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(Davis/Dooley)
March 1, 1989
12:00 p.m.
disc 1

REMARKS: NATIONAL ENDOWMENT FOR THE HUMANITIES/READER'S DIGEST
TEACHER/SCHOLAR PROGRAM AWARDS
EAST ROOM
THURSDAY, MARCH 2, 1989

Thank you. I am flattered to be in the company of the most accomplished members of a most important profession. Without you, our links to the past and our vision for the future -- all that we are, all that we have accomplished, all that we will be -- would lay dormant in the minds of our children.

I thank you for your dedication.

As you know, I've just returned from a trip to the Far East, where I visited three countries in five days. And let me tell you, as fascinating as it is to travel, there's no place like home . . .

Still, it was a vital trip that has laid the foundation for future relations with our friends and allies. In Japan, I saw a nation that has risen in 40 years from post-war destruction to become a leading economic power. In the Republic of Korea, I saw a nascent industrial power just beginning to explore the measure of its future greatness. And in China . . . well, just let me say that there have been spectacular changes in China since I represented our government in Beijing.

In each of these countries, education has been an important ingredient for economic success.

Our educational system has an equally critical role to play in ensuring the intellectual creativity, the economic opportunity, and the basic freedoms of our next generation.

American teachers have a big job and an even bigger responsibility. To educate the children of such a vast, diverse nation as ours requires men and women of talent and dedication to our children and the teaching profession. You in this room exemplify the kinds of teachers we need . . . our very best.

As I read about the many subjects you will be studying next fall -- Shakespeare, Chinese literature, Hispanic literature, the Harlem Renaissance, American Indian culture -- I realized that, together, you encompass the diversity of America. That diversity gives our nation and our educational system a vibrance of spirit that has produced men and women with inquisitive minds, dogged determination and big dreams.

I am sure you recall I made a pledge during the campaign to become the Education President. And it's a pledge I intend to keep by working with you and thousands like you in classrooms from Connecticut to California.

You and I know that education is our most enduring legacy. You and I know that education is nothing less than the very heart of our civilization. And that is why I am bound and determined to use the office of the Presidency as a bully pulpit for progress in our schools. I will make a renewed push for a shift in some of our priorities to concentrate resources on those who need help the most.

This nation grew into greatness because early Americans understood the value of education. The one-room school house, the land-grant college -- these were the crowning achievements of the pioneers. No less important were the urban pioneers who schooled the children of the ghettos. The challenge that faced our ancestors was not an easy one: to build a national educational system from scratch. But they did it with blood, sweat, tears and joy. They were dedicated individuals whose traditions have come full circle in each of you here today.

With the dawn of a new century only eleven short years away, we are faced with a new challenge -- to revitalize and restore the system our forebears bequeathed to us; to ensure American education is second to none.

I have made a number of proposals to work toward this goal. Among them is my request to reward those schools whose students show measurable progress in educational achievement, while maintaining a safe and drug-free environment.

I have also asked for an annual fund of \$100 million in new appropriations to help create magnet schools to broaden the educational choices of parents and students.

Yet another one of our proposals is to allot a special \$60 million fund -- over four years -- to develop the endowments of Historically Black Colleges and Universities through matching grants.

During the coming weeks, I will transmit comprehensive legislation to the Congress detailing our proposals and asking for cooperation in strengthening American education.

Today, I want to single out one other aspect of my educational program -- rewarding the brightest and most motivated teachers. Teachers do not choose their profession because of its financial rewards. There are too many other ways to make a living, even a better living. However, teachers enjoy the immense satisfaction of raising the sights of the next generation. Their work makes our horizons longer and our futures brighter.

I consider one proposal to be critically important -- the President's Award for Excellence in Education. This award combines the recognition of your profession and the respect of your colleagues with financial reward -- an idea whose time has come.

With this in mind, I proposed \$7.6 million to be spent as \$5,000 cash awards to top teachers in every state. Eligible teachers will be selected from all subjects and every grade level.

I hope the Teacher's Award program keeps all levels of our educational system focused on the need to show good teachers that we appreciate their dedication.

Of course, public funds are tight at all levels of government. As we develop new ways to reward and keep good teachers, we must also look to combine the resources of the public and private sectors. This is precisely what the N.E.H./Reader's Digest Teacher/Scholar program accomplishes.

I am very grateful to Lynne Cheney and N.E.H. for all they have done. I also want George Grune to convey my gratitude and admiration to the those who had the foresight to contribute to this effort.

In making this grant, you have planted the seeds of literacy and learning that will benefit our country for generations to come.

Together, these two organizations have rewarded you with the most precious gift that can be bestowed on teachers -- time. Time away from report cards, library fines and hall passes. Time

to learn, to master a subject. Time to write and publish. Time to meditate and reflect.

And so many will benefit. What you will learn and accomplish and pass on to our children will ripple across the years like a stone tossed on a still pond.

In perusing the list of your projects, my eye settled on one in particular -- a project proposed by Barbara Whittaker of Traverse City, Michigan, entitled, "The Origin of the American Dream and Its Development in Literature."

I am sure Barbara will reveal deep insights into the American novel. But there is a larger point here. My friends, I believe we can trace the origin of the American dream to a very ordinary place. It can be found between the hours of 8 a.m. and 3 p.m., in every classroom in every city and town in America.

For all that you do, you have my highest respect, my gratitude and my sincerest congratulations.

Thank you.

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**REMARKS: NATIONAL ENDOWMENT FOR THE HUMANITIES/READER'S
DIGEST TEACHER/SCHOLAR PROGRAM AWARDS
EAST ROOM
THURSDAY, MARCH 2, 1989**

**THANK YOU. I AM FLATTERED TO BE IN THE COMPANY OF
THE MOST ACCOMPLISHED MEMBERS OF A MOST IMPORTANT
PROFESSION. WITHOUT YOU, OUR LINKS TO THE PAST AND OUR
VISION FOR THE FUTURE -- ALL THAT WE ARE, ALL THAT WE HAVE
ACCOMPLISHED, ALL THAT WE WILL BE -- WOULD LAY DORMANT IN
THE MINDS OF OUR CHILDREN.**

I THANK YOU FOR YOUR DEDICATION.

2

**AS YOU KNOW, I'VE JUST RETURNED FROM A TRIP TO THE
FAR EAST, WHERE I VISITED THREE COUNTRIES IN FIVE DAYS.
AND LET ME TELL YOU, AS FASCINATING AS IT IS TO TRAVEL,
THERE'S NO PLACE LIKE HOME . . .**

**STILL, IT WAS A VITAL TRIP THAT HAS LAID THE
FOUNDATION FOR FUTURE RELATIONS WITH OUR FRIENDS AND
ALLIES. IN JAPAN, I SAW A NATION THAT HAS RISEN IN 40
YEARS FROM POST-WAR DESTRUCTION TO BECOME A LEADING
ECONOMIC POWER.**

IN THE REPUBLIC OF KOREA, I SAW A NASCENT INDUSTRIAL POWER JUST BEGINNING TO EXPLORE THE MEASURE OF ITS FUTURE GREATNESS. AND IN CHINA . . . WELL, JUST LET ME SAY THAT THERE HAVE BEEN SPECTACULAR CHANGES IN CHINA SINCE I REPRESENTED OUR GOVERNMENT IN BEIJING.

IN EACH OF THESE COUNTRIES, EDUCATION HAS BEEN AN IMPORTANT INGREDIENT FOR ECONOMIC SUCCESS.

OUR EDUCATIONAL SYSTEM HAS AN EQUALLY CRITICAL ROLE TO PLAY IN ENSURING THE INTELLECTUAL CREATIVITY, THE ECONOMIC OPPORTUNITY, AND THE BASIC FREEDOMS OF OUR NEXT GENERATION.

AMERICAN TEACHERS HAVE A BIG JOB AND AN EVEN BIGGER RESPONSIBILITY. TO EDUCATE THE CHILDREN OF SUCH A VAST, DIVERSE NATION AS OURS REQUIRES MEN AND WOMEN OF TALENT AND DEDICATION TO OUR CHILDREN AND THE TEACHING PROFESSION. YOU IN THIS ROOM EXEMPLIFY THE KINDS OF TEACHERS WE NEED . . . OUR VERY BEST.

AS I READ ABOUT THE MANY SUBJECTS YOU WILL BE STUDYING NEXT FALL -- SHAKESPEARE, CHINESE LITERATURE, HISPANIC LITERATURE, THE HARLEM RENAISSANCE, AMERICAN INDIAN CULTURE -- I REALIZED THAT, TOGETHER, YOU ENCOMPASS THE DIVERSITY OF AMERICA. THAT DIVERSITY GIVES OUR NATION AND OUR EDUCATIONAL SYSTEM A VIBRANCE OF SPIRIT THAT HAS PRODUCED MEN AND WOMEN WITH INQUISITIVE MINDS, DOGGED DETERMINATION AND BIG DREAMS.

