

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: 13507
Folder ID Number: 13507-004

Folder Title:
Distinguished School Principals 10/18/89 [OA 3536]

Stack:	Row:	Section:	Shelf:	Position:
G	25	6	5	6

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

October 18, 1989

REMARKS BY THE PRESIDENT
TO DISTINGUISHED SCHOOL PRINCIPALS

Room 450
Old Executive Office Building

10:28 A.M. EDT

THE PRESIDENT: Thank you, Mr. Secretary. One of the joys of my job is working with our Secretary of Education, Dr. Cavazos, and we're in sync, we agree on the priorities, and thank you very much for presiding today.

To Sam Sava, the Executive Director of the National Association of Elementary School Principals, welcome to the White House, sir. And to my friend, Paul O'Neill, to whom I will refer in just a minute.

I'm delighted to welcome this distinguished group to the White House. I know there's one educator here today whose thoughts are focused on his kids and schools back home, Ray Tolcacher, Superintendent of Windsor Union School District in San Francisco. Where is he? Right over here.

One of the reasons I've kept you all waiting is our concerns in dealing with a few little things regarding this situation in the Bay Area. And we just hope that your kids and your schools and all the families are safe and sound, and I know it's a matter of national concern -- this disaster that hit yesterday.

I want you to know also that we will do whatever we can to help. I'm going from here over to FEMA, the emergency center, and I've talked this morning to our Vice President and to Sam Skinner, who flew all night to join Dan Quayle out there. And we're working closely with the state officials. So it is a matter of grave national concern.

I expect your students are all thrilled that you're in Washington. (Laughter.) And you all have demonstrated that you have mastered a job that most people couldn't begin to cope with. Imagine being CEO, Paul, of a corporation where the rank and file average age is about eight -- (laughter) -- and half of them don't bring their lunch money. (Laughter.) And you juggle all this -- everything from substitute teachers to bus schedules, and many of you still find time to get into that classroom every single day.

And there's always energy for something extra, whether it's Jane Wakukawa getting out with the crossing guards every morning to talk to parents that are walking their kids to school -- or Anthony Link and Sally Liechty lecturing at colleges in their communities after the school day is over.

And that's what puts you at the head of the class, and that's what makes your schools the most successful. Because more than any other factor, what sets a school apart is you -- the principal. And the simple fact is, there is no substitute -- under our system of education there is no substitute for a strong principal -- one who gives students and teachers a sense of direction, and one who helps develop through them a sense of learning for the children and learn the lessons in character that apply in and out of the classroom. Character is shaped by all of you.

MORE

And I know for you and your family and friends, this is a proud day. It should be. All those years of hard work and dedication paying off -- and you've earned all the recognition that's going to come your way. And enjoy it -- because when you get back, you know what it's going to be like. (Laughter.)

No, but educators from schools all over your state are going to want to know, we hope, the secret of your success. Share it with others. Each of you is a case study in what does work -- and we've got to learn -- we have to learn from you in order to make all our schools better.

And what works is what matters. And you all know how deeply -- I hope you do by now -- how deeply Barbara and I both care about the quality of learning in our classrooms. And as you know, and Larry alluded to this, I asked the governors from each state to meet with me at that education summit for two days of intense discussions there in the beautiful setting -- the University of Virginia in Charlottesville. And we came out of that summit in a very united way -- Democrat, Republican, liberal, conservative -- whatever. We came out with a new sense of resolve, with a new consensus on what we have got to do to strengthen our schools. And the governors and I agreed that we've got to work together to raise overall performance and cut the tangle of red tape that keeps you and your teachers from doing the best possible job.

And that does mean expanded -- I heard this over and over again when I first got to be President and began hearing it from Dr. Cavazos -- but I've heard it from so many people and all of the governors -- expanded flexibility on the state and local level. Greater choice -- more power in the hands of parents and their children to decide which schools and what kind of education is right for them. And I am convinced that choice can spur innovation and educational excellence. And we aren't going to tell you what works best from Washington. That was the clearest message I got out of that conference. Just the opposite. The whole point of flexibility and choice is to see that decisions affecting our schools are made where the interest and expertise is the greatest -- right there in your schools and in your communities.

And as all of you know, our schools and our communities prosper most when they join together in common cause, when one of the lessons our children learn is community consciousness -- the importance of getting out of the classroom and getting involved in community service. And, of course, every community is a rich source of expertise and support for our schools.

And that's why I'm also pleased to single out today my dear friend -- one of the busiest men in America -- Paul O'Neill to announce his appointment to serve as Chairman of the President's Education Policy Advisory Committee. This committee -- the first created in my administration -- includes leaders from business -- and here is Paul, head of Alcoa -- from business and labor, educators at every level, state and local officials, as well as representatives from the media.

And Paul has served in top positions in government before, and in the private sector, and he and I have been talking about this since before I became President. He is deeply concerned about helping to bring quality education to all Americans. We've discussed the work that he's doing at Alcoa to enhance the literacy of the work force -- of the people that work at Alcoa. I am confident that under his dedicated leadership, this committee will not be just one more advisory committee, but this Education Advisory Committee will provide us with an abundance of excellent advice. And I know Paul's going to leave here today with a greater appreciation of the difference that first-rate principals can make.

One final point. As a nation we do need to give greater

recognition to the role that principals and teachers play in our society. And that means greater rewards and it means greater respect from the community. It means greater recognition of the best in the business -- and that's why I've invited you today. It's an example to others.

You are the best, and you know what it takes to make our schools even better. And so I want to thank you for setting an example for kids to admire and especially for other educators to emulate. My congratulations to every one of you. My thanks for making a difference -- making a difference for every single child who walks into your schools.

Thank you and God bless you all. Thank you so much for coming. (Applause.)

END

10:37 A.M. EDT

THE WHITE HOUSE
WASHINGTON

October 17, 1989

MEMORANDUM FOR THE PRESIDENT

THROUGH: CHRISS WINSTON *CW*

FROM: DAN MCGROARTY *DMG*

SUBJECT: NATIONAL DISTINGUISHED PRINCIPALS AWARDS

I. SUMMARY

On Wednesday, October 18, at 10:00 a.m. you will address the 60 winners of the National Distinguished Principals awards in the Rose Garden. Secretary Cavazos will introduce you.

II. DISCUSSION

The 60 award winners are elementary school principals, representing all 50 states and the District of Columbia, plus private and overseas schools. The awards program was started in 1984 to recognize outstanding principals, and to highlight the important role that they play in the development of their students.

In the remarks, you will announce the appointment of Paul O'Neill, Chairman and CEO of ALCOA Corp., to head the President's Education Policy Advisory Committee.

#

McGroarty/Dooley
October 17, 1989
2:30 pm
[PRINS]

PRESIDENTIAL REMARKS: DISTINGUISHED PRINCIPALS VISIT
THE ROSE GARDEN
OCTOBER 18, 1989
10:00 AM

Thank you, Mr. Secretary. Sam Sava [SAVV-UH], Executive Director of the National Association of Elementary School Principals. I am delighted to welcome such a distinguished group of educators to the White House.

I know your students are all thrilled that you're here in Washington. /// After all -- no matter what they do -- this is one day they can't get sent to see the principal. ////

[[But the fact is, kids do look up to you. Think how many would rather be **Principal** for a day than **President** for a day. Sure, I've got my own limo -- but you're the ones who get to talk on the PA system any time you like....]]

You've mastered a job that most people couldn't begin to cope with. Imagine being CEO of a corporation where the rank and file's average age is 8 -- and half of them forget to bring their lunch money.

You juggle everything from substitute teachers to bus schedules -- and many of you still find time to visit every classroom every day. And there's always energy for something extra: whether it's Jane Wakukawa [WAH-KOO-KAH-WAH] getting out with the crossing guards every morning to talk to parents walking their kids to school -- or Anthony Link and Sally Liechty [LICK-TEE], lecturing at colleges in their communities after the school day is over.

But that's what puts you at the head of the class -- and it's what makes your schools among the most successful. Because more than any other factor, what sets a school apart is you: the principal. The simple fact is this: there is no substitute for a strong principal -- one who gives students and teachers a sense of direction. One who helps our children develop a love of learning -- and learn the lessons in character that apply in and out of the classroom.

I know for you and your family and friends, this is a proud day. All those years of hard work and dedication have paid off -- and you've earned all the recognition that's going to come your way. Enjoy it -- because when you get back to your communities, the real work begins. Educators from schools all over your state are going to want to know the secret of your success. Each of you is a case study in what works -- and we've got to learn from you in order to make all our schools better.

