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Presentation of National Teacher of Year Award 4/4/90 [OA 4727]

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THE WHITE HOUSE
Office of the Press Secretary

For Immediate Release

April 4, 1990

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

The Roosevelt Room

2:15 P.M. EDT

THE PRESIDENT: Well to the members of the Congress and Senate that are here today, thank you all for coming, and welcome to the White House. Secretary Cavazos, Senator Pell and Representative Lowery and Hunter, and Bill Keene and Gordon Ambach, Robert Gwinn, Norman Brown, and to our -- specially -- to our distinguished Teacher of the Year, Jan Gabay.

Barbara and I are honored to have you all here. The kind of people Jan represents are ambassadors to the most powerful province mankind might command, that great undiscovered realm right under your hat.

For almost 40 years, the Teacher of the Year Program has singled out the few, really because they represent the many. The program's goal is not to identify "the best" teacher, but the best in all teachers.

All teachers are different, of course, but the best have a special kind of energy that ushers ideas to minds, and ideals to souls. They unleash the imagination and turn young eyes toward brilliant constellation of human aspiration and experience.

Maybe it's the pace of history. The pulse of the natural world, or the power of reason. But whatever, America's best teachers are teaching, they all understand that learning is not a spectator sport. The value of knowledge is not in the having, but in the sharing. And wisdom is not received -- it is pursued.

You might have heard it said that knowledge isn't found in books. In one sense, true -- there's nothing intrinsically helpful about a book. Just black marks on a few white pages. But in hands that know how to hold them, how to embrace their ideas and deliver them whole, a book can change a life forever.

Those who breathe life into ancient texts have seen that power, seen those words explode in brilliance in a young mind. Through teachers and their students, the ideas of the past are sustained -- and the ideas of the future are defined.

And if the life of the mind is one of both work and wonder, I'd like to introduce a man among us today who's lived that life better and longer than anyone else.

He was born in 1889 -- the son of a former slave. He served in the First World War, became fluent in six languages, earned 11 degrees, and taught school until he was 81. That alone would be impressive enough. But at the age of 100 he still practices law -- and still attends law school seminars with the eagerness of a first-year student.

Try to praise him, though, and he'll ball you out -- saying "There's nothing extraordinary about me." And having just met

MORE

him -- and he told me that I was the second president that he's met; the first was Franklin Delano Roosevelt. (Laughter.) But having met him I know this is a risk to praise him, but I have to disagree with him. I hope you'll join me in commending a man who may be America's most seasoned scholar -- John Morton-Finney. (Applause.) Would you stand up please, Mr. Morton-Finney? (Applause.)

One lesson we might take from Mr. Morton-Finney is this: If he's still ready and willing to learn, so can we all be. And if he's always looking for new ideas and new ways of thinking, so must the entire system of American education.

A year ago this week, here in the Rose Garden, across the way, I sent legislation up to Congress to help reform and restructure America's schools. Today I want to appeal to the members of Congress to move on those initiatives.

We've already moved in concert to bring a sense of direction to education reform. We've held the first-ever summit with the nation's governors. And we've set ambitious goals for our students, our schools, and ourselves -- rallying points for the progress we all know is greatly needed now.

But what we must remember, above all, is that education is more important than politics. And while our '91 budget request for education is the largest in American history, our progress won't be measured by bureaucracies built and dollars spent. It will be measured by results, and by what our children learn and accomplish.

If we judge our students by their thinking, we must judge ourselves by our own. And there are cases of very creative thinking about education going on right now -- ideas for reform that hold promise for the rest of the nation.

In Milwaukee, Wisconsin, because of a grassroots movement made up largely of poor, inner-city parents, a new experiment in choice is applying the leverage of competition and stimulating change. Thanks to Polly Williams, once a welfare mother of four and now a state legislator, low-income parents can choose to send their kids to private non-sectarian schools with money from the public school system's budget paying \$2500 in tuition for each student. Choice empowers people. And it puts competition to work, improving schools for every student.

In Kentucky, an entirely new philosophy of management is being put into place which is based on accountability. The school system is being decentralized, with local districts gaining control over our operations and individual schools gaining more autonomy overall. The state is managing a new system of rewards for teachers and administrators -- including bi-yearly awards up to \$8000 -- and leaving curriculum questions to the local districts.

That kind of creative thinking is government's best role in education -- setting goals, providing incentives, and then demanding accountability. But as crucial as good government is, we all understand where the real action is. It's in the hands of our teachers.

And that's why we're here today: to recognize a teacher who represents our best. Her story began with a little collection of books spread out on hardpacked earth beneath a wooden stairway, where she played school with her younger sister.

To Jan Gabay, those books revealed an imagined life of seekers, sages and students -- a life Jan has since chosen to make real, for herself and the students she teaches.

Over the past 17 years she has developed her power to motivate minds -- to give kids a sense of wonder and bless them with a life of possibilities unimagined in ordinary moments.

She says her goal is to help her students find and refine the "knowledge, skill, and talent that they do not know they have." But she understands that a real education goes far beyond acquiring skills. It instills a life-long love of learning.

"Accepting simple competence," she says, "is the antithesis of what I believe education really is. An unending quest to understand the world by using one's mind -- and to understand the self by knowing one's heart."

