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# FOIA MARKER

**This is not a textual record. This is used as an administrative marker by the George Bush Presidential Library Staff.**

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**Record Group/Collection:** George H.W. Bush Presidential Records  
**Collection/Office of Origin:** Speechwriting, White House Office of  
**Series:** Davis, Mark, Files  
**Subseries:** Subject File, 1989-1991

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**OA/ID Number:** 13873  
**Folder ID Number:** 13873-009

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**Folder Title:**  
National Endowment of the Humanities, 3/2/89

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Stack:	Row:	Section:	Shelf:	Position:
<b>G</b>	<b>19</b>	<b>2</b>	<b>6</b>	<b>6</b>

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Together, these two organizations have rewarded you with the most <sup>precious</sup> 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.

*And so many will benefit.*

What you will learn and accomplish, *and pass on to our children* however, ~~is not for you alone.~~ ~~It is a trust for you to share with generations to come.~~ *will ripple through the years like a stone* ~~thrown in a still pond.~~

*Check* { 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, *my gratitude* and *my* sincerest congratulations.

Thank you.

# # #

I want to single out Chairman Lynne Cheney for organizing this project. This is <sup>only</sup> ~~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~~ <sup>you have</sup> ~~seeds for the future growth of literacy,~~ <sup>ed the</sup> ~~and the future of our~~ <sup>(and learning) that will benefit</sup> ~~country for generations to come.~~

Today, I want to single out one <sup>other</sup> aspect of my educational program -- rewarding the brightest and most motivated teachers. <sup>insert A.</sup>

*But* I consider one proposal to be critically important -- the President's Award for Excellence in Education. <sup>This awards combines Awards, the recognition of your profession, and the respect of your colleagues. With certificates and commendations, are great. But a raise is the most elegant form of praise there is.</sup> <sup>(an idea whose time has come)</sup> <sup>(general reward)</sup>

With this in mind, I proposed <sup>\$7.6</sup> \$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 the DeWitt Wallace trust have accomplished.

      
      
-MORE-

*With the dawn of a new century only eleven short years away*  
~~Today,~~ we are faced with a new challenge -- to revitalize  
and restore the system our forebears bequeathed to us; to ~~make~~ <sup>ensure</sup> an  
American education second to none.

*a member work towards this goal*  
I have made many proposals to ~~do~~ this. Among them are:

*reward*  
MERIT SCHOOLS: I have requested \$250 million to ~~advance~~ <sup>reward</sup>  
*those whose students show measurable progress*  
merit schools for gifted children, especially among the  
*in educational achievement at the same maintaining a safe*  
disadvantaged. *and drug-free environment,*

MAGNET SCHOOLS: I have asked for an annual fund of \$100  
million in new appropriations to help create magnet schools to  
*broaden*  
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.

*During the coming weeks, I will transmit*  
*comprehensive legislation MORE- to the Congress detailing*  
*our proposals and asking for their help in*  
*strengthening American education.*

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 *every heart* 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, *even as I 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 American industry* ~~it was the first~~ *the value of* 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 *(not an easy one?)* to build a national ~~public~~ education system from scratch. *But* And they did it with the blood, sweat, tears and joy. They were dedicated individuals whose traditions have come full circle in each of you here today.

-MORE-

men and women with negative minds,  
College Administration and King's dream.

*needs bridge*

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.

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

American teachers have the biggest job on earth. Name responsibility, ~~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 <sup>as ours</sup> ~~men and women of talent and dedication as our children~~ 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... our very best.~~

*Overlaid that, together,*

~~You not only encompass the diversity of America; you~~

~~illustrate the encompassing of world culture in one society.~~

*As I read about the many subjects*

~~This diversity is reflected in the titles of your project~~

*we study in the next year --*

~~proposals, which includes works on Shakespeare, Chinese~~

~~literature, the Harlem Renaissance, and American Indian culture.~~

*The American spirit gives our nation and our education a... a vibrant sense of spirit that has produced (over)*

During the campaign, I am sure you recall I made a pledge to

become the Education President. <sup>Working with you and thousands</sup> ~~'Sounds great,' some asked, 'but~~

~~the young classrooms from Connecticut to California, 'it's what does that mean?' Let me tell you~~

*a pledge I intended to keep.*

(Davis/Dooley)  
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.~~

Still, it was an <sup>important</sup> ~~important~~ trip that will ~~set the basis for~~ <sup>lay the foundation for</sup> future relations. In Japan, I saw a nation that has risen in 40 years from <sup>poor</sup> ~~utter~~ <sup>destruction</sup> ~~destitution~~ to become the <sup>a leading</sup> ~~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 <sup>Beijing</sup> ~~Peking~~.

with our friends and allies

Education is an important ingredient in each country's formula for success.

-MORE-

# BEFORE RECONCILIATION

1

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

## NEH/Teachers

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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.

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

Thank you.

# # #

THE WHITE HOUSE

WASHINGTON

February 23, 1989

MEMORANDUM FOR MARK DAVIS

FROM: KATE L. MOORE *KLM*

SUBJECT: Remarks of the President: Humanities Teachers

From a policy perspective here are the themes and key points we would like included in the President's remarks to the teachers:

1. President's commitment to excellence in education. The commitment to excellence is one of four themes within education identified in Building a Better America. Certainly among this group of outstanding teachers we have the personification of excellence. Their commitment to high standards is a model for all.
2. President's commitment to teachers. One of the President's initiatives in education is the creation of an award for teachers; he appreciates the importance of their role. This group would be highly receptive to hearing about this awards initiative. (See attached fact sheet and matrix -- note, Mark, that our award is distinct from the NEH award, covering all subject areas and grade levels, K-12, and is a cash award, not a project grant.)
3. Cultural diversity. Coming back from Asia, we have an opportunity to praise a major strength of the U.S.-- a strength which contrasts the Japanese, for example: the diversity of cultural heritage, and the strength we draw from that. The assortment of projects these teachers are working on reflects the many roots of our nation -- and the importance of understanding and appreciating the kaleidoscope of the American civilization.

Also attached is a brief description of the eight education initiatives featured in the President's budget which this group would also be interested in.

cc: Jim Pinkerton  
Bill Roper

2/16/89

**BUSH ADMINISTRATION**  
**EDUCATION INITIATIVES**

- Merit Schools: This initiative provides recognition of schools whose students make significant educational progress over time. Special emphasis will be placed on schools enrolling substantial numbers of disadvantaged students who show significant educational progress. For FY 90, \$250 million is requested, with growth projected to \$500 million in FY 93.
- Teachers' Awards: The President's Award for Excellence in Education (\$5,000 cash) will be presented to top teachers in every state. For FY 90, \$8 million is requested.
- National Science Scholars: Outstanding high school students in mathematics and science -- each selected by a Congressman, Senator, or the President -- will receive up to \$10,000 annually for four years in scholarship awards. For FY 90, \$5 million is requested, rising to \$20 million in FY 93.
- Magnet Schools: An annual fund of \$100 million in new appropriations is requested to assist in the creation and development of magnet schools which offer students and parents enriched educational choices.
- Alternative Certification for Teachers and Principals: This initiative will assist those states interested in developing or enhancing programs to bring individuals with excellent subject area knowledge into the classroom, and proven managers into school management. For FY 90, \$25 million is requested.
- Experiments for Educational Achievement: The pursuit of excellence requires experimentation, innovation, and better data; support will be provided to the best innovators with the best ideas. For FY 90, \$13 million is requested.
- Historically Black Colleges and Universities: A special fund of \$60 million -- over four years -- will be developed to build, through matching grants, the endowments of Historically Black Colleges and Universities.
- Accountability in Education Programs: The Secretary of Education will review Federal education programs and implement improvements in accountability systems. The Federal government should be a model in assuring that its programs are successful.