And what works is what matters. You all know how deeply I care about the quality of learning in our classrooms. As you know, I asked the Governors from each of your states to meet with me at the recent Education Summit, for two days of intense discussions. We emerged from that summit with a new sense of resolve -- with a new consensus on what we must do to strengthen our schools. The governors and I agreed that we've got to work together to raise overall performance -- and cut the tangle of red tape that keeps you and your teachers from doing the best possible job.

That means expanded flexibility on the state and local level -- and it means greater choice -- more power in the hands of parents and their children to decide which schools and what kind of education is right for them. I am convinced that choice can spur educational innovation -- and educational excellence. But make no mistake: we aren't going to tell you what works best from Washington. Just the opposite. The whole point of flexibility and choice is to see that decisions affecting our schools are made where the interest and expertise is greatest: in your schools and communities.

As all of you know, our schools and our communities prosper most when they join in common cause, when one of the lessons our children learn is community-consciousness -- the importance of

getting out of the classroom, and getting involved in community service. And, of course, every community is a rich source of expertise and support for our schools.

That's why I am also pleased to announce this morning the appointment of Paul O'Neill -- who is here with us today -- to serve as Chairman of the President's Education Policy Advisory Committee. This advisory committee -- the first created in my Administration -- includes leaders from business and labor, educators at every level, state and local officials as well as representatives from the media.

Paul O'Neill has served in top positions in government and in the private sector -- and he is deeply concerned about bringing quality education to all Americans. Paul and I have discussed the work he's doing at Alcoa to enhance the literacy of all their employees. I am confident that under his dedicated leadership, this education advisory committee will provide us with an abundance of excellent advice. And I know Paul's going to leave here today with a greater appreciation of the difference first-rate principals can make.

Let me make one final point today. As a nation we need to give greater recognition to the role that principals and teachers play in our society. That means greater rewards. It means greater respect from the community. It means greater recognition

of the best in the business -- and that's why I've invited you here today.

You are America's best, and you know what it takes to make our schools even better. I want to thank you for setting an example for kids to admire -- and for other educators to emulate. My congratulations to every one of you -- and my thanks for making a difference for every single child who walks into your schools.

Thank you. God bless you, and God bless the United States of America.

#

**DISTINGUISHED PRINCIPALS VISIT
THE ROSE GARDEN / OCT. 18, 1989 / 10 A.M.**

**THANK YOU, MR. SECRETARY. SAM SAVA [SAVV-UH],
EXECUTIVE DIRECTOR OF THE NATIONAL ASSOCIATION OF
ELEMENTARY SCHOOL PRINCIPALS. I AM DELIGHTED TO
WELCOME SUCH A DISTINGUISHED GROUP OF EDUCATORS TO THE
WHITE HOUSE.**

**I KNOW THERE IS ONE EDUCATOR HERE TODAY WHOSE
THOUGHTS ARE FOCUSED ON HIS SCHOOLS AND STUDENTS BACK
HOME. RAY TOLCACHER, [TOIL KA CHER] SUPERINTENDENT OF
WINDSOR UNION SCHOOL DISTRICT IN THE SAN FRANCISCO
AREA. RAY, WE ALL HOPE YOUR STUDENTS, YOUR SCHOOLS AND
ALL THE FAMILIES IN YOUR COMMUNITY ARE SAFE AND SOUND -
- AND I WANT YOU TO KNOW I'LL BE DOING EVERYTHING I CAN
TO HELP THE PEOPLE OF CALIFORNIA RECOVER FROM LAST
NIGHT'S EARTHQUAKE**

- 2 -

I KNOW YOUR STUDENTS ARE ALL THRILLED THAT YOU'RE HERE IN WASHINGTON. /// AFTER ALL -- NO MATTER WHAT THEY DO -- THIS IS ONE DAY THEY CAN'T GET SENT TO SEE THE PRINCIPAL. i///

[[BUT THE FACT IS, KIDS DO LOOK UP TO YOU. THINK HOW MANY WOULD RATHER BE PRINCIPAL FOR A DAY THAN PRESIDENT FOR A DAY. SURE, I'VE GOT MY OWN LIMO -- BUT YOU'RE THE ONES WHO GET TO TALK ON THE PA SYSTEM ANY TIME YOU LIKE....]]

- 3 -

YOU'VE MASTERED A JOB THAT MOST PEOPLE COULDN'T BEGIN TO COPE WITH. IMAGINE BEING CEO OF A CORPORATION WHERE THE RANK AND FILE'S AVERAGE AGE IS 8 -- AND HALF OF THEM FORGET TO BRING THEIR LUNCH MONEY.

YOU JUGGLE EVERYTHING FROM SUBSTITUTE TEACHERS TO BUS SCHEDULES -- AND MANY OF YOU STILL FIND TIME TO VISIT EVERY CLASSROOM EVERY DAY.

AND THERE'S ALWAYS ENERGY FOR SOMETHING EXTRA: WHETHER IT'S JANE WAKUKAWA [WAH-KOO-KAH-WAH] GETTING OUT WITH THE CROSSING GUARDS EVERY MORNING TO TALK TO PARENTS WALKING THEIR KIDS TO SCHOOL -- OR ANTHONY LENK AND SALLY LIECHTY [LICK-TEE], LECTURING AT COLLEGES IN THEIR COMMUNITIES AFTER THE SCHOOL DAY IS OVER.

BUT THAT'S WHAT PUTS YOU AT THE HEAD OF THE CLASS -- AND IT'S WHAT MAKES YOUR SCHOOLS AMONG THE MOST SUCCESSFUL.

BECAUSE MORE THAN ANY OTHER FACTOR, WHAT SETS A SCHOOL APART IS YOU: THE PRINCIPAL. THE SIMPLE FACT IS THIS: THERE IS NO SUBSTITUTE FOR A STRONG PRINCIPAL -- ONE WHO GIVES STUDENTS AND TEACHERS A SENSE OF DIRECTION. ONE WHO HELPS OUR CHILDREN DEVELOP A LOVE OF LEARNING -- AND LEARN THE LESSONS IN CHARACTER THAT APPLY IN AND OUT OF THE CLASSROOM.

- 6 -

I KNOW FOR YOU AND YOUR FAMILY AND FRIENDS, THIS IS A PROUD DAY. ALL THOSE YEARS OF HARD WORK AND DEDICATION HAVE PAID OFF -- AND YOU'VE EARNED ALL THE RECOGNITION THAT'S GOING TO COME YOUR WAY. ENJOY IT -- BECAUSE WHEN YOU GET BACK TO YOUR COMMUNITIES, THE REAL WORK BEGINS. EDUCATORS FROM SCHOOLS ALL OVER YOUR STATE ARE GOING TO WANT TO KNOW THE SECRET OF YOUR SUCCESS.

- 7 -

EACH OF YOU IS A CASE STUDY IN WHAT WORKS -- AND WE'VE GOT TO LEARN FROM YOU IN ORDER TO MAKE ALL OUR SCHOOLS BETTER.

AND WHAT WORKS IS WHAT MATTERS. YOU ALL KNOW HOW DEEPLY I CARE ABOUT THE QUALITY OF LEARNING IN OUR CLASSROOMS. AS YOU KNOW, I ASKED THE GOVERNORS FROM EACH OF YOUR STATES TO MEET WITH ME AT THE RECENT EDUCATION SUMMIT, FOR TWO DAYS OF INTENSE DISCUSSIONS.

WE EMERGED FROM THAT SUMMIT WITH A NEW SENSE OF RESOLVE -- WITH A NEW CONSENSUS ON WHAT WE MUST DO TO STRENGTHEN OUR SCHOOLS. THE GOVERNORS AND I AGREED THAT WE'VE GOT TO WORK TOGETHER TO RAISE OVERALL PERFORMANCE -- AND CUT THE TANGLE OF RED TAPE THAT KEEPS YOU AND YOUR TEACHERS FROM DOING THE BEST POSSIBLE JOB.

THAT MEANS EXPANDED FLEXIBILITY ON THE STATE AND LOCAL LEVEL -- AND IT MEANS GREATER CHOICE -- MORE POWER IN THE HANDS OF PARENTS AND THEIR CHILDREN TO DECIDE WHICH SCHOOLS AND WHAT KIND OF EDUCATION IS RIGHT FOR THEM. I AM CONVINCED THAT CHOICE CAN SPUR EDUCATIONAL INNOVATION -- AND EDUCATIONAL EXCELLENCE. BUT MAKE NO MISTAKE: WE AREN'T GOING TO TELL YOU WHAT WORKS BEST FROM WASHINGTON. JUST THE OPPOSITE.

THE WHOLE POINT OF FLEXIBILITY AND CHOICE IS TO SEE THAT DECISIONS AFFECTING OUR SCHOOLS ARE MADE WHERE THE INTEREST AND EXPERTISE IS GREATEST: IN YOUR SCHOOLS AND COMMUNITIES.

