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# FOIA MARKER

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**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

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**OA/ID Number:** 13583  
**Folder ID Number:** 13583-004

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**Folder Title:**  
National Education Address 10/1/91 [O A 6037] [2]

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Stack:	Row:	Section:	Shelf:	Position:
<b>G</b>	<b>26</b>	<b>17</b>	<b>3</b>	<b>5</b>

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# WHITE HOUSE STAFFING MEMORANDUM

SEP 27 P3:06

DATE: 9/26/91 ACTION/CONCURRENCE/COMMENT DUE BY: FRIDAY, 9/27/91 2:00pm

PRESIDENTIAL REMARKS: ALICE DEAL JR. HIGH, WASHINGTON, D.C.

SUBJECT: OCTOBER 1, 12:10 pm

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	HORNER	<input type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PETERSMEYER	<input type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BROMLEY	<input type="checkbox"/>	<input type="checkbox"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SNOW	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please forward your comments directly to Tony Snow, Rm. 122, x2930, no later than 2:00 pm, FRIDAY, SEPTEMBER 27 with a copy to this office. Thank you.

RESPONSE:

See attached Education comments. Thanks.

Paul Korfonta  
09/27/91

PHILLIP D. BRADY  
Assistant to the President  
and Staff Secretary  
Ext. 2702



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF THE SECRETARY

MEMORANDUM FOR DAN CASSE

FROM: LESLYE A. ARSHT *Leslye*  
DATE: September 27, 1991  
SUBJECT: October 1 Speech comments

Dan, these are our combined comments about the speech to school children.

Overall, we think the speech lacks focus. It needs to specifically address the issue of goals. Lamar's comments are the following:

"This is not bad news about schools; it is more than schools; bad news about education, how we are accepting our education responsibilities, both in and out of school."

"The report shows you read about as well and know about as much math and science as your parents knew 20 years ago when they were your age. But, it also shows that five out of six of you don't know the math you need to know to be promoted in June to your next grade or to succeed in this modern world."

"Not 'Report Card,' but 'National Education Goals Report.'"

"Something to the effect: We've set these six goals two years ago. Everybody's for them -- Gallup Poll, teachers groups -- we talk a lot about everyone's responsibilities, but in the end it has to be your responsibility. So I am asking you to adopt these goals for yourself, for your school, for your community."

In addition, I know that the speech writers hate it when we comment on the "jokes" as opposed to the substance in a speech, but Diane Ravitch feels very strongly that the "Ask your Mother" retort -- is exactly counter to the message that we are trying to send parents. We need parents to have a new attitude about their responsibilities toward their children's education -- and that obviously includes fathers.

We also think that the speech goes to great lengths to say what the President isn't in the classroom to do, but we never say why he is there. These children have a role to play in the nation's future. Education is the most important way to meet the challenges of the 21st Century. (We aren't saying the President should be preachy about this, but we think he needs to assert it.) Actually, we feel

Page 2 - Memorandum for Daniel Casse

the same way about mentioning "America 2000". We have a strategy for meeting the goals and if these children are to associate what is going on in their communities (in terms of the organizing that's going on) they need to hear at least a mention of it from the President. Especially since that can lead him to say what the kids can do to help:

a) personal responsibility (drugs, teen pregnancy, alcohol, violence). The President could acknowledge that there are temptations that take kids off the track -- pressures that are difficult to resist, personal decisions that are hard.

b) hard work in school.

c) community activity (every one of you knows something or how to do something that a younger or older person does not --- "be a point of light" for someone).

We also think that for kids to personalize this message they need to hear about some role models -- people from humble beginnings, who worked and studied hard and because of their own persistence changed their lives and potentially the world. Colin Powell comes to mind, Clarence Thomas, but obviously there are women and others who would serve here.

I am faxing word changes and other comments on a marked up copy of the draft-- I want to highlight a couple of points several people made here:

The graph at the end of page one --- uses old information NOT the information to be released on Monday. Lamar's graph #2 would REPLACE it.

Despite the fact that Monday's report from the Governors has been referred to informally as a "report card" -- the Goals Panel does not call it that-- they call it a "Goals Report".

Many adults here did not know what "stanines" are -- we strongly suggest REPLACING it with "averages."

Attachment

SENT BY: The White House

; 9-26-91 ; 2:48PM ;

CABINET AFFAIRS-

# 3

McGroarty/Bunton  
September 26, 1991  
12:30 pm  
[SCHOOL.TS]

91 SEP 26 12:22

PRESIDENTIAL REMARKS: ALICE DEAL JR. HIGH, WASHINGTON, D.C.  
OCTOBER 1, 1991  
12:10 P.M.

Thank you, Mrs. Mosteller, for allowing me to visit your classroom today. [[TO STUDENTS]] And let me thank all of you for letting millions of kids in classrooms all across the country tune in to hear what I'm about to say.

You know, long before I became President, I was a parent. I remember the times my kids came up with a really tough question, or a difficult decision. I tried my best never to shut them down with a quick "No." I would simply say those three magic words that made that problem disappear: "Ask your Mother." //

*WRONG MESSAGE*

No parent's perfect. Especially, now -- when you've reached your teens, and your parents hit that awkward age. //

Let me tell you why I've made the trip up from the White House to Alice Deal Junior High. I'm not here to teach a lesson. I'm not here to tell you what to do, or what to think. When it comes to education, you're accustomed to adults talking about you and at you -- well, today, I'm here to ~~talk to you~~ *take to you about the role you play in ~~our~~ <sup>your</sup> ~~own~~ <sup>own</sup> ~~important~~ <sup>important</sup> ~~problem~~ <sup>problem</sup> ~~being~~ <sup>being</sup>* ~~Every day, we hear more bad news about our schools.~~ Maybe

~~you saw today's headline about the release of the new National Goals Report.~~ ~~Report Card.~~ **[[HOLD UP PAPER OR NEWS CLIP.]]** In math, for

instance, the national report shows that of all Eighth Graders tested in 1990, just a fraction -- 18 percent -- could function at even the 7th Grade level.

*the national  
delete both  
incorrect  
and old  
data*

In spite of statistics like this one, I don't see this new report as ~~bad news~~ <sup>cause for despair</sup> and I'll tell you why. This report card is ~~important~~ <sup>important</sup>

<sup>because</sup> ~~tells us a lot more about what you know, and what you don't know~~

~~It~~ gives us something to build on. It shows us our strengths -- and the weaknesses <sup>It shows us how far we have to travel.</sup> we've got to correct. It sets forth a

challenge to work harder, to learn more, to revolutionize American education.

I know you've heard about <sup>averages</sup> stanines and percentiles, surveys and statistics, but here's what ~~all~~ the fancy talk means:

<sup>good message</sup> Education means the difference between a good future and a lousy one. Scores tell us where we are, and where we need to go. But they don't give us the right to make excuses.

All over America, schools succeed -- against all odds. Kids from all over the District of Columbia petition to get into Alice Deal -- because parents know this school works. It works because of teachers like Mrs. Mosteller, who decided at the age of 25 she wanted to teach. She went back to school, worked her way through college, spent seven years waiting tables to pay tuition. [[She made it -- and so can you.]] //

This school works because of students like you. Some of you have taken part in the Johns Hopkins Talent Search: You took the college-entrance exams on an experimental basis as 7th Graders. And even in junior high, some of you scored well enough to get into many colleges. [[ACKNOWLEDGE STUDENTS BY NAME]]. //

~~So let's just put it on the line. You've got the brains.~~

<sup>NOT the lesson</sup> ~~Now you must put them to work.~~ <sup>You are setting your sights high and focusing on results.</sup>

Goals —

SENT BY: The White House

: 9-26-91 : 2:48PM :

CABINET AFFAIRS-

# 5

3

*AMERICA 2000 STRATEGY*

Fast-forward five years from now. Nationwide, between now and 1996, as many as one in five of today's 8th graders will not graduate with their class. In some cities, the drop out rate will climb twice that high or higher. Imagine that: Out of a total of nearly 3 million of your fellow classmates nationwide, an army of more than half-a-million dropouts.

I ask every student watching today: look around you. Count five students -- start with yourself. No one dreams of becoming a dropout, but far too many do. Which one of you won't make it?

// Let's make a pact right here. Let's work to see that five years from now, you and your friends will be more than sad statistics. Give yourself a decent shot at your dreams. Stay in school. //

Let's go back to the future. In the fall of 1996, just under half of today's eighth graders who get their diplomas will enter the working world. More than half the graduates will stay in school -- and become the college class of the year 2000.

The question for each student watching today is: Where will you be five years from now? Will you be holding down a good job and working toward a better one -- or will you be out of school and out of work? Will you be on a college campus -- or out running the streets?

Think about that tonight -- when you're at the kitchen table doing homework; while your parents are coming here to Alice Deal to meet your teachers -- like so many millions do this time of year at Back to School Nights across America.

I'm asking you to put two and two together: Make the connection -- between the homework you do tonight -- the test you take tomorrow -- and where you'll be five, fifteen and fifty years from now. You see, the real world doesn't begin somewhere else, and some time in the distance future. The real world starts right here. What you do here will have consequences your whole lives.

Let me tell you something many of you may find hard to believe. You're in control. [(You're thinking: How can the President say that about kids who don't even have their drivers' licenses?)] But think about it, and you'll see what I mean.

Think about drugs. You see films. You hear police experts and tough speakers from the outside. You get stern lectures from everyone -- movie stars, athletes, teachers, parents, friends.

But you know and I know that all the drug prevention programs -- all the pledges -- all the preaching in the world won't pull you through that critical moment when someone offers drugs. At that moment, everything comes down to you. Yes or No: You've got to choose, and the answer will change your life. Your parents won't make the decision. Your teachers won't make the decision. Your friends won't make the decision. It's up to you: It takes guts to take control. //

Drugs and violence threaten every school, every small town and suburb in America. As students, you have a right to be physically safe at school. You should never have to worry that a quarrel in the hallway will lead to a gunfight in the playground.

*Here the President should describe the world*

*You will encounter many things that will prevent you from being prepared for this new world -- drugs, violence, indifference*

*Most jobs require more than a diploma. Competitive for all over the world. Computer accurate at apply knowledge at high levels.*

SENT BY: The White House

; 8-28-91 ; 2:50PM ;

CABINET AFFAIRS→

# 7

5

You shouldn't have to fear for your life if you criticize someone who wears a beeper in class. Fear should never follow you into the classroom. //

If you have to take the long way home after school so you don't cross paths with the gang hanging on the corner, if outsiders roam the halls of your school hassling students, you must take control. Go to your teacher, go to your principal, go to your parents -- as difficult as it may be, go to the school board <sup>if</sup> you have to. Demand discipline. If good people chicken out, bad people take control. So let's drive the drugs and guns and senseless violence out of our schools. //

When it comes to your own education: take control. Don't say school is boring, and blame it on bad teachers. Find the good teachers. Tell them you want an education. Tell them you're here to learn.