Jan always tells her students that she has succeeded because of them. In that spirit, it is also true that our schools will succeed -- because of people like her.

So it is an honor to have you here, Janis Gabay -- and to name you the 1990 National Teacher of the Year. God bless you for all you're doing for those kids. (Applause.)

END

2:30 P.M. EDT

**NATIONAL TEACHER OF THE YEAR AWARD / THE ROSE GARDEN
WEDNESDAY, APRIL 4, 1990 / 2:15 P.M.**

**WELCOME TO THE WHITE HOUSE! SECRETARY CAVAZOS,
SENATORS PELL AND WILSON, REPRESENTATIVES LOWERY,
BATES, HUNTER AND GOODLING. BILL KEENE AND GORDON
AMBACH, ROBERT GWINN AND NORMAN BRAUN [BROWN] -- AND TO
OUR 1990 TEACHER OF THE YEAR, JAN GABAY [GUH-BAY]:**

**BARBARA AND I ARE HONORED TO HAVE YOU ALL HERE.
THE KIND OF PEOPLE JAN REPRESENTS ARE AMBASSADORS TO
THE MOST POWERFUL PROVINCE MANKIND MIGHT COMMAND: THAT
GREAT UNDISCOVERED REALM RIGHT UNDER YOUR HAT.**

- 2 -

**FOR ALMOST FORTY YEARS THE TEACHER OF THE YEAR
PROGRAM HAS SINGLED OUT THE FEW, BECAUSE THEY REPRESENT
THE MANY. THE PROGRAM'S GOAL IS NOT TO IDENTIFY "THE
BEST" TEACHER, BUT THE BEST IN ALL TEACHERS.**

**ALL TEACHERS ARE DIFFERENT, OF COURSE -- BUT THE
BEST HAVE A SPECIAL KIND OF ENERGY THAT USHERS IDEAS TO
MINDS, AND IDEALS TO SOULS. THEY UNLEASH THE
IMAGINATION, AND TURN YOUNG EYES TOWARD THE BRILLIANT
CONSTELLATION OF HUMAN ASPIRATION AND EXPERIENCE.**

MAYBE IT'S THE PACE OF HISTORY. THE PULSE OF THE NATURAL WORLD. OR THE POWER OF REASON. BUT WHATEVER AMERICA'S BEST TEACHERS ARE TEACHING, THEY ALL UNDERSTAND THAT LEARNING IS NOT A SPECTATOR SPORT. THE VALUE OF KNOWLEDGE IS NOT IN THE HAVING, BUT IN THE SHARING. AND WISDOM IS NOT RECEIVED -- IT IS PURSUED.

YOU MIGHT HAVE HEARD IT SAID THAT KNOWLEDGE ISN'T FOUND IN BOOKS.

IN ONE SENSE, TRUE -- THERE'S NOTHING INTRINSICALLY HELPFUL ABOUT A BOOK. JUST BLACK MARKS ON FLAT WHITE PAGES. BUT IN HANDS THAT KNOW HOW TO HOLD THEM, HOW TO EMBRACE THEIR IDEAS AND DELIVER THEM WHOLE, A BOOK CAN CHANGE A LIFE, FOREVER.

THOSE WHO BREATHE LIFE INTO ANCIENT TEXTS HAVE SEEN THAT POWER -- SEEN THOSE WORDS EXPLODE IN BRILLIANCE IN A YOUNG MIND.

THROUGH TEACHERS AND THEIR STUDENTS, THE IDEAS OF THE PAST ARE SUSTAINED -- AND THE IDEAS OF THE FUTURE ARE DEFINED.

AND IF THE LIFE OF THE MIND IS ONE OF BOTH WORK AND WONDER, I'D LIKE TO INTRODUCE A MAN AMONG US TODAY WHO'S LIVED THAT LIFE BETTER AND LONGER THAN ANYBODY ELSE.

HE WAS BORN IN 1889 -- THE SON OF A FORMER SLAVE. HE SERVED IN THE FIRST WORLD WAR, BECAME FLUENT IN SIX LANGUAGES, EARNED 11 DEGREES, AND TAUGHT SCHOOL UNTIL HE WAS 81. THAT ALONE WOULD BE IMPRESSIVE ENOUGH. BUT AT THE AGE OF 100 HE STILL PRACTICES LAW -- AND STILL ATTENDS LAW-SCHOOL SEMINARS WITH THE EAGERNESS OF A FIRST-YEAR STUDENT.

TRY TO PRAISE HIM, THOUGH, AND HE'LL SCOLD YOU -- SAYING "THERE'S NOTHING EXTRAORDINARY ABOUT ME."

WELL, HAVING JUST MET HIM, I KNOW THIS IS A RISK -- BUT I HAVE TO DISAGREE WITH HIM. I HOPE YOU'LL JOIN ME IN COMMENDING A MAN WHO MAY BE AMERICA'S MOST SEASONED SCHOLAR -- JOHN MORTON-FINNEY. \\

ONE LESSON WE MIGHT TAKE FROM DR. MORTON-FINNEY IS THIS: IF HE'S STILL READY AND WILLING TO LEARN, SO CAN WE ALL BE. AND IF HE'S ALWAYS LOOKING FOR NEW IDEAS AND NEW WAYS OF THINKING, SO MUST THE ENTIRE SYSTEM OF AMERICAN EDUCATION.