AS ALL OF YOU KNOW, OUR SCHOOLS AND OUR COMMUNITIES PROSPER MOST WHEN THEY JOIN IN COMMON CAUSE, WHEN ONE OF THE LESSONS OUR CHILDREN LEARN IS COMMUNITY-CONSCIOUSNESS -- THE IMPORTANCE OF GETTING OUT OF THE CLASSROOM, AND GETTING INVOLVED IN COMMUNITY SERVICE.

AND, OF COURSE, EVERY COMMUNITY IS A RICH SOURCE OF EXPERTISE AND SUPPORT FOR OUR SCHOOLS.

THAT'S WHY I AM ALSO PLEASED TO ANNOUNCE THIS MORNING THE APPOINTMENT OF PAUL O'NEILL -- WHO IS HERE WITH US TODAY -- TO SERVE AS CHAIRMAN OF THE PRESIDENT'S EDUCATION POLICY ADVISORY COMMITTEE.

THIS ADVISORY COMMITTEE -- THE FIRST CREATED IN MY ADMINISTRATION -- INCLUDES LEADERS FROM BUSINESS AND LABOR, EDUCATORS AT EVERY LEVEL, STATE AND LOCAL OFFICIALS AS WELL AS REPRESENTATIVES FROM THE MEDIA.

PAUL O'NEILL HAS SERVED IN TOP POSITIONS IN GOVERNMENT AND IN THE PRIVATE SECTOR -- AND HE IS DEEPLY CONCERNED ABOUT BRINGING QUALITY EDUCATION TO ALL AMERICANS.

PAUL AND I HAVE DISCUSSED THE WORK HE'S DOING AT ALCOA TO ENHANCE THE LITERACY OF ALL THEIR EMPLOYEES. I AM CONFIDENT THAT UNDER HIS DEDICATED LEADERSHIP, THIS EDUCATION ADVISORY COMMITTEE WILL PROVIDE US WITH AN ABUNDANCE OF EXCELLENT ADVICE. AND I KNOW PAUL'S GOING TO LEAVE HERE TODAY WITH A GREATER APPRECIATION OF THE DIFFERENCE FIRST-RATE PRINCIPALS CAN MAKE.

LET ME MAKE ONE FINAL POINT TODAY. AS A NATION WE NEED TO GIVE GREATER RECOGNITION TO THE ROLE THAT PRINCIPALS AND TEACHERS PLAY IN OUR SOCIETY. THAT MEANS GREATER REWARDS. IT MEANS GREATER RESPECT FROM THE COMMUNITY. IT MEANS GREATER RECOGNITION OF THE BEST IN THE BUSINESS -- AND THAT'S WHY I'VE INVITED YOU HERE TODAY.

YOU ARE AMERICA'S BEST, AND YOU KNOW WHAT IT TAKES TO MAKE OUR SCHOOLS EVEN BETTER.

I WANT TO THANK YOU FOR SETTING AN EXAMPLE FOR KIDS TO ADMIRE -- AND FOR OTHER EDUCATORS TO EMULATE. MY CONGRATULATIONS TO EVERY ONE OF YOU -- AND MY THANKS FOR MAKING A DIFFERENCE FOR EVERY SINGLE CHILD WHO WALKS INTO YOUR SCHOOLS.

THANK YOU. GOD BLESS YOU, AND GOD BLESS THE UNITED STATES OF AMERICA.

#

WHITE HOUSE STAFFING MEMORANDUM

DATE: 10/16/89 ACTION/CONCURRENCE/COMMENT DUE BY: 10/17/89 10:00 AM

SUBJECT: PRESIDENTIAL REMARKS: DISTINGUISHED PRINCIPALS VISIT

	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 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"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BATES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PINKERTON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PETERSMEYER	<input checked="" 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 10:00 AM, Tuesday, October 17, with a copy to my office. Thank you.

RESPONSE:

*No Comments
10/17/89.*

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

WHITE HOUSE STAFFING MEMORANDUM

DATE: 10/17/89 ACTION/CONCURRENCE/COMMENT DUE BY: ---

PRESIDENTIAL REMARKS: DISTINGUISHED PRINCIPALS VISIT
 THE ROSE GARDEN, WED., OCT. 18, 1989
 (10/17 - 2:30 pm draft)

SUBJECT: _____

	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 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"/>	ROGICH	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BATES	<input type="checkbox"/>	<input checked="" type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PINKERTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PETERSMEYER	<input type="checkbox"/>	<input checked="" 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:

28:8v 81 100 68
 89 OCT 18 4:37

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

THE WHITE HOUSE
WASHINGTON

1989 OCT 17 PM 5:14

October 17, 1989

MEMORANDUM FOR THE PRESIDENT

THROUGH: CHRISS WINSTON *CW*

FROM: DAN MCGROARTY *DMG*

SUBJECT: NATIONAL DISTINGUISHED PRINCIPALS AWARDS

I. SUMMARY

On Wednesday, October 18, at 10:00 a.m. you will address the 60 winners of the National Distinguished Principals awards in the Rose Garden. Secretary Cavazos will introduce you.

II. DISCUSSION

The 60 award winners are elementary school principals, representing all 50 states and the District of Columbia, plus private and overseas schools. The awards program was started in 1984 to recognize outstanding principals, and to highlight the important role that they play in the development of their students.

In the remarks, you will announce the appointment of Paul O'Neill, Chairman and CEO of ALCOA Corp., to head the President's Education Policy Advisory Committee.

#

McGroarty/Dooley
October 17, 1989
2:30 pm
[PRINS]

PRESIDENTIAL REMARKS: DISTINGUISHED PRINCIPALS VISIT
THE ROSE GARDEN
OCTOBER 18, 1989
10:00 AM

Thank you, Mr. Secretary. Sam Sava [SAVV-UH], Executive Director of the National Association of Elementary School Principals. I am delighted to welcome such a distinguished group of educators to the White House.

I know your students are all thrilled that you're here in Washington. /// After all -- no matter what they do -- this is one day they can't get sent to see the principal. ////

[[But the fact is, kids do look up to you. Think how many would rather be **Principal** for a day than **President** for a day. Sure, I've got my own limo -- but you're the ones who get to talk on the PA system any time you like....]]

You've mastered a job that most people couldn't begin to cope with. Imagine being CEO of a corporation where the rank and file's average age is 8 -- and half of them forget to bring their lunch money.

You juggle everything from substitute teachers to bus schedules -- and many of you still find time to visit every classroom every day. And there's always energy for something extra: whether it's Jane Wakukawa [WAH-KOO-KAH-WAH] getting out with the crossing guards every morning to talk to parents walking their kids to school -- or Anthony Link and Sally Liechty [LICK-TEE], lecturing at colleges in their communities after the school day is over.

But that's what puts you at the head of the class -- and it's what makes your schools among the most successful. Because more than any other factor, what sets a school apart is you: the principal. The simple fact is this: there is no substitute for a strong principal -- one who gives students and teachers a sense of direction. One who helps our children develop a love of learning -- and learn the lessons in character that apply in and out of the classroom.

I know for you and your family and friends, this is a proud day. All those years of hard work and dedication have paid off -- and you've earned all the recognition that's going to come your way. Enjoy it -- because when you get back to your communities, the real work begins. Educators from schools all over your state are going to want to know the secret of your success. Each of you is a case study in what works -- and we've got to learn from you in order to make all our schools better.

And what works is what matters. You all know how deeply I care about the quality of learning in our classrooms. As you know, I asked the Governors from each of your states to meet with me at the recent Education Summit, for two days of intense discussions. We emerged from that summit with a new sense of resolve -- with a new consensus on what we must do to strengthen our schools. The governors and I agreed that we've got to work together to raise overall performance -- and cut the tangle of red tape that keeps you and your teachers from doing the best possible job.

That means expanded flexibility on the state and local level -- and it means greater choice -- more power in the hands of parents and their children to decide which schools and what kind of education is right for them. I am convinced that choice can spur educational innovation -- and educational excellence. But make no mistake: we aren't going to tell you what works best from Washington. Just the opposite. The whole point of flexibility and choice is to see that decisions affecting our schools are made where the interest and expertise is greatest: in your schools and communities.

As all of you know, our schools and our communities prosper most when they join in common cause, when one of the lessons our children learn is community-consciousness -- the importance of

of the best in the business -- and that's why I've invited you here today.

You are America's best, and you know what it takes to make our schools even better. I want to thank you for setting an example for kids to admire -- and for other educators to emulate. My congratulations to every one of you -- and my thanks for making a difference for every single child who walks into your schools.

Thank you. God bless you, and God bless the United States of America.