Block out the kids who think it's not cool to be smart. I can't understand for the life of me what's so great about being stupid. If someone goes off today, they're cool -- they're <sup>BART?</sup> Homer Simpson. But what about years from now, when they're stuck in a dead-end job? Don't let peer pressure stand between you and your dreams.

Take control -- challenge yourself. Only you know how hard you work. Maybe you can fake your way into a job -- but you won't keep it if you don't have the know-how to get the job done. Maybe you can cram the week before the marking period ends, and turn that C into a B. But you can't con your way past the SAT

SENT BY: The White House ; 9-26-91 ; 2:50PM ; CABINET AFFAIRS-

6

and into college. And you certainly can't con your way through the working world. / If you don't work hard -- who gets hurt? If you cheat -- who pays the price? If you cut corners, if you hunt for the easy A -- who comes up short? Easy: You do.

You're in control -- but you're not alone. People want to help you succeed. Here at Deal, teachers like Mrs. Mosteller -- your principal, Mr. Moss. / Right now in classrooms across this country -- in the communities every kid calls home -- no matter how bleak, no matter how empty things sometimes seem -- there's a teacher, a parent, a friend or family member ready to help you. They want to see you make it.

[[TRANSITION: SEGUE TO AUDITORIUM WITH SPECIAL GUEST....]]

If you take school seriously, you won't have to settle for just a job. You'll have a career. If you make it your business to learn, one day, you'll be a better parent. You may not think about it now, but one day your children will want to look up at you and say, "I've got the smartest Mom and Dad in the world." Don't you disappoint them.

But most of all, if you educate yourself, you'll enjoy life. You'll have what it takes to make a difference in the world -- to be a part of something bigger than yourself. Look around you. Ask yourself who gets the most enjoyment out of life -- it's the people who live to learn. //

Let me leave you with a simple message: Every time you walk in that classroom door, make it your mission to get a good education. Don't do it because your parents -- or even this

SENT BY: The White House

; 9-28-91 ; 2:51PM ;

CABINET AFFAIRS

# 8

7

President -- tells you. Do it for yourselves. Do it for your future. //

Thank you -- and good luck to every one of you this school year. // And now, Mrs. Mosteller, back to your lesson.

# # #

Tony/Dan -

Very nice. Just two minor  
things on 2 and 5.

Thanks  
JD

Boarty/Bunton  
September 26, 1991  
10 pm  
[HOLD UP PAPER OR NEWS CLIP.]

ALICE DEAL JUNIOR HIGH, WASHINGTON, D.C.

allowing me to visit your  
let me thank all of you for

letting millions of kids in classrooms all across the country  
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remember the times my kids came up with a really tough question,  
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Report Card. [[HOLD UP PAPER OR NEWS CLIP.]] In math, for  
instance, the national report shows that of all Eighth Graders  
tested in 1990, just a fraction -- 18 percent -- could function  
at even the 7th Grade level.

In <sup>just</sup> spite of statistics like this one, I don't see this new report as bad news -- and I'll tell you why. This report card tells us a lot more about what you know, and what you don't know. It gives us something to build on. It shows us our strengths -- and the weaknesses we've got to correct. It sets forth a challenge to work harder, to learn more, to revolutionize American education.

I know you've heard about stanines and percentiles, surveys and statistics, but here's what all the fancy talk means: Education means the difference between a good future and a lousy one. Scores tell us where we are, and where we need to go. But they don't give us the right to make excuses.

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You shouldn't have to fear for your life if you criticize someone who wears a beeper in class. Fear should never follow you into the classroom. //

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But most of all, if you educate yourself, you'll enjoy life. You'll have what it takes to make a difference in the world -- to be a part of something bigger than yourself. Look around you. Ask yourself who gets the most enjoyment out of life -- it's the people who live to learn. //

Let me leave you with a simple message: Every time you walk in that classroom door, make it your mission to get a good education. Don't do it because your parents -- or even this

President -- tells you. Do it for yourselves. Do it for your future. //

Thank you -- and good luck to every one of you this school year. // And now, Mrs. Mosteller, back to your lesson.

# # #

**WHITE HOUSE STAFFING MEMORANDUM**

91 SEP 27 4:35:50

DATE: 9/26/91 ACTION/CONCURRENCE/COMMENT DUE BY: FRIDAY, 9/27/91 2:00pm

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GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
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REMARKS:

Please forward your comments directly to Tony Snow, Rm. 122, x2930, no later than 2:00 pm, FRIDAY, SEPTEMBER 27 with a copy to this office. Thank you.

RESPONSE:

*OKAS*

PHILLIP D. BRADY  
 Assistant to the President  
 and Staff Secretary  
 Ext. 2702

McGroarty/Bunton  
September 26, 1991  
12:30 pm  
[SCHOOL.TS]

91 SEP 26 P12:22

PRESIDENTIAL REMARKS: ALICE DEAL JR. HIGH, WASHINGTON, D.C.  
OCTOBER 1, 1991  
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Fast-forward five years from now. Nationwide, between now and 1996, as many as one in five of today's 8th Graders will not graduate with their class. In some cities, the drop out rate will climb twice that high or higher. Imagine that: Out of a total of nearly 3 million of your fellow classmates nationwide, an army of more than half-a-million dropouts.

I ask every student watching today: look around you. Count five students -- start with yourself. No one dreams of becoming a dropout, but far too many do. Which one of you won't make it?  
// Let's make a pact right here. Let's work to see that five years from now, you and your friends will be more than sad statistics. Give yourself a decent shot at your dreams. Stay in school. //

Let's go back to the future. In the fall of 1996, just under half of today's eighth Graders who get their diplomas will enter the working world. More than half the graduates will stay in school -- and become the college class of the year 2000.

The question for each student watching today is: Where will you be five years from now? Will you be holding down a good job and working toward a better one -- or will you be out of school and out of work? Will you be on a college campus -- or out running the streets?

Think about that tonight -- when you're at the kitchen table doing homework; while your parents are coming here to Alice Deal to meet your teachers -- like so many millions do this time of year at Back to School Nights across America.

I'm asking you to put two and two together: Make the connection -- between the homework you do tonight -- the test you take tomorrow -- and where you'll be five, fifteen and fifty years from now. You see, the real world doesn't begin somewhere else, and some time in the distance future. The real world starts right here. What you do here will have consequences your whole lives.

Let me tell you something many of you may find hard to believe. You're in control. [[You're thinking: How can the President say that about kids who don't even have their drivers' licenses?]] But think about it, and you'll see what I mean.

Think about drugs. You see films. You hear police experts and tough speakers from the outside. You get stern lectures from everyone -- movie stars, athletes, teachers, parents, friends.

But you know and I know that all the drug prevention programs -- all the pledges -- all the preaching in the world won't pull you through that critical moment when someone offers drugs. At that moment, everything comes down to you. Yes or No: You've got to choose, and the answer will change your life. Your parents won't make the decision. Your teachers won't make the decision. Your friends won't make the decision. It's up to you: It takes guts to take control. //

Drugs and violence threaten every school, every small town and suburb in America. As students, you have a right to be physically safe at school. You should never have to worry that a quarrel in the hallway will lead to a gunfight in the playground.

You shouldn't have to fear for your life if you criticize someone who wears a beeper in class. Fear should never follow you into the classroom. //

If you have to take the long way home after school so you don't cross paths with the gang hanging on the corner, if outsiders roam the halls of your school hassling students, you must take control. Go to your teacher, go to your principal, go to your parents -- as difficult as it may be, go to the school board of you have to. Demand discipline. If good people chicken out, bad people take control. So let's drive the drugs and guns and senseless violence out of our schools. //

When it comes to your own education: take control. Don't say school is boring, and blame it on bad teachers. Find the good teachers. Tell them you want an education. Tell them you're here to learn.

Block out the kids who think it's not cool to be smart. I can't understand for the life of me what's so great about being stupid. If someone goofs off today, they're cool -- they're Homer Simpson. But what about years from now, when they're stuck in a dead-end job? Don't let peer pressure stand between you and your dreams.

Take control -- challenge yourself. Only you know how hard you work. Maybe you can fake your way into a job -- but you won't keep it if you don't have the know-how to get the job done. Maybe you can cram the week before the marking period ends, and turn that C into a B. But you can't con your way past the SAT

and into college. And you certainly can't con your way through the working world. / If you don't work hard -- who gets hurt? If you cheat -- who pays the price? If you cut corners, if you hunt for the easy A -- who comes up short? Easy: You do.

You're in control -- but you're not alone. People want to help you succeed. Here at Deal, teachers like Mrs. Mosteller -- your principal, Mr. Moss. / Right now in classrooms across this country -- in the communities every kid calls home -- no matter how bleak, no matter how empty things sometimes seem -- there's a teacher, a parent, a friend or family member ready to help you. They want to see you make it.

[[TRANSITION: SEGUE TO AUDITORIUM WITH SPECIAL GUEST....]]

If you take school seriously, you won't have to settle for just a job. You'll have a career. If you make it your business to learn, one day, you'll be a better parent. You may not think about it now, but one day your children will want to look up at you and say, "I've got the smartest Mom and Dad in the world." Don't you disappoint them.

But most of all, if you educate yourself, you'll enjoy life. You'll have what it takes to make a difference in the world -- to be a part of something bigger than yourself. Look around you. Ask yourself who gets the most enjoyment out of life -- it's the people who live to learn. //

Let me leave you with a simple message: Every time you walk in that classroom door, make it your mission to get a good education. Don't do it because your parents -- or even this

President -- tells you. Do it for yourselves. Do it for your future. //

Thank you -- and good luck to every one of you this school year. // And now, Mrs. Mosteller, back to your lesson.