A YEAR AGO THIS WEEK, HERE IN THE ROSE GARDEN, I SENT LEGISLATION UP TO CONGRESS TO HELP REFORM AND RESTRUCTURE AMERICA'S SCHOOLS. TODAY I WANT TO APPEAL TO THE MEMBERS OF THE HOUSE, TO MOVE ON THOSE INITIATIVES.

WE'VE ALREADY MOVED IN CONCERT TO BRING A SENSE OF DIRECTION TO EDUCATION REFORM. WE'VE HELD THE FIRST-EVER SUMMIT WITH THE NATION'S GOVERNORS.

AND WE'VE SET AMBITIOUS GOALS FOR OUR STUDENTS, OUR SCHOOLS, AND OURSELVES -- RALLYING POINTS FOR THE PROGRESS WE ALL KNOW IS GREATLY NEEDED NOW.

BUT WHAT WE MUST REMEMBER, ABOVE ALL, IS THAT EDUCATION IS MORE IMPORTANT THAN POLITICS. AND WHILE OUR '91 BUDGET REQUEST FOR EDUCATION IS THE LARGEST IN AMERICAN HISTORY, OUR PROGRESS WON'T BE MEASURED BY BUREAUCRACIES BUILT AND DOLLARS SPENT.

IT WILL BE MEASURED BY RESULTS, AND BY WHAT OUR CHILDREN LEARN AND ACCOMPLISH.

IF WE JUDGE OUR STUDENTS BY THEIR THINKING, WE MUST JUDGE OURSELVES BY OUR OWN. AND THERE ARE CASES OF VERY CREATIVE THINKING ABOUT EDUCATION GOING ON RIGHT NOW -- IDEAS FOR REFORM THAT HOLD PROMISE FOR THE REST OF THE NATION.

IN MILWAUKEE, WISCONSIN -- BECAUSE OF A GRASSROOTS MOVEMENT MADE UP LARGELY OF POOR, INNER-CITY PARENTS -- A NEW EXPERIMENT IN CHOICE IS APPLYING THE LEVERAGE OF COMPETITION -- AND STIMULATING CHANGE. THANKS TO POLLY WILLIAMS, ONCE A WELFARE MOTHER OF FOUR AND NOW A STATE LEGISLATOR, LOW-INCOME PARENTS CAN CHOOSE TO SEND THEIR KIDS TO PRIVATE NON-SECTARIAN SCHOOLS -- WITH MONEY FROM THE PUBLIC SCHOOL SYSTEM'S BUDGET PAYING UP TO \$2500 IN TUITION FOR EACH STUDENT.

CHOICE EMPOWERS PEOPLE. AND IT PUTS COMPETITION TO WORK, IMPROVING SCHOOLS FOR EVERY STUDENT.

IN KENTUCKY, AN ENTIRELY NEW PHILOSOPHY OF MANAGEMENT IS BEING PUT INTO PLACE WHICH IS BASED ON ACCOUNTABILITY. THE SCHOOL SYSTEM IS BEING DECENTRALIZED, WITH LOCAL DISTRICTS GAINING CONTROL OVER OPERATIONS AND INDIVIDUAL SCHOOLS GAINING MORE AUTONOMY OVERALL.

THE STATE IS MANAGING A NEW SYSTEM OF REWARDS FOR TEACHERS AND ADMINISTRATORS -- INCLUDING BI-YEARLY AWARDS OF UP TO \$8,000 -- AND LEAVING CURRICULUM QUESTIONS TO THE LOCAL DISTRICTS.

THAT KIND OF CREATIVE THINKING IS GOVERNMENT'S BEST ROLE IN EDUCATION -- SETTING GOALS, PROVIDING INCENTIVES, AND DEMANDING ACCOUNTABILITY.

BUT AS CRUCIAL AS GOOD GOVERNMENT IS, WE ALL UNDERSTAND WHERE THE REAL ACTION IS. IT'S IN THE HANDS OF OUR TEACHERS.

AND THAT'S WHY WE'RE HERE TODAY: TO RECOGNIZE A TEACHER WHO REPRESENTS OUR BEST. HER STORY BEGAN WITH A LITTLE COLLECTION OF BOOKS SPREAD OUT ON HARDPACKED EARTH BENEATH A WOODEN STAIRWAY, WHERE SHE PLAYED SCHOOL WITH HER YOUNGER SISTER.

TO JAN GABAY, THOSE BOOKS REVEALED AN IMAGINED LIFE OF SEEKERS, SAGES AND STUDENTS -- A LIFE JAN HAS SINCE CHOSEN TO MAKE REAL, FOR HERSELF AND THE STUDENTS SHE TEACHES.

OVER THE PAST 17 YEARS JAN HAS DEVELOPED HER POWER TO MOTIVATE MINDS -- TO GIVE KIDS A SENSE OF WONDER, AND BLESS THEM WITH A LIFE OF POSSIBILITIES UNIMAGINED IN ORDINARY MOMENTS.