#

WHITE HOUSE STAFFING MEMORANDUM

DATE: 10/16/89 ACTION/CONCURRENCE/COMMENT DUE BY: 10/17/89 10:00 AM

PRESIDENTIAL REMARKS: DISTINGUISHED PRINCIPALS VISIT

SUBJECT: _____

	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 type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PORTER <i>N/C</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BATES <i>N/C</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PINKERTON <i>N/C</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PETERSMEYER	<input checked="" 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 10:00 AM, Tuesday, October 17, with a copy to my office. Thank you.

RESPONSE:

89 OCT 16 P 5:20

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

1989 OCT 16 PM 4: 27

McGroarty/Dooley
October 16, 1989
4:00 pm
[PRINS]

PRESIDENTIAL REMARKS: DISTINGUISHED PRINCIPALS VISIT
THE ROSE GARDEN
OCTOBER 18, 1989
1:00 PM

Thank you, Mr. Secretary

~~[Introductory acknowledgements. Sam Sava, National~~

[SAVV-UH]

title?

Association of Elementary School Principals, ~~Secretary Cavazos.~~

I am delighted to welcome such a distinguished group of educators to the White House.

I know your students are all thrilled that you're here in Washington. /// After all -- no matter what they do -- this is one day they can't get sent to see the principal. ////

[[But the fact is, kids do look up to you. Think how many would rather be **Principal** for a day than **President** for a day. Sure, I've got my own limo -- but you're the ones who get to talk on the PA system any time you like....]]

You've mastered a job that most people couldn't begin to cope with. Imagine being CEO of a corporation where the rank and file's average age is 8 -- and half of them forget to bring their lunch money.

You juggle everything from substitute teachers to bus schedules -- and many of you still find time to visit every classroom every day. And there's always energy for something extra: whether it's Jane Wakukawa getting out with the crossing guards every morning to talk to parents walking their kids to school -- or Anthony Link and Sally Liechty, ^[WAH-KOO-KAH-WAH] lecturing at colleges ~~and~~ in their communities after the school day is over. ^[LICK-TSE]

But that's what puts you at the head of the class -- and it's what makes your schools among the most successful. Because more than any other factor, what sets a school apart is you: **the principal**. The simple fact is this: there is no substitute for a strong principal -- one who gives students and teachers a sense of direction. One who helps our children develop a love of learning -- and learn the lessons in character that apply **in and out** of the classroom.

I know for you and your family and friends, this is a proud day. All those years of hard work and dedication have paid off -- and you've earned all the recognition that's going to come your way, ~~in the next few days~~. Enjoy it -- because when you get back to your communities, the real work begins. Educators from schools all over your state are going to want to know the secret of your success. Each of you is a case study in **what works** -- and we've got to **learn from you** in order to make all our schools better.

And what works is what matters. You all know how deeply I care about the quality of learning in our classrooms. As you know, I asked the Governors from each of your states to meet with me at the recent Education Summit, for two days of intense discussions. We emerged from that summit with a new sense of resolve -- with a new consensus on what we must do to strengthen our schools. The governors and I agreed that we've got to work together to raise standards -- and cut the tangle of red tape that keeps you and your teachers from doing the best possible job.

That means expanded flexibility on the state and local level -- and it means greater choice -- more power in the hands of parents and their children to decide which schools and what kind of education is right for them. I am convinced that choice can spur educational innovation -- and educational excellence. But make no mistake: we aren't going to tell you what works best from Washington. Just the opposite. The whole point of flexibility and choice is to see that decisions affecting our schools are made where the interest and expertise is greatest: in your schools and communities.

You're ~~are~~ America's best, and you know what it takes to make our schools even better. I want to thank you for setting an example for kids to admire -- and for other educators to emulate.

And let me make one final point. As a ~~society~~^{nation}, we need to give greater recognition to the role that principals and teachers play in our society. That means greater rewards. It means greater respect from the community. It means greater recognition, (.....)

of the best in the business. That's why I've
invited you here today.

My congratulations to every one of you -- and my thanks for making a difference for every single child who walks into your schools.

Thank you. God bless you, and God bless the United States of America.

#

THE WHITE HOUSE
WASHINGTON

October 17, 1989

MEMORANDUM FOR CHRISS WINSTON

FROM: ROGER B. PORTER *RBP*
SUBJECT: Distinguished Principals Visit: The Rose Garden

I have reviewed the draft remarks for the Distinguished Principals Visit and have one minor editorial suggestion -- that we change "raise standards" in the first paragraph on page three to "raise our level of performance." This will avoid the possibility of some thinking that the President supports national standards in education, which he does not.

In addition, as Joe Hagin may have mentioned to you, we have decided to announce the members of the President's Education Policy Advisory Committee tomorrow and have the President introduce at this event Paul O'Neill who he has selected to chair this committee.

You are the best judges of where in the President's remarks he might most appropriately make this announcement. In doing so, I recommend the following draft language:

"I am also pleased to announce this morning the appointment of Paul O'Neill to serve as Chairman of the President's Education Policy Advisory Committee. This committee, the first presidential advisory committee created in my Administration, includes leaders from business and labor, educators at every level, state and local officials, as well as representatives from the media.

"Paul O'Neill is familiar with the world of education, as well as with both the public and private sectors. His distinguished career includes service at the top of government and at the top of the business world. What is common in his service throughout his career is his commitment to excellence and to providing educational opportunities for all Americans. He and I have discussed the work that he is doing at Alcoa to enhance the literacy of all their employees. I am confident that with his dedication and leadership this education advisory committee will provide us with much excellent advice."

If you have any questions or I can assist in any way, please let me know.

cc: James W. Cicconi

89 OCT 17 11:30 AM

WHITE HOUSE STAFFING MEMORANDUM

DATE: 10/16/89 ACTION/CONCURRENCE/COMMENT DUE BY: 10/17/89 10:00 AM

SUBJECT: PRESIDENTIAL REMARKS: DISTINGUISHED PRINCIPALS VISIT

	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 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"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BATES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PINKERTON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PETERSMEYER	<input checked="" 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 10:00 AM, Tuesday, October 17, with a copy to my office. Thank you.

RESPONSE:

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

1989 OCT 16 PM 4: 27

McGroarty/Dooley
October 16, 1989
4:00 pm
[PRINS]

PRESIDENTIAL REMARKS: DISTINGUISHED PRINCIPALS VISIT
THE ROSE GARDEN
OCTOBER 18, 1989
1:00 PM

[Introductory acknowledgements. Sam Sava, National Association of Elementary School Principals, Secretary Cavazos.]
I am delighted to welcome such a distinguished group of educators to the White House.

I know your students are all thrilled that you're here in Washington. /// After all -- no matter what they do -- this is one day they can't get sent to see the principal. ////

[[But the fact is, kids do look up to you. Think how many would rather be **Principal** for a day than **President** for a day. Sure, I've got my own limo -- but you're the ones who get to talk on the PA system any time you like....]]

You've mastered a job that most people couldn't begin to cope with. Imagine being CEO of a corporation where the rank and file's average age is 8 -- and half of them forget to bring their lunch money.

And what works is what matters. You all know how deeply I care about the quality of learning in our classrooms. As you know, I asked the Governors from each of your states to meet with me at the recent Education Summit, for two days of intense discussions. We emerged from that summit with a new sense of resolve -- with a new consensus on what we must do to strengthen our schools. The governors and I agreed that we've got to work together to raise standards -- and cut the tangle of red tape that keeps you and your teachers from doing the best possible job.

That means expanded flexibility on the state and local level -- and it means greater choice -- more power in the hands of parents and their children to decide which schools and what kind of education is right for them. I am convinced that choice can spur educational innovation -- and educational excellence. But make no mistake: we aren't going to tell you what works best from Washington. Just the opposite. The whole point of flexibility and choice is to see that decisions affecting our schools are made where the interest and expertise is greatest: in your schools and communities.

← INSERT

You're America's best, and you know what it takes to make our schools even better. I want to thank you for setting an example for kids to admire -- and for other educators to emulate.

INSERT

Speaking of communities, as you know I have spent a lot of time since the Inagural speaking of the importance of community service. When I launched my "Points of Light initiative last summer, I said that my goal was to make community service national policy, so that community service becomes central to the life and work of every individual and "institution" in America.

Community service is serving food in soup kitchens, providing clothing to homeless shelters and counseling unwed pregnant teens. But community service is also playing an active role in educating our children.

That is why I am especially pleased to note recent developments most dramatically illustrated in Chicago, where parental and volunteer interest is extraordinarily high in reforming the school system, to ensure that each child, no matter his or her background, race or financial circumstances, receives a quality education second to none.