Relationship of Initiatives to Principles

2/16/89

	<u>Excellence</u>	<u>Target To Need</u>	<u>Choice</u>	<u>Accountability</u>
1. Merit Schools	Rewards progress toward <b>excellence</b>	Dollars weighted to schools with high proportions of <b>disadvantaged</b> .	---	Encourages setting measurable <b>goals</b> and meeting them.
2. Teachers Awards	Rewards <b>excellence</b>	---	---	Encourages higher <b>standards</b> for teachers.
3. National Science Scholars	Rewards <b>excellence</b>	---	---	Indirectly encourages schools to monitor their science/math programs.
4. Magnet Schools	Magnet schools are generally <b>superior</b> & encourage district-wide improvements	Some special consideration is given to <b>low-income</b> students.	Magnet schools serve broad geographic areas, and thus promote <b>choice</b> .	Competition for students encourages <b>accountability</b> and results.
5. Alternative Certification	Broadens recruitment pool of teachers, thus <b>upgrading quality</b>		Provides administrators greater <b>choice</b> in personnel selection.	---
6. Experiments	Supports innovation which leads to <b>excellence</b>	---	Experiments in <b>choice</b> are eligible for support	---
7. Accountability Study	Promotes <b>excellence</b> by emphasizing quality outcomes.	Most Federal dollars for education are targeted to needy.	---	The Federal government should set the example for accountability in education.
8. HBCUs	Strengthens HBCUs to enhance <b>quality</b>	HBCUs are in particular <b>need</b> .	Strong HBCUs broaden educational <b>choice</b> for Blacks.	---

TO START

At the A prompt, type B: AND PRESS [ENTER]  
At the B prompt, type a:wp AND PRESS [ENTER]

POST-ASIA, DRUG THEMES - TIE IN IF THERE IS A WAY. LOOK FOR TIE-INS  
LATER ENVIRONMENT + EDUCATION.

1 2 3 4 5 6 7 8  
F, M, A, M, J, J, A, S,  
O, N, D, J, F, M, A, M (16)  
J, J, A, S, O, N  
22  
48  
4  
12  
48

27th - through 1st WEEK March "DRUGS"

DRUGS:  
"EDUCATION  
INTERDICTION  
REHAB"

} emphasis will shift to each THREE - MENTION OTHER 2

DAVID TELL - DEPT C.O.S. TO BENNETT -  
STROKE HIM - INCLUDE HIS STUFF. BEFORE PUTTING  
PEN TO PAPER - CALL TELL.

(1) Thoe nbungh - going to S.A. to tour  
capitals - send office, prob. in Oval Office -  
prob 5 min. - "Justice knows no boundaries"  
"Common cause of law men" "moral support to  
those who put their lives on the line."

NSCL.A.

(2) Natl Conf. State Legis - Prob. short -  
Should be a briefing

(3) State Chairman - Bush - D + GOP  
Prob. 5 minutes - Subject?

After speech done, expect names from Davis -

- To p 2 or 3 days in advance



4 TOGETHER

- Rhett

LET ADVANCE KNOW - Will meet w/ them -

Display Right "4" !!

# NATL. ENDOWMENT FOR HUMANITIES

CHARLES BARARISSE

JIM BAKER (NO) DEWITT WALLACE

- FIRST TIME DEAL

What BETTER way to REWARD teachers  
than to leave them alone to READ, LEARN  
AND SHARE -

(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.

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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.

. # # #

**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 GHETTOES.

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.

# # #

CONTACT:  
#CHARLES BACARISSE  
7120 / #128



Mark Davis  
FYI

**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.

Mr. Sichan Siv  
February 21, 1989  
Page 2.

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.

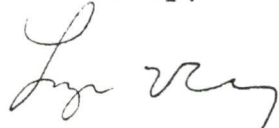
I also enclose a copy of American Memory since it has some quotes in it that may be useful:

"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

THE WHITE HOUSE

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

OUTLINE OF  
EVENT:

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

REMARKS REQUIRED: Brief remarks.

MEDIA COVERAGE: Press pool.



State Dining Room  
March 2 at 2 p.m.

**NATIONAL ENDOWMENT FOR THE HUMANITIES**

WASHINGTON, D.C. 20306

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).

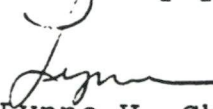
In any case, we must bring the teachers to Washington for an orientation meeting. We could do that on any of the dates below.

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

NATIONAL ENDOWMENT FOR THE HUMANITIES

WASHINGTON, D.C. 20506

November 15, 1988



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.

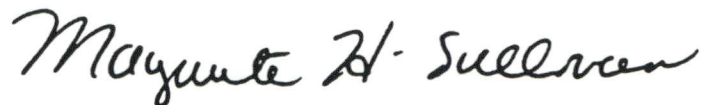
Applicants for the first group of Teacher-Scholars were received last spring. We plan on announcing the winners in January. They will come to the Endowment for orientation and an honoring ceremony in February. The Teacher-Scholars will begin their programs of study with stipends up to \$27,500 in September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

November 15, 1988  
Page 2

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

	Contact:	Office	Home
(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."

3 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"

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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"

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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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Tuesday, Jan. 31, 1989

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"

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

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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Tuesday, Jan. 31, 1989

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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Tuesday, Jan. 31, 1989

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"

# # #

CLASSIFIED

SPECIAL INSTRUCTIONS/REMARKS:

INFORMATION ADDRESS/LOCATION/TIME OF RECEIPT

1. FROM/LOCATION  
1. Botwin - White House

1. TO/LOCATION/TIME OF RECEIPT  
1. David Demarest - Tokyo

ROUTINE

PRIORITY

IMMEDIATE

CIRCLE ONE BELOW

MODE

SECURE FAX # 116

ADMIN FAX #

CLASSIFIED

UNCLASSIFIED

RELEASED

DIC 040135Z

PAGES 12

NEH/Teachers

Thank you. I am flattered to be in the company of the most accomplished members of <sup>a</sup> the most important profession. Without <sup>our links to the past and our vision for the future</sup> you, American civilization -- all that we are, ~~and~~ all that we have accomplished, <sup>all that we will be would lay dormant in the mind</sup> -- ~~would vanish in a single generation.~~ <sup>of our children.</sup>

*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 a <sup>important</sup> ~~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 <sup>in this room</sup> 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 <sup>some</sup> ~~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.

# BEFORE RECONCILIATION

1

(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.

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.

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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.

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**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.

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

Thank you.

# # #

WORKING DRAFT X  
RECONCILIATION

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

Page 1

NEH/Teachers

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*Kate* ( ~~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.~~ <sup>KEEP OUR EDUCATIONAL SYSTEM AT ALL LEVELS FOCUSED ON THE NEED TO SHOW GOOD TEACHERS THAT THEIR DEDICATION IS APPRECIATED.</sup>

*Peboy* 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. <sup>READER'S DIGEST PROGRAM</sup> and the DeWitt Wallace trust have accomplished.

-MORE-

Perry-NEH

I want to single out Chairman Lynne Cheney for organizing this project. This is but one outgrowth of <sup>the endowment's</sup> her remarkable NEH 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.

People Change

[A fund at N.Y. Com. Trust  
CREATED by RD founder  
DEWITT WALLACE.]

Perry-NEH

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Perry-NEH

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

Thank you.

# # #

Reader Digest  
223-4520

Readship 50 million a month  
100 million worldwide

Circ. 20 million

Ralph Bennett

2/28/89

(914) 238-1000

(914) 241

~~XXXXXXXXXXXXXXXXXXXX~~

~~XXXXXXXXXXXX~~

BRUCE ~~FERRA~~<sup>A</sup> TRACKTENBURG

Fund private + separate  
R.D. cannot take credit.