# # #

OFFICE OF THE VICE PRESIDENT  
STAFFING MEMORANDUM

91 SEP 27 12:11

DATE: SEP 26 1991 ACTION/CONCURRENCE/COMMENT DUE BY: \_\_\_\_\_

SUBJECT: \_\_\_\_\_

	ACTION	FYI		ACTION	FYI
KRISTOL	<input type="checkbox"/>	<input checked="" type="checkbox"/>	McINTOSH	<input type="checkbox"/>	<input checked="" type="checkbox"/>
HUBBARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NOVITSKY	<input type="checkbox"/>	<input type="checkbox"/>
FERNEAU	<input type="checkbox"/>	<input type="checkbox"/>	PERNICE	<input type="checkbox"/>	<input type="checkbox"/>
BECKWITH	<input type="checkbox"/>	<input type="checkbox"/>	PITTS	<input type="checkbox"/>	<input type="checkbox"/>
DUGAN	<input type="checkbox"/>	<input type="checkbox"/>	SULLIVAN	<input type="checkbox"/>	<input type="checkbox"/>
GRIBBIN	<input type="checkbox"/>	<input type="checkbox"/>	<u>Bunow</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
HOWARD	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
JACKSON	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
KREMER	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

RESPONSE:

Return to: Myrna Dugan  
Staff Secretary  
Room 267  
456-6772

# WHITE HOUSE STAFFING MEMORANDUM

DATE: 9/26/91 ACTION/CONCURRENCE/COMMENT DUE BY: FRIDAY, 9/27/91 2:00pm

PRESIDENTIAL REMARKS: ALICE DEAL JR. HIGH, WASHINGTON, D.C.

SUBJECT: OCTOBER 1, 12:10 pm

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	HORNER	<input type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PETERSMEYER	<input type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BROMLEY	<input type="checkbox"/>	<input type="checkbox"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SNOW	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please forward your comments directly to Tony Snow, Rm. 122, x2930, no later than 2:00 pm, FRIDAY, SEPTEMBER 27 with a copy to this office. Thank you.

*Pages 2, 5, 6, 7*

RESPONSE:

PHILLIP D. BRADY  
Assistant to the President  
and Staff Secretary  
Ext. 2702

McGroarty/Bunton  
September 26, 1991  
12:30 pm  
[SCHOOL.TS]

91 SEP 26 P12: 22

PRESIDENTIAL REMARKS: ALICE DEAL JR. HIGH, WASHINGTON, D.C.  
OCTOBER 1, 1991  
12:10 P.M.

Thank you, Mrs. Mosteller, for allowing me to visit your classroom today. [[TO STUDENTS]] And let me thank all of you for letting millions of kids in classrooms all across the country tune in to hear what I'm about to say.

You know, long before I became President, I was a parent. I remember the times my kids came up with a really tough question, or a difficult decision. I tried my best never to shut them down with a quick "No." I would simply say those three magic words that made that problem disappear: "Ask your Mother." //

No parent's perfect. Especially, now -- when you've reached your teens, and your parents hit that awkward age. //

Let me tell you why I've made the trip up from the White House to Alice Deal Junior High. I'm not here to teach a lesson. I'm not here to tell you what to do, or what to think. When it comes to education, you're accustomed to adults talking about you and at you -- well, today, I'm here to talk to you.

Every day, we hear more bad news about our schools. Maybe you saw today's headline about the release of the new National Report Card. [[HOLD UP PAPER OR NEWS CLIP.]] In math, for instance, the national report shows that of all Eighth Graders tested in 1990, just a fraction -- 18 percent -- could function at even the 7th Grade level.

In spite of statistics like this one, I don't see this new report as bad news -- and I'll tell you why. This report card tells us a lot more about what you know, and what you don't know. It gives us something to build on. It shows us our strengths -- and the weaknesses we've got to correct. It sets forth a challenge to work harder, to learn more, to revolutionize American education.

I know you've heard about stanines and percentiles, surveys and statistics, but here's what all the fancy talk means: Education means the difference between a good future and a lousy one. Scores tell us where we are, and where we need to go. But they don't give us the right to make excuses.

All over America, schools succeed -- against all odds. Kids from all over the District of Columbia ~~petition to get into~~ Alice Deal -- because parents know this school works. It works because of teachers like Mrs. Mosteller, who decided at the age of 25 she wanted to teach. She went back to school, worked her way through college, spent seven years waiting tables to pay tuition. [[She made it -- and so can you.]] //

This school works because of students like you. Some of you have taken part in the Johns Hopkins Talent Search: You took the college-entrance exams on an experimental basis as 7th Graders. And even in junior high, some of you scored well enough to get into many colleges. [[ACKNOWLEDGE STUDENTS BY NAME]]. //

So let's just put it on the line. You've got the brains. Now you must put them to work.

*not  
original*

Fast-forward five years from now. Nationwide, between now and 1996, as many as one in five of today's 8th Graders will not graduate with their class. In some cities, the drop out rate will climb twice that high or higher. Imagine that: Out of a total of nearly 3 million of your fellow classmates nationwide, an army of more than half-a-million dropouts.

I ask every student watching today: look around you. Count five students -- start with yourself. No one dreams of becoming a dropout, but far too many do. Which one of you won't make it?  
// Let's make a pact right here. Let's work to see that five years from now, you and your friends will be more than sad statistics. Give yourself a decent shot at your dreams. Stay in school. //

Let's go back to the future. In the fall of 1996, just under half of today's eighth Graders who get their diplomas will enter the working world. More than half the graduates will stay in school -- and become the college class of the year 2000.

The question for each student watching today is: Where will you be five years from now? Will you be holding down a good job and working toward a better one -- or will you be out of school and out of work? Will you be on a college campus -- or out running the streets?

Think about that tonight -- when you're at the kitchen table doing homework; while your parents are coming here to Alice Deal to meet your teachers -- like so many millions do this time of year at Back to School Nights across America.

I'm asking you to put two and two together: Make the connection -- between the homework you do tonight -- the test you take tomorrow -- and where you'll be five, fifteen and fifty years from now. You see, the real world doesn't begin somewhere else, and some time in the distance future. The real world starts right here. What you do here will have consequences your whole lives.

Let me tell you something many of you may find hard to believe. You're in control. [[You're thinking: How can the President say that about kids who don't even have their drivers' licenses?]] But think about it, and you'll see what I mean.

Think about drugs. You see films. You hear police experts and tough speakers from the outside. You get stern lectures from everyone -- movie stars, athletes, teachers, parents, friends.

But you know and I know that all the drug prevention programs -- all the pledges -- all the preaching in the world won't pull you through that critical moment when someone offers drugs. At that moment, everything comes down to you. Yes or No: You've got to choose, and the answer will change your life. Your parents won't make the decision. Your teachers won't make the decision. Your friends won't make the decision. It's up to you: It takes guts to take control. //

Drugs and violence threaten every school, every small town and suburb in America. As students, you have a right to be physically safe at school. You should never have to worry that a quarrel in the hallway will lead to a gunfight in the playground.

You shouldn't have to fear for your life if you criticize someone who wears a beeper in class. Fear should never follow you into the classroom. //

If you have to take the long way home after school so you don't cross paths with the gang hanging on the corner, if outsiders roam the halls of your school hassling students, you must take control. Go to your teacher, go to your principal, go to your parents -- as difficult as it may be, go to the school board of you have to. Demand discipline. If good people chicken out, bad people take control. So let's drive the drugs and guns and senseless violence out of our schools. //

When it comes to your own education: take control. Don't say school is boring, and blame it on bad teachers. Find the good teachers. Tell them you want an education. Tell them you're here to learn.

Block out the kids who think it's not cool to be smart. I can't understand for the life of me what's so great about being stupid. If someone goofs off today, they're cool -- they're ~~Homer~~ Simpson. But what about years from now, when they're stuck in a dead-end job? Don't let peer pressure stand between you and your dreams.

Take control -- challenge yourself. Only you know how hard you work. Maybe you can fake your way into a job -- but you won't keep it if you don't have the know-how to get the job done. Maybe you can cram the week before the marking period ends, and turn that C into a B. But you can't con your way past the SAT

Bart?

and into college. And you certainly can't con your way through the working world. / If you don't work hard -- who gets hurt? If you cheat -- who pays the price? If you cut corners, if you hunt for the easy A -- who comes up short? Easy: You do.

You're in control -- but you're not alone. People want to help you succeed. Here at Deal, teachers like Mrs. Mosteller -- your principal, Mr. Moss. / Right now in classrooms across this country -- in the communities every kid calls home -- no matter how bleak, no matter how empty things sometimes seem -- there's a teacher, a parent, a friend or family member ready to help you. They want to see you make it.

[[TRANSITION: SEGUE TO AUDITORIUM WITH SPECIAL GUEST....]]

If you take school seriously, you won't have to settle for just a job. You'll have a career. If you make it your business to learn, one day, you'll be a better parent. You may not think about it now, but one day your children will want to look up at you and say, "I've got the smartest Mom and Dad in the world." Don't you disappoint them.

But most of all, if you educate yourself, you'll enjoy life. You'll have what it takes to make a difference in the world -- to be a part of something bigger than yourself. Look around you. Ask yourself who gets the most enjoyment out of life -- it's the people who live to learn. //

Let me leave you with a simple message: Every time you walk in that classroom door, make it your mission to get a good education. [ Don't do it because your parents -- or even this

*see next page*

President -- tells you. Do it for yourselves. Do it for your future. //

Thank you -- and good luck to every one of you this school year. // And now, Mrs. Mosteller, back to your lesson.

# # #

Given the President's continued call for parental involvement at every step of a child's education, we should not dilute that message.

Students in fact do owe it, in part to their parents' sacrifices to get a good education. If we urge students to be a part of something bigger than themselves, we cannot emphasize "Do it for yourselves."

Document No. 273650ss

# WHITE HOUSE STAFFING MEMORANDUM

DATE: 9/26/91 ACTION/CONCURRENCE/COMMENT DUE BY: FRIDAY, 9/27/91 2:00pm

PRESIDENTIAL REMARKS: ALICE DEAL JR. HIGH, WASHINGTON, D.C.  
OCTOBER 1, 12:10 pm

SUBJECT: \_\_\_\_\_

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	HORNER	<input type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input type="checkbox"/>	MCCLURE	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PETERSMEYER	<input type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BROMLEY	<input type="checkbox"/>	<input type="checkbox"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SNOW	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please forward your comments directly to Tony Snow, Rm. 122, x2930, no later than 2:00 pm, FRIDAY, SEPTEMBER 27 with a copy to this office. Thank you.

RESPONSE: - Small word changes here & there -  
- on pg 5 Does POTUS really want to  
Ding Homer Simpson??

*AD* 9/26/91

PHILLIP D. BRADY  
Assistant to the President  
and Staff Secretary  
Ext. 2702

McGroarty/Bunton  
September 26, 1991  
12:30 pm  
[SCHOOL.TS]

91 SEP 26 PM 2: 22

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OCTOBER 1, 1991  
12:10 P.M.