By doing your part as elementary school principals to encourage parents to play an active, hands-on role in the classroom and at home as full partners with you and teachers in the educational process, and by encouraging others in the community to do so, from business leaders to ministers, from union members to Boy Scouts and Girl Scouts, you will help immeasurably not only to instill the ethic of service throughout the nation, but also to make the future bright for our greatest natural treasure, our young people.

And community service should become a way of life not just for parents and other adults, but for young people themselves. As principals, you and the colleagues whom you represent have enormous influence over the hearts and minds of the young.

I applaud in particular those of you who have used your own bully pulpit to harness the seemingly boundless energy, enthusiasm and idealism of the young and channel it in a positive direction. I applaud those of you who teach the young that a life of serving others is a life full of meaning and adventure, those of you who teach that any definition of a "successful" life must include serving others.

Not far from every school, there is someone in need whom even the youngest child can help. There is the lonely grandfather whose days would be lengthened by visits from a little friend. There are sick children who would welcome a card, a drawing or even a smile from a little pal. No one is too young to make a difference in someone else's life; no one is too young to be a "point of light".

My congratulations to every one of you -- and my thanks for making a difference for every single child who walks into your schools.

Thank you. God bless you, and God bless the United States of America.

#

THE WHITE HOUSE
WASHINGTON

Date:

10/16/89

TO:

Chriss Winston

FROM:

CLARK KENT ERVIN
Office of National Service
x6266

CC

- Action
- Your Comment
- Let's Talk
- FYI

Attached are our comments with respect to the President's remarks to distinguished principals. Given the enclosed Amy Schwartz editorial in The Washington Post recently, I think that the proposed insert is not only appropriate but also timely. We apologize for the poor quality of the copy.

WHITE HOUSE STAFFING MEMORANDUM

DATE: 10/16/89 ACTION/CONCURRENCE/COMMENT DUE BY: 10/17/89 10:00 AM

PRESIDENTIAL REMARKS: DISTINGUISHED PRINCIPALS VISIT
 SUBJECT: _____

	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 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"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BATES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PINKERTON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PETERSMEYER	<input checked="" 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 10:00 AM, Tuesday, October 17, with a copy to my office. Thank you.

RESPONSE:

89 OCT 17 4 38 PM '89

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

1989 OCT 16 PM 4: 27

McGroarty/Dooley
October 16, 1989
4:00 pm
[PRINS]

PRESIDENTIAL REMARKS: DISTINGUISHED PRINCIPALS VISIT
THE ROSE GARDEN
OCTOBER 18, 1989
1:00 PM

[Introductory acknowledgements. Sam Sava, National Association of Elementary School Principals, Secretary Cavazos.]
I am delighted to welcome such a distinguished group of educators to the White House.

I know your students are all thrilled that you're here in Washington. /// After all -- no matter what they do -- this is one day they can't get sent to see the principal. ////

[[But the fact is, kids do look up to you. Think how many would rather be Principal for a day than President for a day. Sure, I've got my own limo -- but you're the ones who get to talk on the PA system any time you like....]]

You've mastered a job that most people couldn't begin to cope with. Imagine being CEO of a corporation where the rank and file's average age is 8 -- and half of them forget to bring their lunch money.

You juggle everything from substitute teachers to bus schedules -- and many of you still find time to visit every classroom every day. And there's always energy for something extra: whether it's Jane Wakukawa getting out with the crossing guards every morning to talk to parents walking their kids to school -- or Anthony Link and Sally Liechty lecturing at colleges and in their communities after the school day is over.

But that's what puts you at the head of the class -- and *(I'd add a phonetic here)* it's what makes your schools among the most successful. Because more than any other factor, what sets a school apart is you: the **principal**. The simple fact is this: there is no substitute for a strong principal -- one who gives students and teachers a sense of direction. One who helps our children develop a love of learning -- and learn the lessons in character that apply in and out of the classroom.

I know for you and your family and friends, this is a proud day. All those years of hard work and dedication have paid off -- and you've earned all the recognition that's going to come your way in the next few days. Enjoy it -- because when you get back to your communities, the real work begins. Educators from schools all over your state are going to want to know the secret of your success. Each of you is a case study in **what works** -- and we've got to learn from you in order to make all our schools better.

INSERT

Speaking of communities, as you know I have spent a lot of time since the Inagural speaking of the importance of community service. When I launched my "Points of Light initiative last summer, I said that my goal was to make community service national policy, so that community service becomes central to the life and work of every individual and "institution" in America.

Community service is serving food in soup kitchens, providing clothing to homeless shelters and counseling unwed pregnant teens. But community service is also playing an active role in educating our children.

That is why I am especially pleased to note recent developments most dramatically illustrated in Chicago, where parental and volunteer interest is extraordinarily high in reforming the school system, to ensure that each child, no matter his or her background, race or financial circumstances, receives a quality education second to none.

By doing your part as elementary school principals to encourage parents to play an active, hands-on role in the classroom and at home as full partners with you and teachers in the educational process, and by encouraging others in the community to do so, from business leaders to ministers, from union members to Boy Scouts and Girl Scouts, you will help immeasurably not only to instill the ethic of service throughout the nation, but also to make the future bright for our greatest natural treasure, our young people.

And community service should become a way of life not just for parents and other adults, but for young people themselves. As principals, you and the colleagues whom you represent have enormous influence over the hearts and minds of the young.

I applaud in particular those of you who have used your own bully pulpit to harness the seemingly boundless energy, enthusiasm and idealism of the young and channel it in a positive direction. I applaud those of you who teach the young that a life of serving others is a life full of meaning and adventure, those of you who teach that any definition of a "successful" life must include serving others.

Not far from every school, there is someone in need whom even the youngest child can help. There is the lonely grandfather whose days would be lengthened by visits from a little friend. There are sick children who would welcome a card, a drawing or even a smile from a little pal. No one is too young to make a difference in someone else's life; no one is too young to be a "point of light".

And what works is what matters. You all know how deeply I care about the quality of learning in our classrooms. As you know, I asked the Governors from each of your states to meet with me at the recent Education Summit, for two days of intense discussions. We emerged from that summit with a new sense of resolve -- with a new consensus on what we must do to strengthen our schools. The governors and I agreed that we've got to work together to raise standards -- and cut the tangle of red tape that keeps you and your teachers from doing the best possible job.

That means expanded flexibility on the state and local level -- and it means greater choice -- more power in the hands of parents and their children to decide which schools and what kind of education is right for them. I am convinced that choice can spur educational innovation -- and educational excellence. But make no mistake: we aren't going to tell you what works best from Washington. Just the opposite. The whole point of flexibility and choice is to see that decisions affecting our schools are made where the interest and expertise is greatest: in your schools and communities.

← INSERT

You're America's best, and you know what it takes to make our schools even better. I want to thank you for setting an example for kids to admire -- and for other educators to emulate.

My congratulations to every one of you -- and my thanks for making a difference for every single child who walks into your schools.

Thank you. God bless you, and God bless the United States of America.

#

Amy E. Schwartz

Can Citizens Save Chicago's Schools?

CHICAGO—Even in a city known for political vigor, trying to recruit candidates for 6,000 simultaneous election races is something of a novelty. Pumped up by skepticism and adrenaline, the organizers of Chicago's radical new school reform plan overshot the mark. This week no fewer than 17,000 candidates are on the ballot for 540 newly created "local school councils"—the keystone of a reform plan that will put each separate school in Chicago's horrendously deteriorated system under the direct control of its parents, teachers and neighbors.

That, of course, will be only the beginning. Can parents, teachers and neighbors *run* a public school? Can they revive what former education secretary William Bennett once called the worst school system in the country? The reformers have met the challenge with parent training—in schools, in churches, in the halls of 50 major employers. And in one such session on a clear blue September Saturday at Dunbar High School on the city's south side, a scene is unfolding that looks like the playing out of the naysayers' most cynical nightmares.

In a simulated council meeting, a middle-aged white parent in cap and khakis has launched a long rant against standardized testing. His singsong tone and combative posture suggest the habitual gadfly. "I don't think the Iowa reading tests got nothing to do with nothing," he argues, sounding like a malicious joke a critic might tell about parent control. "I say we wipe tests out of the schools. They're disrespecting our children."

But wait. The group resists. They converge on the malcontent, arguing him to a standstill. "To improve, you've got to measure something," says Barbara Judson, a black educator with red-tinted hair and violet-tinted glasses. "Maybe the tests aren't so good, maybe they should be revised." A local minister chimes in: "You take something like that away, you need to put something in its place." The discussion moves on to building security.

At least one premise of the massively complicated legislation has been bolstered: the parents in the neighborhoods may be inexperienced and undereducated, but they're not so dumb. Though the law runs hundreds of pages, its main thrust is this faith in parents, its attempt to flush out large numbers of potentially competent people. In a sense it is a test, not of any education theory per se, but of the whole ethic of community volun-

or. "No machine," says an organizer, "can grab 6,000 slots."