5385

# American Memory

A Report  
on the Humanities  
in the Nation's  
Public Schools

Lynne V. Cheney  
Chairman



National Endowment  
for the Humanities

THE MYSTIC CHORDS OF MEMORY, stretching from every battlefield and patriot grave to every living heart and hearthstone all over this broad land, will yet swell the chorus of the Union when again touched, as surely they will be, by the better angels of our nature.

Abraham Lincoln  
First Inaugural Address  
March 4, 1861

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Foreign Languages.....	11
Textbooks.....	15
Teachers .....	21
Recommendations .....	27

## Foreword

**I**n 1985, the Congress of the United States instructed the National Endowment for the Humanities and the National Endowment for the Arts to study the state of humanities and arts education in the nation's public schools. *American Memory* is the result of the National Endowment for the Humanities' efforts.

We at NEH undertook this study enthusiastically. In 1984, under the chairmanship of my predecessor William Bennett, NEH had issued *To Reclaim a Legacy*, a report on the humanities in higher education. It was time for us to consider elementary and secondary schools. Indeed, for many reasons, it seemed urgent that we do so. A number of thoughtful observers were expressing alarm about the state of the humanities in our schools, but history and literature were not emerging as central concerns in the various state, regional, and national commissions looking at education. Educational reform was in the air, but the humanities were seldom a part of it.

And so it was with the sense of being about an important task that an advisory group on history and literature first met on March 2, 1987. I convened this group twice more. Our discussions were informed by readings, statistical data, short presentations by outside experts, and by the results of an NEH-funded nationwide test of what seventeen-year-olds know about history and literature.

The advisory group on history and literature represented all parts of the country and a variety of educational institutions. Among its members were the principal of an inner-city elementary school and the dean of a college in the Rocky

Mountains; a school superintendent from Maine, a high school teacher from Iowa, a faculty member from the graduate school of education at the University of California. There were humanities scholars in the group from colleges and universities across the nation.

In addition to the advisory group on history and literature, I called together a group on foreign language education. This group, which met once, was also composed of scholars, teachers, and administrators.

Under the auspices of the Woodrow Wilson Center for International Studies in Washington, D.C., I also met with heads of major humanities organizations and leaders of foundations that have supported humanities education. We discussed the topics this report should cover.

At all the meetings held in connection with this report, there was lively debate. The members of these groups brought a variety of perspectives to the meetings, and they did not reach consensus on every point. Given their diversity, however, there was a surprising amount of agreement. Most important, they agreed that there is reason for serious concern about humanities education in U.S. schools.

I am deeply appreciative of the counsel that the members of these different groups provided. I would particularly like to express gratitude to those advisory group members who, upon receiving a draft of this report, made thoughtful commentary upon it. I called upon their observations and insights time and again while preparing the final report.

I would also like to thank the outside presenters who informed and enlivened our discussions. In addition, I am grateful to the NEH staff, particularly to Celeste Colgan, who directed this project; to John Agresto and Tom Kingston, who made important contributions to the report; and to Jeff Thomas and Anne Gwaltney, who provided valuable research assistance.

The contributions of still one other group should be acknowledged: the many scholars and teachers I have talked with as I have traveled to various parts of the country on NEH business. Their words and thoughts also inform this report.

Indebted as I am to all these people, responsibility for this report and its conclusions is mine alone.

# Advisory Group on History and Literature

William B. Allen  
Professor of Government  
Harvey Mudd College  
Claremont, California

Janice Baker  
High School English Teacher  
Baltimore School of the Arts  
Baltimore, Maryland

Daniel J. Boorstin  
The Librarian of Congress  
Washington, D. C.

Glenn Brooks  
Dean  
Colorado College  
Colorado Springs, Colorado

Jo Bruno  
Elementary School Principal  
PS 189  
Brooklyn, New York

Ron Calgaard  
President  
Trinity University  
San Antonio, Texas

Nancy Coombs  
Teacher  
Leal Elementary School  
Urbana, Illinois

Charlotte Crabtree  
Professor, Graduate School  
of Education  
University of California  
Los Angeles, California

Stephen Donadio  
Professor of American  
Literature  
Middlebury College  
Middlebury, Vermont

John Drisko  
History Teacher  
Falmouth High School  
Falmouth, Maine

E. D. Hirsch  
Kenan Professor of English  
University of Virginia  
Charlottesville, Virginia

Leon R. Kass  
Professor, The College and The  
Committee on Social Thought  
University of Chicago  
Chicago, Illinois

Helen Lojek  
Assistant Professor of English  
Boise State University  
Boise, Idaho

Reginald A. MacDonald  
Superintendent of Schools  
South Portland Public Schools  
South Portland, Maine

Maynard Mack  
Sterling Professor of English,  
Emeritus  
Yale University  
New Haven, Connecticut

Constance Matthews  
English Department Head  
Amherst-Pelham Regional  
High School  
Amherst, Massachusetts

Linda Miller  
English Teacher  
Pelham Memorial High School  
Pelham, New York

James Morris  
Program Director  
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# The Humanities and the Nation

A refusal to remember," according to Nobel Prize poet Czeslaw Milosz, is a primary characteristic of our age. Certainly there is abundant evidence that it is a primary characteristic of our nation. Teachers tell of students who do not know that George Washington led American forces in the Revolutionary War; that there was a World War I; that Spanish, not Latin, is the principal language in Latin America. Nationwide polls show startling gaps in knowledge. In a recent survey done for the Hearst Corporation, 45 percent of those polled thought that Karl Marx's phrase "from each according to his ability, to each according to his need" is in the U.S. Constitution.

Cultural memory flourishes or declines for many reasons, but among the most important is what happens in our schools. Long relied upon to transmit knowledge of the past to upcoming generations, our schools today appear to be about a different task. Instead of preserving the past, they more often disregard it, sometimes in the name of "progress"—the idea that today has little to learn from yesterday. But usually the culprit is "process"—the belief that we can teach our children *how* to think without troubling them to learn anything worth thinking about, the belief that we can teach them *how* to understand the world in which they live without conveying to them the events and ideas that have brought it into existence.

To be sure, countless people within our schools resist this approach. I have met school administrators who are convinced that education should be about mastery of knowledge. I have met teachers who, deeply knowledgeable themselves about the roots

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of our culture, are passionate about wanting their students to be. In Little Rock, Arkansas, for example, I encountered a classics teacher who is determined to teach Greek. For bureaucratic reasons, she has to offer it outside regular school hours; and so she comes early each day to teach a class before school and stays late to teach another after—even though this means she teaches eight classes a day.

Among good teachers, the idea persists that teaching is about transmitting culture. What I heard from them again and again, however, is how many obstacles stand in the way of doing the kind of teaching they think is important.

An educational system that devalues knowledge of the past produces students who do not firmly grasp the facts of history and literature. A 1987 study, based on a survey funded by the National Endowment for the Humanities and conducted by the National Assessment of Educational Progress, reports that more than two-thirds of the nation's seventeen-year-olds are unable to locate the Civil War within the correct half-century. More than two-thirds cannot identify the Reformation or *Magna Carta*. By vast majorities, students demonstrate unfamiliarity with writers whose works are regarded as classics: Dante, Chaucer, Dostoevsky, Austen, Whitman, Hawthorne, Melville, and Cather.

Dates and names are not all that students should know, but such facts are a beginning, an initial connection to the sweep of human experience. And why is it important that they make that connection? Why is it important that they—that we—remember?

The first argument is the simplest: to realize our human potential. We alone of all creatures have the ability to break out of the narrow circle of the moment, and until we do, until we reach beyond ourselves, we are limited and immature. "To know nothing of what happened before you were born is to remain forever a child," Cicero wrote. Or as Santayana put it, "[W]hen experience is not retained, as among savages, infancy is perpetual."