SHE SAYS HER GOAL IS TO HELP HER STUDENTS FIND AND REFINED THE "KNOWLEDGE, SKILL, AND TALENT THAT THEY DO NOT KNOW THEY HAVE." BUT SHE UNDERSTANDS THAT A REAL EDUCATION GOES FAR BEYOND ACQUIRING SKILLS. IT INSTILLS A LIFE-LONG LOVE FOR LEARNING.

"ACCEPTING SIMPLE COMPETENCE," SHE SAYS, "IS THE ANTITHESIS OF WHAT I BELIEVE EDUCATION REALLY IS: AN UNENDING QUEST TO UNDERSTAND THE WORLD BY USING ONE'S MIND -- AND TO UNDERSTAND THE SELF BY KNOWING ONE'S HEART."

JAN ALWAYS TELLS HER STUDENTS THAT SHE HAS SUCCEEDED BECAUSE OF THEM. IN THAT SPIRIT, IT'S ALSO TRUE THAT OUR SCHOOLS WILL SUCCEED -- BECAUSE OF PEOPLE LIKE HER.

SO IT'S AN HONOR TO HAVE YOU HERE, JANIS GABAY [GUH-BAY] -- AND TO NAME YOU THE 1990 NATIONAL TEACHER OF THE YEAR. \\

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WHITE HOUSE STAFFING MEMORANDUM

DATE: 04/02/90

ACTION/CONCURRENCE/COMMENT DUE BY: 10:00 A.M. Tuesday 04/03

SUBJECT: PRESIDENTIAL REMARKS: NATIONAL TEACHER OF THE YEAR AWARD
(04/02 4:30 p.m. draft)

	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"/>	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"/>	<u>ROGERS</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>PINKERTON</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>WINSTON</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>PORTER ROSE</u>	<input type="checkbox"/>	<input checked="" 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 provide any comments/recommendations directly to the Speechwriting Office, x2930, by 10:00 a.m. on Tuesday, 04/03, with a copy to my office. Thanks.

RESPONSE:

*OK
 DW - PLEASE
 PUT THIS EVENT
 ON MY CALENDAR.
 B*

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

1990 APR -2 PM 6:56

(Lange/Cawley)
April 2, 1990
4:30 P.M.
[APPLE.DOC]

PRESIDENTIAL REMARKS: NATIONAL TEACHER OF THE YEAR AWARD
THE ROSE GARDEN
WEDNESDAY, APRIL 4, 1990
[TIME]

Welcome to the White House! Secretary Cavazos, [members of the Council of Chief State School Officers and Encyclopedia Brittanica] -- and to our 1990 Teacher of the Year, Jan Gabay:

Barbara and I are honored to have you all here. The kind of people Jan represents are ambassadors to the most powerful province mankind might command: that great undiscovered realm right under your hat.

For almost forty years the Teacher of the Year Program has singled out the few, because they represent the many. Their goal is not to identify "the best" teacher, but the best in all teachers.

All teachers are different, of course -- but the best all have a special kind of energy that ushers ideas to minds, and ideals to souls. They unleash the imagination, and unveil before young eyes the brilliant constellation of human aspiration and experience.

Maybe it's the pulse of the natural world. The pace of history. Or the power of reason. But **whatever** America's best teachers are teaching, they all understand that learning is not a spectator sport. The value of knowledge is not in the having, but in the sharing. And wisdom is not received -- it is pursued.

You might have heard it said that knowledge isn't found in books. In one sense, true -- there's nothing intrinsically helpful about a book. Just black marks on flat white pages. But in hands that know how to hold them, how to embrace their ideas and deliver them whole, a book can change a life, forever.

Those who breathe life into ancient texts have seen that power -- seen those words explode in brilliance in a young mind. Through teachers and their students the ideas of the past are sustained, and the ideas of the future are defined.

And if the life of the mind is one of both work and wonder, I'd like to introduce one man among us today who's lived that life better and longer than anybody else.

He was born in 1889 -- the son of a former slave. He served in the first World War, became fluent in six languages, earned 11 degrees, and taught school until he was 81. That alone would be impressive enough. But at the age of 100 he still practices law -- and still attends law-school seminars with the eagerness of a first-year student.

Try to praise him, though, and he'll scold you -- saying "There's nothing extraordinary about me." Well, after meeting him, I know this is a risk -- but I have to disagree with him. I hope you'll join me in commending a man who may be America's most seasoned scholar -- John Morton-Finney. \\

One lesson we might take from Dr. Morton-Finney is this: If he's still ready and willing to learn, so can we all be. And

if he's always looking for new ideas and new ways of thinking, **so must the entire system of American education.**

A year ago this week, here in the Rose Garden, I sent legislation up to Congress to reform and restructure America's schools. Today I want to appeal to the members of the House, to **give those initiatives some prompt and fair attention.**

We've already moved in concert to bring a sense of direction to education reform. We've held the first-ever summit with the nation's governors. And we've set ambitious goals for our students -- rallying points for progress that we all know is greatly needed now.