The 11-person councils are to draw up "school improvement plans" that the principal must implement; the law gives principals more on-site power, and the council controls the principal's contract. As to whether the bureaucracy will actually allow council or principal to make substantive changes—in curriculum, say—the trainers are irritatingly vague. It finally dawns on the frustrated questioner that they simply don't know.

At times, the training sessions deteriorate into a wrangle between practical pessimists and well-meaning technocrats. Elias Walker, principal of a distressed school and one of the few of his ilk to come to the training sessions instead of trying to block them, asks about the building engineers who now hold school keys. Won't they still be able to block late meetings? Who, exactly, will force them to relinquish a power they so value? Trainer Deborah Potts, a white teacher from the suburbs, says he's just being negative: "You make this all sound so difficult." "This is a difficult problem," responds black candidate Sandalo Jackson, whose four sons attend a high school with an 80 percent dropout rate.

There are reasons the theory could actually triumph—and it isn't just that the schools can't get any worse, though this is widely agreed. A previous reform creating advisory "local school improvement councils" did little concrete, but it reenergized the PTAs and put a network in place. The business community is deeply involved, with

many major employers offering paid time off for employees to campaign and serve. Mayor Richard M. Daley and his interim school board are out stumping.

Follow-through is spotty. A young minister named Thomas Sanders is so fired up by the Dunbar session that he says he'll take the message to a place he sometimes preaches, an evangelical group called Mission for Christ in the poverty-blasted depths of the South Side. He gives a reporter directions: Mission for Christ meets in a decaying living-room-sized sanctuary with a piano and a sagging gold velvet couch, which is there, says the Rev. W. H. Campbell, "till somebody comes along who needs one, then I guess they'll take it." In fact, Sanders never shows up. But another community group has



"No machine can grab 6,000 slots."

...er was willing through a recession. It worked, Jimmy Carter ended chemotherapy, and ... generally refrained ... But it's unlikely that ... would have had the guts to ... the medicine themselves. ... the past decade, the American ... system has become even ... more self-indulgent and short-sighted than it was in 1979. Reagan and Bush have taught the country to believe that no short-term sacrifice is ever necessary for any long-term benefit. It is laughable to suppose that the president and Congress, who are now cooking up yet another tax cut in the face of a \$140 billion deficit, could be trusted with the power to create a short-term rush of prosperity any time they wanted, and damn the aftereffects.

The 1980 Republican platform sternly declared: "The independence of the Federal Reserve Board must be preserved." By 1984, "The Federal Reserve Board's destabilizing actions must stop," declared the platform, which also called ominously for "coordination between fiscal and monetary policy." In 1988 the platform said blandly: "To keep markets on an even keel, we urge objective Federal Reserve policies to achieve long-run price stability." This is a veiled reference to something like a gold standard. But you can be sure that the next time such an objective policy produced a squeeze, politicians of both parties would complain about "destabilizing actions."

The cleverness of the Fed arrangement is that politicians can complain about monetary discipline but can't stop it. That is an advantage, not just for the country but for the politicians themselves. No wonder Treasury Secretary Nicholas Brady says he'd just as soon not have a vote on the Fed, thanks all the same. That is also the Fed's greatest democratic defect: not so much that unelected officials make the key decisions, but that elected officials don't have to take responsibility for the consequences. Still, who'd want to give these guys that kind of responsibility?

BY T. GIBSON

© 1989, UFS/The New Republic, Inc.

ncy

to block two roads but not a third because, that third road important, there might have been trouble. That was a ... to produce what it did produce: U.S. complicity in

... Nunn (D-Ga.) says dryly that sometimes we should ... for our policy to succeed. But was encouraging a ... S. "policy"? Words do not constitute policy. There

ATUR
RNISH

...ine themselves.
...decade, the American
...system has become even
...self-indulgent and short-sight-
...than it was in 1979. Reagan and
...ush have taught the country to
...believe that no short-term sacrifice
...is ever necessary for any long-term
...benefit. It is irresponsible to suppose
...that the Federal Reserve Board must
...stop.

...platform
...dependence
...Board must
...1984. The Fed-
...Board's destabilizing
...must stop," declared the
...platform, which also called ominously
...for "coordination between fiscal
...and monetary policy." In 1988 the
...platform said blandly: "To keep mar-
...kets on an even keel, we urge objec-
...tive Federal Reserve policies to
...achieve long-run price stability."
...This is a veiled reference to some-
...thing like a gold standard. But you
...can be sure that the next time such
...an objective policy produced a
...squeeze, politicians of both parties
...would complain about "destabilizing
...actions."

The cleverness of the Fed ar-
...rangement is that politicians can
...complain about monetary discipline
...but can't stop it. That is an advan-
...tage, not just for the country but for
...the politicians themselves. No won-
...der Treasury Secretary Nicholas
...Brady says he'd just as soon not
...have a vote on the Fed, thanks all
...the same. That is also the Fed's
...greatest democratic defect: not so
...much that unelected officials make
...the key decisions, but that elected
...officials don't have to take responsi-
...bility for the consequences. Still,
...who'd want to give these guys that
...kind of responsibility?

© 1989, UFS/The New Republic, Inc.

BY T. GIBSON

...week no fewer than 17,000 candidates
...are on the ballot for 540 newly created
..."local school councils"—the keystone of
...a reform plan that will put each separate
...school in Chicago's horrendously deterio-
...rated system under the direct control of
...its parents, teachers and neighbors.

That, of course, will be only the begin-
...ning. Can parents, teachers and neigh-
...bors run a public school? Can they re-
...vive what former education secretary
...William Bennett once called the worst
...school system in the country? The re-
...formers have met the
...challenge with parent
...training—in schools, in
...churches, in the halls of
...50 major employers.
...And in one such session
...on a clear blue Septem-
...ber Saturday at Dunbar
...High School on the
...city's south side, a scene
...is unfolding that looks
...like the playing out of
...the naysayers' most
...cynical nightmares.

In a simulated council
...meeting, a middle-aged
...white parent in cap and
...khakis has launched a
...long rant against stan-
...dardized testing. His
...singsong tone and com-
...bative posture suggest
...the habitual gadfly. "I
...don't think the Iowa
...reading tests got noth-
...ing to do with nothing,"
...he argues, sounding like
...a malicious joke a critic
...might tell about parent
...control. "I say we wipe
...tests out of the schools.
...They're disrespecting
...our children."

But wait. The group
...resists. They converge
...on the malcontent, argu-
...ing him to a standstill.
..."To improve, you've got to measure
...something," says Barbara Judson, a black
...educator with red-tinted hair and violet-
...tinted glasses. "Maybe the tests aren't
...so good, maybe they should be revised."
...A local minister chimes in: "You take
...something like that away, you need to
...put something in its place." The discus-
...sion moves on to building security.

At least one premise of the massively
...complicated legislation has been bol-
...stered: the parents in the neighborhoods
...may be inexperienced and undereducat-
...ed, but they're not so dumb. Though the
...law runs hundreds of pages, its main
...thrust is this faith in parents, its attempt
...to flush out large numbers of potentially
...competent people. In a sense it is a test,
...not of any education theory per se, but of
...the whole ethic of community volunta-
...rism on which the Bush administration
...has staked its hopes. The idea is not that
...parents know best but that parents care
...most—enough to put in the energy and
...the time.

The opening matters to Vanessa Sam-
...uels, who works nights at the University
...of Chicago as a guard. She has two teen-
...age daughters and two toddlers, one in
...Head Start. "I feel like I went blindly
...with the first two; not this time," she
...says. "Today made me feel like a lot of
...parents are more qualified than I am.
...But then I thought that's how they
...learned, by getting involved."

The textbooks and the trainers come
...from Designs for Change, a nonprofit
...group that exists mainly to promote Chi-
...cago school reform and has been alter-
...nately theorizing about reform, writing
...laws, lobbying for their passage and pro-
...ducing the needed backup materials. De-
...signs for Change sketched out the pre-
...sent plan in 1986, then set about
...muster support for it through a larger
...coalition energized by the bitter 1987
...teachers' strike. Its members learned
...from the disaster of another experiment
...in radical decentralization, that of New

As to whether the bureaucracy will
...ally allow council or principal to make
...substantive changes—in curriculum,
...say—the trainers are irritatingly vague.
...It finally dawns on the frustrated ques-
...tioner that they simply don't know.