By reaching into the past, we affirm our humanity. And we inevitably come to the essence of it. Because we cannot encompass the totality of other lives and times, we strip away the thousand details of existence and come to its heart. We come to the age-old questions, to the enduring subjects of both historian and poet. How do we know our duty? How do we deal with our fate? How do we give our lives meaning and dignity? Pondering these questions, we realize others have pondered them. We realize that we are not the first to know joy and sadness, not the first to set out on the human journey.

The past also offers lessons, and although we shall surely dispute what they are, even as we do so we enlarge our perspective on the present. What does it mean that Rome fell? And Athens? What does it mean for us? The Framers of the Constitution debated such questions two hundred years ago in Philadelphia. Their achievement is reminder that history is not merely what has happened; it is a way of finding paths into the future.

A system of education that fails to nurture memory of the past denies its students the satisfactions of mature thought, an attachment to abiding concerns, a perspective on human existence.

A system of education that fails to nurture memory of the past denies its students a great deal: the satisfactions of mature thought, an attachment to abiding concerns, a perspective on human existence. As advisory group member Linda Miller observed, "We take a tremendous risk of national character by failing to ground our students in history and literature."

Indeed, we put our sense of nationhood at risk by failing to familiarize our young people with the story of how the society in which they live came to be. Knowledge of the ideas that have molded us and the ideals that have mattered to us functions as a kind of civic glue. Our history and literature give us symbols to share; they help us all, no matter how diverse our backgrounds, feel part of a common undertaking. Advisory group member Bernard Weisberger cited a passage from *The Promised Land* in which Mary Antin, who came to this country from Poland as a child, told of first learning about George Washington: "I discovered...that I was more nobly related than I had ever supposed..." Antin wrote. "George Washington, who died long before I was born, was like a king in greatness, and he and I were Fellow Citizens."

By allowing the erosion of historical consciousness, we do to ourselves what an unfriendly nation bent on our destruction might. Novelist Milan Kundera has described how the Soviet Union has methodically set about destroying the historical memory of Czechoslovakia, proscribing her literature and tearing down historical monuments, in order to destroy the Czech sense of nationhood.

In our schools today we run the danger of unwittingly proscribing our own heritage. The purpose of this report is to describe how this has happened and to suggest ways it can be remedied.

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## History and Literature

IN 1892, A SCHOOL REFORM COMMISSION MET that was distinguished in its membership and decided in its views. Known as the Committee of Ten, the panel called together scholars from universities—a young Princeton professor named Woodrow Wilson was among them—and representatives from the schools. As participants saw it, cultural content should be central to what was taught and learned. The Committee emphasized the importance of literature (as well as "training in expression") and recommended an eight-year course of history. This plan of study, the Committee stressed, was for *all* students, not just for those who would be attending college.

For a time a curriculum of the kind the Committee of Ten endorsed prevailed. Gradually, however, an opposing view came to dominate: Schools should concern themselves not with intellectual life, but with practical life. As millions of children who

would once have been outside the educational system enrolled in the schools, progressive educators argued that what most students needed was not study in history and literature, but preparation for homemaking and for work in trades.

“Skill” training began to drive more traditional offerings, like ancient history, out of the curriculum. Indeed, the very concept of history became submerged in “social studies,” a term that emphasizes the present rather than the past; English courses, transformed into “language arts,” stressed communication rather than literature; and as the schools adopted a fundamentally different orientation from colleges and universities, humanities scholars turned away from precollegiate education. Curricula, textbooks, and teacher training became the domain of professional educationists.

Under their guidance, schools began to emphasize the process of learning rather than its content. Both are important, extremely important in the teaching of history and literature. But so much emphasis has been placed on process that content has been seriously neglected. One can see the imbalance in the opening pages of a teacher’s guide to a widely used textbook series. Scores of skills to be taught are set forth: everything from drawing conclusions and predicting outcomes to filling in forms and compiling recipes. The cultural content of learning, on the other hand, is given only brief mention.

“How to identify the sequential order of events,” “how to explore alternatives,” “how to follow directions involving substeps”—lists of such skills fill up page after page of the curriculum guides and scope-and-sequence charts that direct the activity of classrooms. Textbooks used to teach teachers are similarly oriented. Paying only passing regard to the content of education, they concentrate on process-centered “instructional objectives,” “learning activities,” “teaching strategies,” and “evaluative measures.”

Perhaps the most obvious indicator of how process-driven our schools have become is the dominant role played by the Scholastic Aptitude Test (SAT). In the 1985-86 school year, almost 1.7 million students took the two-and-a-half-hour examination; and many of them, and many of their parents and teachers as well, regarded it as the single most crucial experience of their academic lives. Looming over our educational landscape is an examination that, in its verbal component, carefully avoids assessing substantive knowledge gained from course work. Whether test-takers have studied the Civil War, learned about *Magna Carta*, or read *Macbeth* are matters to which the SAT is studiously indifferent.

Skills—such as reading comprehension, which the SAT assesses—are crucial, I repeat. But the content of education also deserves close attention. Indeed, common sense argues that the two are connected. How can mental skills be developed except through exercise on materials that are challenging and substantial?

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**Both the process and the content of learning are important, but so much emphasis has been placed on process that content has been seriously neglected.**

In fact, the SAT itself has provided dramatic indication of this link. Between the early 1960s and the early 1980s, the national average of the verbal SAT scores declined by some fifty points. This same period also saw the substantive content of education diminish rapidly in the schools. Responding to cries for relevance as well as to the idea that young people learn best by following their own inclinations, schools began offering an astonishing variety of ways to earn credit—and conveying no notion that some kinds of knowledge are more important than others. Students could take courses in jewelry making and blanket crocheting to earn credits toward a high school diploma.

The fall in SAT scores that paralleled this phenomenon stimulated a national debate about our schools. More than any other single factor, it generated the educational reform movement of the last few years.

Current reformers have emphasized the necessity of paying close attention to *what* our children learn as well as to *how* they learn, but their message has proved difficult to translate into the classroom. In Texas, new “Rules for Curriculum” have been issued that set forth “essential elements” for three English/language arts courses required in high schools: how “to vary rate of reading according to purpose,” how “to recognize relevant details,” for example. Among the essential elements—more than one hundred in all—there is just one mention of major literary works and authors.

This particular document is not an anomaly. It reflects an unhappy aspect of educational reform: Education specialists who think in terms of process rather than content have often been put in charge of seeing to it that our schools improve. This delegation of authority has been especially painful for teachers who value knowledge of the disciplines they teach, but now find themselves increasingly regulated by a bureaucracy that has other interests.

Recent attempts to improve our schools have also stumbled over organizational structures previously set in place by those who wanted the system to take a less academic direction. Across the nation, graduation requirements have been tightened for social studies and English/language arts: In 1981-82, the average number of credits required was 2.6 for social studies and 3.6 for English/language arts; in 1984-85, the figures were 2.8 and 3.8 respectively. One assumes that policy makers increased requirements so that students would take a greater number of academic courses; but that is not necessarily the effect since “social studies” and “English/language arts” often describe courses that are decidedly unacademic. In Maine, for example, “Introductions to Careers” and “Business Communications” can partially satisfy graduation requirements in social studies and English/language arts.

Words have consequences. Broad terms like “social studies” make it difficult to raise standards concerned with content. For years

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courses in everything from driver education to “values clarification” have been making their way into curricula under the social studies umbrella. “Language arts” has been somewhat less a cover for non-academic courses, but that term too complicates the task of restoring study of the humanities to a central role. Indeed, such terminology makes it difficult even to assess accurately whether progress is being made.

The problem extends far beyond vocabulary into matters of equity. Not all students are fulfilling graduation requirements with courses like “Introductions to Careers” and “Business Communications.” Only certain groups are: those in “general education” and “vocational education” programs. For these students—more than 60 percent of those enrolled in our schools—the core of education thus becomes different from that studied by their peers in academic programs. In history and literature, it inevitably becomes diminished.

