

*Some*  
 Many of our students *RANK* are among the best in the world. But *+ Unhappy*  
 too many still graduate unable to read their own diplomas. We've  
 heard enough about how bad *An American* education is supposed to be. Enough.  
 We need to hear more about how to make it better.

And the place to do that, is with people like you. Through  
 partnerships at the state level. With the National Governor's  
 Association, with teachers, administrators, parents, Private  
 Industry Councils, local businesses, and the students themselves.

*you picked up Time for Results - you're doing them!!*

By thinking ahead -- by working creatively together -- we  
 can build a culture of high expectations. We can open up the  
 frontier of the mind to every kid that *who* enters a classroom.

*R.M.:  
 questionable  
 model*

You know, somebody once asked a great actress, Mae West,  
 what she wanted to be remembered for. Her answer? She said,  
 "Everything." My goal is a little more modest. But I do want to  
 be remembered as the Education President -- and to use the bully  
 pulpit of the presidency to improve American schools.

My ideas about education are based on four principles --  
 tapping the kind of creativity that's already at work in local  
 communities like this one.

Even G.A. needs  
A verb here

First, this administration will reward excellence, through awards to schools that improve, ~~and~~ and rewards for good teachers, <sup>and</sup> A new scholarship program for outstanding math and science students. Our schools have always recognized athletic excellence -- and that's great. But it's also good to hear about groups like the Montrose Academic Booster Club, <sup>which</sup> And the Presidential Academic Fitness Awards, rewarding excellence -- I think some of those winners are with us today.

Second, we want to promote flexibility and choice, through magnet schools, and by removing some of the over-regulation of education. We seek alternative certification for good people <sup>who</sup> that want to teach, but are now kept out of the classroom. We're considering more school-based management, to give more local control.

→ going we've seen how if worth in the bringing scattered profession Marka Uchelli in Kevin's 609-292-6000

Third, we want to help those most in need, devoting resources where they can do the most good. We want to waive some regulations for poorer communities, allowing them to pool state and federal funds in exchange for higher accountability and performance -- a kind of performance-driven, partial deregulation of education. <sup>another sentence: vivid. play it out.</sup> We'll give you the flexibility -- you show us the results. I predict they'll be outstanding.

look seriously at

→ merit schools are targeted to lowering drop-out rate; magnet schools go to most in need

And fourth, we need to promote accountability in education, for everyone. That means teachers, yes -- and we want to work

with educators, on how to objectively, and fairly, measure results. But it's much broader than that. The problems our schools face won't be solved by assigning blame, or applying a puff of smoke here, a bolt of lightning there. Only a united effort can lead to the kind of education reform that lasts. *✓ great*

This means that all of us are accountable for the quality of American schools. Business leaders: who understand that their ability to compete depends on the quality of the new talent they develop. *✓* And who set up outstanding public-private ventures, like the Sci-Tech center in Liberty State Park, where students learn about science and engineering, hands-on.

Superintendents: who can create a clear mandate for improvement, and gain support for their priorities. And parents: who get involved through programs like "Books and Beyond" in Paramus, where reading at home to the kids has cut time in front of the TV by as much as 85 percent<sup>?</sup>. Or the "Very Important Parent" awards to Jersey City parents, who get involved with their kids in local schools.

And there are other, unexpected sources of untapped talent that can help improve our schools. In New York City -- where 15,000 volunteers are helping in over 500 schools -- my wife Barbara met with a group helping Cambodian children learn English.

While she was there, one older lady told Bar how desperately lonely she had been until she volunteered. Her eyes filled with tears in the remembering. And then her face lit up, as she told Barbara, "I have never been lonely a day since."

One need matches another need -- and a wonderful thing happens. You come up with an answer that money just can't buy. That's one reason we need to rely less on the collective wallet, and more on <sup>our</sup> collective will.

The society that worships money -- or sees money as a cure for all that ails it -- is a society in peril. But we are not that kind of people. And we must do more than wish we had more to spend. Because the challenge of education reform suggests something much more fundamental than money.

Already, we spend more on education than on defense. We spend more money per student per year than any other country in the world -- including Japan. Federal spending for education -- which is only a fraction of the total -- has increased 00 percent over the last decade.