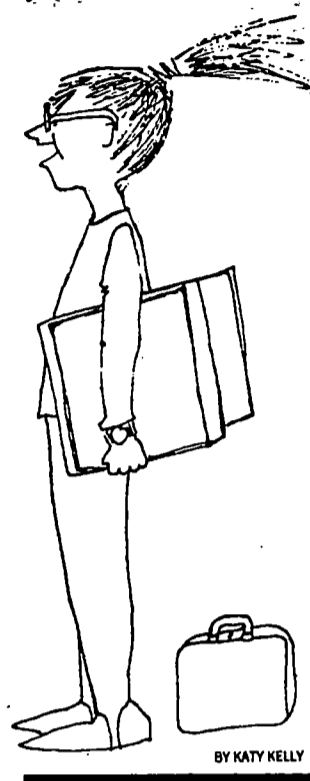
At times, the training sessions deterio-
...rate into a wrangle between practical
...pessimists and well-meaning techno-
...crats. Elias Walker, principal of a dis-
...tressed school and one of the few of his
...ilk to come to the training sessions in-
...stead of trying to block them, asks about
...the building engineers
...who now hold school
...keys. Won't they still
...be able to block late
...meetings? Who, exact-
...ly, will force them to
...relinquish a power
...they so value? Trainer
...Deborah Potts, a white
...teacher from the sub-
...urbs, says he's just be-
...ing negative: "You
...make this all sound so
...difficult." "This is a dif-
...ficult problem," re-
...sponds black candidate
...Sandalo Jackson,
...whose four sons attend
...a high school with an
...80 percent dropout
...rate.

There are reasons
...the theory could actu-
...ally triumph—and it
...isn't just that the
...schools can't get any
...worse, though this is
...widely agreed. A previ-
...ous reform creating
...advisory "local school
...improvement councils"
...did little concrete, but
...it reenergized the
...PTAs and put a net-
...work in place. The
...business community is
...deeply involved, with

many major employers offering paid
...time off for employees to campaign
...and serve. Mayor Richard M. Daley
...and his interim school board are out
...stumping.

Follow-through is spotty. A young
...minister named Thomas Sanders is so
...fired up by the Dunbar session that he
...says he'll take the message to a place
...he sometimes preaches, an evangelical
...group called Mission for Christ in the
...poverty-blasted depths of the South
...Side. He gives a reporter directions:
...Mission for Christ meets in a decaying
...living-room-sized sanctuary with a pia-
...no and a sagging gold velvet couch,
...which is there, says the Rev. W. H.
...Campbell, "till somebody comes along
...who needs one, then I guess they'll
...take it." In fact, Sanders never shows
...up. But another community group has
...already pegged Campbell as a likely
...prospect and phoned him. The minis-
...ter, who put 10 children through the
...local schools, which he saw getting
...worse with each child, has agreed to
...run for a non-parent seat. "I feel that
...all the good years we got, by God's
...grace, we owe it to put something
...back," he says. "Even if I don't get
...elected, I'll be down there involved."

"We find it kind of interesting," al-
...lows Don Moore, the understandably
...jubilant head of Designs for Change,
...when the candidate numbers come in.
..."Nobody believed us, but we proved
...parents can care and get involved."
...The campaign, then, gives a picture of
...community effort and energy, not only
...as a pretty idea, but as a well-spotter-
...ing, wind-fragile initiative that could
...gutter out, flicker—or catch and build
...to a roar. The now-debated Bush-
...Noonan metaphor of "a thousand
...points of light" was incomplete from
...the beginning—the real model for
...community voluntarism in all its iffy
...and crackling uncertainty is a thousand
...points of flame, a thousand sparks.
...Chicago, where Great Fires are an es-
...tablished part of the mythology, has



BY KATY KELLY

**"No machine
can grab 6,000
slots."**

ncy

to block two roads but not a third because, that third road
...important, there might have been trouble. That was a
...likely to produce what it did produce: U.S. complicity in

...Nunn (D-Ga.) says dryly that sometimes we should
...for our policy to succeed. But was encouraging a
...S. "policy"? Words do not constitute policy. There
...serious intending.

Bush's is a "presidency of good intentions" but
...reless about connecting ends with means. That
...nd. The administration's airy words are not as
...ious intentions. When there is a pattern of
...t willing means, it is reasonable to conclude
...t willed at all.

Bush's Washington is such a happy place for
...rties is that words have, by presidential
...etely severed not only from actions but
...states of mind.

a catastrophic health care program? Oops.
...ss roots. Repeal program. Excuse me, but
...policy buried in here somewhere?
...t the "requirements" or the "law"? We
...e deficit in accordance with common

ident" proposes an education initiative
...st of the manned flight to Mars that he
...e bats an eye, because no one really
...means much of anything said about
...ian plotters, now deceased, who heard
...merica's unsleeping passion to unhorse
...nd the game.

America is a splash-of-the-week presi-
...y endorsement of a "global" and
...cal weapons, something that no adult
...le. This is not to say Bush is cynical.
...y not be a scintilla of cynicism in him.

WHITE HOUSE STAFFING MEMORANDUM

DATE: 10/16/89 ACTION/CONCURRENCE/COMMENT DUE BY: 10/17/89 10:00 AM

SUBJECT: PRESIDENTIAL REMARKS: DISTINGUISHED PRINCIPALS VISIT

	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 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"/>	ROGICH →	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BATES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PINKERTON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PETERSMEYER	<input checked="" 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 10:00 AM, Tuesday, October 17, with a copy to my office. Thank you.

RESPONSE:

OK S.R.

89 OCT 17 9:42

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

1989 OCT 16 PM 4: 27

McGroarty/Dooley
October 16, 1989
4:00 pm
[PRINS]

PRESIDENTIAL REMARKS: DISTINGUISHED PRINCIPALS VISIT
THE ROSE GARDEN
OCTOBER 18, 1989
1:00 PM

[Introductory acknowledgements. Sam Sava, National Association of Elementary School Principals, Secretary Cavazos.]
I am delighted to welcome such a distinguished group of educators to the White House.

I know your students are all thrilled that you're here in Washington. /// After all -- no matter what they do -- this is one day they can't get sent to see the principal. ////

[[But the fact is, kids do look up to you. Think how many would rather be Principal for a day than President for a day. Sure, I've got my own limo -- but you're the ones who get to talk on the PA system any time you like....]]

You've mastered a job that most people couldn't begin to cope with. Imagine being CEO of a corporation where the rank and file's average age is 8 -- and half of them forget to bring their lunch money.

You juggle everything from substitute teachers to bus schedules -- and many of you still find time to visit every classroom every day. And there's always energy for something extra: whether it's Jane Wakukawa getting out with the crossing guards every morning to talk to parents walking their kids to school -- or Anthony Link and Sally Liechty, lecturing at colleges and in their communities after the school day is over.

But that's what puts you at the head of the class -- and it's what makes your schools among the most successful. Because more than any other factor, what sets a school apart is you: **the principal**. The simple fact is this: there is no substitute for a strong principal -- one who gives students and teachers a sense of direction. One who helps our children develop a love of learning -- and learn the lessons in character that apply in and out of the classroom.

I know for you and your family and friends, this is a proud day. All those years of hard work and dedication have paid off -- and you've earned all the recognition that's going to come your way in the next few days. Enjoy it -- because when you get back to your communities, the real work begins. Educators from schools all over your state are going to want to know the secret of your success. Each of you is a case study in **what works** -- and we've got to learn from you in order to make all our schools better.

And what works is what matters. You all know how deeply I care about the quality of learning in our classrooms. As you know, I asked the Governors from each of your states to meet with me at the recent Education Summit, for two days of intense discussions. We emerged from that summit with a new sense of resolve -- with a new consensus on what we must do to strengthen our schools. The governors and I agreed that we've got to work together to raise standards -- and cut the tangle of red tape that keeps you and your teachers from doing the best possible job.

That means expanded flexibility on the state and local level -- and it means greater choice -- more power in the hands of parents and their children to decide which schools and what kind of education is right for them. I am convinced that choice can spur educational innovation -- and educational excellence. But make no mistake: we aren't going to tell you what works best from Washington. Just the opposite. The whole point of flexibility and choice is to see that decisions affecting our schools are made where the interest and expertise is greatest: in your schools and communities.

You're America's best, and you know what it takes to make our schools even better. I want to thank you for setting an example for kids to admire -- and for other educators to emulate.

My congratulations to every one of you -- and my thanks for making a difference for every single child who walks into your schools.

Thank you. God bless you, and God bless the United States of America.

#



EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF MANAGEMENT AND BUDGET
WASHINGTON, D.C. 20503



NOTICE:

Enclosed are comments from staff members of the Office of Management and Budget (OMB). Such comments do not necessarily represent the official position of the Director of OMB or of the Office of Management and Budget. If you wish to have the Director's personal comments, please let me know -- and contact me if you have any questions.

