

Originally Processed With FOIA(s):  
2009-0166-S

FOIA Number:  
2009-0166-S

# FOIA MARKER

**This is not a textual record. This is used as an  
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Library Staff.**

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**Record Group/Collection:** George H.W. Bush Presidential Records  
**Collection/Office of Origin:** Office of the President  
**Series:** Daily Files  
**Subseries:**

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**OA/ID Number:** 90641  
**Folder ID Number:** 90641-008

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**Folder Title:**  
Thursday, December 19, 1991 [2]

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| Stack: | Row: | Section: | Shelf: | Position: |
|--------|------|----------|--------|-----------|
| V      | 0    | 0        | 0      | 0         |

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# Withdrawal/Redaction Sheet

## (George Bush Library)

| Doc. No. / Type     | Subject/Title                                                                                                                                    | Date     | Restriction | Classification |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------|----------------|
| 01a. Memo           | From Brent Scowcroft to President Bush (1 pp.)                                                                                                   | 12/16/91 | (b)(1)      | S              |
| 01b. Talking Points | Points to be Made for Meeting with Ambassador to the Philippines Frank Wisner (1 pp.)                                                            | n.d.     | (b)(1)      | S              |
| 01c. Talking Points | Key Points for Ambassador Wisner and Points to be Made for Meeting with Ambassador to the Philippines Frank Wisner [copy of index cards] (1 pp.) | n.d.     | (b)(1)      | S              |
| 02a. Note           | From George Bush to Connie H Re: Federal Maritime Commission [redaction] (1 pp.)                                                                 | 12/19/91 | (b)(6)      |                |
| 02b. Letter         | From Constance Horner to Dan Rostenkowski Re: Federal Maritime Commission [redaction] (1 pp.)                                                    | 01/07/92 | (b)(6)      |                |
| 02c. Letter         | From Constance Horner to possible candidate Re: Federal Maritime Commission [redaction] (1 pp.)                                                  | 12/26/91 | (b)(6)      |                |
| 02d. Letter         | From possible candidate to Dan Rostenkowski Re: Federal Maritime Commission (1 pp.)                                                              | 09/23/91 | (b)(6)      |                |
| 03. Memo            | From Rose [Zamaria] to President Bush Re: his Schedule [redaction] (1 pp.)                                                                       | 12/19/91 | (b)(6)      |                |
| 04a. Note           | From Patty Presock to President Bush Re: gifts (1 pp.)                                                                                           | n.d.     | C           |                |

Page 1 of 2

### Collection:

**Record Group:** Bush Presidential Records  
**Office:** Office of the President  
**Series:** Daily Files  
**Subseries:**  
**WHORM Cat.:**  
**File Location:** Thursday, December 19, 1991 [2]

**Pinksheet Number:** dw2413  
**OA/ID Number:** 90641-008  
**Date Closed:** 5/1/2014  
**FOIA/Sys Case #:** 2009-0166-S  
**Re-review Case #:**  
**P-2/P-5 Review Case #:**

Withdrawal/Redaction Sheet  
(George Bush Library)

| Doc. No. / Type | Subject/Title                                        | Date     | Restriction | Classification |
|-----------------|------------------------------------------------------|----------|-------------|----------------|
| 04b. Check      | Copy of George Bush personal check for gifts (1 pp.) | 12/20/91 | C           |                |

Page 2 of 2

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**P-2/P-5 Review Case #:**

R2

THE WHITE HOUSE  
WASHINGTON

December 18, 1991

DOMESTIC POLICY COUNCIL MEETING

DATE: December 19, 1991  
LOCATION: Cabinet Room  
TIME: 2:30 PM  
FROM: EDE HOLIDAY *GH*

I. PURPOSE

The Domestic Policy Council (DPC) is meeting to provide you and the Cabinet with an update on the America 2000 initiative and to discuss the next stage of implementation. Secretary Lamar Alexander, Deputy Secretary David Kearns and Assistant Secretary Diane Ravitch of the Department of Education will make presentations.

II. BACKGROUND

On April 18, 1991, you announced the America 2000 strategy to meet the six National Education Goals. Over the eight months since your announcement, 30 states have launched "state 2000" initiatives, and over 1000 communities have agreed to become "2000" communities.

The America 2000 strategy depends on "four transforming ideas." They are:

- o developing World Class Standards for what students should know in English, math, science, history and geography, and establishing a voluntary nationwide system of American Achievement Tests to measure progress toward the standards;
- o establishing innovative New American Schools that can become the best in the world;
- o creating the opportunity for choice of schools, giving parents leverage to change schools; and
- o establishing America 2000 Communities throughout the nation in which learning can take place.

The Department of Education will brief attendees on progress to date on these four transforming ideas, and will discuss the next steps in their implementation. No decisions will be made in this meeting, but there will be opportunity for discussion of the next phase of America 2000.

### III. PARTICIPANTS

See attached list

### IV. PRESS PLAN

Brief photo opportunity at the beginning of the meeting

### V. SEQUENCE OF EVENTS

- You will open the meeting (3 minutes)
- Brief remarks by Attorney General Barr (1 minute)
- Introductory remarks by Secretary Alexander (6 minutes)
- Presentation by Assistant Secretary Ravitch on World Class Standards and American Achievement Tests (6 minutes)
- Presentation by Deputy Secretary Kearns on New American Schools (6 minutes)
- Presentation by Secretary Alexander on Choice for Low and Middle Income Parents (6 minutes)
- Presentation by Secretary Alexander on America 2000 Communities (6 minutes)
- Discussion (10 minutes)
- You will close the meeting (1 minute)

### VI. REMARKS

Talking points attached

Attachments

December 19, 1991

DPC Meeting

The President

Attorney General Barr

Secretary Mosbacher

Secretary Sullivan

Secretary Watkins

Secretary Alexander

Secretary Derwinski

Director Darman

Deputy Secretary Frank Bracken

(Representing Secretary Lujan)

Deputy Secretary Ann Veneman

(Representing Secretary Madigan)

Deputy Secretary Delbert Spurlock

(Representing Secretary Martin)

Deputy Secretary Al DelliBovi

(Representing Secretary Kemp)

Secretary Skinner

Governor Sununu

Chairman Michael Boskin

(Council of Economic Advisors)

Chairman Lynne Cheney

(National Endowment for the Humanities)

Chairman Michael Deland

(Council on Environmental Quality)

Director Walter Massey

(National Science Foundation)

Director Bob Martinez

(Office of National Drug Control Policy)

Administrator William Reilly

(Environmental Protection Agency)

Administrator Pat Saiki

(Small Business Administration)

Administrator Richard Truly

(NASA)

Andy Card

Phil Brady

Alan Bromley

Dave Demarest

Marlin Fitzwater

Boyden Gray

Ede Holiday

Fred McClure

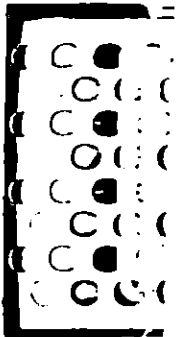
Roger Porter

Dorrance Smith

Gregg Petersmeyer  
Bill Kristol  
Richard Porter  
Drew Batavia

Deputy Secretary David Kearns  
Assistant Secretary Diane Ravitch  
Bill Myers

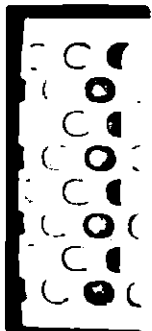
**TALKING POINTS FOR THE PRESIDENT  
DOMESTIC POLICY COUNCIL MEETING  
CABINET ROOM -- 2:30 PM, DECEMBER 19, 1991**



- WE ARE HERE TODAY TO DISCUSS AMERICA 2000 -- OUR COMPREHENSIVE NATIONAL EDUCATION STRATEGY.
- IMPROVING OUR EDUCATIONAL SYSTEM IS ONE OF THE HIGHEST PRIORITIES OF THIS ADMINISTRATION.

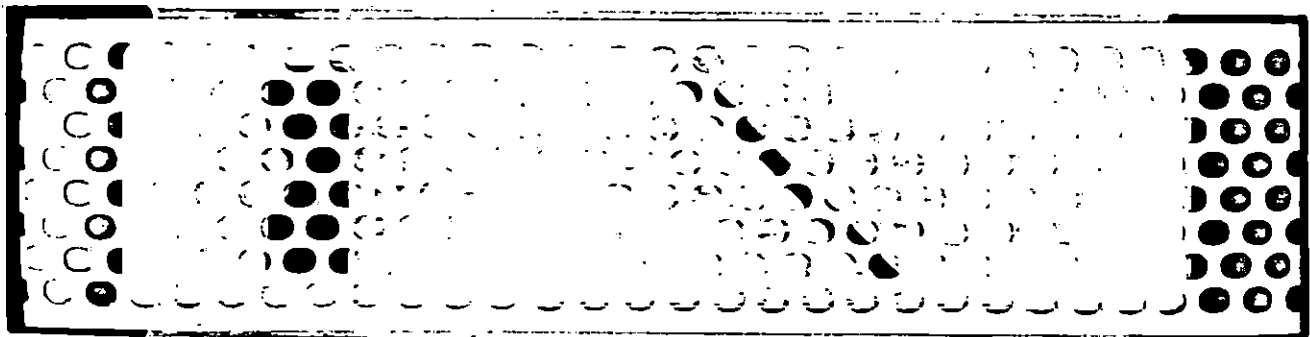
2

- I AM VERY PLEASED AT THE SIGNIFICANT PROGRESS WE HAVE MADE IN ADVANCING OUR EDUCATION STRATEGY IN THE EIGHT MONTHS SINCE WE ANNOUNCED IT.
- JUST LAST MONTH, I WAS IN OHIO TO HELP KICK OFF THE OHIO 2000 EFFORT. AND I KNOW THAT MOST OF YOU HAVE JOINED LAMAR IN PROMOTING AMERICA 2000.



- ITS A SAFE BET WE'LL BE CALLING ON YOU IN THE FUTURE.
- I KNOW I SPEAK FOR LAMAR, AS WELL AS MYSELF, IN THANKING ALL OF YOU FOR YOUR ENTHUSIASM AND STRONG SUPPORT IN THIS TRULY CABINET-WIDE EFFORT.
- AND WITH THAT, LET ME TURN IT OVER TO BILL TO GUIDE OUR DISCUSSION.

# # #



Mr. Card

Mr. Brady

Mr.  
Deland

Mr.  
McClure

Sec. Skinner

Dr.  
Porter

Mr.  
Darman

Mr.  
Smith

Dr.  
Bromley

Mr.  
Demaree

Dr.  
Boskin

Sec.  
Derwinsky

Mr.  
Kristol

Mr.  
Petersmeyer  
Sec.  
Mosbacher

Mr.  
DelliBovi

Ms. Saiki

The President

# The Cabinet Room

Ms.  
Veneman  
Adm. Truly

Mr.  
Myers

Att. Gen.  
Barr

Dir.  
Massey

Mr.  
Spurlock

Sec.  
Watkins

Gov.  
Sununu

Mr.  
Porter

Mr. Batavia

Mr.  
Gray

Ms.  
Holiday

(Presenter)

Mr.  
Kearns

Ms.  
Ravitch

Mr.  
Fitzwater

**TALKING POINTS FOR THE PRESIDENT  
DOMESTIC POLICY COUNCIL MEETING  
CABINET ROOM -- 2:30 PM, DECEMBER 19, 1991**

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- IMPROVING OUR EDUCATIONAL SYSTEM IS ONE OF THE HIGHEST PRIORITIES OF THIS ADMINISTRATION.

*Economics*

Bush Library Photocopy  
George Bush Handwriting

Bush Presidential Library Photocopy

2

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# # #

THE WHITE HOUSE

WASHINGTON

DOMESTIC POLICY COUNCIL

Thursday, December 19, 1991

2:30 P.M.

Cabinet Room

AGENDA

- I. Opening Remarks  
(3 minutes -- The President)
- II. Remarks by the Attorney General  
(1 minute)
- III. Progress to Date on America 2000 / Four Transforming Ideas
  - A. Introduction  
(6 minutes -- Secretary Lamar Alexander)
  - B. World Class Standards and American Achievement Tests  
(6 minutes -- Assistant Secretary Diane Ravitch)
  - C. New American Schools  
(6 minutes -- Deputy Secretary David Kearns)
  - D. Choice for Low and Middle Income Parents  
(6 minutes -- Secretary Lamar Alexander)
  - E. America 2000 Communities  
(6 minutes -- Secretary Lamar Alexander)
- IV. Open Discussion  
(10 minutes)
- V. Closing Remarks  
(1 minute -- the President)

DOOR

Mr. Card

Mr. Brady

Mr.  
Deland

DOOR

Mr.  
McClure

Sec. Skinner

Dr.  
Porter

Mr.  
Darman

Mr.  
Smith

Dr.  
Bromley

Mr.  
Demarest

Dr.  
Boskin

Sec.  
Derwinsky

Mr.  
Kristol

Mr.  
Petersmeyer  
Sec.  
Mosbacher

Mr.  
DelliBovi

Ms. Saiki

Ms.  
Veneman  
Adm. Truly

Mr.  
Myers

Att. Gen.  
Barr

Dir.  
Massey

Mr. De/  
Spurlock

Sec.  
Watkins

Gov.  
Sununu

Mr.  
Porter

Mr. Batavia

DOOR

# The Cabinet Room

The President

Dir.  
Cheney  
Sec.  
Alexander

Adm.  
Reilly  
Sec.  
Sullivan

Dir.  
Martinez

Mr.  
Bracken

Mr.  
Gray

Ms.  
Holiday

(Presenter)

Mr.  
Kearns

Ms.  
Ravitch

Mr.  
Fitzwater

THE WHITE HOUSE  
WASHINGTON

December 18, 1991

BRIEFING ON THE ECONOMY

DATE: DECEMBER 19, 1991  
LOCATION: OVAL OFFICE  
TIME: 3:15 p.m.  
FROM: SAMUEL K. SKINNER <sup>h5</sup>

- I. PURPOSE  
A brief meeting on the state of the economy.
- II. BACKGROUND  
This meeting is the result of the meeting with the President on Tuesday, December 17.
- III. PARTICIPANTS  
The President  
Vice President  
Chief of Staff  
Secretary Baker  
Michael Boskin  
Richard Darman  
Marlin Fitzwater

# Withdrawal/Redaction Sheet

## (George Bush Library)

| Document No.<br>and Type | Subject/Title of Document                      | Date     | Restriction | Class. |
|--------------------------|------------------------------------------------|----------|-------------|--------|
| 01a. Memo                | From Brent Scowcroft to President Bush (1 pp.) | 12/16/91 | (b)(1)      | S      |

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**Series:** Daily Files  
**Subseries:**  
**WHORM Cat.:**  
**File Location:** Thursday, December 19, 1991 [2]

|                                     |                                |
|-------------------------------------|--------------------------------|
| <b>Date Closed:</b> 5/1/2014        | <b>OA/ID Number:</b> 90641-008 |
| <b>FOIA/SYS Case #:</b> 2009-0166-S | <b>Appeal Case #:</b>          |
| <b>Re-review Case #:</b>            | <b>Appeal Disposition:</b>     |
| <b>P-2/P-5 Review Case #:</b>       | <b>Disposition Date:</b>       |
| <b>AR Case #:</b>                   | <b>MR Case #:</b>              |
| <b>AR Disposition:</b>              | <b>MR Disposition:</b>         |
| <b>AR Disposition Date:</b>         | <b>MR Disposition Date:</b>    |

### RESTRICTION CODES

**Presidential Records Act - [44 U.S.C. 2204(a)]**

P-1 National Security Classified Information [(a)(1) of the PRA]  
 P-2 Relating to the appointment to Federal office [(a)(2) of the PRA]  
 P-3 Release would violate a Federal statute [(a)(3) of the PRA]  
 P-4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]  
 P-5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]  
 P-6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Removed as a personal record misfile.