One <sup>lesson</sup> thing I learned in school is sometimes there's more than one right answer. More spending -- that isn't the only right answer, or even the best answer. What is needed -- what this

*I suspect that this nation is largely dependent on education.*

*I assume you're waiting*

conference is all about -- is a shared determination on the part of every American, to get involved with our schools. We must re-establish the value of teaching, and learning in this country.

Like every new landscape we've explored in American history, the frontier of the mind will be won by individuals of courage and determination. And you know, frontier stories are full of tales about brave individuals. So I wanted to share with you a story I heard -- a study in determination.

This week I heard about a young woman, who had been poor and on welfare all her life. Well, she enrolled in a School for Pregnant Girls in Memphis. Things were going fine -- until the last day of exams -- when she realized her baby had other plans for her that day.

Well, she wouldn't leave. She took her last two final exams in the nurse's office. Only then did she let them take her to the hospital. She had a son. She made B's on the two exams. She'll graduate in May. And she's gotten a job at a University -- with child care -- where she's also going to take classes.

If the rest of us can summon even a fraction of that kind of courage against the odds, we can make sure that every young American gets a good education.

*Quality*

Good schools in America are a social responsibility, yes, and an economic necessity. But more than that, they're a moral imperative -- because knowledge is power. We share the conviction that there is no such thing as an expendable student. We will never accept the notion that vast numbers of illiterate and undereducated Americans can be offset by a well-educated elite. That is not the American way.

Every young American deserves the best chance. I'm asking you to join me, in renewed determination, to help this generation -- and every generation -- *find winning* triumph in the frontier of the mind.

*explore to the fullest the*

Thank you. God bless you all. And God bless America.

*We believe  
in the empowerment  
of all.*

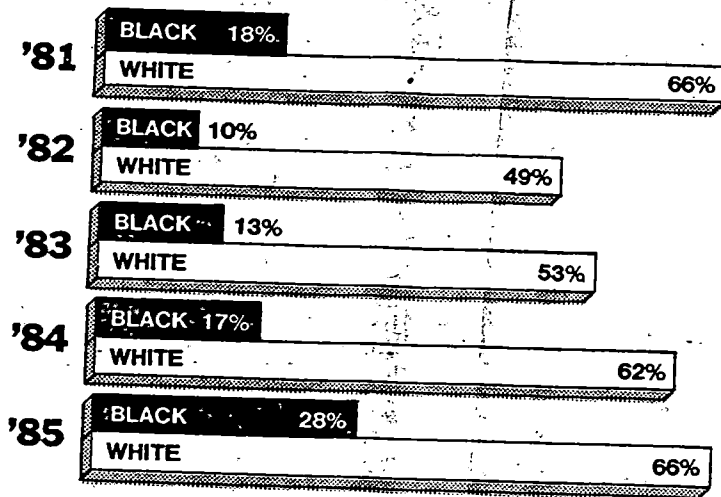
Black polling B7

# ing of Reagan by Blacks Has Risen Significantly, Polls Show

The New York Times / CBS NEWS POLL

## The President's Approval Rating

Cumulative totals for all blacks and whites interviewed in New York Times/CBS News Polls and New York Times Polls for each year.



ing support for Mr. Reagan's particularly in the area of its.

Administration has come under attack in recent months from its advocates for its efforts to quotas and other preferences oyment and education for he Hispanic and women.

are concerned about affirmation and voting rights, but like ericans they tend to look at omic situation," said Linda senior research associate at Center for Political Studies in on.

conomic news probably has do with his approval rating hing else."

ages Since First Year

istics come from opinion sur- the New York Times/CBS and separate polls by The the first year of his Presiden- ling to the polls, Mr. Rea- roval rating among blacks cent. It dropped to 10 percent en the economy slipped into ession, and rose slightly to 13 1983. In 1984, when the Rea- s were assailed by Walter F. he Democratic candidate for Mr. Reagan's rating was 17.

ndings are based on the blacks in all Times and S News Polls in a given year all respondents, regardless they were registered to approved of how Mr. Rea- ndling his job.