I AM SURE YOU RECALL I MADE A PLEDGE DURING THE CAMPAIGN TO BECOME THE EDUCATION PRESIDENT.

AND IT'S A PLEDGE I INTEND TO KEEP BY WORKING WITH YOU AND THOUSANDS LIKE YOU IN CLASSROOMS FROM CONNECTICUT TO CALIFORNIA.

YOU AND I KNOW THAT EDUCATION IS OUR MOST ENDURING LEGACY. YOU AND I KNOW THAT EDUCATION IS NOTHING LESS THAN THE VERY HEART OF OUR CIVILIZATION. AND THAT IS WHY I AM BOUND AND DETERMINED TO USE THE OFFICE OF THE PRESIDENCY AS A BULLY PULPIT FOR PROGRESS IN OUR SCHOOLS.

I WILL MAKE A RENEWED PUSH FOR A SHIFT IN SOME OF OUR PRIORITIES TO CONCENTRATE RESOURCES ON THOSE WHO NEED HELP THE MOST.

THIS NATION GREW INTO GREATNESS BECAUSE EARLY AMERICANS UNDERSTOOD THE VALUE OF EDUCATION. THE ONE-ROOM SCHOOL HOUSE, THE LAND-GRANT COLLEGE -- THESE WERE THE CROWNING ACHIEVEMENTS OF THE PIONEERS. NO LESS IMPORTANT WERE THE URBAN PIONEERS WHO SCHOOLED THE CHILDREN OF THE GHETTOS.

THE CHALLENGE THAT FACED OUR ANCESTORS WAS NOT AN EASY ONE: TO BUILD A NATIONAL EDUCATIONAL SYSTEM FROM SCRATCH. BUT THEY DID IT WITH BLOOD, SWEAT, TEARS AND JOY. THEY WERE DEDICATED INDIVIDUALS WHOSE TRADITIONS HAVE COME FULL CIRCLE IN EACH OF YOU HERE TODAY.

WITH THE DAWN OF A NEW CENTURY ONLY ELEVEN SHORT YEARS AWAY, WE ARE FACED WITH A NEW CHALLENGE -- TO REVITALIZE AND RESTORE THE SYSTEM OUR FOREBEARS BEQUEATHED TO US; TO ENSURE AMERICAN EDUCATION IS SECOND TO NONE.

I HAVE MADE A NUMBER OF PROPOSALS TO WORK TOWARD THIS GOAL. AMONG THEM IS MY REQUEST TO REWARD THOSE SCHOOLS WHOSE STUDENTS SHOW MEASURABLE PROGRESS IN EDUCATIONAL ACHIEVEMENT, WHILE MAINTAINING A SAFE AND DRUG-FREE ENVIRONMENT.

I HAVE ALSO ASKED FOR AN ANNUAL FUND OF \$100 MILLION IN NEW APPROPRIATIONS TO HELP CREATE MAGNET SCHOOLS TO BROADEN THE EDUCATIONAL CHOICES OF PARENTS AND STUDENTS.

YET ANOTHER ONE OF OUR PROPOSALS IS TO ALLOT A SPECIAL \$60 MILLION FUND -- OVER FOUR YEARS -- TO DEVELOP THE ENDOWMENTS OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES THROUGH MATCHING GRANTS.

DURING THE COMING WEEKS, I WILL TRANSMIT COMPREHENSIVE LEGISLATION TO THE CONGRESS DETAILING OUR PROPOSALS AND ASKING FOR COOPERATION IN STRENGTHENING AMERICAN EDUCATION.

TODAY, I WANT TO SINGLE OUT ONE OTHER ASPECT OF MY EDUCATIONAL PROGRAM -- REWARDING THE BRIGHTEST AND MOST MOTIVATED TEACHERS. TEACHERS DO NOT CHOOSE THEIR PROFESSION BECAUSE OF ITS FINANCIAL REWARDS. THERE ARE TOO MANY OTHER WAYS TO MAKE A LIVING, EVEN A BETTER LIVING. HOWEVER, TEACHERS ENJOY THE IMMENSE SATISFACTION OF RAISING THE SIGHTS OF THE NEXT GENERATION. THEIR WORK MAKES OUR HORIZONS LONGER AND OUR FUTURES BRIGHTER.

I CONSIDER ONE PROPOSAL TO BE CRITICALLY IMPORTANT -- THE PRESIDENT'S AWARD FOR EXCELLENCE IN EDUCATION.

THIS AWARD COMBINES THE RECOGNITION OF YOUR PROFESSION AND THE RESPECT OF YOUR COLLEAGUES WITH FINANCIAL REWARD -- AN IDEA WHOSE TIME HAS COME.

WITH THIS IN MIND, I PROPOSED \$7.6 MILLION TO BE SPENT AS \$5,000 CASH AWARDS TO TOP TEACHERS IN EVERY STATE. ELIGIBLE TEACHERS WILL BE SELECTED FROM ALL SUBJECTS AND EVERY GRADE LEVEL.

I HOPE THE TEACHER'S AWARD PROGRAM KEEPS ALL LEVELS OF OUR EDUCATIONAL SYSTEM FOCUSED ON THE NEED TO SHOW GOOD TEACHERS THAT WE APPRECIATE THEIR DEDICATION.

OF COURSE, PUBLIC FUNDS ARE TIGHT AT ALL LEVELS OF GOVERNMENT. AS WE DEVELOP NEW WAYS TO REWARD AND KEEP GOOD TEACHERS, WE MUST ALSO LOOK TO COMBINE THE RESOURCES OF THE PUBLIC AND PRIVATE SECTORS. THIS IS PRECISELY WHAT THE N.E.H./ READER'S DIGEST TEACHER/SCHOLAR PROGRAM ACCOMPLISHES.

I AM VERY GRATEFUL TO LYNNE CHENEY AND N.E.H. FOR ALL THEY HAVE DONE. I ALSO WANT GEORGE GRUNE [GROON] TO CONVEY MY GRATITUDE AND ADMIRATION TO THOSE WHO HAD THE FORESIGHT TO CONTRIBUTE TO THIS EFFORT.

IN MAKING THIS GRANT, YOU HAVE PLANTED THE SEEDS OF LITERACY AND LEARNING THAT WILL BENEFIT OUR COUNTRY FOR GENERATIONS TO COME.

TOGETHER, THESE TWO ORGANIZATIONS HAVE REWARDED YOU WITH THE MOST PRECIOUS GIFT THAT CAN BE BESTOWED ON TEACHERS -- TIME. TIME AWAY FROM REPORT CARDS, LIBRARY FINES AND HALL PASSES. TIME TO LEARN, TO MASTER A SUBJECT. TIME TO WRITE AND PUBLISH. TIME TO MEDITATE AND REFLECT.

AND SO MANY WILL BENEFIT. WHAT YOU WILL LEARN AND ACCOMPLISH AND PASS ON TO OUR CHILDREN WILL RIPPLE ACROSS THE YEARS LIKE A STONE TOSSED ON A STILL POND.

IN PERUSING THE LIST OF YOUR PROJECTS, MY EYE SETTLED ON ONE IN PARTICULAR -- A PROJECT PROPOSED BY BARBARA WHITTAKER OF TRAVERSE CITY, MICHIGAN, ENTITLED, "THE ORIGIN OF THE AMERICAN DREAM AND ITS DEVELOPMENT IN LITERATURE."

I AM SURE BARBARA WILL REVEAL DEEP INSIGHTS INTO THE AMERICAN NOVEL.

BUT THERE IS A LARGER POINT HERE. MY FRIENDS, I BELIEVE WE CAN TRACE THE ORIGIN OF THE AMERICAN DREAM TO A VERY ORDINARY PLACE. IT CAN BE FOUND BETWEEN THE HOURS OF 8 A.M. AND 3 P.M., IN EVERY CLASSROOM IN EVERY CITY AND TOWN IN AMERICA.

FOR ALL THAT YOU DO, YOU HAVE MY HIGHEST RESPECT, MY GRATITUDE AND MY SINCEREST CONGRATULATIONS.

THANK YOU.

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LIQUE, kô-lej' klâ-sêk', or classical of private secondary schools, for French-speaking students, are financially supported by the government and controlled for the most part by the Catholic Church, though voluntarily by the University of Sherbrooke. Two were founded in the 17th and 18th centuries, and more were started in the 19th century. More than 70 have been founded since 1960's.

There were 94 classical colleges in 1960's, with approximately 52,000 pupils, 50% were boys. The average age of both boys and girls is 12. The average length of study is eight years long. The first five years are secondary school education, followed by college-level examinations. The last two years are college level and end with baccalaureate examinations. The curriculum includes mathematics, science, religion, rhetoric, philosophy, and physical education. This classical training is an entrance to almost all professional and university careers.

ADMISSIONS REQUIREMENTS. See UNIVERSITIES—8. Admissions Requirements.