But what we must remember, above all, is that education is more important than politics. And while our '91 budget request for education is the largest in American history, our **progress won't be measured by bureaucracies built and dollars spent.**

If we judge our students by their thinking, we must judge ourselves by our own. And there are cases of very creative thinking about education going on right now -- ideas for reform that hold promise for the rest of the nation.

In Wisconsin, an experiment in school vouchers for low-income children is giving parents the leverage of competition -- and encouraging change. Low-income parents can choose to send their kids to private non-sectarian schools, with the state paying tuition for each student, and subtracting the money from the public-school system's budget. **That puts parental choice and competition to work, improving schools for every student.**

In Kentucky, an entirely new philosophy of management is being put into place. The school system is being decentralized, with local districts gaining control over operations and individual schools gaining more autonomy overall. The state's department of education is managing a new system of rewards for teachers and administrators -- including bi-yearly awards of up to \$8000 -- and leaving curriculum questions to the local districts.

That kind of creative thinking is government's best role in education -- setting goals, providing incentives, and demanding accountability. But as crucial as good government is, we all understand where the real action is. It's in the hands of our teachers.

And that's why we're here today: to recognize a teacher who represents our best. Her story began with a little collection of books spread out on hardpacked earth beneath a wooden stairway, where she played school with her younger sister.

To Jan Gabay, those books revealed an imagined life of seekers, sages and students -- a life Jan has since chosen to make real, for herself and the students she teaches.

Over the past 17 years Jan has developed her power to motivate minds -- to give them a sense of wonder, and bless them with a life of possibilities unimagined in ordinary moments.

She says her goal is to help her students find and refine the "knowledge, skill, and talent that they do not know they have." But she understands that a real education goes far beyond

acquiring skills.

"Accepting simple competence," she says, "is the antithesis of what I believe education really is: an unending quest to understand the world by using one's mind -- and to understand the self by knowing one's heart."

Jan always tells her students that she has succeeded because of them. In that spirit, it's also true that our schools will succeed because of people like her.

So it's an honor to have you here, Jan -- and to name you the 1990 National Teacher of the Year. \\

#

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DATE: 04/03/90 ACTION/CONCURRENCE/COMMENT DUE BY: ----

SUBJECT: PRESIDENTIAL REMARKS: NATIONAL TEACHER OF THE YEAR AWARD
(04/03 12:15 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"/>
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CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>PINKERTON</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>PORTER ROSE</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>WINSTON</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>_____</u>	<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	<u>_____</u>	<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

47:45
 MAR 4

THE WHITE HOUSE
WASHINGTON

1990 APR -3 PM 1:50

APRIL 3, 1990

INFORMATION

MEMORANDUM FOR THE PRESIDENT

THROUGH: CHRISS WINSTON *CW*

FROM: MARK LANGE *ML*

SUBJECT: NATIONAL TEACHER OF THE YEAR AWARD

Attached are draft remarks (8-10 minutes, cards only) for a Rose Garden ceremony honoring the 1990 Teacher of the Year -- Jan Gabay [guh-BAY].

About 200 will attend. While there are several acknowledgements up front, the list of luminaries hasn't been finalized. The cards will reflect our latest intelligence.

(Lange/Cawley)
April 3, 1990
12:15 P.M.
[APPLE.DOC]

PRESIDENTIAL REMARKS: NATIONAL TEACHER OF THE YEAR AWARD
 THE ROSE GARDEN
 WEDNESDAY, APRIL 4, 1990
 2:15 P.M.

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In Milwaukee, Wisconsin -- because of a grassroots movement made up largely of poor, inner-city parents -- a new experiment in choice is applying the leverage of competition -- and stimulating change. Thanks to Polly Williams, once a welfare mother of four and now a state legislator, low-income parents can

choose to send their kids to private non-sectarian schools -- with money from the public school system's budget paying \$2500 in tuition for each student. Choice empowers people. And it **puts competition to work, improving schools for every student.**

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That kind of creative thinking is government's best role in education -- setting goals, providing incentives, and demanding accountability. But as crucial as good government is, we all understand where the real action is. It's in the hands of our teachers.

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Over the past 17 years Jan has developed her power to motivate minds -- to give kids a sense of wonder, and bless them

with a life of possibilities unimagined in ordinary moments.

She says her goal is to help her students find and refine the "knowledge, skill, and talent that they do not know they have." But she understands that a real education goes far beyond acquiring skills. It instills a life-long love for learning.

"Accepting simple competence," she says, "is the antithesis of what I believe education really is: an unending quest to understand the world by using one's mind -- and to understand the self by knowing one's heart."

Jan always tells her students that she has succeeded because of them. In that spirit, it's also true that our schools will succeed -- because of people like her.

So it's an honor to have you here, Janis Gabay [guh-BAY] -- and to name you the 1990 National Teacher of the Year. \\

#

WHITE HOUSE STAFFING MEMORANDUM

DATE: 04/02/90 ACTION/CONCURRENCE/COMMENT DUE BY: 10:00 A.M. Tuesday 04/03

SUBJECT: PRESIDENTIAL REMARKS: NATIONAL TEACHER OF THE YEAR AWARD
(04/02 4:30 p.m. draft)

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE <i>N/c</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN <i>N/c</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ROGICH <i>N/c</i>	<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"/>
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DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:
 Please provide any comments/recommendations directly to the Speechwriting Office, x2930, by 10:00 a.m. on Tuesday, 04/03, with a copy to my office. Thanks.

