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THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

March 2, 1989

REMARKS BY THE PRESIDENT
AT RECEPTION FOR
NATIONAL ENDOWMENT FOR THE HUMANITIES
TEACHERS-SCHOLAR PROGRAM

The East Room

3:10 P.M. EST

THE PRESIDENT: Thank you all. Please be seated. Almost everybody here is a teacher. I was coming through the line and who was it from Tennessee spoke to me? Right there. (Laughter.) And she -- we started comparing notes and she says, well, I'm a country music fan. And I said, so am I. Guess who's staying with us in the White House. And I said, Crystal Gayle. And she said, I don't believe it. So I'm going to ask Crystal to stand up and if any of the rest of you -- (applause.)

So that is the last of our formal introductions. And I just wanted to say that I'm flattered to be in the company of the most accomplished members of a most important profession. And I know Barbara is, too. And without you, our links to the past and our vision for the future -- all that we are, all that we've accomplished, all that we would be -- would lay dormant in the minds of our kids. And I thank you for your dedication.

As you know, I've just come back from a long trip with Barbara to the Far East -- Japan and China and Korea. And let me tell you -- as fascinating as it is to travel, it's nice to be back in the states. And I think you'll like Baltimore -- it's wonderful here. (Laughter.)

I'm a little jetlagged still. We're recovering. But it was a vital trip and it has laid the future for our future relations with our friends and our allies. In Japan, as all of you know, I saw a nation that has risen in 40 years from a post-war destruction to becoming a leading economic power. And I think it was right that the President of the United States pay our respects to the present and to the future by going there to the funeral of the late Emperor.

In the Republic of Korea, I saw an industrial power just beginning to explore the measure of its future greatness. It's exciting what's happening there. And in China, where Barbara and I lived for -- 14 years ago for a years and a half or so -- just let me say that there have been spectacular changes in China since I represented our country there in Beijing -- amazing.

subjects that you'll be studying next fall, I had two feelings. One, respect and the other, delight that I'd already graduated. (Laughter.) Shakespeare, Chinese Literature, Hispanic Literature, the Harlem Renaissance, American Indian Culture. And I realize that together you encompass the diversity of America. And that diversity gives our nation and our educational system a vibrance of spirit -- that kid's making me feel at home. (Laughter.) You should have seen us -- you should have seen it when we had our 10 grandchildren playing around this place the day we came in here.

But anyway, that vibrance has produced men and women with inquisitive minds, dogged determination and big dreams. And I'm sure you recall that I made a pledge during the campaign to become the education President -- to try hard in this field. And I'm pleased to see Larry Cavazos here, our distinguished Secretary of Education, who -- from whom I expect to learn a lot, but certainly who shares our commitment to educational excellence. And it's a pledge that I made that 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's why I am bound and determined to use this office as a bully pulpit for progress in our schools. I'll 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. In the one-room school house and 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 educational system from scratch. But they did it with blood, sweat, tears, and always 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 11 short years away, we're faced with a new challenge. To revitalize and restore the system our forebears bequeathed to us. To ensure that American education is second to none. And I've 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've also asked for an annual fund of \$100 million in new appropriations to help create magnet schools to broaden the educational choice of parents and students, and yet another one of our proposals is to allot a special \$60 million fund over four years to develop endowments of historically black colleges and universities through a matching grant program.

And during the coming weeks, I'll 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

With this in mind, I've 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 that this Teacher's Award Program keeps all levels of our educational system focused on the need to show good teachers that we appreciate their dedication. I realize in something as large as our own national school system across this country that this may not seem tremendous. But I do think it's a good beginning to recognize and pay our respects in this manner to excellence.

Of course -- and you know this and I certainly know it -- public funds are tight at all levels of government. And 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. And this is precisely what the NEH-Reader's Digest Teacher Scholar Program accomplishes -- and I salute those people with vision who have created and are implementing this program.