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You know, long before I became President, I was a parent. I remember the times my kids came up with a really tough question, or a difficult decision. I tried my best never to shut them down with a quick "No." I would simply say those three magic words that made that problem disappear: "Ask your Mother." //

No parent's perfect. Especially, now -- when you've reached your teens, and your parents hit that awkward age. //

Let me tell you why I've made the trip up from the White House to Alice Deal Junior High. I'm not here to teach a lesson. I'm not here to tell you what to do, or what to think. When it comes to education, you're accustomed to adults talking about you and at you -- well, today, I'm here to talk to you.

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2

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I know you've heard about stanines<sup>?</sup> and percentiles, surveys and statistics, but here's what all the fancy talk means: Education means the difference between a good future and a lousy one. Scores tell us where we are, and where we need to go. But they don't give us the right to make excuses.

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3

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4

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5

You shouldn't have to fear for your life if you criticize someone who wears a beeper in class. Fear should never follow you into the classroom. //

If you have to take the long way home after school so you don't cross paths with the gang hanging on the corner, if outsiders roam the halls of your school hassling students, you must take control. Go to your teacher, go to your principal, go to your parents -- as difficult as it may be, go to the school board ~~if~~ you have to. Demand discipline. If good people chicken out, bad people take control. So let's drive the drugs and guns and senseless violence out of our schools. //

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Block out the kids who think it's not cool to be smart. I can't understand for the life of me what's so great about being stupid. If someone goofs off today, they're cool [ -- they're Homer Simpson. ] But what about years from now, when they're stuck in a dead-end job? Don't let peer pressure stand between you and your dreams.

Take control -- challenge yourself. Only you know how hard you work. Maybe you can fake your way into a job -- but you won't keep it if you don't have the know-how to get the job done. Maybe you can cram the week before the marking period ends, and turn that C into a B. But you can't con your way past the SAT

6

and into college. And you certainly can't con your way through the working world. / If you don't work hard -- who gets hurt? If you cheat -- who pays the price? If you cut corners, if you hunt for the easy A -- who comes up short? Easy: You do.

You're in control -- but you're not alone. People want to help you succeed. Here at Deal, teachers like Mrs. Mosteller -- your principal, Mr. Moss. / Right now in classrooms across this country -- in the communities ~~every~~<sup>you</sup> kid calls home -- no matter how bleak, no matter how empty things sometimes seem -- there's a teacher, a parent, a friend or family member ready to help you. They want to see you make it.

[[TRANSITION: SEGUE TO AUDITORIUM WITH SPECIAL GUEST....]]

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But most of all, if you educate yourself, you'll enjoy life. You'll have what it takes to make a difference in the world -- to be a part of something bigger than yourself. Look around you. Ask yourself who gets the most enjoyment out of life -- it's the people who live to learn. //

Let me leave you with a simple message: Every time you walk in that classroom door, make it your mission to get a good education. Don't do it because your parents -- or even this

7

President -- tells you. Do it for yourselves. Do it for your future. //

Thank you -- and good luck to every one of you this school year. // And now, Mrs. Mosteller, back to your lesson.

# # #

THE WHITE HOUSE  
WASHINGTON

91 SEP 27 P12:11

September 27, 1991

MEMORANDUM FOR TONY SNOW  
DEPUTY ASSISTANT TO THE PRESIDENT  
FOR COMMUNICATIONS AND DIRECTOR OF  
SPEECHWRITING

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

SUBJECT: Presidential Remarks: Alice Deal, Jr. High  
Washington, D.C. (October 1, 1991)

At the request of Phillip D. Brady, Counsel's office has reviewed the captioned remarks. We have no legal objections.

We appreciate the opportunity to review these remarks.

cc: Phillip D. Brady

# WHITE HOUSE STAFFING MEMORANDUM

91 SEP 27 11:19

DATE: 9/26/91 ACTION/CONCURRENCE/COMMENT DUE BY: FRIDAY, 9/27/91 2:00pm

PRESIDENTIAL REMARKS: ALICE DEAL JR. HIGH, WASHINGTON, D.C.

SUBJECT: OCTOBER 1, 12:10 pm

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	HORNER	<input type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PETERSMEYER	<input type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BROMLEY	<input type="checkbox"/>	<input type="checkbox"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SNOW	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please forward your comments directly to Tony Snow, Rm. 122, x2930, no later than 2:00 pm, FRIDAY, SEPTEMBER 27 with a copy to this office. Thank you.

RESPONSE: *Good - a few ideas.*

*PT for SR*

PHILLIP D. BRADY  
Assistant to the President  
and Staff Secretary  
Ext. 2702

McGroarty/Bunton  
September 26, 1991  
12:30 pm  
[SCHOOL.TS]

91 SEP 26 P12: 22

PRESIDENTIAL REMARKS: ALICE DEAL JR. HIGH, WASHINGTON, D.C.  
OCTOBER 1, 1991  
12:10 P.M.

Thank you, Mrs. Mosteller, for allowing me to visit your classroom today. [[TO STUDENTS]] And let me thank all of you for letting millions of kids in classrooms all across the country tune in to hear what I'm about to say.

You know, long before I became President, I was a parent. I remember the times my kids came up with a really tough question, or a difficult decision. I tried my best never to shut them down with a quick "No." I would simply say those three magic words that made that problem disappear: "Ask your Mother." //

No parent's perfect. Especially, now -- when you've reached your teens, and your parents hit that awkward age. //

Let me tell you why I've made the trip up from the White House to Alice Deal Junior High. I'm not here to teach a lesson. I'm not here to tell you what to do, or what to think. When it comes to education, you're accustomed to adults talking about you and at you -- well, today, I'm here to talk to you. *with?*

Every day, we hear more bad news about our schools. Maybe you saw today's headline about the release of the new National Report Card. [[HOLD UP PAPER OR NEWS CLIP.]] In math, for instance, the national report shows that of all Eighth Graders tested in 1990, just a fraction -- 18 percent -- could function at even the 7th Grade level.

In spite of statistics like this one, I don't see this new report as bad news -- and I'll tell you why. This report card tells us a lot more about what you know, and what you don't know. It gives us something to build on. It shows us our strengths -- and the weaknesses we've got to correct. It sets forth a challenge to work harder, to learn more, to revolutionize American education.

I know you've heard about <sup>things like</sup> stanines and percentiles, "surveys" and "statistics," but here's what all the fancy talk means: Education <sup>is</sup> means the difference between a good future and a lousy one. Scores tell us where we are, and where we need to go. But they don't give us the right to make excuses. *Look at this <sup>great</sup> school.*

All over America, schools succeed -- against all odds. <sup>V</sup> Kids from all over the District of Columbia petition to get into Alice Deal -- because parents know this school works. It works because of teachers like Mrs. Mosteller, who decided at the age of 25 she wanted to teach. She went back to school, worked her way through college, spent seven years waiting tables to pay tuition. [[She made it -- and so can you.]] //

This school works because of students like you. Some of you have taken part in the Johns Hopkins Talent Search: You took the college-entrance exams on an experimental basis <sup>last year</sup> as 7th Graders. And even in junior high, some of you scored well enough to get into many colleges. [[ACKNOWLEDGE STUDENTS BY NAME]]. // *And the same is true for other students in other schools across the country*

So let's just put it on the line. You've got the brains. *in other schools across the country*  
Now ~~you must~~ put them to work.

Fast-forward five years from now. Nationwide, between now and 1996, as many as one in five of today's 8th Graders will not graduate with their class. In some cities, the drop out rate will climb twice that high or higher. Imagine that: Out of a total of nearly 3 million of your fellow classmates nationwide, an army of more than half-a-million dropouts.

I ask every student watching today: look around you. Count five students -- start with yourself. No one dreams of becoming a dropout, but far too many do. Which one of you won't make it?  
// Let's make a pact right here. Let's work to see that five years from now, you and your friends will be more than sad statistics. Give yourself a decent shot at your dreams. Stay in school. //

Let's go back to the future. In the fall of 1996, just under half of today's eighth Graders who get their diplomas will enter the working world. More than half the graduates will stay in school -- and become the college class of the year 2000.

The question for each student watching today is: Where will you be five years from now? Will you be holding down a good job and working toward a better one -- or will you be out of school and out of work? Will you be on a college campus -- or out running the streets?

Think about that tonight -- when you're at the kitchen table doing homework; while your parents are coming here to Alice Deal to meet your teachers -- like so many millions do this time of year at Back to School Nights across America.

I'm asking you to put two and two together: Make the connection -- between the homework you do tonight -- the test you take tomorrow -- and where you'll be five, fifteen and fifty years from now. You see, the real world doesn't begin somewhere else, and some time in the distance future. The real world starts right here. What you do here will have consequences your whole lives.

Let me tell you something many of you may find hard to believe. You're in control. [[You're thinking: How can the President say that about kids who don't even have their drivers' licenses?]] But think about it, and you'll see what I mean.

Think about drugs. You see films. You hear police experts and tough speakers from the outside. You get stern lectures from everyone -- movie stars, athletes, teachers, parents, friends.

But you know and I know that all the drug prevention programs -- all the pledges -- all the preaching in the world won't pull you through that critical moment when someone offers drugs. At that moment, everything comes down to you. Yes or No: You've got to choose, and the answer will change your life. Your parents won't make the decision. Your teachers won't make the decision. Your friends won't make the decision. It's up to you: It takes guts to take control. //

Drugs and violence threaten every school, every small town and suburb in America. As students, you have a right to be physically safe at school. You should never have to worry that a quarrel in the hallway will lead to a gunfight in the playground.

You shouldn't have to fear for your life if you criticize someone who wears a beeper in class. Fear should never follow you into the classroom. //

If you have to take the long way home after school so you don't cross paths with the gang hanging on the corner, if outsiders roam the halls of your school hassling students, you must take control. Go to your teacher, go to your principal, go to your parents -- as difficult as it may be, go to the school board if you have to. Demand discipline. If good people chicken out, bad people take control. So let's drive the drugs and guns and senseless violence out of our schools. //

When it comes to your own education: take control. Don't say school is boring, and blame it on bad teachers. Find the good teachers. Tell them you want an education. Tell them you're here to learn.

*Choice in teachers is difficult*

Block out the kids who think it's not cool to be smart. I can't understand for the life of me what's so great about being stupid. If someone goofs off today, they're cool -- they're Homer Simpson. But what about years from now, when they're stuck in a dead-end job? Don't let peer pressure stand between you and your dreams.