By their nature, the humanities disciplines ought to be the easiest to bring to everyone. While some students will need more help than others with the language of Shakespeare’s plays, for example, the themes that animate the plays—love, honor, betrayal, revenge—are familiar to all and interesting to all. Moreover, once the case for humanities education has been made, the conclusion that it is for every student seems inevitable. If history gives us perspective on our lives, then shouldn’t every young person be encouraged to study it? If literature connects us to permanent concerns, then shouldn’t every young person read it? “To make the best that has been thought and known in the world current everywhere” is the way Matthew Arnold stated the goal. No other ambition suits a democracy well.

The educational reform movement of the 1980s has rightfully espoused the cause of educational equity. It has, in general, raised the expectations we have for our schools. Perhaps most important, it has kept the subject of education in the forefront of national attention by making a pragmatic and important case: Our country’s economic role in the world will surely decline unless we improve American education.

One effect of this approach, however, has been to concentrate reform effort on basic skills, mathematics, and science. While these aspects of schooling assuredly deserve close attention, it is now time to elaborate the argument; to be clear that world competition is not just about dollars but about ideas. Our students need to know what those ideas are, need to understand our democratic institutions, to know their origins in Western thought, to be familiar with how and why other cultures have evolved differently from our own. They need to read great works of literature, thus confronting questions of good and evil, freedom and responsibility that have determined the character of people and nations. These needs cannot be met in an elementary and secondary curriculum that typically devotes no more than three or four years to history in a twelve-year sequence. They

**World competition is not just about dollars but about ideas.**

cannot be met in a curriculum that takes a hit and miss—and mostly miss—approach to literature.

It is sometimes argued that the story of our nation's past and the Western tradition that forms our heritage is irrelevant to a population that increasingly comes from other traditions, but I would argue that the opposite is true. While we need to know as much as we can about all people everywhere, our first goal has to be to comprehend this nation, all its virtues and faults, all its glories and failures. We can only build from where we are, and to do so intelligently requires that we—that all of us—know where we are.

On a trip to Los Angeles, I met with a group of students from John Marshall High School who made this point with good sense and simplicity. They had won the 1987 U.S. Academic Decathlon, accomplishing this feat by becoming experts on the U.S. Constitution. They not only knew its provisions, they knew its origins in European thought. They knew the fascination the Framers of the Constitution had with the classical world.

More than three-quarters of the John Marshall student body learned English as a second language. Thirty percent of the students on the decathlon team were born in other countries. And so, playing the devil's advocate, I asked them why, given their diverse backgrounds, they had become devoted students of this country's founding. They seemed to think this an odd question; but finally one of them answered, "Because we're here."

These students want to understand the society in which they live—a society which they, repeating a pattern basic to the American story, will shape for generations to follow.

## Foreign Languages

AMERICAN MEMORY IS A RICH AND INTRICATE CONSTRUCT, reaching far into the life and ideas of other nations. "The pilgrims did not sail into view out of the void, their minds blank as the Atlantic sky, ready to build a new world out of nothing but whatever they could find lying about the ground in eastern Massachusetts," historian Paul Gagnon has written. "They and all the others who landed in the Western hemisphere were shaped and scarred by tens of centuries of social, literary, political, and religious experience."

Self-knowledge requires that we understand other cultures. Daily life increasingly demands it. The world our children live and work in will seem even smaller than the one we know now. Its parts will be even more tightly linked by technology; its citizens, more interdependent.

Nothing has greater potential for giving young people the expanded awareness they need than foreign language study—an area that was once considered an important part of education. In 1915, for example, 37 percent of this country's high school stu-

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dents were studying Latin, and 36 percent were studying a modern foreign language. As the population of the schools expanded and curricula became less academic, these percentages plummeted. There was a reversal when the launching of Sputnik made foreign language knowledge seem useful for a time, but generally the trend has been downward. In 1978, only 21 percent of high school students were enrolled in either a classical or modern foreign language.

The last few years have seen a substantial revival:

—In Virginia, the Department of Education reported that 42 percent of all secondary students were studying a foreign language in 1986—the highest since World War II.

—In North Carolina, the legislature has ordered every school district to offer foreign language instruction from kindergarten through high school by 1992.

—The number of students taking the National Latin Exam has increased from 9,000 to over 61,000 during the last nine years.

—Nationwide, 29 percent of high school students were enrolled in foreign language classes in 1985-86. This represents a 38 percent increase since 1978.

—Severe shortages of foreign language teachers are occurring and threaten to become worse, particularly in parts of the country where expanded programs are under way.

Characteristic of the current revival is a practical, often vocational approach to foreign language education. Students take Latin to improve SAT scores. They see modern foreign languages as a key to employment opportunities. Schools and colleges that once concentrated on literature now offer such courses as “Spanish for Hotel Management.”

At all educational levels, oral proficiency is being emphasized. To aid in the task of producing speakers of other languages, foreign language educators are concentrating on examinations that assess a student’s oral command.

Laudable as the goal of producing proficient speakers is, the concentration on it does raise concerns. Shouldn’t reading also be stressed? Shouldn’t cultural study? Indeed, without cultural awareness, can a person become an effective speaker? As advisory group member Myriam Met, a coordinator of foreign languages, observed, “In order to speak to someone meaningfully and communicate purposefully, you have to know a great deal about the cultural perspective that person brings.”

Just as there are teachers of history and literature committed to teaching culturally significant materials, so there are foreign

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language teachers determined to make culture the content of foreign language education. As their students begin to explore the rich storehouse a second language unlocks, they also acquire the facts, myths, metaphors, and allusions that make them effective speakers.

Teachers who saw interest in foreign language instruction increase after Sputnik only to decline a few years later want to insure that current interest endures. Thus they emphasize the lasting value of foreign language study as well as its immediate practical benefits: Studying a second language gives us greater mastery over our own speech, helps us shape our thoughts with greater precision and our expressions with greater eloquence. Studying a foreign language also provides insight into the nature of language itself, into its power to shape ideas and experience.

A broad vision of foreign language study also includes the great texts of other cultures. The ability to read them with understanding requires years of studying both language and culture, but starting foreign language education in elementary school, as many localities are beginning to do, will allow students time to become sufficiently knowledgeable.

In a letter to Joseph Priestley, Thomas Jefferson noted that reading classical authors in the original was "a sublime luxury." The same is true for reading the great texts of Spanish, French, German, Russian, Chinese and Japanese. Valuable as they are in translation, the great texts are more valuable still when encountered as they were written; when words, thoughts, and feelings pass directly from mind to mind.

Even at beginning levels, students should be made aware that foreign language study provides more than practical skills. It can be a way of understanding ourselves and others. It can be, as Jefferson put it, "a rich source of delight."

# Textbooks

It has been the object to obtain as wide a range of leading authors as possible, to present the best specimens of style," begins the *McGuffey's Fifth Eclectic Reader* used around the turn of this century. In books like McGuffey's, children encountered Longfellow, Hawthorne, Alcott, Dickens, and Shakespeare. They read stirring speeches, stories about heroes, and selections from the Bible. To be sure, the reading books of the late nineteenth and early twentieth century also contained stories and essays that have since, deservedly, faded into oblivion; but at least half the content of these readers was composed of enduring literature, education historian Diane Ravitch reported to the advisory group on history and literature.

Not so today. In the basal readers most widely used now, 10 percent or less of the content is classic children's literature. The emphasis in current readers is overwhelmingly on contemporary writing, generally by writers whose names are unknown outside the textbook industry. They produce a variety of materials, mostly aimed at developing skills, everything from how to recognize cause and effect to how to make grocery lists and use the telephone book.