FUNCTIONS, SACRED, the senate of the pope of the Roman Catholic Church. Its most important function is to elect the pope. See CARDINAL; CATHOLIC Church Organization.

A city in west central Georgia, in Wilkes county, about 8 miles (13 km) west of Atlanta. It is a residential suburb of Atlanta. The Georgia Military Academy community was incorporated in 1891, and it was renamed in 1905. It has a council-manager form of government. Population: 24,632.

A city in south central Maryland, in Prince Georges county, 7 miles (11 km) north of Washington, D. C., of which it is a suburb. The city is the administrative center of the main campus of the University of Maryland. It was originally the site of the Agricultural College, which was consolidated with the University of Maryland in 1920. The campus includes the university's main division, its colleges of agriculture, engineering, arts and sciences, and public administration, home economics, physical education, and the College of Technology. It was incorporated in 1945. It has a council-manager form of government. Population: 37,272.

A city in east central Texas, in Brazos county, 84 miles (135 km) north of Austin. It is the seat of Texas A&M University. The university was founded in 1871. The university is a land-grant college. Agricultural and Mechanical College station was incorporated in 1914. Government is by city council. Population: 37,272.

COLLEGES, Land-Grant. The land-grant colleges are U. S. institutions of higher education established under the provisions of the Morrill Act of 1862 or financed to some extent by this and related federal laws. This legislation granted to each state 30,000 acres of federal land for each congressman from the state. The land was to be sold to provide an "endowment" for "at least one college where the leading object shall be, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts . . . in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life."

The climate within which the legislation was passed was conditioned by the growth, during the first half of the 19th century, of effective democracy, the influence of the middle class, industry, and commerce, and an increasing awareness of the importance of science and technology. These forces led to a significant protest against a system of higher education inherited from England that aimed almost solely at preparing well-to-do young men for careers as ministers, lawyers, teachers, and civil officers.

Important among those protesting was Jonathan Baldwin Turner, a New England farmer's son, who settled in Illinois as a college teacher and farmer after his graduation from Yale. From 1859 he vigorously advocated the establishment of universities for the "industrial classes" and detailed a blueprint for such institutions.

The First Morrill Act. A bill to provide federal aid to encourage the establishment of such institutions was introduced into the U. S. Congress by Representative Justin Smith Morrill of Vermont in 1857. Passed by the House (1858) and the Senate (1859) by narrow margins, the bill was vetoed by President James Buchanan, chiefly on grounds of cost and constitutionality. It was reintroduced by Morrill in 1861, passed both houses by large margins, and signed into law by President Abraham Lincoln on July 2, 1862.

Within a year of its passage, nine states had established colleges under the act, largely by assigning land-grant functions to existing institutions. These pioneering institutions included Iowa State, Kansas State, Michigan State, Rutgers (N. J.), and Pennsylvania State universities and the universities of Vermont, Minnesota, Missouri, and Wisconsin. By 1929, 20 states and territories had established colleges of agriculture and mechanic arts, and 31 others had assigned the functions to state or other institutions. Two states allotted federal funds to private institutions—New York to Cornell and Massachusetts to Massachusetts Institute of Technology. Following the passage of the Second Morrill Act in 1890, 17 agricultural and mechanical colleges for Negroes (one of which has since voluntarily relinquished its land-grant status) were established in the Southern states.

The Second Morrill Act. This act authorized continuing federal appropriations for the support of land-grant institutions. The framework for federal-state cooperation in establishing and operating these institutions was broadened with the passage, in 1887, of the Hatch Act, which provided federal aid for agricultural experiment stations at land-grant institutions. It was rounded out in 1914 by the Smith-Lever Act, which established the Cooperative Extension Service in agriculture and home economics at these institutions

in association with the U. S. Dept. of Agriculture. Over the years annual federal appropriations have grown—to about \$150 million in the mid-1960's.

Growth of Land-Grant Institutions. The new institutions developed slowly over the latter half of the 19th century. During this time they pioneered in a break with classical traditions. Beginning about 1900 land-grant institutions developed rapidly, partly as a result of direct federal support through the Second Morrill Act and an increasing acceptance by the states of their obligation to support such institutions. The programs were broadened and extended, with many agricultural and mechanical institutions developing into comprehensive state universities. By the mid-1960's, 37 of the nation's 68 land-grant colleges enrolled over 10,000 students each; the 68 institutions enrolled 17.5% of all students in higher education in the United States and awarded 20% of all bachelor's, 25% of all master's, 22% of all first professional, and 40% of all doctoral degrees.

Often cited as the United States' single greatest contribution to higher education, the land-grant institutions, together with the state universities, pioneered important innovations in American higher education. These include the establishment of such concepts as public higher education at low cost; research as a legitimate function of higher education; public service and continuing education; and the elevation of the "useful" arts, sciences, and professions to academic respectability.

Recent Progress. Since World War II the land-grant institutions have taken the lead among American institutions in international cooperative programs, especially in agricultural and university development in the emerging nations. Through their instructional, research, and extension programs in agriculture, land-grant institutions have also been significantly responsible for the development in the United States of the world's highest agricultural productivity. In 1953 the National Manpower Council concluded that "the most important single governmental step in connection with the training of scientific and professional personnel was the Morrill Act of 1862, which laid the basis for the country's extensive state college and university system."

In 1887 representatives of land-grant institutions formed the Association of American Agricultural Colleges—the first association for institutions of higher education in the United States. Together with the National Association of State Universities (formed in 1895), it has played a leading role in higher education and was one of the founders of the American Council on Education in 1918. The two associations were merged in 1963 to form the National Association of State Universities and Land-Grant Colleges, which represents 99 state universities and land-grant institutions.

CHRISTIAN K. ARNOLD, *National Association of State Universities and Land-Grant Colleges*

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3:00 today

PRESIDENT BUSH/3/2/89
DRAFT/2/28/89/10 a.m.

Page 1

NEH/Teachers

Thank you. I am flattered to be in the company of the most accomplished members of a most important profession. Without you, our links to the past and our vision for the future -- all that we are, all that we have accomplished, all that we will be -- would lay dormant in the minds of our children.

I thank you for your dedication.

As you know, I've just returned from a trip to the Far East, where I visited three countries in five days. And let me tell you, as fascinating as it is to travel, there's no place like home . . . especially if home is 1600 Pennsylvania Avenue.

President's schedule
left 2/22/89
ret'd. 2/27/89
Visited Japan
China & Korea

Still, it was an important trip that will set the basis for future relations. In Japan, I saw a nation that has risen in 40 years from utter destitution to become the second-greatest economic power on earth. In South Korea, I saw a nascent industrial power just beginning to explore the measure of its future greatness. And in China . . . well, just let me say that there have been spectacular changes in China since I represented our government in Peking.

Carl Jacobson
NSC
x6173

NSC
Jimmy
x4173
GNP
Carl Jacobson

-MORE-

Neil Milan
NET: 786-0419

Returning home, I am always delighted anew at the ethnic and cultural diversity of our land. As American teachers, you are often slighted by comparisons to foreign educational systems. While I don't mean to criticize the teaching systems of other countries, let's face it -- a highly systematized, impersonal and rigid system of education is not right for America.

American teachers have the biggest job on earth. Name another country that must educate and assimilate the children of so many cultures from so many lands.

To educate the children of such a vast, diverse nation requires the best and the brightest in the teaching profession. I don't mean to embarrass you, but I believe that you in this room exemplify the kinds of teachers we need.

You not only encompass the diversity of America; you illustrate the encompassing of world culture in one society. This diversity is reflected in the titles of your project proposals, which includes works on Shakespeare, Chinese literature, the Harlem Renaissance and American Indian culture.

X
X
X

culture
Hispanic culture
During the campaign, I am sure you recall I made a pledge to become the Education President. 'Sounds great,' some asked, 'but what does that mean?' Let me tell you.

NEH Press
Release
1/31/89

Manchester
West High
School
Manchester
NH
1/6/88

To put it bluntly, a President is tempted to ignore the whole issue of education. History will not judge him by the rise or fall of S.A.T. scores. A President finds himself in the center of a storm, beset by a thousand short-term problems that cry out for immediate attention.

But you and I know that education is our most enduring legacy. You and I know that education is nothing less than the transmission and continuation of our civilization. And that is why I am bound and determined to use the office of the Presidency as a bully pulpit for progress in our schools.

This nation grew into greatness because it was the first on earth to provide a free public education. The one-room school house, the land-grant college -- these were the crowning achievements of the pioneers. No less important were the urban pioneers who schooled the children of the ghettos. The challenge that faced our ancestors was to build a national public education system from scratch. And they did.

-MORE-

Melinda
Educ.
732-3000

1787 - NW Ordinance - set land grants for ^{not colleges} educ
Dane schools - 16000 = one-room

NEA

617-7717

Center for Ed Stats -

357-6651

Today, I want to single out one aspect of my educational program -- rewarding the brightest and most motivated teachers.