**Freedom of Information Act - [5 U.S.C. 552(b)]**

(b)(1) National security classified information [(b)(1) of the FOIA]  
 (b)(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]  
 (b)(3) Release would violate a Federal statute [(b)(3) of the FOIA]  
 (b)(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]  
 (b)(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]  
 (b)(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]  
 (b)(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]  
 (b)(9) Release would disclose geological or geophysical information

# Withdrawal/Redaction Sheet

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| Document No.<br>and Type | Subject/Title of Document                                                                | Date | Restriction | Class. |
|--------------------------|------------------------------------------------------------------------------------------|------|-------------|--------|
| 01b. Talking<br>Points   | Points to be Made for Meeting with Ambassador to the<br>Philippines Frank Wisner (1 pp.) | n.d. | (b)(1)      | S      |

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|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|------|-------------|--------|
| 01c. Talking Points      | Key Points for Ambassador Wisner and Points to be Made for Meeting with Ambassador to the Philippines Frank Wisner [copy of index cards] (1 pp.) | n.d. | (b)(1)      | S      |

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PARTICIPANTS

The President

The Vice President

Samuel K. Skinner, Chief of Staff

Brent Scowcroft, Assistant to the President for National Security  
Affairs

Timothy Carney, Director of Asian Affairs, NSC, Notetaker

Frank Wisner, Ambassador to the Philippines

Mary Knowles Fritchey, mother

Oliver Sarkhozy, stepson

**FRANK G. WISNER**  
**UNITED STATES AMBASSADOR TO THE PHILIPPINES**

Frank G. Wisner was sworn in as U.S. Ambassador to the Philippines on August 6, 1991. He replaces Ambassador Nicholas Platt.

Frank G. Wisner was Ambassador to Egypt from August 1986 until June 1991. A career diplomat, Mr. Wisner served as Senior Deputy Assistant Secretary for African Affairs from April 1982 to April 1986; he was previously Ambassador to Zambia from August 1979 to April 1982.

Ambassador Wisner joined the State Department as a Foreign Service Officer in December 1961, and after Western Arabic language training in Morocco, was assigned to Algiers. In 1964 he was detailed to the Agency for International Development in Vietnam. He remained in Vietnam until 1968, serving in succession as Staff Aid to the Deputy Ambassador, Special Assistant to the Director of the Office of Civil Operation, and Senior Advisor in the Vietnamese province of Tuyen Duc.

Returning to Washington in December 1968, Ambassador Wisner was Officer in Charge of Tunisian Affairs in the State Department, where he remained until July 1971, when he was named Chief of the Economic-Commercial Section at the American Embassy in Tunis. He subsequently served a brief tour as Chief of the Political Section in Dacca from July 1973 until March 1974.

From March 1974 until April 1975, Ambassador Wisner was Director of Plans and Management in the Bureau of Public Affairs in Washington. He then joined the President's Interagency Task Force on Indochina Refugees, first as Special Assistant to the Director of the Task Force, and then as Deputy Director. He was Special Assistant to the Under Secretary for Political Affairs, Joseph Sisco, from August 1975 until July 1976.

Ambassador Wisner was named Director of the Office of Southern African Affairs in July 1976, then Deputy Executive Secretary in April 1977.

Ambassador Wisner was born in New York in 1938. He attended Princeton University, graduating with a B.A. degree in 1961. He is married and has four children.

**MATERIALS FORWARDED TO THE PRESIDENT  
December 19, 1991**

**ACTION**

1. H.R. 1776 - Coast Guard Authorization Act of 1991 - and Signing Statement
2. Mail Sample
3. Recommended Telephone Call to Governor Mickelson of South Dakota re America 2000
4. Request for Signature on Photograph for Congressman Chris Cox
5. President's Dinner Letter
6. Military Nominations: General Donald J. Kutyna and General Thomas S. Morrman
7. S. 543 - Federal Deposit Insurance Corporation Improvement Act of 1991 and Signing Statement
8. Recommended Telephone Call to Boone Pickens to Thank him for Assuming the Chairmanship of the Inaugural Gala
9. Bateman Memo re Authorization of Home-to-Work Transportation For the Counselor to the President
10. Governors Birthday Letters for January
11. Acceptance of Resignation Letter for Mary Kate Grant - Speechwriter
12. Resignation Letter - Eric Garfinckel Asst. Sec. of Commerce for Import Administration

**CLASSIFIED**

1. Holiday Memo re Thailand's Copyright Protection

**INFORMATION**

1. CEA numbers -- Merchandise Exports and Imports in October
2. Boskin Memo re Auto Industry
3. Demarest Memo re Praise from the Jewish Community for the United Nations vote to Repeal Resolution 3379
4. Fuller Memo re Convention Entertainment

5. Gray Memo attaching Post Article on Retailers Reaching the Disabled
6. Kaufman Memo re College Republicans
7. Smith Memo re Post Mortem Coverage of Satellite Tour with the ABC Owned & Operated Stations
8. Porter Memo re Education Spending
9. Letter from Bobby Holt re United Negro College Fund
10. CEA numbers -- Final estimate of 3rd-quarter GDP

REMARKS

SCHEDULE

1. And accompanying briefing papers

POTUS REMINDERS:

19 Dec 91

----- (Per General Scowcroft) The President wanted to Call Prime Minister Ratu Mara, the Prime Minister of Fiji, who was supposed to have a medical check up at Walter Reed tomorrow. Unfortunately, the Prime Minister changed the appointment to yesterday and is no longer in the Washington area. Although the details of the PM's trip are not certain, the Sit Room is sure that he will RON in California tonight. He can be reached at:

Stouffers Hotel  
213-216-5858

*left word.*

-----  
ROSE REMINDERS/NOTES:

----- Kathy Super called and wanted you to know that they are taking 15 minutes away from the President's admin time tomorrow for General Scowcroft to come down to the Oval and brief the President on his 9:45 NSC meeting.  
(4:00)

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| <b>AR Disposition:</b>              | <b>MR Disposition:</b>         |
| <b>AR Disposition Date:</b>         | <b>MR Disposition Date:</b>    |

### RESTRICTION CODES

**Presidential Records Act - [44 U.S.C. 2204(a)]**

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C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Removed as a personal record misfile.

**Freedom of Information Act - [5 U.S.C. 552(b)]**

(b)(1) National security classified information [(b)(1) of the FOIA]  
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(b)(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]  
(b)(9) Release would disclose geological or geophysical information



~~Mr President  
FYI~~

~~Connie's  
response  
to Dan R~~

December 19, 1991

To: Connie H

Re: (b)(6), a Democrat, and the Fed. Maritime Comm.

Dan rostenkowski gave me this letter, stating that this man would be good for the Democrat opening coming up soon.

Please send (b)(6) a 'spin' but telling him that Chairman Rostenkowski did raise this matter with the Prez. Send Rosty a personal cc.

gb .

4

FROM THE PRESIDENT

# Withdrawal/Redaction Sheet

## (George Bush Library)

| Document No.<br>and Type | Subject/Title of Document                                                                     | Date     | Restriction | Class. |
|--------------------------|-----------------------------------------------------------------------------------------------|----------|-------------|--------|
| 02b. Letter              | From Constance Horner to Dan Rostenkowski Re: Federal Maritime Commission [redaction] (1 pp.) | 01/07/92 | (b)(6)      |        |

**Collection:**

**Record Group:** Bush Presidential Records  
**Office:** Office of the President  
**Series:** Daily Files  
**Subseries:**  
**WHORM Cat.:**  
**File Location:** Thursday, December 19, 1991 [2]

|                                     |                                |
|-------------------------------------|--------------------------------|
| <b>Date Closed:</b> 5/1/2014        | <b>OA/ID Number:</b> 90641-008 |
| <b>FOIA/SYS Case #:</b> 2009-0166-S | <b>Appeal Case #:</b>          |
| <b>Re-review Case #:</b>            | <b>Appeal Disposition:</b>     |
| <b>P-2/P-5 Review Case #:</b>       | <b>Disposition Date:</b>       |
| <b>AR Case #:</b>                   | <b>MR Case #:</b>              |
| <b>AR Disposition:</b>              | <b>MR Disposition:</b>         |
| <b>AR Disposition Date:</b>         | <b>MR Disposition Date:</b>    |

### RESTRICTION CODES

**Presidential Records Act - [44 U.S.C. 2204(a)]**

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P-2 Relating to the appointment to Federal office [(a)(2) of the PRA]  
P-3 Release would violate a Federal statute [(a)(3) of the PRA]  
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C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Removed as a personal record misfile.

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(b)(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]  
(b)(9) Release would disclose geological or geophysical information

THE WHITE HOUSE  
WASHINGTON

January 7, 1992

Dear Dan:

The President passed on to me the letter you provided him from (b)(6), as well as your recommendation that we consider (b)(6) for a vacancy on the Federal Maritime Commission. We will certainly do that, and we thank you for your suggestion.

Sincerely,



Constance Horner  
Assistant to the President  
and Director of Presidential Personnel

The Honorable Dan Rostenkowski  
2111 Rayburn House Office Building  
Washington, D.C. 20515-1308

# Withdrawal/Redaction Sheet

## (George Bush Library)

| Document No.<br>and Type | Subject/Title of Document                                                                       | Date     | Restriction | Class. |
|--------------------------|-------------------------------------------------------------------------------------------------|----------|-------------|--------|
| 02c. Letter              | From Constance Horner to possible candidate Re: Federal Maritime Commission [redaction] (1 pp.) | 12/26/91 | (b)(6)      |        |

### Collection:

**Record Group:** Bush Presidential Records  
**Office:** Office of the President  
**Series:** Daily Files  
**Subseries:**  
**WHORM Cat.:**  
**File Location:** Thursday, December 19, 1991 [2]

|                                     |                                |
|-------------------------------------|--------------------------------|
| <b>Date Closed:</b> 5/1/2014        | <b>OA/ID Number:</b> 90641-008 |
| <b>FOIA/SYS Case #:</b> 2009-0166-S | <b>Appeal Case #:</b>          |
| <b>Re-review Case #:</b>            | <b>Appeal Disposition:</b>     |
| <b>P-2/P-5 Review Case #:</b>       | <b>Disposition Date:</b>       |
| <b>AR Case #:</b>                   | <b>MR Case #:</b>              |
| <b>AR Disposition:</b>              | <b>MR Disposition:</b>         |
| <b>AR Disposition Date:</b>         | <b>MR Disposition Date:</b>    |

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THE WHITE HOUSE  
WASHINGTON

December 26, 1991

(b)(6)

Dear [REDACTED]:

Representative Dan Rostenkowski recently shared with the President your interest in serving on the Federal Maritime Commission. The President has asked me to respond to your inquiry.

Presidential Personnel is responsible for handling the process of narrowing the list of candidates for the President's consideration. We will begin that process for this appointment shortly. As you know Commissioner Ivancie's term does not expire until June 30, 1992. The Commissioner has not informed us of whether or not he wishes to be reappointed.

Please be advised that you will be considered for this appointment. Thank you for your interest in serving in the Bush Administration.

Sincerely,



Constance Horner  
Assistant to the President  
and Director of Presidential Personnel

# Withdrawal/Redaction Sheet

## (George Bush Library)

| Document No.<br>and Type | Subject/Title of Document                                                           | Date     | Restriction | Class. |
|--------------------------|-------------------------------------------------------------------------------------|----------|-------------|--------|
| 02d. Letter              | From possible candidate to Dan Rostenkowski Re: Federal Maritime Commission (1 pp.) | 09/23/91 | (b)(6)      |        |

**Collection:**

**Record Group:** Bush Presidential Records  
**Office:** Office of the President  
**Series:** Daily Files  
**Subseries:**  
**WHORM Cat.:**  
**File Location:** Thursday, December 19, 1991 [2]

|                                     |                                |
|-------------------------------------|--------------------------------|
| <b>Date Closed:</b> 5/1/2014        | <b>OA/ID Number:</b> 90641-008 |
| <b>FOIA/SYS Case #:</b> 2009-0166-S | <b>Appeal Case #:</b>          |
| <b>Re-review Case #:</b>            | <b>Appeal Disposition:</b>     |
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| <b>AR Case #:</b>                   | <b>MR Case #:</b>              |
| <b>AR Disposition:</b>              | <b>MR Disposition:</b>         |
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## FEDERAL MARITIME COMMISSION

The Federal Maritime Commission is an Independent Regulatory Agency charged with the administration of the regulatory provisions of the shipping laws. The Commission is responsible for the regulation of oceanborne transportation in the foreign commerce and the domestic off-shore trades of the U.S. The Commission's regulatory responsibilities include:

- \* - Reviewing and monitoring agreements of common carriers and other persons engaged in the U.S. foreign commerce.

- \* - Protecting shippers and carriers engaged in the foreign commerce of the U.S. from restrictive rules and regulations of foreign governments and foreign carriers.

- \* - Receipt and review of tariff filings.

- \* - Protecting the rights of U.S. Flag shipping companies in the foreign trades.

- \* - Regulating rates, charges, classifications, rules and tariffs of carriers to ensure that such matters are just, fair and reasonable in both the foreign and domestic off-shore trades.

- \* - Licensing of international ocean freight forwarders.

- \* - Issuing passenger vessels certificates evidencing financial responsibility of passenger vessels.

- \* - Investigating discriminatory rates, charges and practices of common carriers, terminal operators and freight forwarders.

In addition to monitoring relationships among carriers, the Commission is also responsible for ensuring that independent carriers and those acting in concert fairly treat shippers and others engaged in our foreign waterborne commerce. The Commission adjudicates disputes involving the regulated community and the general shipping public.

The Commission is composed of five commissioners appointed for five year terms by the President with advise and consent of the Senate. Not more than three members of the Commission may belong to the same political party.