Take control -- challenge yourself. Only you know how hard you work. Maybe you can fake your way into a job -- but you won't keep it if you don't have the know-how to get the job done. Maybe you can cram the week before the marking period ends, and turn that C into a B. But you can't con your way past the SAT

and into college. And you certainly can't con your way through the working world. / If you don't work hard -- who gets hurt? If you cheat -- who pays the price? If you cut corners, if you hunt for the easy A -- who comes up short? ~~Easy~~: You do.

You're in control -- but you're not alone. People want to help you succeed. Here at Deal, teachers like Mrs. Mosteller -- your principal, Mr. Moss. / Right now in classrooms across this country -- in the communities every kid calls home -- no matter how bleak, no matter how empty things sometimes seem -- there's a teacher, a parent, a friend or family member ready to help you. They want to see you make it.

[[TRANSITION: SEGUE TO AUDITORIUM WITH SPECIAL GUEST....]]

If you take school seriously, you won't have to settle for just a job. You'll have a career. If you make it your business to learn, one day, you'll be a better parent. You may not think about it now, but one day your children will want to look up at you and say, "I've got the smartest Mom and Dad in the world." Don't you disappoint them.

But most of all, if you educate yourself, you'll enjoy life. You'll have what it takes to make a difference in the world -- to be a part of something bigger than yourself. Look around you. Ask yourself who gets the most enjoyment out of life -- it's the people who live to learn. //

Let me leave you with a simple message: Every time you walk in that classroom door, make it your mission to get a good education. Don't do it because your parents -- or even this

President -- tells you. Do it for yourselves. Do it for your future. //

Thank you -- and good luck to every one of you this school year. // And now, Mrs. Mosteller, back to your lesson.

# # #

McGroarty/ Sept 27, 1991

Talking Points for Alice Deal Auditorium,  
following Televised Classroom Speech.

PRESIDENT BUSH:

[Acknowledgements.] Thanks for that rousing welcome [-- or was that for Flo Jo and Arnold?]] Let me start by thanking the many people who help make this school a success: Franklin Smith, D.C.'s new Superintendent. Mayor Sharon Pratt Dixon. / You've already met our top-rate Secretary of Education, the point man for my America 2000 strategy: Lamar Alexander. // Finally, let me thank your Principal -- Alice Deal's own Terminator -- Mr. Reggie Moss, for opening your doors to all of us today.

[Additional dignitaries.]

I couldn't leave Alice Deal without coming down to say hello to all of you. Millions of students across America got a glimpse inside one of the classrooms that constitute your world -- the place where you reach out for your future.

Since everyone at Alice Deal is now a star school and you are all celebrities -- I asked a couple of special guests to come along with me today. Flo and Arnold: I know you've got something you want to say.

FLORENCE JOYNER:

Thank you, Mr. President. I'm pleased to be here this afternoon with the President to recognize the great things happening here at Alice Deal. //

I spent the morning at Hine Junior High School -- another one of this city's success stories. When a school works -- it's because you make it work. Let me just second the President's message: Take control. Stay in school. Stay off drugs -- and let your dreams become your destiny.

ARNOLD SCHWARZENEGGER:

If you won't listen to Flo Jo or to the President: Listen to me. A sound body is not enough. You know me as a movie star. But I'm a father, too -- and I care about my child, and every kid in this country. It's simple: School shapes your life. So hit the books. Get pumped up for that test. // Exercise your minds -- and there is nothing you can't accomplish.

# # #

*Christie*

273650SS

Document No. \_\_\_\_\_

# WHITE HOUSE STAFFING MEMORANDUM

DATE: 9/27/91 ACTION/CONCURRENCE/COMMENT DUE BY: ----

PRESIDENTIAL REMARKS: ALICE DEAL, JR. HIGH  
WASHINGTON, D.C.

SUBJECT: BACK TO SCHOOL ADDRESS  
TUESDAY, OCTOBER 1, 1991

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	HORNER	<input type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input type="checkbox"/>	MCCLURE	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PETERSMEYER	<input type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PORTER	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGICH	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BROMLEY	<input type="checkbox"/>	<input type="checkbox"/>	SMITH	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SNOW	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
GRAY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HOLIDAY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

The attached has been forwarded to the President.

RESPONSE:

PHILLIP D. BRADY  
Assistant to the President  
and Staff Secretary  
Ext. 2702

THE WHITE HOUSE

WASHINGTON

31 SEP 27 P7:44

September 27, 1991

MEMORANDUM FOR THE PRESIDENT

THROUGH: DAVE DEMAREST  
TONY SNOW *TS*

FROM: DAN MC GROARTY *DMG*

SUBJECT: BACK TO SCHOOL ADDRESS

I. SUMMARY

At 12:00 noon, on Tuesday, October 1, you will deliver the Back to School Address. Your immediate audience at Alice Deal Junior High is Mrs. Mostoller's class of 28 Eight Graders. The extended audience is a nationwide audience of Eighth through Twelfth Graders, watching via PBS and other stations. After the classroom address, you will proceed to the school auditorium accompanied by Arnold Schwarzenegger and Florence Joyner to meet briefly with the rest of the student body.

II. DISCUSSION

Your trip into the classroom underscores the student's central place in the overall education strategy. You will talk to the students, rather than simply about them. You mention the "national report card" in the context of a challenge to today's students, rather than a status report on the state of our schools. Your message challenges students to take control -- encouraging them to take responsibility for their own education. You ask students to confront their futures -- to face the very real prospect of dropping out, using drugs and failing to take advantage of their time in school.

*plus for fitness  
maybe p. 5*

McGroarty/Bunton  
September 27, 1991  
7:30 pm  
[SCHOOL.TS]

PRESIDENTIAL REMARKS: ALICE DEAL JR. HIGH, WASHINGTON, D.C.  
OCTOBER 1, 1991  
12:10 P.M.

Thank you, Ms. Mostoller [MOSS-tah-ler], for allowing me to visit your classroom today -- to talk to your students, and millions more in classrooms all across the country. /

[ You know, long before I became President, I was a parent. I remember the times my kids came up with a really tough question, or a difficult decision. I tried my best never to shut them down with a quick "No." I would simply say those three magic words that made that problem disappear: "Ask your Mother." ]//

No parent's perfect. Especially when you're in your teens -  
- and your parents hit that awkward age. //

Let me tell you why I've made the trip up from the White House to Alice Deal Junior High. I'm not here to teach a lesson -- to tell you what to do, or what to think. Maybe you're accustomed to adults talking about you and at you -- well, today, I'm here to talk to you: about why education matters, about why what you do today -- and what you don't do -- can change your future. //

Every day, we hear more bad news about our schools. Maybe you saw today's headline about the release of the new National Goals Report. [[HOLD UP PAPER OR NEWS CLIP.]] In math, for instance, this "national report card" shows that, nationwide,

five of six Eighth Graders don't know the math they need to move up to the Ninth Grade.

In spite of troubling statistics like this one, I don't see this report as just bad news -- and I'll tell you why. This report card tells us a lot about what you know, and what you don't know. It gives us something to build on. It shows us our strengths -- and the weaknesses we've got to correct. It sets forth a challenge to all of us: work harder, learn more -- revolutionize American education.

*Earlier I said every day we heard more bad news but what we don't hear enough are the success stories*

I know you've heard about "stanines" and percentiles, surveys and statistics, but here's what all the fancy talk means: Education means the difference between a good future and a lousy one. Reports don't give us the right to make excuses. Our scores tell us where we are -- and where we need to go.

*Let me tell you,*  
All over America, schools<sup>do</sup> succeed -- even against all odds. Kids from all over the District of Columbia petition to get into Alice Deal -- because parents know this school works. It works because of teachers like Ms. Mostoller, who decided at the age of 25 she wanted to teach. She was standing in a supermarket checkout line when she saw a magazine ad about college. She went back <sup>to school,</sup> worked her way through ~~school~~ in seven years, waiting tables to pay tuition. She made it -- and so can you. //

This school works because of students like the ones with me today -- students like Rachel Rusch [RUSH], a member of Alice Deal's award-winning "Math Counts" team. Rachel and six other ~~students~~ <sup>Students</sup> kids in this class alone have taken part in the Johns Hopkins

*Earlier I said every day we hear about bad news but not the success stories*

Talent Search: You took the college-entrance exams on an experimental basis last year as 7th Graders. Even in junior high, some of you scored well enough to get into college right now. // So let's just put it on the line. You've got the brains. Now you must put them to work.

Progress starts when we ask more -- of ourselves, our schools, and yes you, our students. We made a start by setting six National Education Goals to meet the challenges of the 21st Century. By the year 2000, at least nine in every ten students should graduate from high school. We should be first in the world in math and science. Every American child should start school ready to learn; every American adult should be literate - - and every American school should be safe and drug-free.

Reaching those goals is the aim of a strategy I call America 2000 -- a crusade to transform American education school by school, community by community. //

But what does all this mean for the <sup>students</sup> ~~kids~~ right here in this room? Fast-forward <sup>^</sup> five years from now. Unless things change, between now and 1996 as many as one in four of today's 8th Graders will not graduate with their class. In some cities, the drop out rate is twice that high or higher. Imagine: Out of a total of nearly 3 million of your fellow classmates nationwide, an army of more than half-a-million dropouts.

I ask every student watching today: look around you. Count four students -- start with yourself. No one dreams of becoming a dropout, but far too many do. Which one of you won't make it?

// The fact is, every one of you can. // Let's make a pact right here. Let's work to see that five years from now, you and your friends will be more than sad statistics. Give yourself a decent shot at your dreams. Stay in school. Get that diploma.

Let's go back to the future. In the fall of 1996, nearly half of today's Eighth Graders who get their diplomas will enter the working world. More than half the graduates will stay in school -- and become the college class of the year 2000.

The question each student watching today should ask is: Where will I be five years from now? Will I be holding down a good job and working toward a better one -- or will I be out of school and out of work? Will I be on a college campus -- or out running the streets?

Think about that tonight -- when you're at the kitchen table doing homework; while your parents are coming here to Alice Deal to meet your teachers -- like so many millions do this time of year at Back to School Nights across America.

I'm asking you to put two and two together: Make the connection -- between the homework you do tonight -- the test you take tomorrow -- and where you'll be five, fifteen and fifty years from now. You see, the real world doesn't begin somewhere else, and some time in the distant future. The real world starts right here. What you do here will have consequences your whole lives.