I'm very grateful to our friend, Lynne Cheney, who's here, of NEH, and for all they've done, and I want to thank George Gruen to ask him to convey my gratitude and admirations to those who had the foresight to contribute to this effort. In making this grant, you've planted the seeds of literacy and the learning curve as well that will benefit our country for generations to come. And if it's of any collateral interest, you've sure made the First Lady, Barbara Bush, very, very happy, because she is specializing in trying to help everybody in this room in raising our awareness as to how it would be very good if we could become a literate nation, battling against the functional illiteracy that is too widespread today. But together, these two organizations have rewarded you with the most precious gift that can be bestowed on the teachers -- time. Time away from the report cards, library fines, hall passes; time to learn, to master a subject; time to write, hopefully publish; time to meditate, and just plain time to think. And so many will benefit.

What you'll learn and accomplish and pass on to our children will ripple across the years like a stone across a still pond. And 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's a larger point. I believe we can trace the origin of the American dream to a very ordinary place -- it can be found between the hours of 8:00 a.m. and 3:00 p.m. in every classroom, in every city, and in every town in America.

And so for all that you do, you have my highest respect, my gratitude, and in this instance, my sincerest congratulations. Thank you all for coming to the White House. God bless you all. Thank you. (Applause.)

TO
Chair for K&K

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We are going to launch a crusade for excellence in American public education. A crusade driven by local energy and initiative. Drawing on people from both the public and private sectors. And determined to build a culture of high expectations in our schools.

At the Federal level, we are building a program that will be driven by four principles:

First, we will reward excellence and success, by rewarding superior teachers, and recognizing Presidential Merit Schools that make substantial progress. We will establish benchmarks for achievement -- and both commend and ~~compensate~~^{reward} the teachers and schools that succeed.

It is incumbent upon us to restore the honor -- the nobility -- of teaching in this country. It won't escape the eyes of the young, if we can show them how much we value learning, in the way we value teachers.

Second, our program will put resources where they count. We will target Federal dollars to help those most in need -- to places where support can make a real difference.

on change

K L Moore

— D. H. B. D.

MASTER I

Document No. 011737

WHITE HOUSE STAFFING MEMORANDUM

DATE: 2/28/89 ACTION/CONCURRENCE/COMMENT DUE BY: 3:00 TODAY

SUBJECT: PRESIDENTIAL REMARKS: NEH/TEACHERS

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	STUDDERT	<input type="checkbox"/>	<input type="checkbox"/>
BATES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
BREEDEN	<input type="checkbox"/>	<input type="checkbox"/>	WINSTON	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PINKERTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	FIRESTONE	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Rogers	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please provide your comments/recommendations directly to Chirss Winston's office with an info copy to my office by 3:00 TODAY Tuesday, February 28. Thank you.

RESPONSE:

for [unclear]

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

1989 FEB 28 11 13 AM

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.

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,' 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.

-MORE-

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 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 the DeWitt Wallace trust 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. You have shown a public spiritedness and dedication that is a model for the private sector.

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

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

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

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

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

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

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

Thank you.

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FINAL

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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

THANK YOU.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Thank you.

#

(Davis/Dooley)
March 1, 1989
12:00 a.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 . . .

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 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 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

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

Thank you.

#

CAST
RECONCILIATION

1

B

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

NEH/Teachers

CAST ROOM
3/2/89

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 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 Beijing.

2 SENTENCES

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, 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 Americans understood the value of 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 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.

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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} ~~their help~~ in strengthening American education.

Today, I want to single out one other aspect of my educational program -- rewarding the brightest and most motivated teachers. **INSERT A?** But 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.

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I also want George Grune to convey my gratitude and admiration to the those who had the foresight to ^{CONTRIBUTE TO} ~~make this~~ ^{THIS EFFORT} contribution.

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

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

Thank you.