# Withdrawal/Redaction Sheet

## (George Bush Library)

| Document No.<br>and Type | Subject/Title of Document                                                     | Date     | Restriction | Class. |
|--------------------------|-------------------------------------------------------------------------------|----------|-------------|--------|
| 03. Memo                 | From Rose [Zamaria] to President Bush Re: his Schedule<br>[redaction] (1 pp.) | 12/19/91 | (b)(6)      |        |

**Collection:**

**Record Group:** Bush Presidential Records  
**Office:** Office of the President  
**Series:** Daily Files  
**Subseries:**  
**WHORM Cat.:**  
**File Location:** Thursday, December 19, 1991 [2]

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19 Dec 91

MEMORANDUM FOR THE PRESIDENT

From: Rose

- 1) Do you want to have a budget meeting on Saturday?  
If so, what time?

Yes ☒  
No ☐

Time 9 AM

- 2) You are scheduled to have lunch tomorrow, 20 Dec, at noon with Sec Mosbacher, Mr. Malek, and Sec Skinner.  
✓ Bob Teeter has a speaking engagement and is not available.

*Great*

- Res.* 3) Due to the David Frost interview on Monday, 23 Dec, at 1030 in the Oval, your morning meetings will be scheduled in your dining room or den.

*fine*

- 4) Senator Dole

(b)(6)

*talked*

*to him*

*Rose*

December 19, 1991  
8:55 am

Mr. President  
Secretary Skinner

Dr. Boskin called. Wanted you to know that the Fed cut the discount rate 100 basis points this morning.

Bridget Montagne



December 19, 1991

Brent:

The attached about the Iranian BAHAI's was given to me at Xmas party last night by Mildred Mottahedeh of NYC.

Please ask staff to check out the suggestion (that didn't come from her) and if it makes sense we can work it in later.

GB

*CV*

FROM THE PRESIDENT

## THE UNITED STATES AND THE RIGHTS OF THE IRANIAN BAHAI'S

For the last ten years the U.S. Government has consistently been a champion of the human rights of the Baha'i community in Iran.

President Reagan made several statements protesting against the persecution of Baha'is. The U.S. Congress has passed three concurrent resolutions in support of Iranian Baha'is. U.S. representatives at the United Nations have been a principal force behind the passage of several resolutions defending the rights of Iranian Baha'is freely to exercise their religion. The Voice of America in its broadcasts to Iran has repeatedly indicated America's interest in and commitment to the improvement of the status of the Baha'is and other religious minorities in Iran.

Such actions by the United States and several other nations have resulted in the a moderate improvement of the situation. Whereas earlier more than 200 Baha'is were executed, there have been no killings in the last three years. The number of innocent Baha'is held in Iranian jails has greatly decreased. International pressure has had a very positive effect.

Last month the Senate Foreign Relations Committee unanimously approved a resolution, cosponsored by forty-six senators, calling for the emancipation of the Iranian Baha'i community. Approval by the Foreign Affairs Committee of the House of Representatives is assured, as is the passage by the full Congress.

Because of the power and the prestige of the Presidency, statements by the President of the United States have an enormous influence on public opinion in this country and abroad.

The President could make a unique contribution to the effort to emancipate the Baha'i community in Iran by:

1. Making a statement expressing approval of the Congressional Resolution on the Emancipation of the Baha'i Community in Iran.
2. Mentioning the Iranian Baha'is among persecuted religious minorities when making general statements about human rights.
3. Issuing a statement next year, welcoming the convocation in November 1992, in New York City, of the Second Baha'i World Congress which will bring together some 30,000 participants from every country in the world.



RZ

Patty knows who keeps up family geneology around here. I know Don is one, Jan Burmweister another.

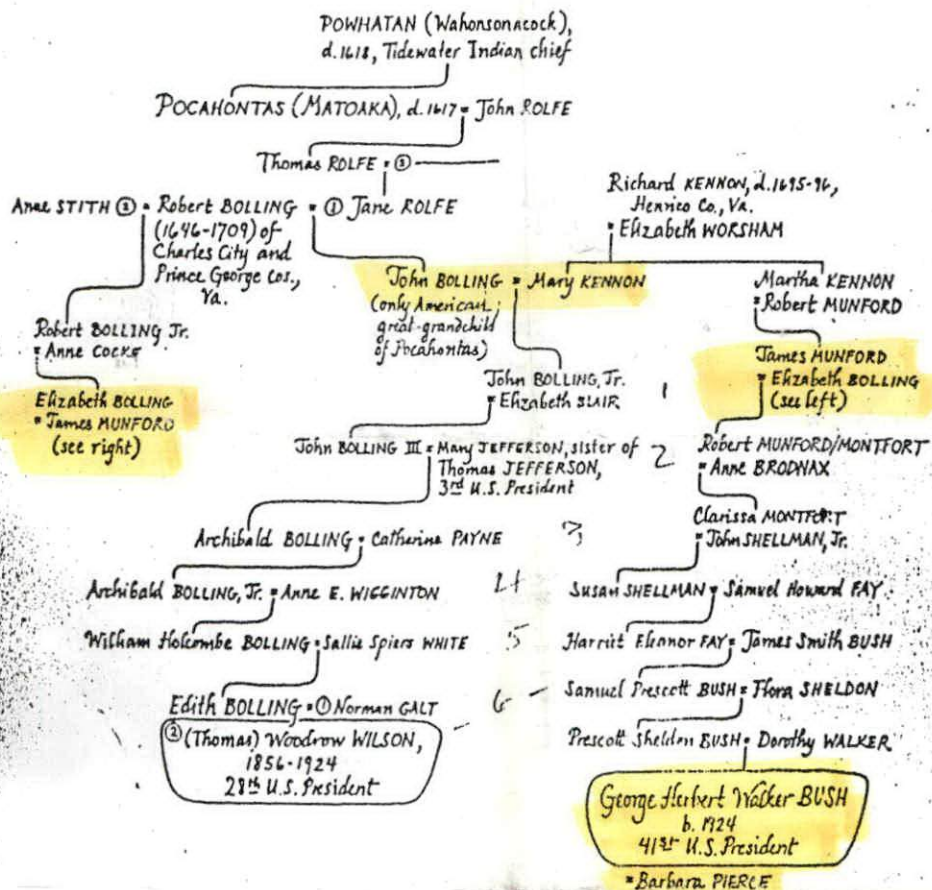
Please send copies of this around to them

gb

9

FROM THE PRESIDENT

*copy sent to  
Jan & Don*



# THE BUSH CONNECTION

Related to Whites

Kin to Reds



THE PRESIDENT

Dear Mildred,

Thank you for your  
sweet encouraging note. Don't  
worry we will not let the  
critics get us down.

The economy is rough  
but it will bounce back,

FROM

THE WHITE HOUSE

WASHINGTON, D.C.

Mr. Meldred R. Mottahedeh  
870 United Nations Plaza  
14 G East Tower  
New York, New York 10017

and I will keep on  
trying to do my best.

Have a wonderful  
Christmas and joyous  
New Year.

Barbara sends her love, too

Ag Burl

MILDRED R. MOTTAHEDEH  
870 United Nations Plaza, New York, New York 10017

December 18, 1981

Dear Mr. President,

Next time you  
deal with those Iranians you  
might find the enclosed  
interesting for your discussion.

Please don't be  
downhearted about the present  
conditions. They will change.  
You have done a splendid job  
in changing the world for the  
better and you will live  
forever in the history of the  
world.

Warmest season's

Greetings.

Yours antique friend,  
- Mildred Mottahede

I will pray for success in all  
your endeavors.

THE WHITE HOUSE  
WASHINGTON

November 18, 1991

MEMORANDUM FOR ROSE ZAMARIA

FROM: DEBRA ROMASH *DR*  
RE: SPECIAL REQUEST

We have arranged a tour for Mr. and Mrs. Rick Walbridge and their two daughters on Friday, December 20, 1991 at 8:45 a.m. Mrs. Walbridge is the daughter of Mr. and Mrs. Bill Stetson. This request came from Lou Walker.

Lou Walker mentioned that Mr. and Mrs. Stetson were good friends of the President and the President may wish/greet this group.

Please let me know if you have any questions.

*11/25/91*  
*Told Debbie to call Lou and ask if it's important to him - The Pres. was not too anxious to do this. He knew who they were -*  
*RJ*

*The President said to ask Lou if this is important to him. Otherwise, he would pass*  
*RJ*

*12/17/91 Referred to Ann Brock in case BB could do it*  
*RJ*

Rose



THE PRESIDENT

December 19, 1991

Dear Peggy,

I just wanted to send along our family love. It hurts a lot, I know, and we care.

Barbara and I loved Eth. We always felt a sense of joy when we saw our old friend.

Heartfelt condolences from all the Bushes.

Sincerely, *with Love to all*

*Bar - I were glad we got to talk to you last night.*

*As Bill*

FROM  
THE WHITE HOUSE  
WASHINGTON, D.C.

Mrs. Ethan A. H. Shepley  
215 Graybridge Road  
Saint Louis, Missouri 63124

bc: Mrs. Bush  
George Bell  
Don Rhodes

*Bucky Bush*

*C. Palmer*

THE WHITE HOUSE

The Honorable John G. Weinmann  
and Mrs. Weinmann



George and Barbara  
"Millie"

Merry Christmas to you both  
We are so very pleased you  
are at our sides - You both

Wishing you a merry Christmas  
filled with the warmth of caring,  
the joy of togetherness,  
and the love of friends and family.

THE PRESIDENT AND MRS. BUSH

are doing a great  
job - Merry Christmas.  
G Bush

THE WHITE HOUSE  
FROM  
THE WHITE HOUSE  
WASHINGTON, D.C.

19 Dec

The Honorable Frederic V. Malek  
1259 Crest Lane  
McLean, Virginia 22101



THE PRESIDENT

Dear Fred,

Barbara and I are delighted to add our congratulations to those of your family and friends as you celebrate your 55th birthday. We send our warmest wishes for a wonderful year ahead, and for many happy returns of this special day.

Sincerely,

A handwritten signature in dark ink, appearing to be "G. R. Ford", written in a cursive style.

## PERSONAL COMMENTS

PAGE 01 OF 01

COMMENT ID: D01

CDATE: 91-12-14

UPDATE: 91-12-14

INITIALS: CT01

NAME: MALEK, FREDERIC V.

#D# 12/22/36 Fred Malek birth date.

(55)

*See*  
*Lets do a*  
*birthday*  
*greeting on*

FUNCTION =&gt; \_\_\_\_\_ PF1-ADD, ##(Page Num.), PF11-FUNCTION, PF12-Q(uit)

Enter desired function.

*notecard!*  
*X*

Thurs.

THE WHITE HOUSE  
WASHINGTON

G.B. -

May 7 let our  
nurses off on Xmas  
day up on Camp  
David?

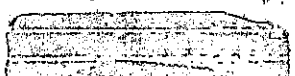
Ran

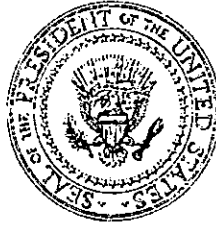
✓

Notes

Personal

Handwritten notes and signatures on a grid background. The text is mostly illegible due to heavy noise and grain. A large, stylized signature is visible in the lower center, and another signature is visible in the lower right. There are also some faint, illegible markings in the upper left and center.





December 19, 1991

Burt:

Somehow I will muddle through on Christmas Day- yes, I'll make it without those special nurses. They're outta there!!

Merry Christmas.

GB

A handwritten signature, possibly "GB", is written over a diagonal line.

FROM THE PRESIDENT

12-18-91  
Dear Vin -

Thanks for your  
a Dec. 18<sup>th</sup>

I'll share it

with Sam  
I sure enjoyed  
our visit -

I am so  
grateful for your  
running the big  
Texas campaign  
Love to Eli

Ang

1991

The President and Mrs. Bush  
extend their warmest wishes  
that you and your loved ones  
will share a joyous Christmas  
and a peaceful new year:

Mr. James Oberwetter  
Vice President  
Governmental & Public Affairs  
Hunt Consolidated, Incorporated  
Fountain Place  
1445 Ross at Field  
Dallas, Texas 75202-2785

## IDEAS ON THE ECONOMY FROM ACROSS TEXAS

1. Examine the full government menu of dollars available to be spent and accelerate the spending at the earliest possible time. Consider government funds available in the highway and airport funds. (I believe you began this today in Dallas.)
2. Emphasize any government programs that encourage job retraining and continue to talk about what the Administration is doing on the jobs front.
3. If politics dictates a middle-class income tax reduction, consider rebating that tax reduction by deducting the rebate from the employee withholding tax in April or May of next year. A "tax cut" in this manner, in a single month or two, would pump a significant amount of money into the system in one fell swoop. (I think you suggested an idea similar to this a couple of weeks ago.)
4. Since people are looking to you to get them off of this bumpy economic road, sell the public on your economic plan and be more specific about telling them that Congress has been the culprit. Sharpen the rhetoric by making good logical arguments and by not talking "economic gobbledygook" that the average person cannot understand.
5. Lastly, as discussed earlier, a really good "salesman," who has selling the economic plan on his or her mind from wake-up time until bed time, can help deliver the message. Since your focus must be on many subjects, finding a "swashbuckling salesman" who will follow the company line could be a big help.

12/18/91



James C. Oberwetter  
Vice President  
Governmental and  
Public Affairs

December 18, 1991

HUNT OIL COMPANY  
Fountain Place  
1445 Ross at Field  
Dallas, Texas 75202-2785  
(214) 978-8534  
Fax: (214) 978-8888  
Telex: 6829258

The Honorable George H.W. Bush  
The President of the United States  
The White House  
Washington, D.C. 20500

Dear Mr. President:

Thanks for the ride home. That really is better than Cessna II

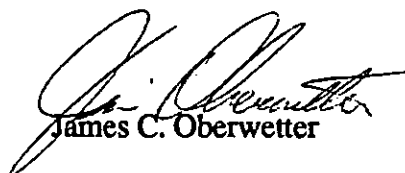
I enjoyed our visit very much and appreciate the time you made for me. I am honored to be involved in your campaign for reelection and really look forward to it. Your new chief of staff is already making some good moves that will help in my view. One thing that I hope he will do is to make sure that the Administration speaks with one voice on the various issues at hand without second-guessing from outside the huddle. When you call the play, we have to move as one. The American people are counting on your leadership on the domestic front in addition to leadership in the swirl of international change.

You said if I had any additional ideas, such as the "economic salesman" that you and Mr. Skinner were talking about, to send them along. I have enclosed a few which are admittedly not my original ideas but taken from a number of discussions with friends of yours from across the state who I have called or who have called here with their thoughts.

Lastly, thanks for indulging me as I described some of the problems of the Presidential commission I serve on, the International Cultural and Trade Center. The concept is a great one launched during the Reagan years to house many of the governments' international trade programs under one roof to make the export of American goods easier. Far too complex to handle in a letter like this, but it is hoped Mr. Skinner will give the commission a fair hearing so that the idea does not die on the vine.