RESPONSE:

81:2v 3 MAR 3 47:18

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

1990 APR -2 PM 6:56

(Lange/Cawley)
April 2, 1990
4:30 P.M.
[APPLE.DOC]

PRESIDENTIAL REMARKS: NATIONAL TEACHER OF THE YEAR AWARD
THE ROSE GARDEN
WEDNESDAY, APRIL 4, 1990
[TIME]

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the Council of Chief State School Officers and Encyclopedia
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people Jan represents are ambassadors to the most powerful
province mankind might command: that great undiscovered realm
right under your hat.

For almost forty years the Teacher of the Year Program has
singled out the few, because they represent the many. Their ^{program's} goal
is not to identify "the best" teacher, but the best in all
teachers.

All teachers are different, of course -- but the best all
have a special kind of energy that ushers ideas to minds, and
ideals to souls. They unleash the imagination, and ^{even} ~~unveil before~~
young eyes ^{forward} the brilliant constellation of human aspiration and
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Maybe it's the pulse of the natural world. The pace of
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teachers are teaching, they all understand that learning is
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Those who breathe life into ancient texts have seen that power -- seen those words explode in brilliance in a young mind. Through teachers and their students, the ideas of the past are sustained, and the ideas of the future are defined.

And if the life of the mind is one of both work and wonder, I'd like to introduce ~~one~~^a man among us today who's lived that life better and longer than anybody else.

He was born in 1889 -- the son of a former slave. He served in the first World War, became fluent in six languages, earned 11 degrees, and taught school until he was 81. That alone would be impressive enough. But at the age of 100 he still practices law -- and still attends law-school seminars with the eagerness of a first-year student.

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if he's always looking for new ideas and new ways of thinking, **so must the entire system of American education.**

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If we judge our students by their thinking, we must judge ourselves by our own. And there are cases of very creative thinking about education going on right now -- ideas for reform that hold promise for the rest of the nation.

In ^{Wisconsin} ~~Wisconsin~~, ^{now} ~~an~~ experiment in ^{choice for} ~~school vouchers for~~ low-income children is giving parents the leverage of competition -- ^{stimulating} and ~~encouraging~~ change. ^{Thanks to Polly Williams, once a welfare mother of four and now a state legislator,} Low-income parents can choose to send their kids to private non-sectarian schools ~~with the state~~ ^{with} paying ^{\$1500 in} tuition for each student ^{and subtracting the money from} the public-school system's budget. ^{Choice empowers people. And it starts} ~~That puts parental choice and~~ **competition to work, improving schools for every student.**

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SUBJECT: PRESIDENTIAL REMARKS: NATIONAL TEACHER OF THE YEAR AWARD
(04/02 4:30 p.m. draft)

	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"/>	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"/>
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FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PORTER ROSE	<input type="checkbox"/>	<input checked="" 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 provide any comments/recommendations directly to the Speechwriting Office, x2930, by 10:00 a.m. on Tuesday, 04/03, with a copy to my office. Thanks.

RESPONSE:

No Comment

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

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RESPONSE:

*ok with Waller
for 8/8 Rogich*

90 MAR 3 12:28

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

1990 APR -2 PM 6:56

(Lange/Cawley)
April 2, 1990
4:30 P.M.
[APPLE.DOC]

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Jushu

Document No. 1291014

WHITE HOUSE STAFFING MEMORANDUM

DATE: 04/02/90

ACTION/CONCURRENCE/COMMENT DUE BY: 10:00 A.M. Tuesday 04/03

SUBJECT: PRESIDENTIAL REMARKS: NATIONAL TEACHER OF THE YEAR AWARD
(04/02 4:50 p.m. draft)

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>WINSTON</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u> </u>	<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	<u> </u>	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:
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RESPONSE: no comments

90 MAR 3 3:15 P

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

THE WHITE HOUSE

WASHINGTON

April 3, 1990

30 MAR 3 10:02

MEMORANDUM FOR CHRISS WINSTON

FROM: ROGER B. PORTER *RBP*
SUBJECT: Teacher of the Year Remarks

The draft remarks for the 1990 National Teacher of the Year Award ceremony contain strong and eloquent quotes about the role of the teacher in today's society and education reform. I would like to suggest a few alterations which might clarify some parts of the speech.

Page 3, para. 1

It would be appropriate to insert "help" in the second sentence to read "I sent legislation up to Congress to help reform and restructure America's schools."

Page 3, para. 2

In the second to last sentence, following "we've set ambitious goals for our students," we suggest inserting "our schools, and ourselves."

Page 3, para. 3

An additional sentence might strengthen the paragraph: "It will be measured by results and by what our children learn and accomplish."

Page 3, para. 4

We suggest revising the first sentence as follows: "In Milwaukee, Wisconsin, a new experiment in choice for low-income children is giving parents the leverage of competition -- and stimulating change."

Page 4, para. 1

We suggesting inserting "which is based on accountability" at the end of the sentence.