I consider one proposal to be critically important -- the President's Award for Excellence in Education. Awards, certificates and commendations are great. But a raise is the most eloquent form of praise there is.

BBA
p. 53

With this in mind, I proposed \$8 million to be spent as \$5,000 cash awards to top teachers in every state. Eligible teachers will be selected from all subjects and every grade level.

BBA
p. 53

This is just a start. In time, I hope the Teacher's Award program will become a model for states and local school districts to follow.

new thing

Of course, public funds are tight at all levels of government. As we develop new ways to reward and keep good teachers, we must also look to combine the resources of the public and private sectors. This is precisely what the N.E.H. and the Dewitt Wallace trust have accomplished.

letter from
Lynne Cheney,
Chairman,
NETT, to
Sichan Siv
2/22/89

NETT Readers Digest Teacher-Scholar program has

-MORE-

NETT
756-0314
0449

X

Bonnie Trachtenberg
914/241-5385

is a fund at NY Comm Trust created by Reader's
Digest founder R. Wald Wallace.

I want to single out Chairman Lynne Cheney for organizing this project. This is but one outgrowth of her remarkable report, American Memory, which detailed how administrative impediments can demoralize even the best teachers. Her observations should prompt every state in America to reassess its programs and priorities.

I also want George Grune to convey my gratitude and admiration to the DeWitt Wallace trust. You have shown a public spiritedness and dedication that is a model for the private sector.

I am sure George won't mind if I point out that this grant of \$1.5 million isn't a case of pure charity. For the corporate community, investment in education is a hardnosed business decision. It is not surprising that someone in George's business -- whose publication, Reader's Digest, is read by more than 50 million Americans -- should take an active interest in the future of American education. Will there be 50 million Americans who read for pleasure in the year 2020 A.D.?

In making this grant, the Dewitt Wallace trust is planting a seed for the future growth of literacy, and the future of our country.

the Endowment's

Her Lynne's

grone

*letter from
Lynne Cheney
to Simon Sil
2/22/89*

*you & the
others*

*NEH
Press
Release
1/31/89*

*Brace
Teacher's
Digest
Public
Affairs
914/241-538*

X

X

X

Together, these two organizations have rewarded you with the most appropriate gift that can be bestowed on teachers -- time.

Time away from report cards, library fines and hall passes. Time to learn, to master a subject. Time to write and publish. Time to meditate and reflect.

What you will learn and accomplish, however, is not for you alone. It is a trust for you to share with generations to come.

In perusing the list of your projects, my eye settled on one in particular -- a project proposed by Barbara Whittaker of Traverse City, Michigan, entitled, "The Origin of the American Dream and its Development in American Literature."

I am sure Barbara will reveal deep insights into the American novel. But there is a larger point here. My friends, I believe we can trace the origin of the American dream to a very ordinary place. It can be found between the hours of 8 a.m. and 3 p.m, in every classroom in every city and town in America.

For all that you do, you have my highest respect, and sincerest congratulations.

Thank you.

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NEH
Press
Release
recipient
funded for
one yr. of
independent
study
1/31/89

NEH
Press
Release
1/31/89

3/1/1867 - 1st US Board of Educ. act.

THE VICE PRESIDENT
OFFICE OF THE PRESS SECRETARY

FOR IMMEDIATE RELEASE

CONTACT: 202/456-6772

Wednesday, January 6, 1988 1987

EXCERPTS FROM REMARKS FOR
VICE PRESIDENT GEORGE BUSH
MANCHESTER WEST HIGH SCHOOL
MANCHESTER, NEW HAMPSHIRE
WEDNESDAY, JANUARY 6, 1988 1987

You probably think what I'm doing is important. Well, I think what you're doing is important, too. In fact, I think what you and your classmates and others like you around the country are doing now is just as important to the future of our nation as what I'm doing now.

I'm talking, of course, about school, about education -- once called "the process of forcing abstract ideas into concrete heads." I'm talking about getting ready for the demands of the 1990's and the 21st century.

It's a pretty tough place out there, you know. We in the United States are going to face unprecedented competition in the years ahead.

Some people think we should turn elsewhere for help and inspiration -- to other countries, in Europe and Asia -- to other ways of life. I don't buy that. I don't think we should become more like the Germans or more like the Japanese. I think we should look inside ourselves -- for what I call the American solution.

And what does that mean -- "the American solution"?

It means tapping the creativity and dynamism of our free enterprise system. It means renewing our emphasis on quality -- both in our products and our work force.

It means remembering that the key to success is our people -- how well they're educated, how well they're trained and managed, how well they do their jobs. Of these, the most fundamental is education.

I want to be the "Education President." I want to lead a renaissance of quality in our schools.

It seems like every couple of weeks there's a new study or survey that shows how far we have slipped academically. One recent report found that most high school students can't place the Civil War within the correct half-century.

I am a practical man -- a doer, not a dreamer. I like what works. We could simply throw more money at the problem, but that hasn't worked in the past. To paraphrase the TV commercial, if we're going to do better, we must do it the old-fashioned way -- we've got to earn it.

Here is my agenda for education:

-- Number one. We should demand more from students like you -- higher academic standards, with more emphasis on core courses like English, math, science, and history -- and more homework. We should test you, early and often, to make sure you are learning what you should. We should put a stop to automatic promotion and graduation. And we should ensure that you can use a computer before you graduate from high school.

-- Number two. We should demand more from teachers. To raise the quality in the classroom, we should have competency tests for beginning teachers, in the subject they teach and in the proper use of the English language. At the same time, we should break down the barriers to talented people who want to teach and who have demonstrated their competence in other fields.

-- Number three. We should demand more from school administrators -- more leadership -- and less -- less red tape in the classroom and less drugs and violence in the halls. I've met with some of our experts on education, and they've all made one very important point -- where you have a good, strong principal, you have a good school.

-- Number four. We should demand more from parents -- more involvement at home, in shutting off the TV and getting kids to read. We cannot succeed if you spend seven to eight minutes a day reading silently in class and 130 minutes a day watching TV at home.

-- And Number five. We should demand more from the businesses in our communities -- more participation with local schools, including commitments to help train high school students for jobs after they graduate. We should encourage innovative programs for inner-city youth, like Eugene Lang's guarantee of college tuition for those who graduate from high school.

And then we should provide more:

-- We should provide more choice to parents and students within the public school system -- more magnet schools, especially schools of excellence for exceptional students in science and math.

-- We should reward good teachers -- and the vast majority are good and dedicated teachers, who really love their students and their profession. The sacrifices they make and the dedication they show, for relatively low pay, are overwhelming.

-- Finally, we should provide more assistance to the disadvantaged -- in their early years with Head Start, through Chapter I, and in remediation, particularly in literacy. Not everyone has a caring parent, but everyone needs a teacher or advisor who cares about you, who knows your name, who hurts when you hurt.

If we provide special attention to those with special needs, we can wipe out illiteracy the way we wiped out polio. That's a goal we as a nation should set: Let's not enter the 21st century without every kid being able to read and speak English.

Some of these things can be done at little or no cost -- assigning more homework, for example. Others will cost money -- some of it federal money -- and that is a problem as we grapple with the deficit. But I can say unequivocally that I will not support any further cuts in total federal funding for education. We can spend more wisely, but we must not spend less.

In higher education today, the question is as much access as it is quality -- economic access. To encourage parents to save for college, I support creation of a College Savings Bond -- which would work just as U.S. Savings Bonds do now, except that their income would be tax-free if applied to college tuition. With a payroll deduction of as little as \$25 a month, parents could fund a child's tuition at a state college or university.

Of course, some families can't save any amount at all. For them I support additional help at the federal level -- continued funding of the college work-study program, expansion of the income-contingent loan program, and continuation of grants to low-income students.

Last year I attended the national finals of the "Mathcounts" competition for seventh and eighth graders -- more than 200 students from every state. Talk about smart! Those kids were solving complex problems before the entire question was read!

The question which won it for Russell Mann of Tennessee was this: "It takes 20 square tiles, each with three-foot sides, to cover a certain floor. How many square tiles, each with nine-inch sides, will it take to cover the floor?"

.. As I watched those eager hands shoot into the air, I stood in awe of what those young students had accomplished.... Okay. Now, does anyone have the answer to the question?

Seeing those kids -- and you today -- and so many others, as Barbara and I travel -- just convinces me that in the years ahead, education can be our most powerful economic programs -- our most important trade program -- our most effective urban program -- our best program for producing jobs and bringing people out of poverty. The best investment we can make is in our children.

H.G. Wells wrote, "Human history becomes more and more a race between education and catastrophe." We must not let the latter triumph.

Thank you very much.

###

(Davis/Dooley)
February 28, 1989
6:50 p.m.
disc 1

NEH/Teachers

Thank you. I am flattered to be in the company of the most accomplished members of a most important profession. Without you, our links to the past and our vision for the future -- all that we are, all that we have accomplished, all that we will be -- would lay dormant in the minds of our children.