3- CARDS

4x6 SINGLE SPACE

3 TO 4 BULLETS

D space between bullets

S space between lines -

In each one of these countries,

Education ^{has been} is an important ingredient ^{for economic success,} ~~in each country's~~ formula for 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 ~~in~~ ^{one} the next year -- 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.

next fall

PROGRAM
BEGINS IN
SEPT.)


During the campaign, I am sure you recall I made a pledge to become the Education President. ~~Working with you and thousands like you in classrooms from Connecticut to California, its a~~ ^{AND IT'S A PLEDGE I INTEND} ~~pledge I intend to keep.~~ ^{TO KEEP BY WORKING WITH YOU AND THOUSANDS LIKE YOU IN} ~~CLASSROOMS FROM CONNECTICUT TO CALIFORNIA,~~ ^{OR}

THE WHITE HOUSE

WASHINGTON

February 28, 1989

Memorandum to Chriss Winston


From: Jim Pinkerton 

Re: Comments on the NEH, Westinghouse, and Thornburgh drafts


Welcome back!


I have a few specific comments, which reflect the input of Roger Porter and Bill Roper. I also have a general comment, which is this: these speeches are well-written and flow well enough, but they tend to lack a specific hook. I realize that Tower could well be all the news the President will make this week, no matter what else he says, but it seems to Roger, Bill, and myself that we ought to strive to have one clearcut line or graf that punches through and makes reporters take notice. I know we won't necessarily achieve that goal in every speech, and that some speeches provide more obvious opportunities than others. Nevertheless, these comments represent our best effort at helping you in this effort.

NEH

 Page 1, para 4 Please change "Peking" to "Beijing."

P3,p1 This is a confusing graf, that doesn't really advance the speech, and which hints at a degree of self-doubt that the President does not suffer from. I think the best course is to simply delete it.

 P3,p2 The emerging "rap" on the Administration is that our budget proposal offers little more for education than "the bully pulpit." Therefore I'd add a second clause to the third sentence, e.g. "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." That's not the most felicitous phrase, but I do think we should avoid setting ourselves up as being, as it were, all hat and no cattle.

 P3,p3 While it is quite proper to praise our ancestors for building a "national public education system from scratch," we should not leave it there, neglecting private education. I suspect that many of the NEH scholars come from private schools.

P4, bottom of page Having restated some of our key proposals from the 2/9 speech, I think we need to bring out our real point, which would be something like this: "During the coming weeks, I

2-2-2

will transmit comprehensive legislation to the Congress detailing our proposals and asking for their help in strengthening American education."

✓ P5,p1, last two lines I don't think this last sentence captures the President's idealism and sense of service at all. I would completely rewrite to something like this. "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." Something like that. Then, having listed all the satisfactions they gain from teaching, I would mention society's effort to honor teachers. Then, and only then would I slip in a reference to money as an additional incentive. Again, the logic is the reverse of what the draft reads at present.

insert
A

✓ P6,p1, line 3 I don't think this accurately captures the thrust of Lynn Cheney's book. The real point of the book was to alert Americans to the underachievement problem. The prescription about "administrative impediments" is one of many cited. I would delete.

P7,p3+4 In the name of being extra-careful, are we sure that we're safe in citing this particular project. I take it from the text that this is a proposal, as opposed to a finished project. Even so, do we know anything about Barbara Whittaker and what she is likely to say when reporters swarm around her after the President's remarks? At an absolute minimum, we recommend that we downgrade the reference to just the title of the project, as opposed to the project itself. That gives us some cover, in case the project turns out to be something unseemly. However, we think we are on safer ground if we look into this matter more deeply or just delete it completely.

Westinghouse

P1,p1, line 4 I know the Jefferson reference is intended to be humorous, but I think it will come across as snotty.

P3,p3, line 6 It's a "Research and Experimentation tax credit.

Thornburgh

✓ P1,p1 Given where we are in terms of Senate confirmation, I'd say, in the third line "...and the man I hope Congress will soon confirm..."