Enough of this. Merry Christmas to you and to yours. I hope you have a very successful and joyous New Year.

Sincerely,



James C. Oberwetter

JCO/kt  
enclosure



The Family Tree,  
Upstairs at the White House

FROM  
**THE WHITE HOUSE**  
WASHINGTON, D.C.

Mr. Denis Heffernan  
4, Dominick Street  
Cashel  
County Tipperary  
Ireland

*The President and Mrs. Bush  
extend their warmest wishes  
that you and your loved ones  
will share a joyous Christmas  
and a peaceful new year.*

*1991 Dec. 19, 1991*

*Dear Denis*

*Thank you, sir,  
for my lovely bronze  
"Rock" - Nick Brady  
passed it along. Merry  
Christmas - Liz Bush*



TUESDAY DEC 9<sup>th</sup> 1991

TO

THE PRESIDENT. MR BUSH  
AND MRS BUSH AND ALL THE BUSH  
FAMILY, WISHING YOU ALL GOOD HEALTH  
PEACE, AND CONTENTMENT, FOR EVER AND EVER.

FROM THE EMERALD ISLE

DENIS HETTERAN  
4 DONINICK STREET  
CASHEL  
COUNTY TIPPERARY  
IRELAND

# Withdrawal/Redaction Sheet

## (George Bush Library)

| Document No.<br>and Type | Subject/Title of Document                              | Date | Restriction | Class. |
|--------------------------|--------------------------------------------------------|------|-------------|--------|
| 04a. Note                | From Patty Presock to President Bush Re: gifts (1 pp.) | n.d. | C           |        |

**Collection:**

**Record Group:** Bush Presidential Records  
**Office:** Office of the President  
**Series:** Daily Files  
**Subseries:**  
**WHORM Cat.:**  
**File Location:** Thursday, December 19, 1991 [2]

|                                     |                                |
|-------------------------------------|--------------------------------|
| <b>Date Closed:</b> 5/1/2014        | <b>OA/ID Number:</b> 90641-008 |
| <b>FOIA/SYS Case #:</b> 2009-0166-S | <b>Appeal Case #:</b>          |
| <b>Re-review Case #:</b>            | <b>Appeal Disposition:</b>     |
| <b>P-2/P-5 Review Case #:</b>       | <b>Disposition Date:</b>       |
| <b>AR Case #:</b>                   | <b>MR Case #:</b>              |
| <b>AR Disposition:</b>              | <b>MR Disposition:</b>         |
| <b>AR Disposition Date:</b>         | <b>MR Disposition Date:</b>    |

### RESTRICTION CODES

**Presidential Records Act - [44 U.S.C. 2204(a)]**

P-1 National Security Classified Information [(a)(1) of the PRA]  
P-2 Relating to the appointment to Federal office [(a)(2) of the PRA]  
P-3 Release would violate a Federal statute [(a)(3) of the PRA]  
P-4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]  
P-5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]  
P-6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Removed as a personal record misfile.

**Freedom of Information Act - [5 U.S.C. 552(b)]**

(b)(1) National security classified information [(b)(1) of the FOIA]  
(b)(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]  
(b)(3) Release would violate a Federal statute [(b)(3) of the FOIA]  
(b)(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]  
(b)(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]  
(b)(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]  
(b)(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]  
(b)(9) Release would disclose geological or geophysical information



THE PRESIDENT

12-19-91

Dear Ed,

I'm asking Lamar Alexander  
to check out the education  
ideas. Ralph is such a  
good man.  
On a separate matter

---

FROM  
THE WHITE HOUSE  
WASHINGTON, D.C.

Mr. Edmond R. Haggar  
Chairman of the Board  
Haggar Apparel Company  
6113 Lemmon Avenue  
Dallas, Texas 75209

cc:  
Mrs. Bush  
Patty Presock

thanks for facilitating  
the kids' Christmas

present - Please give to  
the attached check to

the accounts.

Merry Christmas, my

friend - 

# Withdrawal/Redaction Sheet

## (George Bush Library)

| Document No. and Type | Subject/Title of Document                            | Date     | Restriction | Class. |
|-----------------------|------------------------------------------------------|----------|-------------|--------|
| 04b. Check            | Copy of George Bush personal check for gifts (1 pp.) | 12/20/91 | C           |        |

**Collection:**

**Record Group:** Bush Presidential Records  
**Office:** Office of the President  
**Series:** Daily Files  
**Subseries:**  
**WHORM Cat.:**  
**File Location:** Thursday, December 19, 1991 [2]

|                                     |                                |
|-------------------------------------|--------------------------------|
| <b>Date Closed:</b> 5/1/2014        | <b>OA/ID Number:</b> 90641-008 |
| <b>FOIA/SYS Case #:</b> 2009-0166-S | <b>Appeal Case #:</b>          |
| <b>Re-review Case #:</b>            | <b>Appeal Disposition:</b>     |
| <b>P-2/P-5 Review Case #:</b>       | <b>Disposition Date:</b>       |
| <b>AR Case #:</b>                   | <b>MR Case #:</b>              |
| <b>AR Disposition:</b>              | <b>MR Disposition:</b>         |
| <b>AR Disposition Date:</b>         | <b>MR Disposition Date:</b>    |

### RESTRICTION CODES

**Presidential Records Act - [44 U.S.C. 2204(a)]**

P-1 National Security Classified Information [(a)(1) of the PRA]  
P-2 Relating to the appointment to Federal office [(a)(2) of the PRA]  
P-3 Release would violate a Federal statute [(a)(3) of the PRA]  
P-4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]  
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C. Closed in accordance with restrictions contained in donor's deed of gift.

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(b)(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]  
(b)(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]  
(b)(9) Release would disclose geological or geophysical information



HAGGAR APPAREL COMPANY

December 16, 1991

Dear Mr. President and Barbara:

About two years ago, you and the nation's Governors agreed to several educational goals. The first was to insure by the year 2000, all children arrive at school "ready to learn". I am enclosing a copy of a letter and excerpts about education from my list of ideas sent to you in 1988.

Before and since your election, I've given a lot of thought and prayer to the education of children before they reach 6 or 7 years of age. About 2 months ago, I had a visit with our mutual friend, Mr. Ralph Rogers, regarding higher education. We began talking about education generally, and he told me of a project he has worked on for a number of years. The education of children between the ages of 2 and 6, through daycare centers. The basis of the program is training daycare center providers, using the tools of Public Television, Children's Workshops, and programs like Sesame Street. I was flabbergasted when he explained the program and I said to myself, "my prayers have been answered". The only new idea I brought to the table was to include teaching children right from wrong and morality.

We need to educate children at a young age, and this would eventually help in eliminating new generations of welfare families.

When you and Barbara were in Dallas in November, Barbara attended part of a testimonial dinner honoring Ralph Rogers, about this program. Barbara had to leave before Ralph Rogers' talk; however, he gave her material about the program. A copy of this material is enclosed.

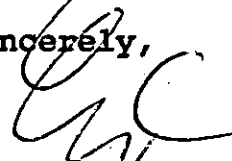


Seasons Greetings

This idea can be accomplished through the private sector with or without financial help from the federal government. I am sure this will be appealing to you and if so, Ralph and I would like to discuss this with you.

Patty joins me in wishing you a joyous Christmas season and a most blessed New Year.

Sincerely,

A handwritten signature in dark ink, appearing to be 'E. R. Haggard', written over the word 'Sincerely,'.

E. R. Haggard

ERH/ce

Enclosures

President and Mrs. George Bush  
The White House  
1600 Pennsylvania Avenue  
Washington, D.C. 20500

( Excerpts from my 1988 letter. )

Incentive and morality start at an early age in the home and unfortunately today, we have many children who are fatherless. This includes whites, hispanics and blacks. We must instill morality and incentive in these disadvantaged children, through the parents; through public television; through the public sector. we need to teach our children there is a God, that this country has been blessed by God and God-fearing people made it what it is.

We need an arm such as Operation Headstart to get young children off on the right foot, morally and educationally. I propose to do this through the private sector. Let me explain. The National Alliance of Businessmen, an organization that educated disadvantaged men and women of all races, so they could get and hold jobs; and this has been successful. This could be something additional for NAB - or another private sector organization.

**E. R. HAGGAR**

6113 LEMMON AVENUE

DALLAS, TEXAS

February 18, 1988

Dear Mr. Vice President:

Congratulations on your great New Hampshire victory. A real comeback, and I know you got the "Big Mo" back on track - but we just can't be satisfied with success, as you know.

I'm attaching some ideas that I'm sure you, your staff and advisors have already thought of; however, in case your folks have missed something, these ideas may be of some help.

I think the American people are interested in the issues and your vision of what you see for the country and how you can get these executed.

Good luck for the balance of the campaign and with my warmest regards, I am,

Sincerely,

Ed

ERH/ce

The Honorable George Bush  
Vice President of the United States  
c/o Ms. Susan Peake

P.S. I'm enclosing some pamphlets by W. A. "Tex" Moncrief about solving today's energy problems. I'm sure you've seen these.

12/19

Bidget handled -  
Phil Brady gave Edue. a copy  
Robin - to work & call Haggan  
- She called Haggan to let him  
know Edue. will call him  
- NFAR.  
Pl. ask me about  
this -  
Bridget  
2/11/92

THE WHITE HOUSE  
WASHINGTON

Rose,

per Theresa Garland  
at the Department of  
Education there is  
no record of the Secretary  
receiving a copy of  
the Ed Haggan correspondence.

Bridget

Theresa Garland  
401--3067

Document Originally  
Attached to  
Following Page

Robin

3PM

2/5/92

Ed Haggard (619) 346-3098

wrote ltr to the Pres. on  
education - think the Pres. sent  
it to Lamar Alexander. Haggard  
called Patty - - wants to talk  
to Alexander. Ok. to see  
where ltr. stands and  
perhaps someone should  
call Haggard (not Alexander)

Rz

Wednesday  
February 5, 1992 (1330)

PHONE CALL FOR THE PRESIDENT

FROM: Patty Presock

Called to let you know that she talked with Don Johnson and  
Melanie Griffith, and they accepted the invitation to spend the  
night at the White House on Thursday, 6 February. They expect to  
arrive at 6:15 p.m.

Robin

THE WHITE HOUSE  
WASHINGTON  
Feb. 6, 1992

**TO:** Daniel Casse

**FROM:** EDE HOLIDAY *EH*

☐ FYI

☒ Action

☐ Comment

Please see the attached note  
from the President's Office  
and follow-up accordingly.  
Thank you.

THE WHITE HOUSE  
WASHINGTON

DATE: 02/06/92

**NOTE FOR:** EDE HOLIDAY

The President has reviewed the attached, and it is forwarded to you for your:

Information ☐

Action ☒ XXX

PLEASE SEE ATTACHED NOTE.

Thank you.

**PHILLIP D. BRADY**  
Assistant to the President  
and Staff Secretary  
(x2702)

cc:

THE WHITE HOUSE

WASHINGTON

02/06/92

Attached is a letter to the President from E. R. Haggar from 12/16/91. The President wrote a note back to Mr. Haggar on 12/19/91 telling him that he was asking Lamar Alexander to 'check out the education ideas.'

Apparently this request was not sent; Education has no record of it.

Please dispatch to Education now for someone, not necessarily the Secretary, to call Mr. Haggar this week (per the President's office) to let him know his letter is at Education and that it will be looked into. Mr. Haggar, who is also a friend of the President's, is now in CA and can be reached at 619 346-3095. Also, please followup by letting Rose Zamaria know that Mr. Haggar was in fact called.

Thanks.

12/19 file

THE WHITE HOUSE  
WASHINGTON

February 9, 1992

MEMORANDUM FOR ROSE ZAMARIA

FROM: DANIEL CASSE *Dac*  
SUBJECT: Correspondence from Mr. E.R. Haggar

In response a note I received on February 6, Steve Danzansky, Chief of Staff to Secretary Alexander, called Mr. Haggar on February 7. He spoke with him for more than 30 minutes and apologized for the delay in responding to his December 16 letter to the President.

Danzansky said he would set up a meeting at the Department of Education with Mr. Ralph Rogers. He also agreed to stay in touch with Mr. Haggar to keep him posted on some department projects on encouraging private sector efforts directed at pre-school education.

Please let me know if you require any more follow-up on this matter.

OFFICE OF CABINET AFFAIRS  
CORRESPONDENCE/ACTION TRACKING SHEET  
GENERATED: 02/07/92

Control No : 938

Entry Date : 02/07/92

Due Date : 02/<sup>10</sup>~~11~~/92

Assigned to : DANIEL CASSE

Action : APPROPRIATE ACTION

Requestor : BRADY, PHIL

Subject : HAGGAR LETTER: EDUCATION IDEAS

Comments:

PLS. SEE NOTE FROM PRESIDENT'S OFFICE AND FOLLOW UP

Daniel, let's turn  
this around in a  
couple of days.