Far from providing "the best specimens of style," modern readers usually offer prose that satisfies "readability formulas." These calculations, which dictate sentence length, word length, and the number of new words that can be introduced, can lay waste to even the best of stories. After a readability formula has been applied, for example, Aesop's fable about the tortoise and the hare becomes:

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**Far from providing "the best specimens of style," modern readers usually offer prose that satisfies "readability formulas."**

Rabbit said, "I can run. I can run fast. You can't run fast."  
Turtle said, "Look Rabbit. See the park. You and I will run. We'll run to the park."  
Rabbit said, "I want to stop. I'll stop here. I can run, but Turtle can't. I can get to the park fast."  
Turtle said, "I can't run fast. But I will not stop. Rabbit can't see me. I'll get to the park."

With vital connections and colorful words lost, what was once meaningful and compelling becomes pointless and dull.

If there were persuasive evidence that using readability formulas is the most effective way to teach children to read, one would be tempted to let well-written prose wait for another day. In fact, recent research suggests that chopping up sentences sometimes confuses young readers. Extreme restrictions on vocabulary can leave them—or anyone—mystified. One beginning-level book's version of "The Shoemaker and the Elves" illustrates why: Apparently for readability's sake, the story contains no references to elves, shoemakers, or even shoes.

Most elementary reading books contain little literature; most social studies texts in the early grades contain little history. Dominated by a concept called "expanding environments," they report on such matters as where cars come from and where letters go; and they do so in ways meant to develop "human-relations skills" (like "recognizing interdependence among people") or "life skills" (like "addressing an envelope"). These textbooks belabor what is obvious even to six-, seven-, and eight-year-olds: that people live in families, for example, or that children go to school.

It is hard to imagine that youngsters are spurred on to learning by these textbooks. What we give them to read seems particularly vacuous when compared to what grade-schoolers once studied. In the early decades of this century, they read myths, fables, stories from the distant past, and tales of heroes. They learned about Daedalus and King Arthur, George Washington and Joan of Arc, exercising their imaginations and beginning to develop a sense of life in other times.

Textbooks used to teach American history are also disappointing. The advisory group on history and literature looked at samples used in high schools. They were large (weighing about three pounds each), heavy with facts, but seldom were those facts made part of a compelling narrative, part of a drama with individuals at center stage. The human ambitions and aspirations that are both the motivating force of history and its fascination were largely absent. One textbook's account of the Constitutional Convention, for example, mentioned only James Madison's age and the fact that he took notes. A second recognized him as a "profound student of government," credited him with being "the Father of the Constitution," but provided no further explanation. A third set forth his contributions to the Convention in some detail, but beyond describing him as "the most astute politi-

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**Textbooks are tangible evidence of how little we are doing to make our children shareholders in their cultural heritage.**

cal thinker of his day" gave little sense of the character of this shy and driven man.

Missing also was a sense of the significance of the historical record. A reader was left with little notion of the ideas that inform our institutions, the arguments and debates that helped shape the kind of nation we are, the reasons behind the choices we have made or why those choices are important. As NEH Deputy Chairman John Agresto, observed, "At the end of each chapter, I could imagine any student saying, 'So what?'"

Good, even excellent textbooks do exist, but they are the exception rather than the rule. For the most part, textbooks used in U.S. schools are poor in content, and what content they do contain is not presented in a way to make anyone care to remember it. Thought by many to be the primary determinant of what is taught in U.S. classrooms, textbooks are tangible evidence of how little we are doing to make our children shareholders in their cultural heritage.

## How do textbooks come about?

PUBLISHERS ARE FREQUENTLY BLAMED FOR TEXTBOOKS. It should be noted, however, that when they decide to put out new books or new series, they first consider what various states and localities say they want. As textbook consultant Harriet Tyson-Bernstein explained to the advisory group, publishers look to state and district curriculum guides and adoption checklists for guidance. Curriculum guides, thick manuals full of lists and charts produced by education specialists, set forth what students are to know—skills for the most part, though in the case of history there will often be many pages of topics to be covered. Checklists detail what adoption committees look for, including whether or not textbooks fulfill the requirements of the curriculum guides.

Many checklists specify reading levels, thus bringing readability formulas into play. Checklists also provide a way for various interest groups to make their influence felt. Feminists, environmentalists, ethnic minorities, nutritionists—all have concerns, often important ones. But adding them to the checklist of textbook requirements frequently results in what critics call the "mentioning" problem. A native American will be mentioned or a suffragist pictured, but no full account given of his or her contributions. Name will be heaped upon name, cause upon cause, until the textbook becomes an overcrowded flea market of disconnected facts.

Many checklists have an entry about whether the textbook is likely to engage students; but as one item among many, it is of no more consequence than whether the textbook has a recent copyright date (the most common question on checklists) or whether it will withstand wear and tear. Even if adoption committees were to

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focus more on content and quality of writing, one has to wonder how textbook editors and writers could meet their expectations. They have dozens of curriculum guides and adoption checklists to try to satisfy as they work. Some are more important than others. More than twenty states adopt textbooks on a statewide basis; and when those states are large and the number of textbooks they approve for each subject is small—as in Texas and California—their demands receive extra attention. But since publishers want to sell books in as many places as possible, editors and writers must also try to keep the requirements of other states and localities in mind. “They are so tied up in knots accommodating this cross-referencing that they forget they are editing real material or writing about real events,” Tyson-Bernstein observed.

Fearful that controversy will keep them out of important markets, publishers have tried to avoid controversial subjects like religion. This strategy has come under attack in recent years as critics across the political spectrum have pointed out that history makes no sense unless the driving power of religious belief is taken into account. To describe the Crusades or the pilgrims or the Civil Rights movement without talking about religion is to distort the past, but wary textbook publishers have done it.

Literature has also felt the effect of publishers’ desire to avoid controversy. Author Ray Bradbury has recounted one publishing house’s attempt to remove religious references from “The Fog Horn,” a short story in which he described the illumination coming from a lighthouse as a “God-Light.” Those seeing the light from a sea creature’s perspective, Bradbury wrote in the story, would have felt they were in “the Presence.” Editors who wanted to include “The Fog Horn” in a high school anthology deleted both “God-Light” and “the Presence.” *Fahrenheit 451*, Bradbury’s novel about censorship and book burning, has also been censored. Unbeknownst to him, editors over the years deleted some seventy-five separate sections they judged might cause offense. Observed Bradbury in a 1979 afterword to *Fahrenheit 451*, “There is more than one way to burn a book.”

The committees who gather to make centralized textbook adoptions have a complicated task and insufficient time to complete it properly. Matching a single book against an elaborate curriculum guide might take months. Adoption committees seldom have months, at least not of full-time work; and they have many books to consider. And so committee members find themselves running down checklists and flipping through pages. Are women and blacks included? A picture of Susie King Taylor will satisfy—no matter that her contributions as a Civil War nurse are inadequately explained. Is this textbook up to date? A recent copyright will satisfy—no matter that the book has been changed only superficially since the last edition.

Even if textbook committees had time to do their assignments thoroughly, good textbooks would not likely be the result. Curric-

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**The “great textbook machine” grinds away, trying to satisfy almost every interest group imaginable—except our children.**

ulum guides that emphasize skills at the expense of content are not a proper matrix for producing textbooks that will teach either skills or content well. Nor can checklists that fail to set priorities produce textbooks in which essential matters receive proper attention. The “great textbook machine,” as Tyson-Bernstein and Arthur Woodward described it in a recent article, is not geared to produce textbooks that are rich in intellectual content and interesting to read. It functions to perpetuate an idea of education that concentrates on skills. It grinds away, trying to satisfy almost every interest group imaginable—except our children.

## What can be done?

ONE POSSIBILITY IS TO MOVE AWAY FROM CENTRALIZED ADOPTIONS. Let teachers and faculties decide what textbooks they will use and hope that when individuals and small groups choose, they will do so by asking a few important questions: Is this a book a child might love? Does it tell him or her about things that really matter?

But so long as there is centralized adoption anywhere, all textbooks will feel the effect. And it is hard to imagine adoption states, which gain power from the practice, all deciding simultaneously to give it up.