I thank you for your dedication.

As you know, I've just returned from a trip to the Far East, where I visited three countries in five days. And let me tell you, as fascinating as it is to travel, there's no place like home . . . especially if home is 1600 Pennsylvania Avenue.

Still, it was an important trip that will set the basis for future relations. In Japan, I saw a nation that has risen in 40 years from utter destitution to become the second-greatest economic power on earth. In South Korea, I saw a nascent industrial power just beginning to explore the measure of its future greatness. And in China . . . well, just let me say that there have been spectacular changes in China since I represented our government in Peking.

**PRESIDENT BUSH/3/3/89
DRAFT/2/28/10:30 A.M.**

PAGE 6

Returning home, I am always delighted anew at the ethnic and cultural diversity of our land. As American teachers, you are often slighted by comparisons to foreign educational systems. While I don't mean to criticize the teaching systems of other countries, let's face it -- a highly systematized, impersonal and rigid system of education is not right for America.

American teachers have the biggest job on earth. Name another country that must educate and assimilate the children of so many cultures from so many lands.

To educate the children of such a vast, diverse nation requires the best and the brightest in the teaching profession. I don't mean to embarrass you, but I believe that you in this room exemplify the kinds of teachers we need.

You not only encompass the diversity of America; you illustrate the encompassing of world culture in one society. This diversity is reflected in the titles of your project proposals, which includes works on Shakespeare, Chinese literature, Hispanic literature, the Harlem Renaissance and American Indian culture.

During the campaign, I am sure you recall I made a pledge to become the Education President. 'Sounds great,' some asked, 'but what does that mean?' Let me tell you.

To put it bluntly, a President is tempted to ignore the whole issue of education. History will not judge him by the rise or fall of S.A.T. scores. A President finds himself in the center of a storm, beset by a thousand short-term problems that cry out for immediate attention.

But you and I know that education is our most enduring legacy. You and I know that education is nothing less than the transmission and continuation of our civilization. And that is why I am bound and determined to use the office of the Presidency as a bully pulpit for progress in our schools.

This nation grew into greatness because it was the first on earth to provide a free public education. The one-room school house, the land-grant college -- these were the crowning achievements of the pioneers. No less important were the urban pioneers who schooled the children of the ghettos. The challenge that faced our ancestors was to build a national public education system from scratch. And they did.

Today, we are faced with a new challenge -- to revitalize and restore the system our forebears bequeathed to us; to make an American education second to none.

I have made many proposals to do this. Among them are:

MERIT SCHOOLS: I have requested \$250 million to reward schools that have shown measurable improvement -- especially schools that serve large proportions of disadvantaged students.

MAGNET SCHOOLS: I have asked for an annual fund of \$100 million in new appropriations to help create magnet schools to enrich the educational choices of parents and students.

HISTORICALLY BLACK COLLEGES AND UNIVERSITIES: I have proposed a special \$60 million fund -- over four years -- to develop the endowments of Historically Black Colleges and Universities through matching grants.

Today, I want to single out one aspect of my educational program -- rewarding the brightest and most motivated teachers. I consider one proposal to be critically important -- the President's Award for Excellence in Education. Awards, certificates and commendations are great. But a raise is the most eloquent form of praise there is.

With this in mind, I proposed \$8 million to be spent as \$5,000 cash awards to top teachers in every state. Eligible teachers will be selected from all subjects and every grade level.

I hope the Teacher's Award program keeps all levels of our educational system focused on the need to show good teachers that we appreciate their dedication.

Of course, public funds are tight at all levels of government. As we develop new ways to reward and keep good teachers, we must also look to combine the resources of the public and private sectors. This is precisely what this joint program of N.E.H. and Reader's Digest has accomplished.

I want to single out Chairman Lynne Cheney for organizing this project. This is but one outgrowth of the endowment's remarkable report, American Memory, which detailed how administrative impediments can demoralize even the best teachers. These observations should prompt every state in America to reassess its programs and priorities.

I also want George Grune to convey my gratitude and admiration to the DeWitt Wallace trust, a fund at New York Community Trust created by the founder of Reader's Digest. You have shown a public spiritedness and dedication that is a model for the private sector.

I am sure George won't mind if I point out that this grant of \$1.5 million isn't a case of pure charity. For the corporate community, investment in education is a hardnosed business decision. It is not surprising that someone in George's business -- whose publication, Reader's Digest, is read by more than 50 million Americans -- should take an active interest in the future of American education. Will there be 50 million Americans who read for pleasure in the year 2020 A.D.?

I believe we will, judging from what I have seen today. This grant is planting a seed for the future growth of literacy, and the future of our country.

Together, these two organizations have rewarded you with the most appropriate gift that can be bestowed on teachers -- time. Time away from report cards, library fines and hall passes. Time to learn, to master a subject. Time to write and publish. Time to meditate and reflect.

What you will learn and accomplish, however, is not for you alone. It is a trust for you to share with generations to come.

In perusing the list of your projects, my eye settled on one in particular -- a project proposed by Barbara Whittaker of Traverse City, Michigan, entitled, "The Origin of the American Dream and its Development in Literature."

I am sure Barbara will reveal deep insights into the American novel. But there is a larger point here. My friends, I believe we can trace the origin of the American dream to a very ordinary place. It can be found between the hours of 8 a.m. and 3 p.m, in every classroom in every city and town in America.

For all that you do, you have my highest respect, and sincerest congratulations.

Thank you.

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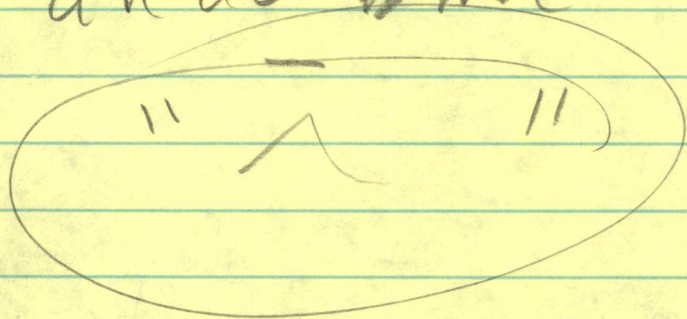
Hispanic project p 2

ment 5: I → \$250M to reward

schools ~~who~~ have made significant
improvements ———> states have made
subst educational
progress --

which have made significant
improvements in education
their students -- especially
schools who serve large
population of disadvantaged
students.

p 5 - model - "all do" + more -





FY1

NATIONAL ENDOWMENT FOR THE HUMANITIES

WASHINGTON, D.C. 20506

THE CHAIRMAN

February 22, 1989

Mr. Sichan Siv
Deputy Assistant to the President
for Public Liaison
The White House
Washington, D.C. 20500

Dear Mr. Siv:

In connection with the March 2, 1989, reception at the White House, I enclose a national press release that provides information about the Teacher/Scholar Program and a short description of each teacher's project. I also enclose local press releases that give a fuller description of the teacher/scholars.

As the press releases point out, this program grew out of the Endowment's report on humanities education in the schools, American Memory, which recommended that teachers be given opportunities to learn more about the subjects they teach. The key points about the program are that:

- involving, as it does, both the NEH and the Reader's Digest, it brings together the private and public sectors to work for excellence in the schools. (The President will want to recognize George Grune, the CEO of Reader's Digest.)
- it brings to outstanding teachers the recognition they deserve.
- it gives outstanding teachers exactly what they say they want: time to read and study. When the NEH did its report, American Memory, excellent teachers, one after another, said that they needed time to become even more knowledgeable about their subjects so that they could be even better resources for students.

Teachers were chosen for this award on the basis of the projects they propose to undertake during a sabbatical year of study. These projects show a remarkable diversity of interest: One teacher will study early nineteenth century reform movements, another the Harlem Renaissance, a third "Las Nuevas Tecnicas Narrativas en el Curriculo de Espanol" ["New Narrative Techniques in the Spanish Curriculum"]. At the end of a year of study, these teachers will be able to help their students learn more about Shakespeare, about Chinese society and about the way cultural knowledge is transmitted among the Zuni, Acoma, Jemez, Taos and Navajo peoples in New Mexico.

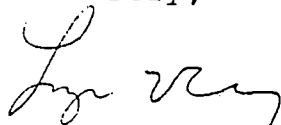
I also enclose a copy of American Memory since it has some quotes in it that may be useful:

"Knowledge of the ideas that have molded us and the ideals that have mattered to us functions as a kind of civic glue."

"We would wish for our children that their decisions be informed not be the wisdom of the moment, but by the wisdom of the ages; and that is what we give them when we give them knowledge of culture. The story of past lives and triumphs and failures, the great texts with their enduring themes--these do not necessarily provide the answers, but they are a rich context out of which our children's answers can come."

I look forward to meeting you March 2nd.