PK



---

## DESIGNS FOR A NEW GENERATION OF AMERICAN SCHOOLS

### Request for Proposals

*"Imagine a new generation of American schools  
that are light years beyond those of today...."*

**New American Schools Development Corporation**

---

**New** American Schools Development Corporation  
1000 Wilson Boulevard  
Suite 2710  
Arlington, VA 22204

POSTAGE AND FEES PAID  
SPECIAL FOURTH CLASS  
BOOK RATE

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### New American Schools Development Corporation

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**Bruce Brombacher,** Teacher, Jones Middle School, Upper Arlington, Ohio

**Ramon C. Cortines,** Superintendent of Schools, San Francisco Unified School District

**Wilhelmina R. Delco,** Speaker Pro Tempore, Texas House of Representatives

**Therese Dozier,** Teacher, Irmo High School; Coordinator of Professional Development Schools, University of South Carolina

**Jill A. Eaton,** Principal, Walter Jackson Elementary School, Decatur, Alabama

**Joseph A. Fernandez,** Chancellor, New York City Public Schools

**Peter R. Greer,** Professor and Dean of the School of Education, Boston University; Superintendent *ad interim* of Chelsea Public Schools, Chelsea, Massachusetts

**Sister Caroleen Hensgen** (Retired); Former Superintendent of Schools, Diocese of Dallas

**Franklyn G. Jenifer,** President & CEO, Howard University

**Sharon Lynn Kagan,** Senior Associate, Bush Center in Child Development and Social Policy, Yale University

**Michael W. Kirst,** Professor of Education, Stanford University

**Judith E. Lanier,** Distinguished Professor and Dean of the College of Education, Michigan State University

**William L. Lepley,** Director, Iowa Department of Education

**Herbert J. Walberg,** Research Professor of Education, University of Illinois at Chicago

**James R. Walker,** Superintendent, North Branch School District, North Branch, Minnesota

**Stephen S. Willoughby,** Professor of Mathematics, University of Arizona

**Deanna G. Woods,** Teacher, Wilson High School, Portland, Oregon

**DESIGNS FOR A NEW GENERATION  
OF AMERICAN SCHOOLS**

**A Request for Proposals**

issued by the

**New American Schools Development Corporation**  
Arlington, Virginia

October, 1991

**Appendix C**  
**Budget Format**

Please Show Budget by Task and Year for Each Phase

| <b>Cost Element</b>                                                    | <b>Days if<br/>Applicable</b> | <b>Total<br/>Costs</b> | <b>Donated<br/>Costs</b> |
|------------------------------------------------------------------------|-------------------------------|------------------------|--------------------------|
| <b>A. Staff</b> (List Individually<br>Within Category)                 |                               |                        |                          |
| 1. Design Team Personnel                                               |                               |                        |                          |
| Project Director                                                       |                               |                        |                          |
| Key Non-School Personnel                                               |                               |                        |                          |
| Key School Personnel                                                   |                               |                        |                          |
| Other Senior Staff                                                     |                               |                        |                          |
| Total Senior Personnel                                                 |                               |                        |                          |
| 2. Other Personnel                                                     |                               |                        |                          |
| Technical Support                                                      |                               |                        |                          |
| Secretarial/Clerical                                                   |                               |                        |                          |
| Others                                                                 |                               |                        |                          |
| Total Salaries (1 + 2)                                                 |                               |                        |                          |
| 3. Fringe Benefits (if charged as direct costs)                        |                               |                        |                          |
| <b>Total salaries, wages and fringe benefits</b><br><b>(1 + 2 + 3)</b> |                               |                        |                          |
| <b>B. Travel Expenses</b>                                              |                               |                        |                          |
| <b>C. Computer Services Costs</b>                                      |                               |                        |                          |
| <b>D. Subcontract Costs</b> (provide detail for each)                  |                               |                        |                          |
| <b>E. Consultant Services</b>                                          |                               |                        |                          |
| <b>F. Other Direct Costs</b>                                           |                               |                        |                          |
| Materials and Supplies                                                 |                               |                        |                          |
| Equipment                                                              |                               |                        |                          |
| Instructional Materials                                                |                               |                        |                          |
| Software                                                               |                               |                        |                          |
| Other                                                                  |                               |                        |                          |
| <b>Total Other Direct Costs</b>                                        |                               |                        |                          |
| <b>G. Payments to Schools</b>                                          |                               |                        |                          |
| Released Time                                                          |                               |                        |                          |
| Staff Development                                                      |                               |                        |                          |
| Other                                                                  |                               |                        |                          |
| <b>H. Construction/Renovation</b>                                      |                               |                        |                          |
| <b>I. Overhead</b>                                                     |                               |                        |                          |
| <b>J. G&amp;A</b>                                                      |                               |                        |                          |
| <b>Total estimated costs (A through J)</b>                             |                               |                        |                          |
| <b>K. Fee or Profit</b>                                                |                               |                        |                          |
| <b>TOTAL ESTIMATED COSTS AND PROFIT</b>                                |                               |                        |                          |

5. School-based staff have a major role in making instructional decisions.
6. Major emphasis is placed on staff development.
7. A high-quality pre-kindergarten program is established, at least for all disadvantaged students.
8. Health and other social services are sufficient to reduce significant barriers to learning.
9. Technology is used to raise student and teacher productivity and to expand access to learning.

From: *Essential Components of a Successful Education System: The Business Roundtable Education Public Policy Agenda*

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## Appendix B

### Business Roundtable Principles

The Business Roundtable, representing some 200 corporations, supports the national education goals developed by President Bush and the nation's governors. The achievement of those goals is vital to the nation's well-being.

The Roundtable believes the following characteristics are needed to provoke the degree of systemic change that will achieve the national goals through successful schools:

1. The new system is committed to four operating assumptions:
  - all students can learn at significantly higher levels;
  - we know how to teach all students successfully;
  - curriculum content must reflect high expectations for all students, but instructional time and strategies may vary to assure success; and
  - every child must have an advocate.
2. The new system is performance or outcome based.
3. Assessment strategies must be as strong and rich as the outcomes.
4. School success is rewarded and school failure penalized.

## I. PREFACE

This Request for Proposals (RFP) calls for designs for a "New Generation of American Schools" and is issued by the New American Schools Development Corporation (NASDC). Proposals, postmarked no later than February 14, 1992, should be submitted to:

New American Schools Development Corporation  
1000 Wilson Boulevard, Suite 2710  
Arlington, Virginia 22209

A "bidders conference" to discuss this RFP will be held at the Capital Hilton Hotel, 16th & K Streets, N.W., Washington, D.C. on November 14, 1991. Individuals and organizations interested in submitting proposals are invited to attend the conference at which all bidders will be offered the opportunity to ask questions about the requirements of this solicitation. NASDC intends to make all information explaining or interpreting the RFP available in identical form to all potential bidders so that none will be at a disadvantage. To that end, NASDC will supply a transcript of the discussion at the bidders conference to all potential bidders who request it.

The bidders conference will also provide an opportunity for individuals and organizations to familiarize themselves with the capabilities and plans of potential partners. Interested bidders who wish to share information about their proposals for purposes of networking or creating alliances should submit a one-page summary of their capabilities and interests to NASDC by November 8, 1991. As a service to potential bidders, NASDC will distribute these summaries at the bidders

conference and in a public access data base. Bidders are not required to submit such a summary.

Individuals or organizations interested in responding to this RFP are asked to assist NASDC in planning its selection process by submitting a letter announcing their intent to the address above by December 15. Bidders may submit proposals as late as the February 14 deadline even if they have not submitted a letter of intent.

Teams are encouraged to design distinctive schools and need not cater to all tastes or instructional preferences. Designs may contemplate voluntary student enrollment, involving random or unbiased selection of students from among the whole pool of applicants to a school. Designs may also entail enrollment contracts, in which students and parents agree in advance to codes of conduct, levels of student effort, and extracurricular participation. But designs may not require a hand-picked student body or enrollment practices that discriminate on the basis of income, race, sex, ethnicity, country of origin, or handicapping condition.

NASDC assumes that every student can learn and that good schools can work for all of them. Designs focused on at-risk students are fully acceptable; however, such proposals should clearly explain why they are so targeted and how they address the unique needs of the disadvantaged.

Once design team contracts are established, NASDC will assess design teams' enrollment practices and student attrition experience. These assessments will be considered in the decisions to re-negotiate teams' contracts after the first and third years.

responsibilities that are necessary for schools to operate as contemplated by its design.

Teams whose designs require variances in public policies, regulations, or contracts, should identify the necessary waivers in their proposals. Teams need not obtain those waivers until after Phase 1 contracts with NASDC are established, but the proposal should suggest a strategy for obtaining such waivers. Teams may, of course, arrange local cooperation in advance. In subsequent years of the contract, the design team must identify any permanent changes in applicable laws, regulations, or contracts necessary for widespread implementation of its design. NASDC may also assist design teams by advocating necessary changes in educational governance, regulation, finance, and the roles of other institutions.

Teams may, if they find it essential, suggest re-definitions of the responsibilities of adult groups that traditionally operate outside the school itself: parent groups, businesses, school boards, superintendents, and teachers' unions; colleges, libraries, and community cultural institutions; churches, civic groups, and charitable organizations; and other public service agencies such as hospitals, health clinics, welfare departments, and counseling centers.

## TARGET POPULATIONS

NASDC's goal is to develop designs that work for all students, particularly those who are not served well by today's schools. Most designs should contemplate serving a cross-section of all the students in a racially, ethnically, and economically diverse community.

## II. CALL FOR PROPOSALS

*Think about every problem, every challenge we face. The solution to each starts with education. For the sake of the future—of our children and the nation—we must transform America's schools. The days of the status quo are over.*

With those words on April 18, 1991, the President of the United States unveiled an ambitious new education strategy, AMERICA 2000. The strategy is the linchpin of a nine-year effort to close the gap between where we are today and benchmarks established by six national education goals. At the heart of AMERICA 2000 lies a bold challenge: Reinvent American education by designing new schools for a new century. This request for proposals launches that design effort so that communities across the country can re-create their own schools.

At the request of President Bush, leaders in American business have created the New American Schools Development Corporation (NASDC), an independent, non-profit organization, as a catalyst for educational change. The mission is straightforward: NASDC intends to underwrite the design of new high-performance educational environments to jump-start learning in America.

Business, education, and political leaders have come to understand that fundamental institutional change depends on the existence of four conditions:

- **Dissatisfaction with the Status Quo.** The institutional culture in an organization cannot be uprooted if most people are satisfied with the familiar and the comfortable.

- **A New Shared Vision.** Of critical importance is the need to create a new shared vision of where to go and strategies to get there. Without both, frustration triumphs.
- **The Capacity for Change.** Visions and strategies are fragile. The capacity to change an organization is critical, particularly the ability to reshape what people do, how they do it, and how they are rewarded for performance.
- **Concrete Practical First Steps.** Revolutions begin in fits and starts. The important thing is that they begin. Practical, measurable first steps are essential to overcoming institutional inertia. They build a sense that fundamental change is in the wind.

American education is caught in the flux and flow of these conditions. Dissatisfaction, building for a decade, is profound and growing. A new vision is embedded in the national education goals. AMERICA 2000 outlines the strategy. The capacity for change is being built every day as reformers shed new light on systemic school barriers blocking performance. With this RFP, the New American Schools Development Corporation takes one concrete first step. Subsequent steps will be taken by the designers who answer this RFP and the communities that adopt new ideas for schooling.

This document represents a call to all who care about the nation's educational future to become architects of a new generation of schools—schools that set the pace for the nation and the world. Dreamers and doers from all walks of life—educators, analysts, community leaders, legislators, business executives, inventors, professionals, and entrepreneurs—are invited to submit their vision of a new generation school. NASDC intends to help make the best of these visions a reality.

The design may entail major changes in community governance structures and the functions of other institutions such as public health agencies and welfare departments. Alternatively, designs may adopt conventional arrangements for any of the above.

Some issues are definitively resolved by the RFP. Designs must involve instructional services in at least the core group of five subjects. Designs should also enhance students' higher-order thinking skills, ability to take initiative and use judgment, and ability to work productively with others. But designs may not focus on only one subgroup of students within a school or on only one subject, even a broadly defined subject such as science.

### **"Systemic" Dimension of Design**

Designs that make education a community enterprise and break the boundaries between schools and other institutions are encouraged. Design teams may consider the implications of their ideas about schooling for educational governance and finance and for the roles of other institutions that serve students and their families. However, designs that include changes in finance, regulations, governance, structures, and the roles of other institutions must explicitly demonstrate how those changes are linked to improvements in student instruction and outcomes.

A design team's first focus must be on students: What instructional experiences should they have, what outcomes can be expected, and how can the work of teachers, staff, parents, and other adults be organized to provide the experiences and ensure the outcomes? Once these features of the design are established, a team should identify any changes in extra-school actors' roles and

- designs that sweep aside school buildings in favor of distance-learning techniques in homes or community centers;
- suggestions to integrate parent education, child care, and adult literacy services with educational services for children and youth;
- residential programs for the children of the poor and the middle class that rival the best available to the children of the well-to-do;
- employment preparation programs integrating education, vocational programs, apprenticeship training, and workplace skill development; or
- schools run by all manner of community and institutional and entrepreneurial entities, including public-private hybrids.

The answer is that NASDC is willing to consider these and other proposals that call for bold and dramatic changes in schooling. What is required is that proposals embody a strategy for integrating all facets of a school's life—instruction, curriculum, social climate, opportunity for artistic expression, extracurricular activities, staff development, and administration—in pursuit of high levels of student learning.

Design teams should define the scope and focus of their own work. Student age-grouping may be unconventional, and designs may serve students younger than five years of age and older than 18; students need not all be assembled in a single building or at a particular time of day; the school day and school year may be redefined. The duties of administrators, teachers, volunteers, parents, and all other adults may be changed.

The best proposals will start from scratch to respond to the following challenge: Assume that the schools we have inherited did not exist, and design an educational environment to bring every child in this community up to world class standards in English, mathematics, science, history, and geography, prepared for responsible citizenship, further learning, and productive employment. No question about schooling should be off-limits; no answer assumed.

NASDC's interest lies in the comprehensive re-formation of entire schools or sets of schools. NASDC believes that all aspects of the school need to be integrated into a coherent, high-performance learning environment, a new American school.

De Tocqueville once described the United States as a "land of wonders" in which "what is not yet done is only what [we have] not yet attempted to do." That description was a prophecy. Over the generations, American creativity has helped erase natural boundaries and push back the frontiers of technology. Bidders are invited to breathe new life into that prophecy by imagining a new kind of American school—public or private—in which:

- assumptions, about how students learn and what students should know and be able to do, are completely re-examined;
- visions of the nature and locations of school are reconsidered; and
- the manner in which communities create, govern, and hold their schools accountable is redesigned.

The RFP that follows provides the detail of what NASDC has in mind. NASDC intends to fund proposals

in three successive stages: (1) a one-year planning and design phase for approximately 30 "design teams;" (2) a two-year testing and implementation phase for the most promising of the original design efforts; and (3) a two-year technical assistance effort to help communities across the nation adapt the best of the implemented designs to meet their own needs for new schools serving their purposes. Each phase will be funded by contract.

The general requirements can be stated simply and directly:

- Explain what you hope to accomplish.
- Describe your basic concept and how you will develop it.
- Identify who will be involved.
- Explain what research or experience supports your design.
- Provide a credible budget for your work.
- Indicate how you (and NASDC) will know if it works.
- Explain how you will persuade others to put your design in place.

We impose only two constraints: Your design must help all students meet world class standards in at least five core subjects and help these students leave school prepared for responsible citizenship, further learning, and productive employment. Second, putting aside initial costs of development, the design should operate on a budget comparable to conventional schools.

When all is said and done, the success of the American adventure in every generation can be attributed to the skills, talents, and invention of our people.

establish the manner in which the schools and sets of schools using its design will assess whether or not the objectives are being met. The assessments may be based upon existing or new tests or may use quite different forms of assessment. Whatever is chosen, the designer must make it possible for NASDC to audit and understand the basis on which the team assesses the performance of its design.

As noted above, NASDC's goal is that the designs enable all students to acquire the skills and knowledge necessary to be effective members of American society. NASDC recognizes, however, that in the short time that it is in existence, the designs may not be able to demonstrate that they have fully met this goal. Moreover, the time in which this goal can be achieved will differ for populations starting from different baselines. The design team is asked to specify interim goals or benchmarks it expects to meet as it works toward the achievement of the performance standards. Its assessments should be keyed to these benchmarks.