, 498 blacks were inter- telephone; 523 were inter- phone in 1982, 1,008 in 1983, and 662 so far in 1985. All is year were taken before hijacking of the Achille the American interception kers' airplane.

g the results from separate ar produces a much larger ndents than any individual

poll provides and thus reduces the mar- gin of sampling error, which was plus or minus three percentage points for 1981, 1982 and 1985, and plus or minus two percentage points for 1983 and 1984. In any single Times/CBS News Poll this year, the margin of sampling error for blacks' approval of Mr. Reagan was about plus or minus eight percentage points.

In 1981, the 18- to 29-year-old blacks polled were the group that disapproved of him most. Sixty-seven percent of those interviewed four years ago disapproved of him. This year 57 percent of that age group disapproved of him, the lowest percentage for any age group.

Older blacks are the most disapprov- ing age group this year, but they were the least disapproving in 1981. Sixty- five percent of those 45 to 64 years old disapproved of Mr. Reagan in 1985 polls; four years ago that figure was 53 percent.

The President won only 10 percent of the black vote in 1984, and analysts say the increase in his approval rating is not likely to translate into political gains for the Republican Party. The polls show that from 1981 to 1985, when the Republicans scored major gains among whites, there was no significant change in the party allegiances of blacks.

The percentage of blacks who identi- fied themselves as Republicans or said they leaned toward the Republican Party was 15 percent in 1981, according to the Times/CBS News Polls. That figure held at about 10 percent for the next three years, and it stands at 13 percent in 1985. When leaners are counted, 80 percent of blacks identify with the Democratic Party, about the same percentage as in 1981.

### Polls and How People Vote

"Approval ratings are not a very good indicator of how people vote," said William Hamilton, a Washington poll taker who is a Democratic strat- egist. "What I think has happened is that social programs are not on the agenda right now. The cuts were made in his first term. I think blacks are say- ing he's doing all right, the economy seems to be doing all right and there's no crisis in the country. I think they're just giving him the benefit of the doubt."

Richard Wirthlin, Mr. Reagan's poll taker, said, "The early Reagan agenda did create unusual fear and concern in the black community." But he added that some of their concern appeared to have subsided as blacks have begun to benefit from an upturn in the economy.

Mr. Wirthlin said his own polling had found that "blacks and Hispanics give Reagan high marks for getting things done," and that "a majority of blacks like him personally, though not to the extent you find in other groups."

In follow-up interviews with blacks sampled in a poll taken in September, the respondents cited a wide range of reasons for their approval of Mr. Reagan's performance. Some mentioned the economy; others offered comments suggesting that they admired strong Presidential leadership even when they differed with its goals.

Ronald Casey, a 36-year-old con- struction worker in Chicago, said he thought the country was moving in the

wrong direction, but as for Mr. Rea- gan's job performance, he said, "He's doing all right." He added that Mr. Reagan was "no better or worse than anyone else who is out for his people, in his case, the Republicans, and for his cause.

"I respect him, yes, sure, why not? He's a good man."

Tina Garner, 34, a single parent in Salisbury, N.C., also expressed concern about the direction the country had taken and said Mr. Reagan was trying to remove people from welfare rolls without creating jobs for them.

Even so, she said of Mr. Reagan: "I think the way he handles it is real good. I respect him, definitely, because it takes a lot of confidence and courage to be President, and he sure has that."

### 28% 'Is Not Terrific'

One Republican poll taker, Linda Di- Vall of Alexandria, Va., said such com- ments suggested a "grudging respect for Mr. Reagan and the Presidency" among blacks who disagreed with many of his policies. But she said his approval rating in this group was nothing for Republicans to celebrate. "A 28 percent approval rating is not terrific," she said.

Nannette Woods, a restaurant cook in Pendleton, S.C., who said her income was less than \$12,500 a year, re- marked: "Good things have come to me since he's been in that office. My job is getting better. I'm also getting better pay. I live in a low-rent apart- ment and it's getting better. The schools have got better. Things have really improved in the schools since Mr. Reagan has been in."

Miss Woods, a 49-year-old Democrat who has an 8-year-old son, said she thought Mr. Reagan deserved the credit. "I think he is responsible for these things," she said. "I do, really, because he is providing more for the people and making it more possible for people to have things better than they have had."