Let me tell you something many of you may find hard to believe. You're in control. [[You're thinking: How can the

A sound body and a sound mind --  
they go together - as my friend Arnold Schwarzenegger  
says. He's here in Washington today as well,  
talking with students about the importance of fitness.  
And <sup>real</sup> fitness means no drugs.

President say that about <sup>some of</sup> ~~kids like~~ us who don't even have <sup>our</sup> ~~their~~ drivers' licenses?]] But think about it, and you'll see what I mean.

Think about drugs. You see films. You hear police experts and tough speakers from the outside. You get stern lectures from everyone -- movie stars, athletes, teachers, parents, friends.

But you know and I know that all the drug prevention programs -- all the pledges -- all the preaching in the world won't pull you through that critical moment when someone offers drugs. At that moment, everything comes down to you. Yes or No: You've got to choose, and the answer will change your life. Your parents won't make the decision. Your teachers won't make the decision. Your friends won't make the decision. It's up to you: It takes guts to take control. // *insert photo for friends Arnold* *see back of pg 4*

Studies show a decline in drug use -- and every student who draws the line against drugs deserves credit for that. / But drugs and violence continue to threaten every school, every small town and suburb in America. As students, you have a right to be physically safe at school. You should never have to worry that a quarrel in the hallway will lead to ~~a~~ <sup>re</sup> gunfight in the playground. You shouldn't have to fear for your life if you criticize someone who wears a beeper in class. Fear should never follow you into the classroom. //

If you have to take the long way home after school so you don't cross paths with the gang hanging on the corner, if outsiders roam the halls of your school hassling students, you

must take control. Go to your teacher, go to your principal, go to your parents -- as difficult as it may be, go to the school board if you have to. Demand discipline. If good people chicken out, bad people take control. <sup>Together, we can</sup> ~~So let's~~ drive the drugs and guns and senseless violence out of our schools. //

When it comes to your own education: take control. Don't say school is boring, and blame it on your teachers. Make your teachers work hard. Tell them you want a first-class education. Tell them you're here to learn.

Block out the kids who think it's not cool to be smart. I can't understand for the life of me what's so great about being stupid. If someone goofs off today, <sup>are they</sup> ~~they're~~ cool? ~~But what~~ <sup>when</sup> about years from now, ~~when~~ they're stuck in a dead-end job? Don't let peer pressure stand between you and your dreams.

Take control -- challenge yourself. Only you know how hard you work. Maybe you can fake your way into a job -- but you won't keep it for long if you don't have the know-how to get the job done. Maybe you can cram the week before the marking period ends, and turn that C into a B. But you can't con your way past the SAT and into college. / If you don't work hard -- who gets hurt? If you cheat -- who pays the price? If you cut corners, if you hunt for the easy A -- who comes up short? Easy: You do.

You're in control -- but you're not alone. People want to help you succeed. Here at Deal, teachers like Ms. Mostoller -- from your principal, Mr. Moss, to your custodian, Mr. Francis, / Right now in classrooms across this country -- in the communities

you call home -- no matter how bleak, no matter how empty things sometimes seem -- there's a teacher, a parent, a friend or family member ready to help you. They want to see you make it.

If you take school seriously, you won't have to settle for a job -- any job. You'll have a career. If you make it your business to learn, one day you'll be a better parent. You may not think about it now, but one day your children will want to look up at you and say, "I've got the smartest Mom and Dad in the world." Don't you disappoint them.

But most of all, if you educate yourself, you'll enjoy life. You'll have what it takes to make a difference in the world -- to be a part of something bigger than yourself. Look around you. Ask yourself who gets the most enjoyment out of life -- it's the people who live to learn. //

Let me leave you with a simple message: Every time you walk through that classroom door, make it your mission to get a good education. Don't do it just because your parents -- or even this President -- tells you. Do it for yourselves. Do it for your future. 9/

Thank you -- and good luck to every one of you this school year. // And now, Ms. Mostoller, back to your lesson.

# # #

[And while you're at it, maybe you can help a little brother or sister to learn - or even mom or dad.]

ALICE DEAL AUDITORIUM TALKING POINTS  
OCTOBER 1, 1991 / 12:30 P.M.

PRESIDENT BUSH:

THANKS FOR THAT ROUSING WELCOME ~~EE -- OR WAS THAT~~  
~~FOR FLO JO AND ALICE~~ LET ME START BY THANKING THE MANY  
PEOPLE WHO HELP MAKE THIS SCHOOL A SUCCESS: FRANKLIN  
SMITH, D.C.'S NEW SUPERINTENDENT. MAYOR SHARON PRATT  
DIXON. / YOU'VE ALREADY MET OUR TOP-RATE SECRETARY OF  
EDUCATION, THE POINT MAN FOR MY AMERICA 2000 STRATEGY:  
LAMAR ALEXANDER. //

- 2 -

FINALLY, LET ME THANK YOUR PRINCIPAL ~~ALICE DEAL'S~~  
~~OWN TERMINATOR~~ MR. REGGIE MOSS, FOR OPENING YOUR  
DOORS TO ALL OF US TODAY.

I COULDN'T LEAVE ALICE DEAL WITHOUT COMING DOWN TO  
SAY HELLO TO ALL OF YOU. MILLIONS OF STUDENTS ACROSS  
AMERICA GOT A GLIMPSE INSIDE ONE OF THE CLASSROOMS THAT  
CONSTITUTE YOUR WORLD -- THE PLACE WHERE YOU REACH OUT  
FOR YOUR FUTURE.

SINCE ALICE DEAL IS NOW A STAR SCHOOL AND YOU ARE ALL CELEBRITIES -- I ASKED A COUPLE OF SPECIAL GUESTS TO COME ALONG WITH ME TODAY. FLO AND AL: <sup>JOYNER</sup> I KNOW YOU'VE GOT SOMETHING YOU WANT TO SAY.

# # #

FLORENCE JOYNER:

THANK YOU, MR. PRESIDENT. I'M PLEASED TO BE HERE THIS AFTERNOON WITH THE PRESIDENT TO RECOGNIZE THE GREAT THINGS HAPPENING HERE AT ALICE DEAL. //

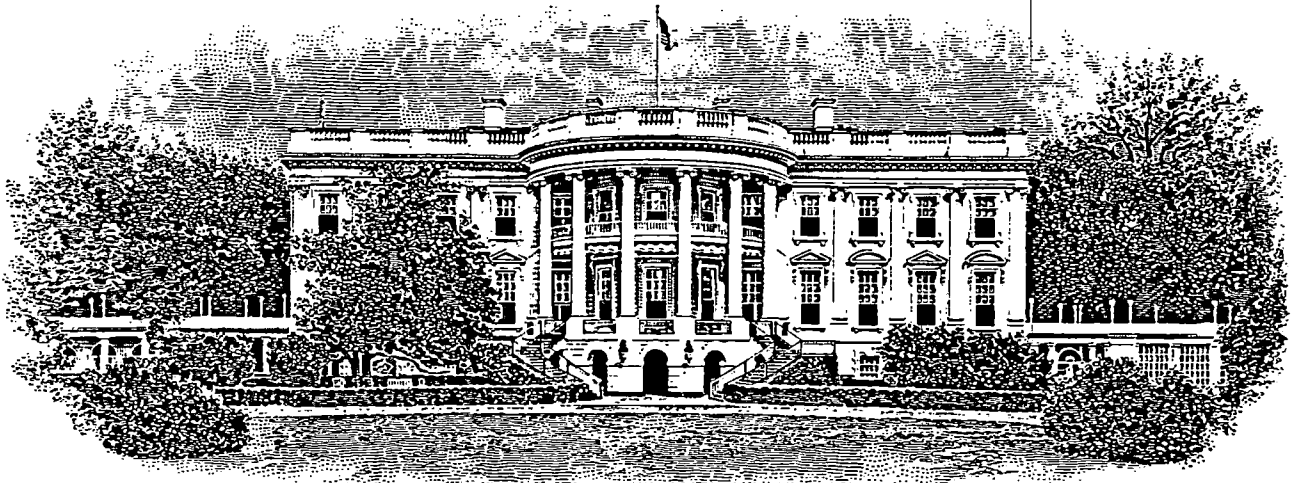
I SPENT THE MORNING AT HINE JUNIOR HIGH SCHOOL -- ANOTHER ONE OF THIS CITY'S SUCCESS STORIES. WHEN A SCHOOL WORKS -- IT'S BECAUSE YOU MAKE IT WORK. LET ME JUST SECOND THE PRESIDENT'S MESSAGE: TAKE CONTROL. STAY IN SCHOOL. STAY OFF DRUGS -- AND LET YOUR DREAMS BECOME YOUR DESTINY.

AL JOYNER:

LET ME ADD JUST ONE MESSAGE TO WHAT THE PRESIDENT AND FLO HAVE SAID. FLO AND I ARE A TEAM -- WORKING TOGETHER TOWARD A COMMON GOAL AND THAT APPROACH HAS TAKEN US ALL THE WAY TO THE GOLD MEDAL. TODAY, I WANT TO ASK EVERY STUDENT AT ALICE DEAL -- EVERY TEACHER, EVERY MEMBER OF THE STAFF AND ALL YOUR PARENTS AT HOME: JOIN THE DEAL TEAM. TEAMWORK WINS -- NOT JUST ON THE FIELD OR IN THE GYM, BUT IN THE CLASSROOM.

THE WHITE HOUSE

WASHINGTON



FACSIMILE TRANSMITTAL SHEET

DATE 10/1/91

TO JANE LEONARD

FAX NUMBER (202) 282-1116

OFFICE NUMBER (202) 282-0100

NUMBER OF PAGES INCLUDING COVER 4

DEPARTMENT OF COMMUNICATIONS

FROM \_\_\_\_\_

COMMENTS ACKNOWLEDGEMENTS FOR  
DIGNITARIES, ETC.. SHOULD BE  
WRITTEN ON CARDS.

OFFICE NUMBER (202) 456-2930

**ALICE DEAL AUDITORIUM TALKING POINTS  
OCTOBER 1, 1991 / 12:30 P.M.**

**PRESIDENT BUSH:**

THANKS FOR THAT ROUSING WELCOME [[-- OR WAS THAT FOR FLO JO AND AL?]] LET ME START BY THANKING THE MANY PEOPLE WHO HELP MAKE THIS SCHOOL A SUCCESS: FRANKLIN SMITH, D.C.'S NEW SUPERINTENDENT. MAYOR SHARON PRATT DIXON. / YOU'VE ALREADY MET OUR TOP-RATE SECRETARY OF EDUCATION, THE POINT MAN FOR MY AMERICA 2000 STRATEGY: LAMAR ALEXANDER. //

- 2 -

FINALLY, LET ME THANK YOUR PRINCIPAL -- ALICE DEAL'S OWN TERMINATOR -- MR. REGGIE MOSS, FOR OPENING YOUR DOORS TO ALL OF US TODAY.