Sincerely,



Lynne V. Cheney
Chairman

Enclosure

WASHINGTON

SCHEDULE PROPOSAL

January 27, 1989

TO: JOE HAGIN, DEPUTY ASSISTANT TO THE PRESIDENT FOR
PRESIDENTIAL APPOINTMENTS AND SCHEDULING

FROM: DAVE DEMAREST, DIRECTOR OF COMMUNICATIONS
BOBBIE KILBERG, DEPUTY ASSISTANT TO THE PRESIDENT
FOR PUBLIC LIAISON

REQUEST: that the President host a reception for the 53
teachers chosen for the teacher-scholar program
sponsored by the National Endowment for the
Humanities and Reader's Digest.

PURPOSE: to signal a commitment to the teaching profession
by supporting a program which rewards quality
and to highlight the concept of private-public
partnerships.

BACKGROUND: This is the first year that the National Endowment
for the Humanities has sponsored a program to
provide teachers with a year off from the
classroom in order to pursue further study in
their fields. One teacher has been selected from
each state, the District of Columbia, Puerto Rico,
and the Virgin Islands. As a private-public
partnership effort, the Reader's Digest has agreed
to provide \$1.5 million for the three year
program.

The teachers who have been selected will be
announced on January 31 and will come to a
briefing session in Washington in February or
March.

PREVIOUS
PARTICIPATION: None.

DATE AND TIME: February 21 or 22, March 2, 3, 13, 14, 20, or 21.

DURATION: 15 minutes.

LOCATION: East Room or State Dining Room.

PARTICIPANTS: Lynne Cheney, Chairman, National Endowment for
the Humanities
Chairman of Board of Reader's Digest
53 teachers

EVENT: The President arrives
Photo-op
President makes brief remarks
President Departs

REMARKS REQUIRED: Brief remarks.

MEDIA COVERAGE: Press pool.



State Ann. ✓
March 2 at 2 p.m.

NATIONAL ENDOWMENT FOR THE HUMANITIES

WASHINGTON, D.C. 20506

THE CHAIRMAN

January 24, 1989

Bobbie Kilberg, Director
Office of Public Liaison
Executive Office of the President
128 OEOB
17th and Pennsylvania Avenue, N.W.
Washington, DC 20500

Dear Bobbie:

The attached letter explains the NEH/Reader's Digest Teacher-Scholar Program and our request for a White House event to honor the fifty-three teachers chosen for awards in the first round. We've talked to various people about a White House reception for the teacher-scholars, including Jim Baker, Hector Irastorza, Richard English, Mary Lukens in Bob Teeter's office, and Kelley Luce in Joe Hagen's office. The response has been uniformly positive as to the idea and uniformly noncommittal about when (and I understand it has been an awkward time to do scheduling).

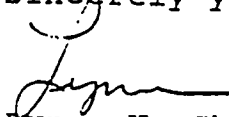
In any case, we must bring the teachers to Washington for an orientation meeting. We could do that on any of the dates below.

February 21 or 22
March 2, 3, 13, 14, 20, or 21


The February dates would be better in that they are closer to the January 31 announcement. After February 1, however, they become problematic since three weeks is about what teachers need to free themselves up to leave their schools and what NEH needs to make their travel arrangements.

I appreciate your willingness to steer this project through. Let me know if there's any other information you need.

Sincerely yours,


Lynne V. Cheney
Chairman

Enclosures



James A. Baker III
2415 Foxhall Road, N.W.
Washington, D.C. 20007

Dear Jim:

You and I talked recently about the possibility of a White House event in February honoring the NEH/Reader's Digest Teacher-Scholars. You asked that I give you a letter on the proposal after the election.

The National Endowment for the Humanities is asking that in February President Bush have a short White House ceremony/reception honoring our 53 outstanding teachers -- one from each state, the District of Columbia, Puerto Rico and the U.S. Virgin Islands. Such an event soon after the inauguration would signal a deep commitment to learning by the "Education President." It would be an opportunity for him to recognize the many fine educators in our schools and give teachers across the country a much deserved boost. Additionally, White House recognition of this program, which involved private as well as public funding, would emphasize the importance of bringing third-party support to the task of improving education.

The Teacher-Scholar program grew out of American Memory, Lynne Cheney's 1987 report on elementary and secondary education. In that report, Dr. Cheney pointed out that good teachers do not always receive proper support and recognition, nor do they usually have time for the further exploration of subjects that will help them become even more effective in the classroom. Thus in the fall of 1987, Dr. Cheney designed a program to provide a year of sabbatical study for one teacher from each state.

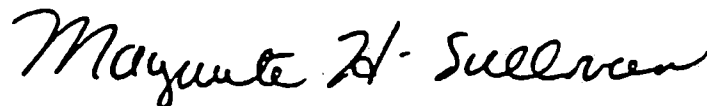
Realizing that the Endowment's budget, in a time of deficit crisis, was unlikely to grow sufficiently to cover the costs of such a major program, Dr. Cheney approached the Reader's Digest, which agreed to provide \$1.5 million or one-third of the costs of the three-year program.

Applicants for the first group of Teacher-Scholars were received last spring. We plan on announcing the winners in January. They will come to the Endowment for orientation and an honoring ceremony in February. The Teacher-Scholars will begin their programs of study with stipends up to \$27,500 in September 1989.

The Endowment awards grants on a competitive basis. Scholars and teachers from around the country assess the many hundreds of Teacher-Scholar applications and present their comments to the presidentially-appointed National Council on the Humanities. It, in turn, makes recommendations to Lynne Cheney, who, as designated in our legislation, makes the final decision. The projects of the applicants cover a wide range of topics from the study of Greek drama, Celtic mythology, and the U.S. Constitution to the contributions that native Americans, blacks and Hispanics have made to our literature and history.

I appreciate your willingness to deal with this request and hope that we can arrange a White House ceremony for the 53 winners. These teachers will be models for others, and the more visibility they are given, the better will American education be served.

Sincerely,



Marguerite H. Sullivan
Director
Office of Publications and Public Affairs



NEH-89-005-N

	<u>Contact:</u>	<u>Office</u>	<u>Home</u>
(NEH)	Noel Milan	202/786-0449	301/268-4309
	John McGrath	202/786-0449	703/525-9478
(Reader's Digest)	Bruce Trachtenberg	914/241-5385	914/921-0287

EMBARGOED: Hold for release until 10:00 a.m. (EST)
Tuesday, Jan. 31, 1989

HUMANITIES ENDOWMENT NAMES 53 "TEACHER-SCHOLARS" NEH/Reader's Digest Program Gives Teachers Grants for Year of Study

WASHINGTON, Jan. 31 -- Fifty-three U.S. school teachers have received grants to begin a year of independent study in history, literature or foreign languages, the National Endowment for the Humanities (NEH) announced today.

This fall, for example, Wisconsin high school teacher Karolyn Welty will begin a sabbatical during which she plans to study Aristotle's Poetics and other classical Greek texts. At the same time, Tedd Levy will take a year off from his teaching duties at a Connecticut middle school to conduct independent research on the history of reform movements in 19th-century America. Chicago teacher Alice Price will spend a year away from her classroom to study African-American literature and history.

Welty, Levy, Price and 50 other elementary, middle and secondary school teachers were selected as the first recipients of the NEH/Reader's Digest Teacher-Scholar awards. The Endowment announced a grant to one teacher from each state, the District of Columbia, Puerto Rico and the U.S. Virgin Islands.

"Good teachers often must struggle to find adequate time to think and learn more about the subjects they teach," NEH Chairman Lynne V. Cheney said in announcing the new awards. "We at NEH are delighted to provide an

opportunity for teachers to conduct a full academic year of rigorous, self-directed study in the humanities."

Teacher-Scholars will receive stipends of up to \$27,500 to replace their salaries or to supplement sabbatical pay up to the amount of their academic year salaries.

NEH administers the program in partnership with a fund at New York Community Trust established by DeWitt Wallace, founder of Reader's Digest. The Endowment received a \$1.5-million grant from the fund to pay for approximately one-third the program's costs for three years. The gift is the single largest ever made to NEH.

In congratulating the award winners, George V. Grune, chairman and chief executive officer of Reader's Digest, said the sabbatical program is "important to all of us because it ensures that America's teachers -- the people entrusted to educate our nation's students -- are the best at what they do."

Grune, who serves as an adviser to the fund that made the grant to NEH, added, "Imagine the powerful impact these teachers will have on their students and fellow teachers after they return from a year away from the classroom -- a year in which they were free to learn. As a company, we've always encouraged people to improve themselves and strive for excellence through the pursuit of knowledge, which is why Reader's Digest is pleased to be associated with this program."

Project proposals were judged on their intellectual quality, the significance of the topic and the relevance of the study plan to the applicant's teaching responsibilities.

The NEH/Reader's Digest Teacher-Scholar program grew out of an August 1987 NEH report on the state of humanities education in American public schools. The congressionally-mandated report, American Memory, found that teacher-preparation programs place too little emphasis on subject-area study and recommended that teachers be given new opportunities to learn more about the humanities disciplines they teach.