### FOCUS OF THE DESIGN EFFORT

A major topic of discussion in the design conferences concerned the nature of what is to be designed. Above all, there appeared to be widespread agreement with a comment from one participant who observed, "NASDC is itself uncomfortable with the risk of its own request." With respect to the extent to which NASDC is willing to consider high-risk, break-the-mold thinking, in the course of the design conferences participants asked if NASDC would consider:

- proposals to abandon the conception that mandatory schooling starts at age 5 or 6 and ends at age 17 or 18;

Rather, NASDC feels that it is likely that many designers will choose to start with existing standards frameworks created by various national or professional organizations, modifying them if necessary. The designers may wish to investigate these proposed standards to see if they have been created by processes that are likely to make them demanding in the spirit of the term "world class."

A number of efforts are now underway to develop national consensus standards in the core subject areas. The National Council on Education Standards and Testing, created by an act of Congress, is to report on the desirability and feasibility of establishing voluntary national standards and tests. The National Assessment of Educational Progress is developing tests that are based on a national consensus process sponsored by the National Assessment Governing Board. Similarly, a number of professional organizations have sought to establish frameworks that might be the basis for national standards. These include such groups as the National Council of Teachers of Mathematics, the National Council of Teachers of English, the Bradley Commission (*Building a History Curriculum*), the Joint Committee on Geographic Education, the American Association for the Advancement of Science (Project 2061), and the National Science Teachers' Association.

The establishment of standards for the designs is the responsibility of the designers and schools implementing the designs. NASDC has prepared a brief listing of such standards efforts, which is available upon request; bidders may want to review their suggestions and recommendations. The list constitutes an aid to design teams, not an endorsement of the various proposed standards.

In addition to establishing performance objectives for students in its programs, the design team is expected to

Americans invented the idea of a common school, freely available to all. The schoolhouse door has been the portal to prosperity for our society and for millions of its citizens. That invention is over one-hundred years old. Born in the last century, it has served us well in this one. But now a new century beckons. We should enter it with A New Generation of American Schools.



W. Frank Blount  
President and CEO



Thomas H. Kean  
Chairman of the Board

of the central office functions is one of the systemic changes required to implement the design.

The burden of demonstrating that the costs of a design are roughly equivalent to conventional schools lies with the bidder. In the later phases of the program, NASDC expects to develop cost models that will assist it and its contractors to determine the costs of the developed designs and help potential users of the designs to judge their cost-feasibility in their own settings.

### WORLD CLASS STANDARDS

Many participants at the design conferences raised questions concerning the meaning of “world class standards” in the RFP. What subjects are involved? How should we assess performance? What standard has NASDC set?

The intent of the RFP should be clear: When fully implemented, a design should enable virtually all students to acquire the skills and knowledge that they need to function and compete effectively in a world that is becoming more complex and demanding. Moreover, designers should recognize that world class standards are dynamic and can be expected to change through time. Designs should be capable of accommodating such changes.

In terms of this competition, the RFP requires that designers set high performance objectives (standards) for their designs and that these objectives include—but *not be limited to*—the five core subject areas of English, mathematics, science, history, and geography. It is not required that each design team should define these performance objectives themselves or provide an empirically based justification that they are “world class.”

design should be attractive, from a cost standpoint, to schools in many jurisdictions. But costs also reflect other differences including the student/teacher ratio, the level of supporting staff in a school (e.g., counselors and aides), the size and function of central office staff, the levels of funding for students with special needs, and specialized equipment in schools with a heavy emphasis on science or on vocational education.

Bidders should justify their expected costs in light of the spirit of the requirement—that the designs be capable of implementation in the real world. This would mean, for example, that designs feasible *only* in districts with a high-SES population *and* expenditure levels of \$8,000 or more per pupil are unlikely to be judged to be attractive for widespread implementation. On the other hand, designs involving such cost levels, but capable of being implemented in urban schools with high levels of special needs students, might be deemed feasible and attractive since school expenditure levels in urban schools often approach such levels. Designers may also want to create designs adaptable to a variety of settings with costs that vary from one setting to another because of changes in the pedagogy and services required by the students in those settings. Other designers might choose to focus on the problems of poorly funded schools. For example, given the large numbers of rural schools funded at low levels, a designer might want to work on designs that are particularly appropriate to such settings.

Treatment of costs of the central offices poses other problems. Some designs may require that some functions traditionally funded and performed at the district level (e.g., staff development) be performed at the school level. In justifying the costs of such designs, the designer could take credit for the portion of the central office costs devoted to that function, while noting that a restructuring

### III. INTRODUCTION

This is a request for proposals for designs of new American schools—public and private—that will help our people and the nation grow and prosper in the 21st century. Successful proposals will contain a strategy for integrating all facets of a school's life, including teaching, curriculum, and administration. Proposals must deal with all five core subjects, not just one or two subjects; all grades within a school, not just one grade. The design must be for the whole school environment and not for a single program or aspect of that school.

The New American Schools Development Corporation, a limited-lifetime, non-profit corporation funded by American businesses, intends to support a number of design teams organized to: (1) create and test designs for schools that achieve national education goals and meet world class standards for all students and help these students leave school prepared for responsible citizenship, further learning, and productive employment; and (2) assist communities across the nation adopt and re-create these designs for their own purposes.

This request for proposals was developed over the past five months by staff of NASDC with assistance from a number of consultants and advice from the Education Advisory Panel, a committee of outstanding educators and education policymakers from across the country. A draft of this RFP was presented at three conferences, and on television in over fifty cities, in August and September, 1991. Suggestions offered during these events are reflected in this document, and major issues raised in these meetings are discussed in Appendix A.

NASDC envisions a three-phase program:

### **Phase 1**

**Spring 1992-Spring 1993**

### **Develop Design**

NASDC selects approximately 20-30 successful bidders who receive contracts for a 12-month effort to develop their designs.

### **Phase 2**

**Spring 1993-Spring 1995**

### **Implement, Test, and Refine Design**

NASDC evaluates design efforts and selects the most promising for a two-year contract to test and implement the design in school settings.

### **Phase 3**

**Spring 1995-Spring 1997**

### **Assist Many Communities to Adapt and Use Design**

Following evaluation of testing and initial implementation, NASDC supports technical assistance efforts to help communities across the nation adapt, re-create, and put the new designs in place. NASDC anticipates that this effort will begin with the AMERICA 2000 communities identified by the AMERICA 2000 strategy.

## **Appendix A**

### **Issues Raised at the Design Conferences**

During August and September 1991, thousands of educators, business leaders, and citizens commented on an initial draft of this RFP at three design conferences (two in Washington, D.C. and one in Los Angeles, California) and a nationwide television presentation carried on the Public Broadcasting Service in over 50 cities.

In the course of these meetings, participants raised a number of questions about specific issues treated in the RFP. Additional comments on several of these major concerns follow. These include:

- treatment of costs;
- world class standards;
- focus of the design effort; and
- target populations.

### **TREATMENT OF COSTS**

The designs are to involve recurring costs approximately equivalent to the costs of conventional schooling. The reason is straightforward. The designs should be useful to a large number of schools; if the designs involve costs significantly higher than current levels, it is unlikely that most schools will seriously consider them.

The recurring costs of current schooling vary widely. In part this variation is associated with differing prices or salary levels across jurisdictions. To the extent that cost differences are due largely to prices and salaries, a given

At the end of the five-year period, NASDC anticipates that a proven capacity will be in place to support communities as they seek to develop the high-performance educational systems that America needs.

## APPENDICES

#### IV. STATEMENT OF WORK

##### BACKGROUND

In 1990, the President and the governors of the 50 states established six national education goals. They agreed that by the year 2000:

1. All children in America will start school ready to learn.
2. The high school graduation rate will increase to at least 90%.
3. American students will leave grades four, eight and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so that they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
4. U.S. students will be first in the world in science and mathematics achievement.
5. Every adult in America will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

6. Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

The six goals are broad statements of national purpose. Each goal includes several objectives to clarify how progress toward the goal can be measured.

In April 1991, the President and the Secretary of Education announced AMERICA 2000, a nine-year strategy to achieve the six goals. The strategy was developed to honor local school control, create partnerships between local government and the private sector, and build on the conviction that improvements in American education should develop community by community.

AMERICA 2000 consists of four tracks, pursued simultaneously: (1) better and more accountable schools; (2) a new generation of American schools; (3) a nation of students, learning throughout their lives; and (4) communities where learning can happen.

This RFP focuses on the second track of the America 2000 reform effort. The private sector has created the New American Schools Development Corporation to launch, support, and monitor the design work that will lead to a New Generation of American Schools. NASDC proposes to contract in 1992 for the development of designs for new schools and sets of schools. Once the design work (Phase 1) is completed, NASDC will support testing and implementation of the designs for two years (Phase 2), followed by a two-year effort (Phase 3) to promote widespread adoption of the designs by communities across the country.

4. The proposal must contain the names, titles, addresses, and phone numbers of all principals.
5. The proposal must contain the resumes and/or description of qualifications of key personnel who will be responsible for the work, and an integrated description of the design team.
6. If applicable, the proposal must name one lead contractor who bears primary responsibility for managing the team's work and executing its contract with the NASDC.
7. The proposal must provide the bidder's name and complete address, including street, city, county, state, zip code, and telephone and facsimile numbers. It must also identify a principal contact.

Application materials will not be returned.

On or before May 31, 1992, NASDC intends to begin announcing design teams with which it will commence negotiations toward mutually agreeable final contracts within the scope of this RFP.

### **INQUIRIES**

Inquiries concerning any areas which, in the bidder's opinion, require clarification or correction should be directed to NASDC as soon as possible at the address above. Inquiries should be in writing, and, on major matters of substance or process, identical written responses will be supplied to all prospective bidders.

### **PROPOSALS**

Proposals must meet the following description:

1. A one-page abstract, including name, address, and telephone number of bidder.
2. An executive summary of not more than five (5) pages, double-spaced (approximately 1,250 - 1,500 words).
3. The main body of the proposal itself should be no longer than fifty (50), numbered, double-spaced pages (approximately 12,500 - 15,000 words). Supporting materials, if desired, may be added; these materials may be reviewed if necessary to clarify the proposal, but judgments about the proposal will depend largely on the quality of the main body of the proposal itself. Ten (10) complete copies of the proposal and all supporting materials (including the abstract and the executive summary) must be provided.

NASDC anticipates that many proposals will relate to a single school, either an existing school or a plan for an entirely new school. NASDC, however, is also interested in considering proposals to redesign sets of schools (e.g., entire local education agencies, groups of schools serving a particular neighborhood, or feeder patterns of schools serving students of different ages). Bidders concentrating on individual schools must address how they propose to deal with problems of governance, finance, teacher preparation, and accountability likely to affect their design. Bidders interested in sets of schools must address the means by which individual schools re-create themselves. All bidders must address the relationship of the design to student achievement of world class standards and the preparation of students for responsible citizenship, further learning, and productive employment.

### **OBJECTIVE OF THE RFP**

The objective of this RFP is to create and support design teams capable of designing new schools or sets of schools. The design teams will do two things: (1) design new educational institutions that provide superb learning environments for all students; and (2) help communities adapt and use these designs across the country.

NASDC defines a "learning environment" as the entire set of instructional and social experiences students encounter in the course of a defined period of formal education (e.g., a day, a week, or a year). A school is the institution that provides these experiences by organizing the work and time of students, teachers, and administrators and designing space, instructional materials, and technology to support that work. Under these definitions, a school need not be a single building. It may include an extended learning environment (e.g., a

school without walls), or feature distance-learning or other novel institutional arrangements.

Schools obviously do not operate in a vacuum. Throughout this RFP, NASDC refers to "systemic" issues in education, i.e., the school's relationships with other entities and institutions, including other schools, governing boards, community groups, and social welfare organizations.

**The design teams should understand that NASDC's intentions go far beyond the expectations of prior education reform efforts.**

*This is an effort to integrate all elements of a school's life.* Proposals to explore teaching and learning in limited settings will not satisfy the requirements of this RFP. NASDC expects bidders to outline designs for schooling that promise to accelerate learning dramatically. The designs must be for whole schools, not for a single grade or program within a school; they should integrate all facets of the school's life (including instruction, curriculum, and social climate) in pursuit of high levels of student achievement.

*This is a design effort, not a research program.* Although designs should be based on research or cutting-edge practice, the objective of this effort is the creation of highly effective schools, not the development of new knowledge.

*The designs will be "benchmarked" against demanding goals and achievement standards.* NASDC is not interested in incremental changes that promise, at best, modest improvements in student achievement compared to conventional classrooms or schools. The achievement of students in the New Generation of American Schools will be measured against world class standards.

## VII. INSTRUCTIONS TO BIDDERS

### GENERAL PROPOSAL SUBMISSION INFORMATION

The New American Schools Development Corporation, a private non-profit corporation formed at the request of President Bush, issues this RFP to contract for the design, development, and implementation/testing of new high-performance learning environments. The work is in three phases as defined under Call for Proposals and Statement of Work above.

Proposals are invited from organizations (both profit-making and non-profit) and individuals. Individuals might include teachers, administrators, and others interested in creating design teams. Organizations might include research and development institutions, businesses, community organizations, state and local education agencies, schools of education, or others.

NASDC is the only point of contact for this solicitation. Proposals and inquiries concerning this solicitation should be directed to:

New American Schools Development Corporation  
1000 Wilson Boulevard, Suite 2710  
Arlington, Virginia 22209  
(703) 908-9500

### TIMETABLE

To be considered, proposals must be submitted to NASDC no later than February 14, 1992. Proposals will be deemed to be submitted when deposited with the U.S. mail or other delivery service or otherwise transmitted.

owner of such intellectual property to license its use by schools or sets of schools at variable fees based upon ability to pay.

## FUNDING

Unless otherwise agreed, NASDC will advance funds to the contractor according to the milestones specified in the contract, providing funds for the succeeding milestone as one milestone is accomplished. Payments shall be made in response to invoices from the contractor and in accordance with the agreed project budget.

### *This is not a request to establish "model" schools.*

NASDC does not seek to develop "cookie cutter" designs. The designs must be adaptable so that they can be used by many communities to create their own new schools. A design team must have an effective plan to generate the energy required for local communities to create their own high-performance, break-the-mold schools. The important thing is that long after NASDC has disappeared from the scene, its legacy of new designs will remain.

*The designs must be for all students, not merely for those students most likely to succeed.* NASDC's goals will not be met if the designs it helps create produce high-performance learning environments only for the well motivated or children of the middle class and the well-to-do. Perhaps as many as 40 percent of American youngsters under the age of 18 can be considered "at risk," including children from low-income or single-parent families, children with disabilities, and children with limited ability to speak and use the English language. Design teams must be explicit about the student populations they intend to serve and about how they propose to raise achievement levels of "at risk" students to world class standards.