✓ P3p1, line 1 Let's personalize it more. "Dick will tell these three governments that I am committed to a tough zero tolerance

3-3-3

policy and that the American people join with me..." I think that we should seize every opportunity to emphasize the President's personal involvement in this effort.

Thanks for taking the time to wade through all these kibitzes!

#

cc: Roger Porter
Bill Roper

(Davis/Dooley)
PRESIDENT BUSH/3/2/89
DRAFT/2/28/89/10 a.m.

Staffed for
3:00pm today
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.~~

with our friends and allies,

Still, it was an ^{important} ~~important~~ trip that ~~will set the basis~~ ^{has laid the foundation} for future relations. In Japan, I saw a nation that has risen in 40 years from ^{post-war destruction} ~~utter destitution~~ to become the ^{a leading} ~~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 ^{Beijing} ~~Peking~~.

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

miss Inge

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 crucial role to play in ensuring the intellectual, economic opportunities and the basic freedoms of our next generation.
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 ^{as ours} ~~men and women of talent and dedication to 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.~~

I realized 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 projects ^{you will} ~~be studying in the next year, -- I~~ proposals, which includes works on Shakespeare, Chinese literature, the Harlem Renaissance, and American Indian culture. --~~

That diversity gives our nation, and our educational system, a tolerance of spirit that has produced (over)

During the campaign, I am sure you recall I made a pledge to become the Education President. ^{Working with you and thousands} ~~"Sounds great," some asked, "but like you in classrooms from Connecticut to California, it's what does that mean?" Let me tell you. a pledge I intend to keep.~~

men and women with negative minds,
closed determination and big dreams.

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~~ ^{every 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, ^{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 ^{the value of} ~~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 ^(not an easy one) was 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-

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~~ ^{ensure} an
American education second to none.

a number I have made ~~many~~ ^{work towards this goal} proposals to do this. Among them are:

These MERIT SCHOOLS: I have requested \$250 million to ~~advance~~ ^{reward}
merit schools for gifted children, especially among the ~~disadvantaged.~~ ^{whose students show measurable progress}
in educational achievement at the same time maintaining a safe 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
~~enrich~~ ^{broaden} 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 ~~to~~ ^{MORE-} to the Congress detailing
our proposals and asking for their help in
strengthening American education.

Today, I want to single out one ^{other} aspect of my educational program -- rewarding the brightest and most motivated teachers. ^{insert A}

But I consider one proposal to be critically important -- the President's Award for Excellence in Education. ^{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 eloquent form of praise, there is.) (financial reward)}

With this in mind, I proposed ^{\$7.6} \$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.

I want to single out Chairman Lynne Cheney for organizing this project. This is ^{only} ~~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, ^{you have} ~~the DeWitt Wallace trust is~~ planting ^{ed the} a ~~seeds for the future growth of literacy,~~ ^(and learning) ~~and the future of our~~ ^{that will benefit} country ^{for generations to come,}

Together, these two organizations have rewarded you with the most ^{precious} 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, however, is ^{and pass on to our children} not for you alone. ~~It is a trust for you to share with generations to come.~~

It will ripple through the years like a stone tossed on 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."

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

Thank you.

#

THE WHITE HOUSE

WASHINGTON

February 28, 1989

The Reception and Address to the NEH - Reader's Digest
Award Winners by President George Bush

March 2, 1989

The White House
East Room

Sequence of events:

- 2:00pm. Charles Bacarisse and Joe Watkins are at the East Gate to assist in the arrival of the guests.
- 2:15pm. Sarah DeCamp and Sichan Siv meet the guests in the State Dining Room.
- 2:45pm. Sarah DeCamp gathers the 53 award winners, Chairman Cheney, and Mr. Grune inside the Blue Room, where Cathy Fenton of the Social Office briefs the group.
- 2:55pm. Secretary Cavazos is met by Joe Watkins in the West Wing Basement and escorted to the East Room for the event.
- 3:00pm. The President arrives in the Blue Room and proceeds to greet the 53 award winners, Chairman Lynn Cheney, and Mr. George Grune
- 3:05pm. The President proceeds to the East Room for remarks to the NEH - Reader's Digest group.
- 3:20pm. The President concludes remarks and departs the East Room.