Another possible remedy is for that power to be used in a good cause. With the development of a new history curriculum, California is sending a powerful and simple message to textbook publishers: Give us books that engage students; give us books that put the facts of the past into compelling narratives and stimulating intellectual form; give us books that take religion into account and that make the problems and accomplishments of this country clear. Whether California's clout will be sufficient to get the machine to produce a largely unfamiliar product remains to be seen.

One step that should be taken is to assign textbooks a less important role. Let teachers enlighten their students with real books—real works by real authors in the same form in which they are read by the rest of us. Many teachers do this now, often paying for real books out of their own pockets since their schools' book budgets are consumed by textbooks.

Teachers who have tried it testify that students at all levels benefit when challenged by texts that are not only real, but great. High school teacher Richard Peters told the advisory group about using *The Federalist* to engage his students. A New York City teacher wrote in *American Educator* recently about her success in teaching *Great Expectations* to ninth graders in a New York City public school. An elementary teacher in South Carolina reported at an NEH institute that the *Aeneid* had held her students' interest better than any other material she had used.

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# Teachers

**M**iss Julia Mortimer, in Eudora Welty's novel *Losing Battles*, knew what teaching was about: "She didn't ever doubt but that all worth preserving is going to be preserved, and all we had to do was keep it going, right from where we are, one teacher on down to the next."

The idea of being transmitters of culture is difficult for today's humanities teachers to hold in mind. They are besieged by educational theorists, administrators, and bureaucrats, all determined that daily classroom activity take another direction. They are beset by curriculum guides that set forth behavioral objectives; by required textbooks that follow the curriculum guides; by teachers' guides to the textbooks that tell them what questions to ask, what answers to give, what skills to emphasize.

Good teachers tend to become subversives in such a system. Advisory group member Constance Matthews from Amherst-Pelham Regional School District in Massachusetts described how she, at another district earlier in her career, was presented with a class of eighth-grade boys, non-readers for the most part. Told not to veer from the prescribed—and deadly—curriculum and text, she joined in a conspiracy with the students, who were only too willing to conspire. To their enjoyment, as well as to their serious education, she led them through a year of "secret" readings in McGuffey's Readers.

In good schools, enlightened principals protect their teachers. "We just don't let her in the building," said the principal of a Colorado high school about the education specialist who occasionally attempts to bring "in-service" training to the school's teaching staff. All too often, though, good teachers—the ones

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**To find and bring into the classroom literature that is not in the textbooks takes time; to draw up plans for introducing students to original historical documents takes time; and time is the commodity teachers have least of.**

who know and love their subjects and want above all else to teach them—have to endure distractions they regard as meaningless.

To find and bring into the classroom literature that is not in the textbooks takes time; to draw up plans for introducing students to original historical documents takes time; and time is the commodity teachers have least of. Even those who ignore official curriculum guides when they teach often have to file lesson plans that pay homage to them. And there are meetings to attend; parents to see; report cards, library fines, permission slips, and bus passes to worry about; lunchrooms to supervise; dances to chaperone. “Each of these duties, I know, seems minor,” observed advisory group member Janice Baker, a teacher at the Baltimore School of the Arts; “but the result is an exasperating trivialization of one’s time and energy.”

How much easier, then, to use the textbook, to follow the teacher’s guide, to go with the curriculum chart that says students should practice “finding the main idea”—and never mind if the main idea is worth finding.

## How are teachers trained and sustained?

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**To a lament that students do not know what the Reformation was or when the Civil War occurred, these teachers reply, “But they know how to look them up.”**

SOME TEACHERS ARE GLAD TO FOLLOW THE GUIDES and textbooks since their college years have left them unprepared to do otherwise. They have come through teacher preparation programs in which they have taken courses of dubious intellectual quality. Sometimes the subject matter is trivial, at least to judge from course titles like “Lettering, Posters, and Displays in the School Program.” Usually the approach is at fault: Courses treat teaching and learning in abstraction, elevating process to dogma and elaborating it in scientific-sounding language. Those future teachers who assume there is significance here go forth armed with jargon and convinced that what matters is what students can *do* after a lesson rather than what they know. To a visiting government official’s lament that students do not know what the Reformation was or when the Civil War occurred, they reply, “But they know how to look them up.”

Most teachers I talked with, however, regarded most education courses as a waste of time, “cheap hoops,” as Baltimore teacher Janice Baker put it, through which one must jump in order to enter the classroom. To be sure, there is one education course that teachers almost always said was valuable: practice teaching. Occasionally teachers cited methods courses as worthwhile—if they were taught by someone with classroom experience and directed toward practical rather than theoretical ends.

An elementary school teacher, expected to teach everything from history to mathematics, will typically have spent 41 percent of his or her time as an undergraduate taking courses in education. Many states require fewer education courses for secondary teachers than for elementary teachers, but in others the require-

ment is the same. Of concern for all levels of teaching is that requirements for education courses have increased in recent years. Colleges and universities in 1983 required their teacher candidates to have, on the average, four more hours in education courses than they did a decade earlier. They also required five more hours of practice teaching.

Time spent taking education courses is time that cannot be spent studying in content areas. Thus a survey of seventeen major institutions in the South showed that future teachers had a weaker general education curriculum than most arts and science graduates. Prospective teachers who majored in a content area (as opposed to education) took fewer credits in the major than most arts and science graduates and fewer courses at the upper level.

Whether teachers have strong majors is only one consideration in judging how well they know what they teach, because they can also be certified in other subjects. State requirements differ drastically, but in some localities, a few courses in a subject are considered sufficient qualification. School districts can demand more, but too often they do not. And too often, factors other than preparation in subject area are given consideration in hiring. Of particular concern to the history profession is the value placed on coaching ability when history teachers are hired. In a 1979 survey, 58 percent of the school superintendents in Iowa reported that the need to fill coaching positions sometimes (and some superintendents said frequently) led to the hiring of history teachers less competent in the subject than other candidates. One of every five history teachers in Iowa, the survey reported, had majored in physical education.

Teacher preparation requirements can leave teachers knowing less than they should about the subjects they teach; and, once on the job, they have insufficient encouragement to become more knowledgeable. Recertification requirements direct teachers toward courses in education rather than in history, literature, and foreign languages. Heavy classloads and an extraordinary number of paraprofessional demands often make the rigors of content-area study seem impossible in any case. "If you take a course with meaning, you need time to think and time to read," Janice Baker told the history and literature advisory group. "In education you can take three two-day workshops for three credits. It's more like buying credits than earning them."

## What can be done?

COLLEGE AND UNIVERSITY PROGRAMS for preparing teachers usually give them too little time to study the subjects they will teach. These programs are also one factor discouraging bright people from entering the profession.

A number of colleges and universities have recently begun programs that try to solve this problem by improving the quality of

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education courses. A few also offer financial incentives to good students who intend to become teachers. At Trinity University in Texas, for example, scholarships and forgivable loans are used to recruit high-ability students into a five-year teacher training program. Students first get a liberal arts degree; then they enter a fifth-year “clinical” program that stresses the practical aspects of teaching.

Various localities and states—Houston, Los Angeles, Arizona, and New Jersey, for example—have also begun alternative certification programs. Designed for those who have already completed a bachelor’s degree, these programs allow a person to earn a teaching certificate without going through a traditional teacher education program. Alternative certification plans typically provide more experience in the classroom and fewer hours of education course work than do regular programs. A 1986 study reported that the alternative programs are producing competent and well-trained teachers with above average preparation in subject areas.

Positive as these results are, there was strong feeling in the advisory group on history and literature that finding ways to circumvent regular certification is a limited solution to the problem of attracting bright and knowledgeable teachers. The issue of certification must be faced head on, the group felt, if good teaching in the humanities, as well as other disciplines, is to thrive. As it is now, colleges of education and state education agencies are the strongest forces in determining who gets to teach in public schools. Horror stories growing out of this situation abound, and they almost always play on a single theme: that knowledgeable people with teaching skill cannot teach because they have not taken certain education courses—even when those courses are of no demonstrable use in making better teachers.