*This is a request for break-the-mold designs, not for fixing up the design already in place.* Many exemplary reform efforts are already at work improving selected aspects of existing schools—innovations in curriculum, teacher training, calendar modifications, "one-stop" centers for social services, and accountability mechanisms. Although some of these considerations will, of necessity, be a part of bold new designs, most belong more appropriately in Track 1 of AMERICA 2000 (Better, More Accountable Schools) than in the new generation schools contemplated under Track 2. This request is for comprehensive designs for very different

schools or sets of schools that (1) provide learning experiences not now generally available to students; and (2) produce dramatically better outcomes.

### PROPOSAL REQUIREMENTS

Each proposal must include specific attention to several fundamental requirements. Proposals should:

*1. Explain what you hope to accomplish.* The description of the preliminary design in each proposal should include a definition of what graduates of the school should know and be able to do. Whatever the design's focus, it should specify the outcomes which its students are expected to attain. Bidders are reminded that the national education goals call for students to leave grades four, eight, and twelve having demonstrated their competence in challenging subject matter, capable of using their minds well, and prepared for responsible citizenship, further learning, and productive employment. NASDC expects that designs will explicitly address how the competencies expected of graduates relate to the national goals and world class standards.

*2. Describe your basic concept and how you will develop it.* Here, NASDC is interested in a detailed description of what the bidder's break-the-mold school will look like and how it will operate. Substantively, NASDC expects bidders to both describe the learning environment they propose to create and consider any changes necessary in school organization, governance, finance, administration, and the use of other community resources.<sup>1</sup>

<sup>1</sup> The Business Roundtable's nine principles, reproduced in Appendix B, illustrate the community strategies and resources relevant to systemic reform.

to this RFP. Proposals will not be released by NASDC to the public, to other bidders, or to persons not directly involved in the process of selection and/or contract negotiation unless such release is authorized by the bidder. Proposals will be duplicated and circulated only to the extent considered necessary by NASDC to evaluate and compare offers and to negotiate agreements. Proposals which do not lead to an agreement between NASDC and the bidder will be destroyed.

As a tax exempt organization, NASDC must act in the public interest. In addition, it is central to NASDC's purpose that designs developed pursuant to this RFP be widely disseminated and used. These principles will govern contract terms related to intellectual property. Accordingly, intellectual property developed with NASDC funds will be the property of NASDC, and design teams will agree that they will assert no common law, equitable, or statutory rights in such property. NASDC will not itself market property or services to end-users, but will encourage the widespread dissemination and use of designs through licensing or other arrangements with schools, and school systems, design teams, consultants, and others.

With respect to intellectual property not developed with NASDC funds but incorporated in the material furnished under the contract or in the design that is the subject matter of the contract, NASDC, in making awards for Phases 2 and 3, will consider the following: (1) whether, in application of the design, such intellectual property is interchangeable with other property with different ownership; (2) the importance of such intellectual property in the overall design; (3) the extent to which the owner of such intellectual property agrees to license such property at no or nominal cost for the use of schools or sets of schools; and (4) the agreement of the

sufficient detail to permit evaluation of the impact of such substitution on the program. No such reduction shall be made without written consent of NASDC.

### LIAISON WITH NASDC

In addition to the work products specified in Section IV, the contractor will provide status reports on the work in progress as requested by NASDC, provided that such requests will normally be made no more frequently than twice a year. Such progress reports shall include a quantitative description of overall progress; an indication of any current problems which may impede performance, and proposed corrective action; and a statement of cumulative dollar expenditure and cumulative effort expended. The contractor will make its personnel available as reasonably required to permit NASDC, and its research and analysis contractor, to both remain informed as to the status of work and obtain information for comparison across teams.

### TERMINATION FOR DEFAULT

If the contractor refuses or fails to prosecute the work, or any separable part of the work (including failure to attain any specified milestone) with such diligence as will ensure completion according to the established schedule, NASDC may, by written notice, terminate the contractor's right to proceed with the work or such part of the work as to which there has been a delay. In such event, NASDC may take over the work and take possession of and use such materials as may be on the site of the work and necessary therefor.

### INTELLECTUAL PROPERTY

Bidders will not waive any rights to intellectual property incorporated in proposals submitted in response

With respect to learning environments, NASDC wants to encourage design teams to focus on both the experiences they propose to provide to students and on how all aspects of the school's life will be integrated to support learning. With respect to governance issues, design teams should explicitly address federal, state, and local regulations, contractual agreements, and how the design team proposes to proceed in the face of existing constraints. NASDC encourages bidders to consider the teaching implications of the changes they propose, and to address issues related to teacher preparation and training.

Specification of the proposed learning environment is an important aspect of the proposal and of Phase 1. Bidders are expected to specify the main elements of the proposed learning environment in the proposal, along with a detailed plan for proceeding with Phase 1 of the design effort. The proposal should also incorporate a plan for proceeding with governance issues in Phase 2, along with a preliminary concept for the Phase 3 effort to encourage widespread use of the design.

*3. Identify who will be involved.* Proposals will not be considered unless members of the design team, and the leader or coordinator of the effort, are clearly identified. Their experience, background, qualifications, contributions to the design effort, and ability to implement the proposal successfully should be explicitly described. Similarly, the proposal should describe the institutional qualifications of organizations involved.

*4. Explain what research or experience supports your design.* Despite the corporation's interest in encouraging bold thinking, it will not support wildly speculative ideas with little grounding in reality or convincing evidence. Here bidders should support their vision of new learning environments with research, analyses, lessons drawn from prior or existing reform

efforts, or solidly reasoned “think pieces.” The proposal, in short, must contain a justification for the bidder’s belief that the proposed learning environment will lead to desired student outcomes.

**5. *Provide a credible budget for your work.***

NASDC understands that definitive cost justifications for Phases 2 and 3 of the design effort, are at the outset, difficult. Nevertheless, each proposal should incorporate: (1) detailed costs for Phase 1; and (2) preliminary cost estimates for Phases 2 and 3.

**6. *Define how you (and NASDC) will know if it works.*** NASDC will be concerned with the quality of the bidder’s plans for self-assessment. The design effort must be outcome-oriented and the design teams are expected to establish benchmark measures by which they will assess their progress toward those outcomes.

With respect to “world class standards,” NASDC wants to stress that they represent a dynamic, moving target. Bidders should be able to define plausible, short-term benchmarks for such standards as well as ultimate goals for student achievement. In the proposal, bidders should describe what they hope to measure, and establish benchmarks against which to assess student progress through a variety of assessment techniques such as local tests, portfolio evaluations, national examinations, or international assessments.

**7. *Explain how you will persuade others to put your design in place.*** One of the key distinctions between this effort and previous reform strategies is the commitment of NASDC to help many communities combine their unique perspectives with these designs in order to create their own outstanding schools. These designs are commissioned not to sit on the shelf but to be put in place with real students, teachers, and administrators.

## VI. REQUIREMENTS AND CONDITIONS

### NON-GOVERNMENTAL CONTRACT

Awards under this RFP will constitute agreements between private parties. Therefore, the provisions of the Federal Acquisition Regulation (“FAR”) are not applicable. In particular, FAR provisions relating to bid protests, changes, and contract disputes do not apply.

### GOVERNING LAW

Agreements formed as a result of this RFP will be interpreted according to the law of Virginia.

### DECISION OF NASDC

The selection of successful proposals will be at the sole discretion of NASDC, based upon considerations set forth in Section V. Decisions of NASDC will be final. NASDC has no obligation to negotiate a specific number of contracts or to award contracts totalling any specific sum of money under this RFP. If all contemplated awards have not been made, NASDC may, in its discretion, permit unsuccessful bidders to revise and re-submit proposals, or it may issue a new solicitation.

### KEY PERSONNEL

The personnel identified in the proposal as “key personnel” are considered essential to the work to be performed. All key personnel need not be full-time employees/members of the design team; however, the amount of their time or energy devoted to the work of the design team must be stated. Prior to reducing the commitment to the project of any specified individuals, the design team shall notify NASDC in advance and shall submit justification (including proposed substitutions) in

#### **4. Appropriateness and Realism of the Proposed Costs to NASDC.**

NASDC expects to fund a wide spectrum of design efforts with a range of costs. This range promises to make choices among proposals difficult. In reviewing the proposals, NASDC will judge them in terms of their costs for the five-year design effort including:

1. the prudence and reasonableness of costs;
2. the appropriateness of proposed expenditures for capital equipment or building renovation; and
3. whether or not costs are justifiable in light of the promise of the design for achieving the national goals.

Nobody can design a school for someone else. Bidders will be expected to demonstrate their understanding of the complexities of implementing their design, outline initial strategies for proceeding, and provide at least a general idea of how they plan to encourage adaptation and use of the design following initial testing and implementation. In this regard, design teams may, from the first day, begin to work with schools and communities interested in their efforts.

#### **EXPECTED APPROACH AND COSTS**

NASDC anticipates that contractors will wish to undertake a wide variety of activities in support of the design, development, and implementation of New American Schools, and has no desire to be overly prescriptive. NASDC encourages designs involving imaginative use of time, space, resources, and instructional organization. Design teams may develop new curricula or rely upon existing frameworks and materials. They may develop software and make extensive use of communications and computer technology. They may design completely new approaches to organizing instructional time and to the location of instruction. The only constraints on the designs will be that they help all students reach world class standards, and that they operate on a budget comparable to conventional schools.

Most designs will undoubtedly require schools or school systems to make "front end" investments in areas such as materials and staff development. The funds provided by NASDC are appropriately used for these investments both in the development and testing of the designs, and in schools participating in the design effort.

Bidders should recognize that in selecting contractors, NASDC will make judgments concerning the promise of the design compared with the cost of developing and testing that design. All other things equal, a proposed design that costs more to develop and test will be less likely to be funded than a less expensive effort. In this regard, NASDC is more inclined to support the innovative use of existing facilities than to fund new construction.

Bidders should describe their proposed activities for a five-year effort, divided into the three phases described earlier. NASDC anticipates awarding up to 30 contracts for the Phase 1 design effort with costs ranging from \$500,000 (or less) up to \$3 million. NASDC then will negotiate new contracts with the most promising design efforts (or possibly combinations of the most promising) for the second phase of work. At the end of the three years, further contracts will be negotiated with the design teams whose work demonstrates the greatest promise. The final contracts will support fostering the adaptation and use of the designs in additional communities across the nation. In no case should the total amount requested from NASDC for the five-year effort exceed \$20 million.

In general, NASDC expects that each proposal will include:

- a well developed and supported preliminary design concept;
- a detailed plan (with milestones and budget) for Phase 1; and
- preliminary plans and budgets for Phases 2 and 3.

## **2. Quality of the plans to assess the design's performance**

Credible self-assessments by design teams will be important to NASDC's monitoring of design efforts and to providing information to communities that contemplate implementing the design. NASDC will also sponsor continuing independent assessment of the teams' progress.

Does the proposal contain an approach to assessment of student performance that appears likely to satisfy the needs of the designers themselves, communities considering adopting the design, and NASDC? Is the approach keyed to the ultimate achievement of one or more of the national education goals? Are the assessment methods and instruments aligned with the designs' goals, and do they cover all the student outcomes sought?

## **3. Potential for widespread application and the quality of plans for fostering such application.**

NASDC intends to do all that is possible to assure that the efforts it supports do not result simply in a few isolated model schools or sets of schools in unique localities. While detailed plans for fostering wide-scale implementation are not required until the third year, the designs themselves must be created with an eye to the strategies to be used to promote their wider adoption. Proposals will be assessed on the quality and promise of their strategies for promoting the use of designs by other communities. Do the strategies deal with the changes needed in the policy environment to permit the designs to succeed? Are the recurring costs of implementing the design reasonable? Do the strategies effectively consider the continuation of the effort after NASDC funding ceases in five years?

more individuals with a proven record of design innovation in education or elsewhere? Does the team include leaders and teachers from schools and communities that will participate in the development process, or (if the schools and communities have not yet been identified) does the proposal provide persuasive evidence that the team will be able to develop needed partnerships with such people?

### *Quality of the Team's Plans*

The likelihood of a design's success will also depend on the quality of the strategies and plans to refine the design and implement it in real communities. Plans should, at a minimum, show what is to happen, when it is to happen, and who will make it happen.

In assessing the initial proposal, NASDC will be concerned with whether the proposal appears likely to yield a practical design that will pass rigorous scrutiny and be capable of implementation in other sites. Does the bidder demonstrate an understanding of the complexities of implementing its design? Do the initial strategies for developing the design incorporate at least a general idea of how the bidder plans to encourage adaptation and use of the design following initial testing and implementation? Does the plan consider changes in school organization and governance that are essential to dealing with excess regulation? If the plan assumes that the delivery of other services for children (e.g., health screening or counseling) will change, is the plan clear regarding the changes required and how they will be accomplished? Does the plan effectively address working relationships within schools and sets of schools? Does the plan adequately address requirements for teacher preparation?

It is anticipated that awards will be in the form of fixed price contracts. The proposed budget should be presented in the form shown in Appendix C. As noted in the section on Selection Criteria, NASDC will consider the potential promise of the design effort relative to its cost to NASDC.

### **PROJECT DURATION**

Initial contracts will be for one year. In that year, each design team is expected to develop the basic design it proposes. This represents a period during which the design team should refine and expand its initial conception and explore the best combinations of approaches, systems, technologies, and personnel needed to make the design a reality. A crucial part of the work during this phase will be defining the standards against which the design will be assessed in the course of implementation.

Following evaluation of the developed design, NASDC plans to negotiate a second round of two-year contracts with those design teams whose work produces the most original and plausible designs. The objective of this second phase is to demonstrate that the design can be adapted and used in real communities. The designs must be tested and refined in more than one site. Difficulties will undoubtedly arise during initial implementation. Phase 2 offers design teams the opportunity to experience these difficulties firsthand and make the necessary adjustments. During this phase as well, the teams must develop the capability to help communities re-create and implement the designs during Phase 3.

A third, two-year phase will follow initial testing—an implementation effort to provide technical assistance to many communities. Further problems are likely to arise

when several different communities, with different needs and capabilities, attempt to adapt particular designs to their own needs. Here the design team will be asked to demonstrate that there are realistic, viable, cost-effective solutions to the various difficulties associated with implementation and operation.

For each of these phases, the bidder is expected to lay out a series of milestones for its work—times at which NASDC can expect to see some specific kind of progress, and some specified level of results.

## PRODUCTS

The work product for the initial one-year contract shall include:

1. *A comprehensive design for creating new high-performance learning environments.* Contractors will be expected to create and present to NASDC one or more comprehensive designs or coherent, integrated, educational approaches deemed highly effective in promoting learning in the five core subjects as well as preparing students for responsible citizenship, further learning, and productive employment. These designs shall be presented to NASDC in written form and may also incorporate other media as necessary and appropriate to assist in understanding the design and how it will be adapted, re-created, or used by communities. Each design team shall specify, in its proposal, the date by which its initial design(s) will be presented to NASDC.