Page 4, para 1

As the previous department of education was abolished in the restructuring plan, please delete the reference so that the sentence begins "The state is managing a new system . . ."

Page 5, top

√ We suggest adding the phrase, "it instills a life-long love for learning" after "acquiring skills."

Please let me know if you have any questions on these comments or if my office can help in any way.

(Lange/Cawley)
April 2, 1990
4:30 P.M.
[APPLE.DOC]

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FURTHER EDITS
BY LANGE...

(Lange/Cawley)
April 2, 1990
4:30 P.M.
[APPLE.DOC]

PRESIDENTIAL REMARKS: NATIONAL TEACHER OF THE YEAR AWARD
THE ROSE GARDEN
WEDNESDAY, APRIL 4, 1990
[TIME]

Welcome to the White House! Secretary Cavazos, [members of
the Council of Chief State School Officers and Encyclopedia
Brittanica] -- and to our 1990 Teacher of the Year, Jan Gabay: *[Pron?]*
ful-BM

Barbara and I are honored to have you all here. The kind of
people Jan represents are ambassadors to the most powerful
province mankind might command: that great undiscovered realm
right under your hat.

For almost forty years the Teacher of the Year Program has
singled out the few, because they represent the many. Their goal
is not to identify "the best" teacher, but the best in all
teachers.

All teachers are different, of course -- but the best ~~all~~ *g*
have a special kind of energy that ushers ideas to minds, and
ideals to souls. They unleash the imagination, and ~~unveil before~~ *turn*
young eyes *toward* the brilliant constellation of human aspiration and
experience.

Maybe it's the pulse of the natural world. The pace of
history. Or the power of reason. But **whatever** America's best
teachers are teaching, they all understand that learning is
not a spectator sport. The value of knowledge is not in the
having, but in the sharing. And wisdom is not received --
it is pursued.

You might have heard it said that knowledge isn't found in books. In one sense, true -- there's nothing intrinsically helpful about a book. Just black marks on flat white pages. But in hands that know how to hold them, how to embrace their ideas and deliver them whole, a book can change a life, forever.

Those who breathe life into ancient texts have seen that power -- seen those words explode in brilliance in a young mind. Through teachers and their students the ideas of the past are sustained ^{and} and the ideas of the future are defined.

And if the life of the mind is one of both work and wonder, I'd like to introduce ^a ~~one~~ man among us today who's lived that life better and longer than anybody else.

He was born in 1889 -- the son of a former slave. He served in the first World War, became fluent in six languages, earned 11 degrees, and taught school until he was 81. That alone would be impressive enough. But at the age of 100 he still practices law -- and still attends law-school seminars with the eagerness of a first-year student.

Try to praise him, though, and he'll scold you -- saying "There's nothing extraordinary about me." Well, after meeting him, I know this is a risk -- but I have to disagree with him. I hope you'll join me in commending [a man who may be] America's most seasoned scholar -- John Morton-Finney. \\

One lesson we might take from Dr. Morton-Finney is this: If he's still ready and willing to learn, so can we all be. And

if he's always looking for new ideas and new ways of thinking, **so must the entire system of American education.**

A year ago this week, here in the Rose Garden, I sent legislation up to Congress to ^{help} reform and restructure America's schools. Today I want to appeal to the members of the House, to **give those initiatives some prompt and fair attention.**

We've already moved in concert to bring a sense of direction to education reform. We've held the first-ever summit with the nation's governors. And we've set ambitious goals for our students, -- rallying points for progress that we all know is greatly needed now.

But what we must remember, above all, is that education is more important than politics. And while our '91 budget request for education is the largest in American history, our **progress won't be measured by bureaucracies built and dollars spent.**

If we judge our students by their thinking, we must judge ourselves by our own. And there are cases of very creative thinking about education going on right now -- ideas for reform that hold promise for the rest of the nation.

In Wisconsin, an experiment in school vouchers for low-income children is giving parents the leverage of competition -- and encouraging change. Low-income parents can choose to send their kids to private non-sectarian schools, ~~with the state~~ ^{with} paying tuition for each student, ~~and subtracting the money from~~ the public-school system's budget. **That puts parental choice and competition to work, improving schools for every student.**

In Kentucky, an entirely new philosophy of management is being put into place. The school system is being decentralized, with local districts gaining control over operations and individual schools gaining more autonomy overall. The state's department of education is managing a new system of rewards for teachers and administrators -- including bi-yearly awards of up to \$8000 -- and leaving curriculum questions to the local districts.

That kind of creative thinking is government's best role in education -- setting goals, providing incentives, and demanding accountability. But as crucial as good government is, we all understand where the real action is. It's in the hands of our teachers.

And that's why we're here today: to recognize a teacher who represents our best. Her story began with a little collection of books spread out on hardpacked earth beneath a wooden stairway, where she played school with her younger sister.

To Jan Gabay, those books revealed an imagined life of seekers, sages and students -- a life Jan has since chosen to make real, for herself and the students she teaches.

Over the past 17 years Jan has developed her power to motivate minds -- to give [?] ~~them~~ ^{books} a sense of wonder, and bless them with a life of possibilities unimagined in ordinary moments.