While sabbaticals -- paid leave to perform scholarly research -- are common for college professors, most teachers at the precollegiate level seldom have such an opportunity for reflection and intellectual growth. Applicants to the Teacher-Scholar program were enthusiastic about gaining a chance to conduct intensive research on a subject related to their teaching.

Susan Meeker, the Teacher-Scholar selected from New York state, wrote of her plan to study the antebellum South, "To have the luxury of a year to investigate questions in Southern history and to read the sources that have been tempting me for years is exciting. The prime outcome will be professional satisfaction and growth, both from pursuing my major academic interest and in passing this on to my students and colleagues."

NEH chose the winners from a nationwide pool of 615 eligible applicants. Of the 53 winners, 39 teach at public schools. Twenty Teacher-Scholars are from institutions located in urban areas; 20 teach at suburban schools; and 13 are teachers at schools in rural areas.

Topics to be studied by the 1989 Teacher-Scholars include the poetry of Yeats, Eliot, Williams, Stevens and Frost; women writers in France

since 1789; philosophy and literature for children; and the writings of Voltaire and Rousseau.

"These teachers represent a wide variety of professional experiences and interests," said NEH Chairman Cheney. "What they have in common is a love of knowledge and the courage to undertake an ambitious research project in the humanities."

NEH is currently accepting applications for the next cycle of Teacher-Scholar awards. Application forms, available from the Endowment, must be received by May 1, 1989, for projects that would begin in September 1990.

The National Endowment for the Humanities is an independent federal agency that supports education, research, preservation and public programs in the humanities.

† † †

NOTE TO EDITORS: A complete list of the 1989 NEH/Reader's Digest Teacher-Scholars, with their schools and school phone numbers, accompanies this release.



NEH-89-005-F

EMBARGOED: Hold for release until 10:00 a.m. (EST)
Tuesday, Jan. 31, 1989

NEH/READER'S DIGEST TEACHER-SCHOLARS
1989-90

Mary Ann Rygiel
Auburn, Alabama

Auburn High School
Auburn, Alabama
205/887-2110

"The Contexts of Shakespeare's Plays"

Benjamin H. Orr
Tununak, Alaska

Paul T. Albert Memorial School
Tununak, Alaska
907/652-6827

"Native Americans in Language and Literature"

Jay L. Cravath
Tempe, Arizona

Frye Elementary School
Chandler, Arizona
602/786-7050

"An Ethnomusicological and Cultural Study of Arizona's Native Americans"

Harold L. McDuffie
Fayetteville, Arkansas

Springdale High School
Springdale, Arkansas
501/751-4838

"A Study of Poetics in Yeats, Eliot, Williams, Stevens and Frost"

Karen M. Steadman
Salinas, California

Gonzales Union High School
Gonzales, California
408/675-2495

"The Conquest of Mexico: An Examination of Conflicting Accounts and Interpretations"

Alan E. Olds
Arvada, Colorado

Arvada West High School
Arvada, Colorado
303/422-2326

"The Short Stories of Lu Xun"

Tedd Levy
Norwalk, Connecticut

Nathan Hale Middle School
Norwalk, Connecticut
203/852-9864

"Study of Early 19th-Century Reform Movements with a Focus on Common Schools"

EMBARGOED: Hold for release until 10:00 a.m. (EST)
Tuesday, Jan. 31, 1989

Phoebe B. Eskenazi
Wilmington, Delaware

Colwyck School
New Castle, Delaware
302/429-4085

"Transmission of Cultural Knowledge Amongst Zuni, Acoma, Jemez,
Taos and Navajo Peoples in New Mexico"

Lynn N. Rothberg
Washington, D.C.

Georgetown Day School
Washington, D.C.
202/333-7727

"The Canterbury Tales as a Fusion of Literature and History"

Emily D. Christofoli
Jacksonville, Florida

Episcopal High School
Jacksonville, Florida
904/396-5751

"Directed Studies on the Works of Ana Maria Matute and the Xuetas
in Spanish Literature"

Irene B. Marxsen
Macon, Georgia

Central High School
Macon, Georgia
912/743-4681

"France Since 1789: Perspective of Women Writers"

Carl R. Ackerman
Honolulu, Hawaii

Iolani School
Honolulu, Hawaii
808/949-5355

"Radical Political Thought in 19th-Century Russia"

James M. Francis
Idaho Falls, Idaho

Idaho Falls High School
Idaho Falls, Idaho
208/525-7740

"Chinese Culture in the Context of a World History Course"

Alice H. Price
Chicago, Illinois

Lincoln Park High School
Chicago, Illinois
312/280-3600

"The Narrative Voice in Black Literature and History"

EMBARGOED: Hold for release until 10:00 a.m. (EST)
Tuesday, Jan. 31, 1989

Judith D. Lebryk
Valparaiso, Indiana

Valparaiso High School
Valparaiso, Indiana
219/464-1002

"C.P. Snow: A Life into Art"

Kenneth E. Resch
Dubuque, Iowa

Stephen Hempstead High School
Dubuque, Iowa
319/588-5172

"William Wordsworth: Cornerstone of English Romanticism"

Roger E. Gibson
Manhattan, Kansas

Roosevelt Elementary School
Manhattan, Kansas
913/537-2290

"Harlem Renaissance"

Lois J. Barnes
Versailles, Kentucky

Western Hills High School
Frankfort, Kentucky
502/875-2900

"Studies in Soviet Government and Society"

Matt Berman Metairie Park Country Day School
Metairie, Louisiana

Metairie, Louisiana
504/837-5204

"Philosophy and Children's Literature"

Ruth K. Shacter
Wayne, Maine

Livermore Falls High School
Livermore Falls, Maine
207/897-3428

"Louise Bogan: A Biographical and Critical Study"

Ralph D. Van Inwagen
Rockville, Maryland

St. Andrew's Episcopal School
Bethesda, Maryland
301/530-4900

"20th-Century U.S. History in the Context of Major World Trends,
Issues and Events"

- OVER -

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Tuesday, Jan. 31, 1989

John W. Cameron
Wellesley, Massachusetts

Dana Hall School
Wellesley, Massachusetts
617/235-3010

"Reclaiming Our Humanity Through 20th-Century Literature, Music
and Art"

I'm partial to a project proposed by ...

Barbara S. Whittaker
Traverse City, Michigan

Kingsley High School
Kingsley, Michigan
616/263-5261

"The Origin of the American Dream and Its Development in
Literature"

Marjorie J. Bingham
Minnetonka, Minnesota

St. Louis Park High School
St. Louis Park, Minnesota
612/925-4300

"Integrating Ottoman/Turkish History into Western Civilization
Courses"

Patsy R. Ricks
Jackson, Mississippi

Jackson Preparatory School
Jackson, Mississippi
601/939-8611

"Significance of Classical Color Symbolism: An Examination of
Original Greek and Roman Texts"

Mardella K. Harris
St. Louis, Missouri

Hazelwood East High School
St. Louis, Missouri
314/355-6800

"The African Influence in Latin American Literature"

Rebecca A. Cox
Helena, Montana

Helena High School
Helena, Montana
406/442-8090

"Montana's Mythology: Merging Theory, History and Literature"

Betty J. Kort
Hastings, Nebraska

Hastings Senior High School
Hastings, Nebraska
402/461-7550

"Literature, History and Culture of the Western Plains States"

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Sandra M. Ventre
Crystal Bay, Nevada

Incline High School
Incline Village, Nevada
702/831-1240

"Found Sisters: Kate Chopin, Mary E. Wilkins Freeman, Charlotte Perkins Gilman, Sarah Orne Jewett, Harriet Beecher Stowe"

Douglas G. Rogers
Exeter, New Hampshire

Phillips Exeter Academy
Exeter, New Hampshire
603/772-4311

"American Literature: Works by Women, Blacks and Native Americans"

Marie-Helene V. Davies
Princeton, New Jersey

Princeton Day School
Princeton, New Jersey
609/924-6700

"17th-Century French Drama and Culture"

Philip J. Davis
Santa Fe, New Mexico

Pojoaque Middle School
Santa Fe, New Mexico
505/455-2238

"Historical and Cultural Ties Between Mexico and Northern New Mexico"

Susan G. Meeker
New York, New York

Hunter College High School
New York, New York
212/860-1280

"The Antebellum South"

Esther M. Dunnegan
Morrisville, North Carolina

Athens Drive High School
Raleigh, North Carolina
919/851-8932

"The Islamic Influence in Five Modern Nations: Nigeria, Pakistan, Malaysia, Trinidad and Egypt"

Marsha L. Looyen
Minot, North Dakota

Minot High - Central Campus
Minot, North Dakota
701/857-4660

"Characterization of Adolescents in British and American Novels"

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Beneth B. Morrow
Perrysburg, Ohio
Maumee Valley Country Day School
Toledo, Ohio
419/381-1313
"South African History: Public and Personal"