I COULDN'T LEAVE ALICE DEAL WITHOUT COMING DOWN TO SAY HELLO TO ALL OF YOU. MILLIONS OF STUDENTS ACROSS AMERICA GOT A GLIMPSE INSIDE ONE OF THE CLASSROOMS THAT CONSTITUTE YOUR WORLD -- THE PLACE WHERE YOU REACH OUT FOR YOUR FUTURE.

SINCE ALICE DEAL IS NOW A STAR SCHOOL AND YOU ARE ALL CELEBRITIES -- I ASKED A COUPLE OF SPECIAL GUESTS TO COME ALONG WITH ME TODAY. FLO AND AL: I KNOW YOU'VE GOT SOMETHING YOU WANT TO SAY.

# # #

FLORENCE JOYNER:

THANK YOU, MR. PRESIDENT. I'M PLEASED TO BE HERE THIS AFTERNOON WITH THE PRESIDENT TO RECOGNIZE THE GREAT THINGS HAPPENING HERE AT ALICE DEAL. //

I SPENT THE MORNING AT HINE JUNIOR HIGH SCHOOL -- ANOTHER ONE OF THIS CITY'S SUCCESS STORIES. WHEN A SCHOOL WORKS -- IT'S BECAUSE YOU MAKE IT WORK. LET ME JUST SECOND THE PRESIDENT'S MESSAGE: TAKE CONTROL. STAY IN SCHOOL. STAY OFF DRUGS -- AND LET YOUR DREAMS BECOME YOUR DESTINY.

**AL JOYNER:**

LET ME ADD JUST ONE MESSAGE TO WHAT THE PRESIDENT AND FLO HAVE SAID. FLO AND I ARE A TEAM -- WORKING TOGETHER TOWARD A COMMON GOAL AND THAT APPROACH HAS TAKEN US ALL THE WAY TO THE GOLD MEDAL. TODAY, I WANT TO ASK EVERY STUDENT AT ALICE DEAL -- EVERY TEACHER, EVERY MEMBER OF THE STAFF AND ALL YOUR PARENTS AT HOME: JOIN THE DEAL TEAM. TEAMWORK WINS -- NOT JUST ON THE FIELD OR IN THE GYM, BUT IN THE CLASSROOM.

ALICE DEAL JR. HIGH, WASHINGTON, D.C.  
OCTOBER 1, 1991  
12:10 P.M.

THANK YOU, MS. MOSTOLLER [MOSS-TAH-LER], FOR  
ALLOWING ME TO VISIT YOUR CLASSROOM TODAY -- TO TALK TO  
YOUR STUDENTS, AND MILLIONS MORE IN CLASSROOMS ALL  
ACROSS THE COUNTRY. /

[[YOU KNOW, LONG BEFORE I BECAME PRESIDENT, I WAS A  
PARENT. I REMEMBER THE TIMES MY KIDS CAME UP WITH A  
REALLY TOUGH QUESTION, OR A DIFFICULT DECISION. I  
TRIED MY BEST NEVER TO SHUT THEM DOWN WITH A QUICK  
"NO." I WOULD SIMPLY SAY THOSE THREE MAGIC WORDS THAT  
MADE THAT PROBLEM DISAPPEAR: "ASK YOUR MOTHER." //]]

LET ME TELL YOU WHY I'VE MADE THE TRIP UP FROM THE  
WHITE HOUSE TO ALICE DEAL JUNIOR HIGH. I'M NOT HERE TO  
TEACH A LESSON -- TO TELL YOU WHAT TO DO, OR WHAT TO  
THINK. MAYBE YOU'RE ACCUSTOMED TO ADULTS TALKING ABOUT  
YOU AND AT YOU -- WELL, TODAY, I'M HERE TO TALK TO YOU  
AND CHALLENGE YOU: ABOUT WHY EDUCATION MATTERS, ABOUT  
WHY WHAT YOU DO TODAY -- AND WHAT YOU DON'T DO -- CAN  
CHANGE YOUR FUTURE. //

EVERY DAY, WE HEAR MORE BAD NEWS ABOUT OUR SCHOOLS. MAYBE YOU SAW TODAY'S HEADLINE ABOUT THE RELEASE OF THE NEW NATIONAL GOALS REPORT. [[HOLD UP PAPER OR NEWS CLIP.]] IN MATH, FOR INSTANCE, THIS "NATIONAL REPORT CARD" SHOWS THAT, NATIONWIDE, FIVE OF SIX EIGHTH GRADERS DON'T KNOW THE MATH THEY NEED TO MOVE UP TO THE NINTH GRADE.

IN SPITE OF TROUBLING STATISTICS LIKE THIS ONE, I DON'T SEE THIS REPORT AS JUST BAD NEWS -- AND I'LL TELL YOU WHY. THIS REPORT CARD TELLS US A LOT ABOUT WHAT YOU KNOW, AND WHAT YOU DON'T KNOW. IT GIVES US SOMETHING TO BUILD ON. IT SHOWS US OUR STRENGTHS -- AND THE WEAKNESSES WE'VE GOT TO CORRECT. IT SETS FORTH A CHALLENGE TO ALL OF US: WORK HARDER, LEARN MORE -- REVOLUTIONIZE AMERICAN EDUCATION.

I KNOW YOU'VE HEARD ABOUT "STANINES" AND PERCENTILES, SURVEYS AND STATISTICS, BUT HERE'S WHAT ALL THE FANCY TALK MEANS: EDUCATION MEANS THE DIFFERENCE BETWEEN A GOOD FUTURE AND A LOUSY ONE. REPORTS DON'T GIVE US THE RIGHT TO MAKE EXCUSES. OUR SCORES TELL US WHERE WE ARE -- AND WHERE WE NEED TO GO.

I MENTIONED EARLIER THE BAD NEWS WE HEAR ABOUT SCHOOLS TODAY. BUT WHAT WE DON'T HEAR ENOUGH ABOUT ARE THE SUCCESS STORIES. YOU KNOW, ALL OVER AMERICA, THOUSANDS OF SCHOOLS DO SUCCEED: EVEN AGAINST ALL ODDS. KIDS FROM ALL OVER THE DISTRICT OF COLUMBIA PETITION TO GET INTO ALICE DEAL -- BECAUSE PARENTS KNOW THIS SCHOOL WORKS. IT WORKS BECAUSE OF TEACHERS LIKE MS. MOSTOLLER, WHO DECIDED AT THE AGE OF 25 SHE WANTED TO TEACH. SHE WAS STANDING IN A SUPERMARKET CHECKOUT LINE WHEN SHE SAW A MAGAZINE AD ABOUT COLLEGE. SHE WENT BACK TO SCHOOL, WORKED HER WAY THROUGH IN SEVEN YEARS, WAITING TABLES TO PAY TUITION. SHE MADE IT -- AND SO CAN YOU. //

THIS SCHOOL HERE WORKS BECAUSE OF STUDENTS LIKE THE ONES WITH ME TODAY -- STUDENTS LIKE RACHEL RUSCH [RUSH], A MEMBER OF ALICE DEAL'S AWARD-WINNING "MATH COUNTS" TEAM. RACHEL AND SIX OTHER STUDENTS IN THIS CLASS ALONE HAVE TAKEN PART IN THE JOHNS HOPKINS TALENT SEARCH: THEY TOOK THE COLLEGE-ENTRANCE EXAMS ON AN EXPERIMENTAL BASIS LAST YEAR AS 7TH GRADERS. EVEN IN JUNIOR HIGH, SOME OF THEM SCORED WELL ENOUGH TO GET INTO COLLEGE RIGHT NOW. // SO LET'S JUST PUT IT ON THE LINE. YOU'VE GOT THE BRAINS. NOW, PUT THEM TO WORK -- NOT FOR ME, BUT FOR YOU.

PROGRESS STARTS WHEN WE ASK MORE -- OF OURSELVES, OUR SCHOOLS, AND YES YOU, OUR STUDENTS. WE MADE A START BY SETTING SIX NATIONAL EDUCATION GOALS TO MEET THE CHALLENGES OF THE 21ST CENTURY. BY THE YEAR 2000, AT LEAST NINE IN EVERY TEN STUDENTS SHOULD GRADUATE FROM HIGH SCHOOL. WE SHOULD BE FIRST IN THE WORLD IN MATH AND SCIENCE. EVERY AMERICAN CHILD SHOULD START SCHOOL READY TO LEARN; EVERY AMERICAN ADULT SHOULD BE LITERATE -- AND EVERY AMERICAN SCHOOL SHOULD BE SAFE AND DRUG-FREE. REACHING THOSE GOALS IS THE AIM OF A STRATEGY WE CALL AMERICA 2000 -- A CRUSADE FOR EXCELLENCE IN AMERICAN EDUCATION -- SCHOOL BY SCHOOL, COMMUNITY BY COMMUNITY. //

BUT WHAT DOES ALL THIS MEAN FOR THE STUDENTS RIGHT HERE IN THIS ROOM? FAST-FORWARD -- FIVE YEARS FROM NOW. UNLESS THINGS CHANGE, BETWEEN NOW AND 1996 AS MANY AS ONE IN FOUR OF TODAY'S 8TH GRADERS WILL NOT GRADUATE WITH THEIR CLASS. IN SOME CITIES, THE DROP OUT RATE IS TWICE THAT HIGH OR HIGHER. IMAGINE: OUT OF A TOTAL OF NEARLY 3 MILLION OF YOUR FELLOW CLASSMATES NATIONWIDE, AN ARMY OF MORE THAN HALF-A-MILLION DROPOUTS.

I ASK EVERY STUDENT WATCHING TODAY: LOOK AROUND YOU. COUNT FOUR STUDENTS -- START WITH YOURSELF. NO ONE DREAMS OF BECOMING A DROPOUT, BUT FAR TOO MANY DO. WHICH ONE OF YOU WON'T MAKE IT THROUGH SCHOOL?