2. *A plan to guide work through the second phase of testing and implementation.* This plan must spell out how and where the design team will test the feasibility of implementing its designs, including a detailed description of the communities with which the design team will work. The plan must, in addition, lay out a series of milestones

hold the promise of leading to programs that will achieve relevant national goals—particularly preparation of students for responsible citizenship, further learning, and productive employment, combined with demonstrated competence in challenging subject matter including English, mathematics, science, history, and geography? Will the design result in schools significantly different from, and radically better than, those currently in existence? Is the design relevant to the diverse populations in the nation's communities? Does the design address the systemic issues surrounding implementation in communities—including required changes in rules, regulations, and administrative practice—and continuing costs of operation?

NASDC is interested in understanding the bidders' basis for believing their designs will achieve high levels of performance. Thus, in assessing the potential of the design, NASDC will be concerned with the research and/or experience that supports the design. As noted in Section IV, bidders should support their design vision with research, analysis, and lessons drawn from prior or existing reform efforts or solidly reasoned "think pieces." NASDC supports bold ideas and understands that some proposals will not be built on a research base. However, if this is the case, a reasoned justification should be provided.

### *Quality of the Design Team*

The quality of the design, and the ability to implement and test it, obviously depend on the quality of the design team. Does the design team possess the array of talents needed to design, develop, test, and promote widespread use of school designs? Are the individuals making up the design team backed up by organizational capabilities needed for their support? Are the team's financial plans viable? Does the team include one or

documentation of their ideas in the time remaining on their contract.

For selection for Phase 2 and 3, NASDC will also consider (1) the factors listed in Section VI under "Intellectual Property," and (2) reasonableness of costs and availability of alternative sources for any consulting services that may be necessary to implement the design.

### CRITERIA

The criteria for Phase 1 selection include: (1) the likelihood that the design will enable all students to reach the national education goals and attain world class standards; (2) the quality of the plans to assess the performance of the design; (3) the plans and potential for fostering widespread application and (4) the appropriateness and realism of the proposed costs. The slate of selected proposals will be chosen to provide designs addressing a wide variety of educational needs.

#### 1. **The likelihood that the design will enable students to reach the national education goals and to attain world class standards.**

The most important concern of the selection process is identifying proposals with the greatest likelihood of leading to implemented designs that enable students to achieve world class standards. That likelihood is a product of the design concept itself, the quality of the team that is developing and implementing the design, and the plan of action proposed.

#### *Promise and Originality of the Design*

NASDC is looking for designs that clearly break the mold of existing education and schooling practice. Does the proposed preliminary design do so? Does it clearly

over the two-year period—checkpoints at which, and criteria by which, the performance of its designs and work can be judged by NASDC. The plan will be presented to NASDC in writing and through such other media as the design team deems appropriate.

3. *A revised strategy for Phase 3.* The Phase 3 strategy and associated analysis should demonstrate that the design can be adapted or re-created by many communities, that the design team has thought through the difficulties likely to arise and how they can be solved, and how the design team plans to help many communities simultaneously to adapt, re-create, and operate its design(s).

Products for the second and third phases will be defined when contracts for these phases are awarded. In general, however, bidders can anticipate that NASDC will seek documentation and products generated during the testing and implementation efforts of Phase 2, along with evaluation results and a plan for Phase 3.

## V. SELECTION

### PROCESS

NASDC intends to create a selection process that is fair, consistent, and capable of identifying truly original and effective designs. The details of the selection process will depend on the number, complexity, and diversity of proposals received. Under present plans, proposals will be categorized by concept and/or type of performer, screened, and reviewed by panels of experts who will provide advice on the proposals' strengths and weaknesses. Based on this advice, the President of NASDC, NASDC management, and the Education Advisory Panel will prepare a preliminary slate of proposals. The president of NASDC will submit his recommendations on the slate to the NASDC board, which will make the final selection. The final slate will be chosen to assure that the needs of all children and communities are addressed and that design efforts represent a broad spectrum of approaches and performers.

The initial awards should not be seen as simply planning grants, with the real work to begin in Phases 2 and 3. Phase 1 is intended to be a significant design effort. While the process to be used in choosing among the initial designs at the end of Phase 1 has not been decided, bidders should assume, for planning purposes, ongoing monitoring and technical assistance from NASDC during Phase 1, and a selection based on site visits and review of documents produced in the first phase. This review will take place approximately eight months after the initial contract and decisions will be made in time to permit a smooth flow from design into Phase 2. If the design is not chosen for continuation, design teams will be expected to complete the



THE PRESIDENT

December 19, 1991

Dear Fred,

Barbara and I are delighted to add our congratulations to those of your family and friends as you celebrate your 55th birthday. We send our warmest wishes for a wonderful year ahead, and for many happy returns of this special day.

Sincerely,

FROM

THE WHITE HOUSE

WASHINGTON, D.C.

The Honorable Frederic V. Malek

1259 Crest Lane

McLean, Virginia 22101

10:30 A.M. NEWS UPDATE

**GATT TALKS/PRESIDENT** (Tokyo/Reuter) -- President Bush has asked Japan's Prime Minister Miyazawa for immediate intervention to settle three issues delaying agreement in world trade talks. Bush, in a letter dated Dec. 7 and made available to Reuter by government sources, said he would find it hard to withstand protectionist pressure in the U.S. without Japan's assistance. He asked Miyazawa's help in solving problems over the dumping of goods, protection of intellectual property and liberalization of financial services, during the GATT talks in Geneva.

**TRADE DEFICIT** (AP) -- America's merchandise trade deficit improved slightly in October as record export sales helped cut the deficit to \$6.73 billion, the government said. The Commerce Department said the October deficit marked a 2.9 percent improvement over September's revised \$6.93 billion imbalance.

**JOBLESS CLAIMS** (AP) -- Jobless claims surged a sharper-than-expected 79,000 during the first week of December as the number of Americans filing for first-time unemployment benefits nearly reached the half-million mark, the Labor Department said.

**SOVIET REPUBLICS/RECOGNITION** (Brussels/Reuter) -- NATO countries agreed they could recognize independent Soviet republics soon, provided they respect international commitments and the rule of law, Belgian Foreign Minister Eyskens said.

(Nicosia/Reuter) -- [President Rafsanjani said Iran] was ready to recognize Russia and other republics emerging from the collapse of the Soviet Union.

(Stockholm/Reuter) -- Sweden decided Thursday to recognize the three Slav republics of Russia, Byelorussia and Ukraine, saying the Soviet Union would soon no longer exist and they qualified as sovereign states.

**SOVIET NUKES/BAKER** (Brussels/AP) -- Secretary Baker said he received "very, very firm assurances" from Soviet authorities on the control of their 27,000 nuclear weapons during his visit to the collapsing superpower.

**GORBACHEV** (Moscow/AP) -- Mikhail Gorbachev was quoted [by the Komsomolskaya Pravda] as saying he will "decide his destiny" after a weekend meeting of republic leaders, and an aide denied a report the Soviet president he has already drawn up his resignation.

**HAWKE OUSTER** (Sydney/AP) -- Prime Minister Hawke, his popularity plummeting after eight years in power amid the worst unemployment since World War II, was deposed by his former treasury minister in a party vote.

**PALESTINIAN FATAH** (Beirut/UPI) -- The 5,000-strong Palestinian Fatah group of Yasser Arafat in Lebanon was being dissolved by the PLO chief, an Israeli military source said.... Demoralized Fatah members shifted to Iran and Syria to secure sponsorship, the anonymous source told the Voice of the South, operated by the Israeli-backed South Lebanon Army militia.

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## 5:00 P.M. NEWS UPDATE

**NEWS CONFERENCE** (Rita Beamish, AP) -- President Bush pledged to "relentlessly pursue our mission to create jobs" when he and a delegation of top U.S. business leaders head to Asia later this month. "Exports are our strong suit," Bush told a news conference as he previewed the 10-day trip that will take him to Japan, South Korea and Singapore. "The Asian market is growing and largely untapped." The Bush Administration, stung by criticism that the President spends too much time on foreign policy and not enough on domestic affairs, is billing the Far East trip as primarily a trade mission.

(Helen Thomas, UPI) -- President Bush vowed to get tough with Japan during his trade mission next month to Asia, promising to press "very, very forcefully" for more American access to Japanese markets. At a news conference called to discuss his upcoming trip to the strategic region, Bush said he had been told "the time was right to move forward in terms of open markets" and that he would be taking along a high-powered business delegation to help him make the case. "The trip is to break down intransigence where we find it and to have freer and fairer trade," said the President. "And that message I will carry very forcefully. We've shown a lot of forbearance and I want to see fair play."

(Laurence McQuillan, Reuter) -- President Bush said that U.S. recognition of republics in the crumbling Soviet Union and a new commonwealth designed to bind them together depends on their willingness to contain nuclear weapons on their soil. Bush, noting that Secretary Baker visited several key Soviet republics this week, said "he has made clear that certain steps have to be taken, particularly in this nuclear question, which is vital." Contending that "the United States is uniquely qualified to lead" in matters of nuclear arms, Bush told a news conference of mostly foreign correspondents that Washington was in no rush to establish formal ties with the republics that are replacing the Soviet Union.

**ECONOMY/OECD** (Reuter) -- The Organization for Economic Cooperation and Development said it has cut its forecast for U.S. economic growth next year and is concerned that America's recovery from recession might be weak and fragile. The OECD said it lowered its projection for U.S. growth in 1992 to 2.2 percent.

**FOREIGN POLICY/ASPIN** (Reuter) -- Rep. Aspin accused President Bush of failing to follow up victories in the Cold War and military action in Iraq and Panama. "The President's penchant for decisive action is not matched by ability to follow up victories to secure his gains," Aspin said. "It's not foreign policy the President seems to be preoccupied with, it's foreign adventure."

**CROATIA, SLOVENIA/GERMANY** (Bonn/Reuter) -- Germany's cabinet agreed to recognize the breakaway Yugoslav republics of Croatia and Slovenia by next month and possibly before Christmas, a government spokesman said.

**MIAs (Reuter) --** U.S. and Lao officials Friday will begin a joint four-day investigation in search of missing American servicemen in Laos, the Defense Department said. "The United States welcomes and appreciates this positive step by the Lao government," Pentagon spokesman Bob Hall said.

**LIBYAN SOLDIERS/U.S. (Cairo/Reuter) --** Libya accused the U.S. of holding prisoner hundreds of former Libyan soldiers reported by an Arab newspaper to be training against Muammar Gadhafi at a camp near Washington. The London-based al-Hayat newspaper said Wednesday that one of its correspondents had visited a camp in Virginia where 400 Libyan soldiers who had been serving in Chad were being trained to topple the Libyan leader.

**McCLURE (UPI) --** President Bush accepted the resignation of Fred McClure, his chief congressional lobbyist, the White House said. McClure, 37, is resigning Feb. 1 to become a director and member of the management committee of First Southwest Co., a Dallas investment banking firm. Bush praised McClure for directing "enormous victories in legislative efforts" and said he has been a "crucial member" of my team in ensuring that none of my 24 vetoes have been overridden" by Congress. No successor has been named, though an appointment is expected shortly.

###

December 19, 91

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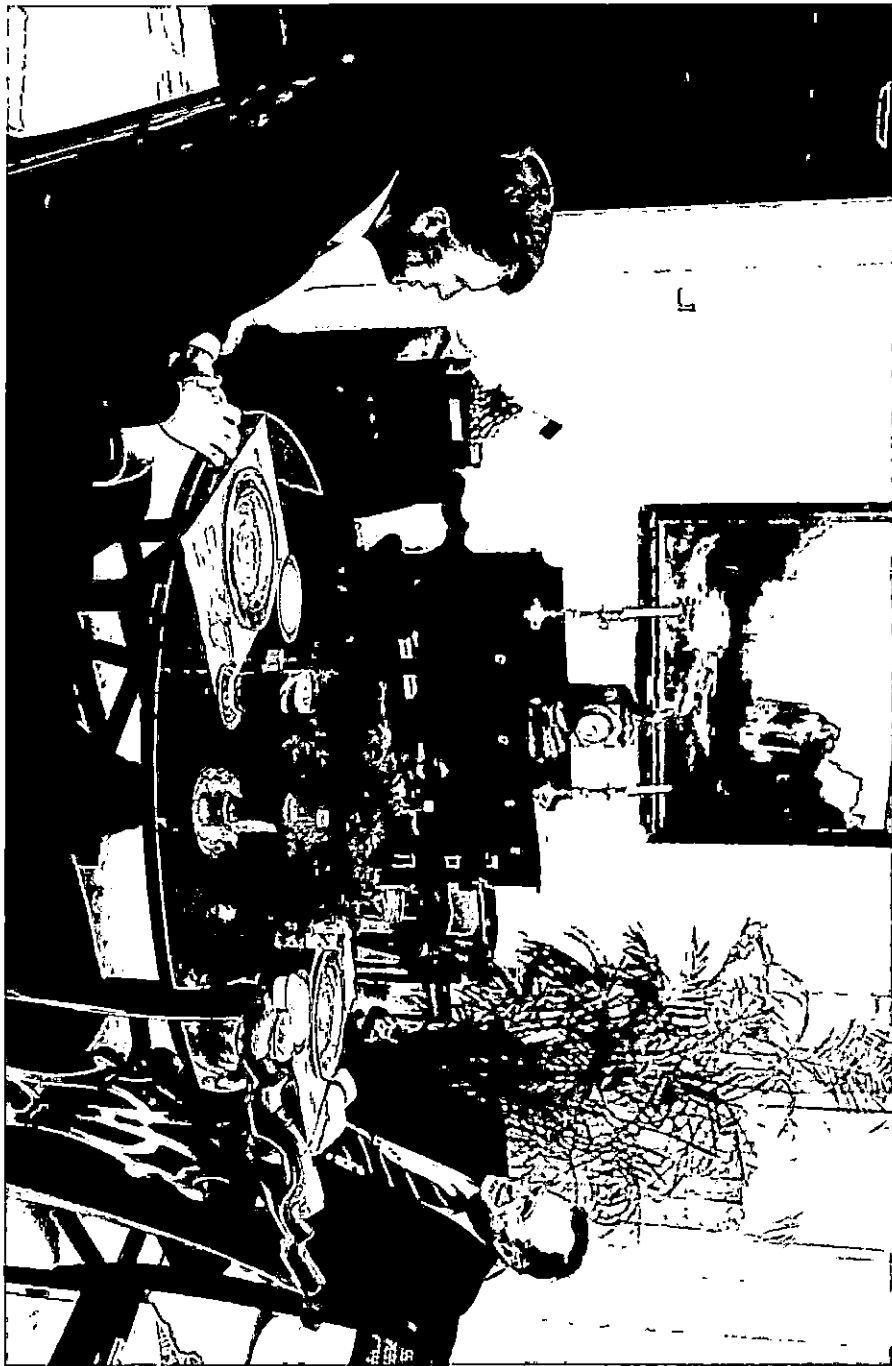
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*Donnell & Deery Meeting*