She says her goal is to help her students find and refine the "knowledge, skill, and talent that they do not know they have." But she understands that a real education goes far beyond

acquiring skills.

"Accepting simple competence," she says, "is the antithesis of what I believe education really is: an unending quest to understand the world by using one's mind -- and to understand the self by knowing one's heart."

Jan always tells her students that she has succeeded because of them. In that spirit, it's also true that our schools will succeed because of people like her.

So it's an honor to have you here, Jan[→] -- and to name you the 1990 National Teacher of the Year. \\

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THE WHITE HOUSE

WASHINGTON

April 3, 1990

MEMORANDUM FOR CHRISS WINSTON

FROM:

JIM PINKERTON

SUBJECT:

National Teacher of the Year Draft Speech

pg. 3, para. 4, line 2 "And while our '91 budget request for education is the largest in American history, our progress won't be measured by bureaucracies built and dollars spent."

This line ably makes a point about the President's emphasis of outcomes over inputs, but does so while giving a nod to the size of our input (the '91 budget request for education), thus combining in the same sentence two concepts that would otherwise contradict each other.

3,6 "In Wisconsin, an experiment in school vouchers for low-income children is giving parents the leverage of competition -- and encouraging change. Low-income parents can choose to send their kids to private non-sectarian schools, with the state paying tuition for each student, and subtracting the money from the public-school system's budget. That puts parental choice and competition to work, improving schools for every student."

We are delighted to see this reference to Wisconsin State Representative Annette (Polly) Williams. We would only suggest two things which we believe are significant for any reference to Williams' achievement.

First: that Williams herself be mentioned, if possible with some indication that she is representative, both literally and figuratively, of the poor, usually black, inner city parent who is fed up with the education bureaucracy. Attaching real human beings to an abstract idea naturally makes the idea more vivid, particularly when the individuals involved are so compelling.

Second: and very important, that the sense be conveyed that this is a grass roots movement of the mainly poor that has been ongoing for many years. I.e., that choice in education, including choice plans that allow for private schools, is neither a new idea, nor an

(more)

unconventional idea, nor the effort exclusively of right wing ideologues, as the media will be willing to believe. Finally, for reasons of existing policy, the draft should substitute the word "choice" for "vouchers."

Thus, we suggest something like the following:

"It's not often that you hear a Republican like me applauding Democratic politicians, but I want to call attention to a Democratic state representative in Wisconsin named Polly Williams. For years now, this former welfare recipient who raised four children on her own, has led a grass-roots movement of inner-city parents -- a movement to give low-income public-school students in Milwaukee the option of attending non-sectarian private schools. After 200 parents, mainly poor, mainly black, filled a hearing of the Wisconsin Legislature, Polly Williams got her choice plan passed. It people like Polly who show that the states really are the "laboratories of demeeraey," producing experiments of reform. By giving parents the leverage of competition, this type of reform embodies the principle that choice empowers people, especially the poorest people. It is no wonder that the poor are demanding, more and more, the same educational opportunities that the well-to-do have always had."

*avoid politicians,
since he says
"educ. above polit."*

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WHITE HOUSE STAFFING MEMORANDUM

DATE: 04/02/90

ACTION/CONCURRENCE/COMMENT DUE BY: 10:00 A.M. Tuesday 04/03

SUBJECT: PRESIDENTIAL REMARKS: NATIONAL TEACHER OF THE YEAR AWARD
(04/02 4:30 p.m. draft)

	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"/>	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"/>	PINKERTON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PORTER ROSE	<input type="checkbox"/>	<input checked="" 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 provide any comments/recommendations directly to the Speechwriting Office, x2930, by 10:00 a.m. on Tuesday, 04/03, with a copy to my office. Thanks.

RESPONSE: *See comments.*

90 MAR 3 4:58

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



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, appearing to read "David J. Haun". The signature is fluid and cursive, with a long horizontal stroke at the end.

David J. Haun
Executive Assistant
to the Director

1990 APR -2 PM 6:56

(Lange/Cawley)
April 2, 1990
4:30 P.M.
[APPLE.DOC]

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You are the people who do one of the most important jobs in our country-- you open the minds and hearts of our young

For almost forty years the Teacher of the Year Program has singled out the few, because they represent the many. ~~Their~~ ^{program's} goal is not to identify "the best" teacher, but the best in all teachers.

Moeller x3062

Moeller x3060

^{Every} All ^{is} teachers are different, of course -- but the best all have a special kind of energy that ushers ideas to minds, and ideals to souls. They unleash the imagination, and unveil before young eyes the brilliant constellation of human aspiration and experience.

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*Molin
x3060*

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THE WHITE HOUSE

WASHINGTON

90 MAR 3 09:41

April 3, 1990

MEMORANDUM FOR CHRISS WINSTON
DEPUTY ASSISTANT TO THE PRESIDENT FOR
COMMUNICATIONS

FROM: JAY S. BYBEE *jsb*
ASSOCIATE COUNSEL TO THE PRESIDENT

SUBJECT: Presidential Remarks: National Teacher of the
Year Award

Counsel's office has reviewed the above-referenced matter. We have no legal objections.

Thank you for the opportunity to comment on this matter.

cc: James W. Cicconi