A handwritten signature in black ink, which appears to read "David J. Haun", is positioned above the typed name.

David J. Haun
Executive Assistant
to the Director

WHITE HOUSE STAFFING MEMORANDUM

DATE: 10/16/89 ACTION/CONCURRENCE/COMMENT DUE BY: 10/17/89 10:00 AM

PRESIDENTIAL REMARKS: DISTINGUISHED PRINCIPALS VISIT
 SUBJECT: _____

	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 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"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BATES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PINKERTON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PETERSMEYER	<input checked="" 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 10:00 AM, Tuesday, October 17, with a copy to my office. Thank you.

RESPONSE: *see comments*

20:01A 11 100 68
James W. Cicconi
 Assistant to the President
 and Deputy to the Chief of Staff
 Ext. 2702

1989 OCT 16 PM 4: 27

McGroarty/Dooley
October 16, 1989
4:00 pm
[PRINS]

PRESIDENTIAL REMARKS: DISTINGUISHED PRINCIPALS VISIT
THE ROSE GARDEN
OCTOBER 18, 1989
1:00 PM

[Introductory acknowledgements. Sam Sava, National Association of Elementary School Principals, Secretary Cavazos.]
I am delighted to welcome such a distinguished group of educators to the White House.

I know your students are all thrilled that you're here in Washington. /// After all -- no matter what they do -- this is one day they can't get sent to see the principal. ////

[[But the fact is, kids do look up to you. Think how many would rather be **Principal** for a day than **President** for a day. Sure, I've got my own limo -- but you're the ones who get to talk on the PA system any time you like....]]

You've mastered a job that most people couldn't begin to cope with. Imagine being CEO of a corporation where the rank and file's average age is 8 -- and half of them forget to bring their lunch money.

You juggle everything from substitute teachers to bus schedules -- and many of you still find time to visit every classroom every day. And there's always energy for something extra: whether it's Jane Wakukawa getting out with the crossing guards every morning to talk to parents walking their kids to school -- or Anthony Link and Sally Liechty, lecturing at colleges and in their communities after the school day is over.

But that's what puts you at the head of the class -- and it's what makes your schools among the most successful. Because more than any other factor, what sets a school apart is you: **the principal**. The simple fact is this: there is no substitute for a strong principal -- one who gives students and teachers a sense of direction. One who helps our children develop a love of learning -- and learn the lessons in character that apply in and out of the classroom.

I know for you and your family and friends, this is a proud day. All those years of hard work and dedication have paid off -- and you've earned all the recognition that's going to come your way in the next few days. Enjoy it -- because when you get back to your communities, the real work begins. Educators from schools all over your state are going to want to know the secret of your success. Each of you is a case study in **what works** -- and we've got to learn from you in order to make all our schools better.

And what works is what matters. You all know how deeply I care about the quality of learning in our classrooms. As you know, I asked the Governors from each of your states to meet with me at the recent Education Summit, for two days of intense discussions. We emerged from that summit with a new sense of resolve -- with a new consensus on what we must do to strengthen our schools. The governors and I agreed that we've got to work together to raise standards -- and cut the tangle of red tape that keeps you and your teachers from doing the best possible job.

That means expanded flexibility on the state and local level -- and it means greater choice -- more power in the hands of parents and their children to decide which schools and what kind of education is right for them. I am convinced that choice can spur educational innovation -- and educational excellence. But make no mistake: we aren't going to tell you what works best from Washington. Just the opposite. The whole point of flexibility and choice is to see that decisions affecting our schools are made where the interest and expertise is greatest: in your schools and communities.

*Shady
4/18/94*

And let me make one final point: I think that we as a society need to give much greater recognition to the role that principals and teachers play in.

You are
You're America's best, and you know what it takes to make our schools even better. I want to thank you for setting an example for kids to admire -- and for other educators to emulate.

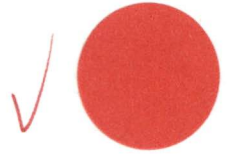
our society. ~~So~~ That means greater rewards. It means greater respect from the community. It means ~~getting~~ greater ~~recognition~~ recognition at the best in the business. That's why I've invited you here today. Yours is a noble profession.

My congratulations to every one of you -- and my thanks for making a difference for every single child who walks into your schools.

Thank you. God bless you, and God bless the United States of America.

#

THE WHITE HOUSE
WASHINGTON



October 17, 1989

MEMORANDUM FOR CHRISS WINSTON
DEPUTY ASSISTANT TO THE PRESIDENT
FOR COMMUNICATIONS

FROM: NELSON LUND *NL*
ASSOCIATE COUNSEL TO THE PRESIDENT

SUBJECT: Draft Presidential Remarks: Distinguished
Principals Visit

At the request of James W. Cicconi, Counsel's office has reviewed the captioned remarks. We have no legal objections.

We appreciate having had the opportunity to review these remarks.

cc: James W. Cicconi

89 OCT 17 410:12

WHITE HOUSE STAFFING MEMORANDUM

DATE: 10/16/89 ACTION/CONCURRENCE/COMMENT DUE BY: 10/17/89 10:00 AM

PRESIDENTIAL REMARKS: DISTINGUISHED PRINCIPALS VISIT

SUBJECT:

	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 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"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BATES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PINKERTON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PETERSMEYER	<input checked="" 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 10:00 AM, Tuesday, October 17, with a copy to my office. Thank you.

RESPONSE:

N/C 10/17/89

89 OCT 17 11:40

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

RESEARCH

1989 OCT 16 PM 4: 27

McGroarty/Dooley
October 16, 1989
4:00 pm
[PRINS]

PRESIDENTIAL REMARKS: DISTINGUISHED PRINCIPALS VISIT
THE ROSE GARDEN
OCTOBER 18, 1989
1:00 PM

Thank you, Mr. Secretary [CAVAZOS]. [SAVV-UH]
~~[Introductory acknowledgements, Sam Sava, National
Association of Elementary School Principals, Secretary Cavazos]~~

I am delighted to welcome such a distinguished group of educators
to the White House.

I know your students are all thrilled that you're here in
Washington. /// After all -- no matter what they do -- this is
one day they can't get sent to see the principal. ////

[[But the fact is, kids do look up to you. Think how many
would rather be **Principal** for a day than **President** for a day.
Sure, I've got my own limo -- but you're the ones who get to talk
on the PA system any time you like....]]

You've mastered a job that most people couldn't begin to
cope with. Imagine being CEO of a corporation where the rank and
file's average age is 8 -- and half of them forget to bring their
lunch money.

You juggle everything from substitute teachers to bus schedules -- and many of you still find time to visit every classroom every day. And there's always energy for something extra: whether it's Jane Wakukawa ^[WAH-KOO-KAH-WAH] getting out with the crossing guards every morning to talk to parents walking their kids to school -- or Anthony Link and Sally Liechty ^[LICK-TEE] lecturing at colleges ~~and~~ in their communities after the school day is over.

But that's what puts you at the head of the class -- and it's what makes your schools among the most successful. Because more than any other factor, what sets a school apart is you: **the principal**. The simple fact is this: there is no substitute for a strong principal -- one who gives students and teachers a sense of direction. One who helps our children develop a love of learning -- and learn the lessons in character that apply **in and out** of the classroom.

I know for you and your family and friends, this is a proud day. All those years of hard work and dedication have paid off -- and you've earned all the recognition that's going to come your way. ~~in the next few days.~~ Enjoy it -- because when you get back to your communities, the real work begins. Educators from schools all over your state are going to want to know the secret of your success. Each of you is a case study in **what works** -- and we've got to **learn from you** in order to make all our schools better.

And what works is what matters. You all know how deeply I care about the quality of learning in our classrooms. As you know, I asked the Governors from each of your states to meet with me at the recent Education Summit, for two days of intense discussions. We emerged from that summit with a new sense of resolve -- with a new consensus on what we must do to strengthen our schools. The governors and I agreed that we've got to work together to raise standards -- and cut the tangle of red tape that keeps you and your teachers from doing the best possible job.

That means expanded flexibility on the state and local level -- and it means greater choice -- more power in the hands of parents and their children to decide which schools and what kind of education is right for them. I am convinced that choice can spur educational innovation -- and educational excellence. But make no mistake: we aren't going to tell you what works best from Washington. Just the opposite. The whole point of flexibility and choice is to see that decisions affecting our schools are made where the interest and expertise is greatest: in your schools and communities.

You're America's best, and you know what it takes to make our schools even better. I want to thank you for setting an example for kids to admire -- and for other educators to emulate.

My congratulations to every one of you -- and my thanks for making a difference for every single child who walks into your schools.

Thank you. God bless you, and God bless the United States of America.

#