We should do more than find alternative ways to get bright and knowledgeable people into classrooms. We should be sure that regular paths to certification are fashioned with but a single interest in mind: securing good teachers. This cannot be accomplished until the process of certifying teachers becomes independent of the colleges that prepare them.

The Carnegie Forum on Education and the Economy has funded a project to create tests that will serve as the basis for certification from a national board. This effort holds promise as a way of separating teacher training from teacher certification. Recent suggestions that only those who have completed approved education programs be allowed to take the tests are of concern, however, since such a requirement would allow colleges of education to continue in their role of not only training teachers but also recommending them for credentialing.

The Holmes Group, a consortium of education deans and chief academic officers from major research universities, has rightly stressed the importance of strong undergraduate education in academic disciplines for future teachers. But that group’s empha-

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**The process of certifying teachers must become independent of the colleges that prepare them.**

sis on graduate study in education as the path to advancement in teaching is troubling. Surely the career path upward for teachers ought to lie at least as much in study of what is to be taught as in study of how to teach.

Securing and sustaining good teachers will require commitment from humanities faculties at colleges and universities. Future teachers must be of concern to them in a way they have not always been in the past. Observed Iowa teacher Richard Peters, "In college I was taught in very fine manner by my history teachers, but none of them felt that what I was going to do was important. They wanted to prepare me for graduate school, which was fine, but I wanted to be a high school teacher."

The ongoing intellectual lives of teachers must also be of concern to institutions of higher education. Faculty at many colleges and universities have taken part in programs that bring them together with teachers in classrooms, seminars, and institutes. Reports of these experiences are almost universally positive: Teachers profit from time spent studying the *Odyssey* or *Othello*; faculty members profit from time spent with intelligent, committed students who are also dedicated teachers.

Upon returning to their campuses, though, college and university faculty often find that time spent teaching teachers is not regarded by their peers as time spent seriously. When decisions are made about tenure or promotion, the person who has spent the summer doing research has the edge.

Surely this should change, if only as a matter of self-interest. If the humanities are not taught well in our schools, students will continue to arrive on campuses without knowledge and appreciation of them; and if they have not begun to see the value of the humanities by the time they enter college, they may well be uninterested in further study. The sharp decline in humanities enrollments and majors on the nation's campuses over the last twenty years should demonstrate that humanities faculties in colleges and universities have a stake in helping to improve humanities teaching in our schools.

Teachers must be relieved of too-heavy classloads and of the many non-teaching duties that clutter their days. They need "time to get ideas from each other, to learn what works and what doesn't," said Brooklyn elementary school principal Jo Bruno, an advisory group member. "We have to find creative ways to give people time to think and teach well," observed Maine high school teacher John Drisko, also a member of the advisory group.

Giving teachers more time need not mean spending more on education since what is already being spent is so clearly in need of reallocation. Between 1960 and 1984, while the number of teachers grew by 57 percent and the number of principals and supervisors by 79 percent, the number of other staffers, from curriculum specialists to supervisors of instruction, was up by almost 500 percent. Resources are increasingly being drawn into

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salaries for people who are not in the classroom but who attempt to direct the activity going on there. Specialists in education for the most part, they inevitably steer in the direction of process rather than content, toward skills rather than substance. How much better to spend this money giving teachers time and resources so they can work out teaching methods and gain greater command of the subjects they teach. How much better to put teachers, rather than outsiders, in charge of the classroom.

There has been debate in recent years about whether teacher shortages lie ahead. In states where foreign language instruction has drastically expanded, there are already shortages that will undoubtedly become worse unless specific steps are taken to recruit and train a sufficient number of teachers. But for the humanities generally, the challenge is not quantity, but quality.

In the last advisory session on history and literature, Baltimore teacher Janice Baker told the group: "If you love some area of knowledge, and you'd love to bring other people around to thinking about what you love, then teaching is a great job." Our task is to find the men and women Baker described—and then to make sure that they flourish.

## Recommendations

**I**n *Life on the Mississippi*, Mr. Bixby advises young Sam Clemens, “My boy, you’ve got to know the *shape* of the river perfectly. It’s all there is to steer by on a very dark night. Everything else is blotted out and gone.”

During the months of researching and writing this report, I thought often of the river captain’s words. The idea I encountered repeatedly—that the purpose of education is to teach students how to think rather than imparting knowledge to them—is the equivalent of teaching them how to steer the steamboat without giving them any notion of the river. There are times when human beings can consult maps to figure out where they are going; but for the surest navigation, the shape must be in the mind.

Thomas Jefferson consulted no books when he wrote the Declaration of Independence. He did not need to; Locke was as familiar to him as Monticello. The Framers of the Constitution referred effortlessly to history as they debated. They knew the shape of the past, knew the shoals and sandbars on which other civilizations had run aground and determined to avoid them.

But one need not think of such august figures to understand the importance of knowledge internalized. We need only think of ourselves, of the thousand decisions life forces upon us. Shall I do this or shall I do that? How is it important for me to spend my time? What is it good to do? What is it noble to do? We cannot look the answers up. Life presses us on, and we have to decide according to what we know.

We would wish for our children that their decisions be informed not by 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.

It is in this spirit, then, that the following recommendations are made:

### **I. More time should be devoted to the study of history, literature, and foreign languages.**

—Much that is in school curricula now under the guise of “social studies” should be discarded and replaced with systematic study of history. What goes under the name of “social studies” in the early grades should be replaced with activities that involve imaginative thought and introduce children to great figures of the past.

—Both history and enduring works of literature should be a part of every school year and a part of every student's academic life.

—Foreign language study should start in grade school and continue through high school. From the beginning, it should teach students the history, literature, and thought of other nations.

### **II. Textbooks should be made more substantive.**

—Reading textbooks should contain more recognizably good literature and less formulaic writing.

—History textbooks should present the events of the past so that their significance is clear. This means providing more sophisticated information than dates, names, and places. Textbooks should inform students about ideas and their consequences; about the effect of human personality; about what it is possible for men and women to accomplish.

—In literature, history, and foreign language classes, original works and original documents should be central to classroom instruction.

### **III. Teachers should be given opportunities to become more knowledgeable about the subjects that they teach.**

—In their college years, future teachers should be freed from excessive study of pedagogy so that they can take more courses in subject areas like history, literature, French, and Spanish.

—Teacher preparation and teacher certification must be independent activities. This will help ensure that education courses

taken by prospective teachers are of value to effective teaching.

- Higher education liberal arts faculties must recognize their responsibility for the humanities education of future teachers. Further, these faculties must play a greater role in the continuing education of teachers.
- School districts should invest less in curriculum supervisors, instructional overseers, and other mid-level administrators and more in paraprofessionals and aides who can relieve teachers of time-consuming custodial and secretarial duties. This will help accomplish two important goals: It will give teachers time to study and think; and it will put them, rather than outside education specialists, in charge of what goes on in the classroom.

Because American education is—and should be—a local responsibility, implementation of these recommendations will fall largely to policy makers in the states, educators in the schools, and scholars in colleges and universities. Implementation will fall above all to local school boards, parents, and other concerned citizens.

But I do not mean merely to set an agenda for others. There are efforts that the National Endowment for the Humanities can and will undertake. Indeed, there are many we have already begun, such as seminars and institutes that provide teachers the opportunity to study important texts.

We all have a stake in seeing to it that the humanities are properly taught and thoroughly learned in our schools. We all have a stake in making sure our children know the shape of the river they are traveling.

Carrying that shape in memory will not guarantee wisdom or safety for them or any generation. But there are few surer guides through dark nights—or sunny days as well.

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