Glenda J. Peters
Norman, Oklahoma
Longfellow Middle School
Norman, Oklahoma
405/360-0464
"A Study of Robert Frost, Henry W. Longfellow, Emily Dickinson,
Beatrix Potter and Lance Henson"

David E. Streight
Portland, Oregon
Oregon Episcopal School
Portland, Oregon
503/246-7771
"Troubadours, Mystics and Courts: The Flowering of Love in
Medieval Europe"

Joseph M. Phillips
Philadelphia, Pennsylvania
Central High School
Philadelphia, Pennsylvania
215/224-6015
"Contemporary Poetry and the American Poetry Review Collection"

Rosa M. Feliciano
San Sebastian, Puerto Rico
Departamento de Instruccion Publica
San Sebastian, Puerto Rico
809/896-2838
"Las Nuevas Tecnicas Narrativas en el Curriculo de Espanol" ["New
Narrative Techniques in the Spanish Curriculum"]

John C. Juhasz
North Kingstown, Rhode Island
Moses Brown School
Providence, Rhode Island
401/831-7350
"The Muslim Presence in Spain and the Legend of Saint James"

Suzanne C. Linder
Columbia, South Carolina
Bennettsville High School
Bennettsville, South Carolina
803/777-5195
"A Study of the History and Culture of Marlboro County, South
Carolina, from 1700 to 1865"

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Mary E. Fiedler
Brookings, South Dakota

Brookings High School
Brookings, South Dakota
605/692-6181

"Three Responses to War: Camus, Hesse, Wiesel"

Carol G. Transou
Johnson City, Tennessee

Science Hill High School
Johnson City, Tennessee
615/926-8171

"The Vietnam War: Origins, Experience and Legacies"

Alexandra M. Underhill
Austin, Texas

Porter Middle School
Austin, Texas
512/442-7073

"Women of the American West, 1840-1900: Continuity and Change"

Steven T. Bickmore
West Jordan, Utah

West Jordan High School
West Jordan, Utah
801/565-7576

"A Study of Victorian Serialization: Dickens, Eliot, Thackeray and Trollope as Exemplars"

Jane B. Goodman
South Burlington, Vermont

Essex Junction Educational Center
Essex Junction, Vermont
802/879-7121

"A Study of the Writings of Voltaire and Rousseau"

Marina L. de Salem
St. Thomas, Virgin Islands

Charlotte Amalie High School
St. Thomas, Virgin Islands
809/774-0780

"Developing an Anthology of Poems from Spain, Central and South America and the Caribbean"

John W. Noffsinger
Roanoke, Virginia

North Cross School
Roanoke, Virginia
703/989-6641

"The Encounter with the Sacred in Classical, Medieval and Modern Periods"

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Judith H. Lightfoot
Seattle, Washington

Lakeside School
Seattle, Washington
206/368-3600

"Versions of Modernism in Pound, Eliot, Williams, Stevens, H.D.,
Moore, Bishop, Ashbery and Rich"

Linda L. Pinnell
Fairmont, West Virginia

Fairmont Senior High School
Fairmont, West Virginia
304/366-4220

"Modern Comic Themes and Their Antecedents in Early Greek, Roman
and French Comedies"

Karolyn W. Welty
Whitewater, Wisconsin

Whitewater High School
Whitewater, Wisconsin
414/472-4800

"A Study Aristotle's Poetics, the Greek Epic and Greek Drama"

Roderick D. Laird
Saratoga, Wyoming

Saratoga Middle School
Saratoga, Wyoming
307/326-8365

"Current Archaeological Theories Concerning the First Peoples of
North America"

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NEH/Teachers

Thank you. I am flattered to be in the company of the most accomplished members of the most important profession. Without you, American civilization -- all that we are and all that we have accomplished -- would vanish in a single generation.

As you know, I've just returned from a trip to the Far East, where I visited three countries in five days. And let me tell you, as fascinating as it is to travel, there's no place like home . . . especially if home is 1600 Pennsylvania Avenue.

Still, it was a memorable trip that will set the basis for future relations. In Japan, I saw a nation that has risen in 40 years from utter destitution to become the second-greatest economic power on earth. In South Korea, I saw a nascent industrial power just beginning to explore the measure of its future greatness. And in China . . . well, just let me say that there have been spectacular changes in China since I represented our government in Peking.

-MORE-

Returning home, I am always delighted anew at the ethnic and cultural diversity of our land. As American teachers, you are often slighted by comparisons to foreign educational systems. While I don't mean to criticize the teaching systems of other countries, let's face it -- a highly systematized, impersonal and rigid system of education is not right for America.

American teachers have the biggest job on earth. Name another country that must educate and assimilate the children of so many cultures from so many lands.

To educate the children of such a vast, diverse nation requires the best and the brightest in the teaching profession. I don't mean to embarrass you, but I believe that you exemplify the kinds of teachers we need.

You not only encompass the diversity of America; you illustrate the encompassing of world culture in one society. This diversity is reflected in the titles of your project proposals, which includes works on Shakespeare, Chinese literature, the Harlem Renaissance and American Indian culture.

During the campaign, I am sure you recall I made a pledge to become the Education President. 'Sounds great,' my critics asked, 'but what does that mean?' Let me tell you.

To put it bluntly, a President is tempted to ignore the whole issue of education. History will not judge him by the rise or fall of S.A.T. scores. A President finds himself in the center of a storm, beset by a thousand short-term problems that cry out for immediate attention. So the state of American education is an easy area for a President to delegate. Out-of-sight, out-of-mind.

But you and I know that education is our most enduring legacy. You and I know that education is nothing less than the transmission and continuation of our civilization. And that is why I am bound and determined to use the office of the Presidency as a bully pulpit for progress in our schools.

This nation grew into greatness because it was the first on earth to provide a free public education. The one-room school house, the land-grant college -- these were the crowning achievements of the pioneers. No less important were the urban pioneers who schooled the children of the ghettos. The challenge that faced our ancestors was to build a national public education system from scratch. And they did.

-MORE-

Today, we are faced with a new challenge -- to revitalize and restore the system our forebears bequeathed to us; to again make an American education second to none.

I have made many proposals to do this. Among them are:

MERIT SCHOOLS: I have requested \$250 million to advance merit schools for gifted children, especially among the disadvantaged.

MAGNET SCHOOLS: I have asked for an annual fund of \$100 million in new appropriations to help create magnet schools to enrich the educational choices of parents and students.

HISTORICALLY BLACK COLLEGES AND UNIVERSITIES: I have proposed a special \$60 million fund -- over four years -- to develop the endowments of Historically Black Colleges and Universities through matching grants.

-MORE-

Today, I want to single out one aspect of my educational program -- rewarding the brightest and most motivated teachers. I consider one proposal to be critically important -- the President's Award for Excellence in Education. Awards, certificates and commendations are great. But a raise is the most eloquent form of praise there is.

With this in mind, I proposed \$8 million to be spent as \$5,000 cash awards to top teachers in every state. Eligible teachers will be selected from all subjects and every grade level.

This is just a start. In time, I hope the Teacher's Award program will become a model for states and local school districts to follow.

Of course, public funds are tight at all levels of government. As we develop new ways to reward and keep good teachers, we must also look to combine the resources of the public and private sectors. This is precisely what the N.E.H. and Reader's Digest have accomplished.

-MORE-

I want to single out Chairman Lynne Cheney for organizing this project. This is but one outgrowth of her remarkable report, American Memory, which detailed how administrative impediments can demoralize even the best teachers. Her observations should prompt every state in America to reassess its programs and priorities.

I also want George Grune to convey my gratitude and admiration to the DeWitt Wallace trust and the people of Reader's Digest. You have shown a public spiritedness and dedication that is a model for the private sector.

I am sure George won't mind if I point out that this grant of \$1.5 million isn't a case of pure charity. It is also a hardnosed business decision. Reader's Digest is currently enjoyed by (number) million readers. Will there be that many people who read for pleasure in 2020 A.D.? In making this grant, Reader's Digest is planting a seed for the future growth of its publication, and the future of our country.

-MORE-

Together, these two organizations have rewarded you with the most appropriate gift that can be bestowed on teachers -- time. Time away from report cards, library fines and hall passes. Time to learn, to master a subject. Time to write and publish. Time to meditate and reflect.

What you will learn and accomplish, however, is not for you alone. It is a trust for you to share with generations to come.

In perusing the list of your projects, my eye settled on one in particular -- a literary project proposed by Barbara Whittaker of Traverse City, Michigan, entitled, "The Origin of the American Dream."

I am sure Barbara will reveal deep insights into the development of the American novel. But there is a larger point here. My friends, I believe we can trace the origin of the American dream to a very ordinary place. It can be found between the hours of 8 a.m. and 3 p.m., in every classroom in every city and town in America.

For all that you do, you have my highest respect, and sincerest congratulations.

Thank you.

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Priority Issues for State Legs.