// THE FACT IS, EVERY ONE OF YOU CAN. // LET'S MAKE  
A PACT RIGHT HERE. LET'S WORK TO SEE THAT FIVE YEARS  
FROM NOW, YOU AND YOUR FRIENDS WILL BE MORE THAN SAD  
STATISTICS. GIVE YOURSELF A DECENT SHOT AT YOUR  
DREAMS. STAY IN SCHOOL. GET THAT DIPLOMA.

LET'S GO BACK TO THE FUTURE. IN THE FALL OF 1996,  
NEARLY HALF OF TODAY'S EIGHTH GRADERS WHO GET THEIR  
DIPLOMAS WILL ENTER THE WORKING WORLD. MORE THAN HALF  
THE GRADUATES WILL STAY IN SCHOOL -- AND BECOME THE  
COLLEGE CLASS OF THE YEAR 2000.

THE QUESTION EACH STUDENT WATCHING TODAY SHOULD  
ASK IS: WHERE WILL I BE FIVE YEARS FROM NOW? WILL I  
BE HOLDING DOWN A GOOD JOB AND WORKING TOWARD A BETTER  
ONE -- OR WILL I BE OUT OF SCHOOL AND OUT OF WORK?  
WILL I BE ON A COLLEGE CAMPUS -- OR OUT RUNNING THE  
STREETS?

THINK ABOUT THAT TONIGHT -- WHEN YOU'RE AT THE KITCHEN TABLE DOING HOMEWORK; WHILE YOUR PARENTS ARE COMING HERE TO ALICE DEAL TO MEET YOUR TEACHERS -- LIKE SO MANY MILLIONS DO THIS TIME OF YEAR AT BACK TO SCHOOL NIGHTS ACROSS AMERICA.

I'M ASKING YOU TO PUT TWO AND TWO TOGETHER: MAKE THE CONNECTION -- BETWEEN THE HOMEWORK YOU DO TONIGHT -- THE TEST YOU TAKE TOMORROW -- AND WHERE YOU'LL BE FIVE, FIFTEEN AND FIFTY YEARS FROM NOW. YOU SEE, THE REAL WORLD DOESN'T BEGIN SOMEWHERE ELSE, AND SOME TIME IN THE DISTANT FUTURE. THE REAL WORLD STARTS RIGHT HERE. WHAT YOU DO HERE WILL HAVE CONSEQUENCES YOUR WHOLE LIVES.

LET ME TELL YOU SOMETHING MANY OF YOU MAY FIND HARD TO BELIEVE. YOU'RE IN CONTROL. [[YOU'RE THINKING: HOW CAN THE PRESIDENT SAY THAT ABOUT KIDS LIKE US WHEN WE DON'T EVEN HAVE OUR DRIVERS' LICENSES?]] BUT THINK ABOUT IT, AND YOU'LL SEE WHAT I MEAN.

THINK ABOUT DRUGS. YOU SEE FILMS. YOU HEAR POLICE EXPERTS AND TOUGH SPEAKERS FROM THE OUTSIDE. YOU GET STERN LECTURES FROM EVERYONE -- MOVIE STARS, ATHLETES, TEACHERS, PARENTS, FRIENDS.

BUT YOU KNOW AND I KNOW THAT ALL THE DRUG PREVENTION PROGRAMS -- ALL THE PLEDGES -- ALL THE PREACHING IN THE WORLD WON'T PULL YOU THROUGH THAT CRITICAL MOMENT WHEN SOMEONE OFFERS DRUGS. AT THAT MOMENT, EVERYTHING COMES DOWN TO YOU. YES OR NO: YOU'VE GOT TO CHOOSE, AND THE ANSWER WILL CHANGE YOUR LIFE. YOUR PARENTS WON'T MAKE THE DECISION. YOUR TEACHERS WON'T MAKE THE DECISION. YOUR FRIENDS WON'T MAKE THE DECISION. IT'S UP TO YOU: IT TAKES GUTS TO TAKE CONTROL. //

A SOUND BODY AND A SOUND MIND -- THEY GO TOGETHER -- AS MY FRIEND ARNOLD SCHWARZENEGGER SAYS. HE'S CROSSING THE NATION TALKING WITH STUDENTS ABOUT THE IMPORTANCE OF FITNESS. AND REAL FITNESS MEANS NO DRUGS.

STUDIES SHOW A DECLINE IN DRUG USE -- AND EVERY STUDENT WHO DRAWS THE LINE AGAINST DRUGS DESERVES CREDIT FOR THAT. / BUT DRUGS AND VIOLENCE CONTINUE TO THREATEN EVERY SCHOOL, EVERY SMALL TOWN AND SUBURB IN AMERICA. AS STUDENTS, YOU HAVE A RIGHT TO BE PHYSICALLY SAFE AT SCHOOL. YOU SHOULD NEVER HAVE TO WORRY THAT A QUARREL IN THE HALLWAY WILL LEAD TO GUNFIRE IN THE PLAYGROUND. YOU SHOULDN'T HAVE TO FEAR FOR YOUR LIFE IF YOU CRITICIZE SOMEONE WHO WEARS A BEEPER IN CLASS. FEAR SHOULD NEVER FOLLOW YOU INTO THE CLASSROOM. //

IF YOU HAVE TO TAKE THE LONG WAY HOME AFTER SCHOOL SO YOU DON'T CROSS PATHS WITH THE GANG HANGING ON THE CORNER, IF OUTSIDERS ROAM THE HALLS OF YOUR SCHOOL HASSLING STUDENTS, YOU MUST TAKE CONTROL. GO TO YOUR TEACHER, GO TO YOUR PRINCIPAL, GO TO YOUR PARENTS -- AS DIFFICULT AS IT MAY BE, GO TO THE SCHOOL BOARD IF YOU HAVE TO. DEMAND DISCIPLINE. IF GOOD PEOPLE CHICKEN OUT, BAD PEOPLE TAKE CONTROL. TOGETHER, WE CAN DRIVE THE DRUGS AND GUNS AND SENSELESS VIOLENCE OUT OF OUR SCHOOLS. //

WHEN IT COMES TO YOUR OWN EDUCATION: TAKE CONTROL. DON'T SAY SCHOOL IS BORING, AND BLAME IT ON YOUR TEACHERS. MAKE YOUR TEACHERS WORK HARD. TELL THEM YOU WANT A FIRST-CLASS EDUCATION. TELL THEM YOU'RE HERE TO LEARN.

BLOCK OUT THE KIDS WHO THINK IT'S NOT COOL TO BE SMART. I CAN'T UNDERSTAND FOR THE LIFE OF ME WHAT'S SO GREAT ABOUT BEING STUPID. IF SOMEONE GOOFS OFF TODAY, ARE THEY COOL? ARE THEY STILL COOL YEARS FROM NOW, WHEN THEY'RE STUCK IN A DEAD-END JOB? DON'T LET PEER PRESSURE STAND BETWEEN YOU AND YOUR DREAMS.

TAKE CONTROL -- CHALLENGE YOURSELF. ONLY YOU KNOW  
HOW HARD YOU WORK. MAYBE YOU CAN FAKE YOUR WAY INTO A  
JOB -- BUT YOU WON'T KEEP IT FOR LONG IF YOU DON'T HAVE  
THE KNOW-HOW TO GET THE JOB DONE. MAYBE YOU CAN CRAM  
THE WEEK BEFORE THE MARKING PERIOD ENDS, AND TURN THAT  
C INTO A B. BUT YOU CAN'T CON YOUR WAY PAST THE SAT  
AND INTO COLLEGE. / IF YOU DON'T WORK HARD -- WHO  
GETS HURT? IF YOU CHEAT -- WHO PAYS THE PRICE? IF YOU  
CUT CORNERS, IF YOU HUNT FOR THE EASY A -- WHO COMES UP  
SHORT? EASY: YOU DO.

YOU'RE IN CONTROL -- BUT YOU'RE NOT ALONE. PEOPLE  
WANT TO HELP YOU SUCCEED. HERE AT DEAL, TEACHERS LIKE  
MS. MOSTOLLER -- FROM YOUR PRINCIPAL, MR. MOSS, TO YOUR  
CUSTODIAN, MR. FRANCIS. / RIGHT NOW IN CLASSROOMS  
ACROSS THIS COUNTRY -- IN THE COMMUNITIES YOU CALL HOME  
-- WHEN THINGS GET TOUGH, WHEN ANSWERS ARE HARD TO COME  
BY -- THERE'S A TEACHER, A PARENT, A FRIEND OR FAMILY  
MEMBER READY TO HELP YOU. THEY WANT TO SEE YOU MAKE  
IT.

IF YOU TAKE SCHOOL SERIOUSLY, YOU WON'T HAVE TO SETTLE FOR A JOB -- ANY JOB. YOU'LL HAVE A CAREER. IF YOU MAKE IT YOUR BUSINESS TO LEARN, ONE DAY YOU'LL BE A BETTER PARENT. YOU MAY NOT THINK ABOUT IT NOW, BUT ONE DAY YOUR CHILDREN WILL WANT TO LOOK UP AT YOU AND SAY, "I'VE GOT THE SMARTEST MOM AND DAD IN THE WORLD." DON'T YOU DISAPPOINT THEM.

BUT MOST OF ALL, IF YOU EDUCATE YOURSELF, YOU'LL ENJOY LIFE. YOU'LL HAVE WHAT IT TAKES TO MAKE A DIFFERENCE IN THE WORLD -- TO BE A PART OF SOMETHING BIGGER THAN YOURSELF. LOOK AROUND YOU. ASK YOURSELF WHO GETS THE MOST ENJOYMENT OUT OF LIFE -- IT'S THE PEOPLE WHO LIVE TO LEARN. //

LET ME LEAVE YOU WITH A SIMPLE MESSAGE: EVERY TIME YOU WALK THROUGH THAT CLASSROOM DOOR, MAKE IT YOUR MISSION TO GET A GOOD EDUCATION. DON'T DO IT JUST BECAUSE YOUR PARENTS -- OR EVEN THIS PRESIDENT -- TELLS YOU. DO IT FOR YOURSELVES. DO IT FOR YOUR FUTURE. AND WHILE YOU'RE AT IT, HELP A LITTLE BROTHER OR SISTER TO LEARN -- OR MAYBE EVEN MOM OR DAD. LET ME KNOW HOW YOU'RE DOING. WRITE ME A LETTER ABOUT WAYS YOU CAN HELP US ACHIEVE OUR GOALS. I THINK YOU KNOW MY ADDRESS. THANK YOU -- AND GOOD LUCK TO EVERY ONE OF YOU THIS SCHOOL YEAR. // AND NOW, MS. MOSTOLLER, BACK TO YOUR LESSON.

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