At the conclusion of the program, Charles Bacarisse will escort Secretary Cavazos back to the West Wing.

Sarah DeCamp and Joe Watkins will assist Media Relations in rounding up the various award winners for interviews out on the North Lawn.

Chris W...

THE WHITE HOUSE
WASHINGTON

CABINET AFFAIRS STAFFING MEMORANDUM

Date: 2/28 Number: _____ Due By: 3:00 pm Today
Subject: PRESIDENTIAL REMARKS / NEH TEACHERS

	Action	FYI		Action	FYI
ALL CABINET MEMBERS	<input type="checkbox"/>	<input type="checkbox"/>	CEA	<input type="checkbox"/>	<input type="checkbox"/>
Vice President	<input type="checkbox"/>	<input type="checkbox"/>	CEQ	<input type="checkbox"/>	<input type="checkbox"/>
State	<input type="checkbox"/>	<input type="checkbox"/>	OSTP	<input type="checkbox"/>	<input type="checkbox"/>
Treasury	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
Defense	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
Justice	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
Interior	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
Agriculture	<input type="checkbox"/>	<input type="checkbox"/>	Scowcroft	<input type="checkbox"/>	<input type="checkbox"/>
Commerce	<input type="checkbox"/>	<input type="checkbox"/>	Porter	<input type="checkbox"/>	<input type="checkbox"/>
Labor	<input type="checkbox"/>	<input type="checkbox"/>	Breeden	<input type="checkbox"/>	<input type="checkbox"/>
HHS	<input type="checkbox"/>	<input type="checkbox"/>	Cicconi (For WH Staffing)	<input type="checkbox"/>	<input type="checkbox"/>
HUD	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
Transportation	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
Energy	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
Veterans	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
OMB	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
USTR	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
Chief of Staff	<input type="checkbox"/>	<input type="checkbox"/>	Executive Secretary for:		
UN	<input type="checkbox"/>	<input type="checkbox"/>	DPC	<input type="checkbox"/>	<input type="checkbox"/>
CIA	<input type="checkbox"/>	<input type="checkbox"/>	EPC	<input type="checkbox"/>	<input type="checkbox"/>
National Drug Policy	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
EPA	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
GSA	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
NASA	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
OPM	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
SBA	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

no comments

REMARKS:

RETURN TO:

David Q. Bates
Cabinet Secretary
456-2174
(1st Floor, West Wing)

Associate Director
Office of Cabinet Affairs
456-2800
(Room 235, OE0B)

WHITE HOUSE STAFFING MEMORANDUM

DATE: 2/28/89 ACTION/CONCURRENCE/COMMENT DUE BY: 3:00 TODAY

SUBJECT: PRESIDENTIAL REMARKS: NEH/TEACHERS

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	STUDDERT	<input type="checkbox"/>	<input type="checkbox"/>
BATES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
BREEDEN	<input type="checkbox"/>	<input type="checkbox"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PINKERTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	FIRESTONE	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>Rogers</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please provide your comments/recommendations directly to Chirss Winston's office with an info copy to my office by 3:00 TODAY Tuesday, February 28. Thank you.

no comments

RESPONSE:

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

1989 FEB 28 11:10 AM

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.

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,' 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.

-MORE-

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 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.

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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 the DeWitt Wallace trust have accomplished.

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

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

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

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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.

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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, and sincerest congratulations.

Thank you.

Gray-Counsel Office

ID # 011737 CU

WHITE HOUSE
CORRESPONDENCE TRACKING WORKSHEET

O - OUTGOING

H - INTERNAL

I - INCOMING

Date Correspondence Received (YY/MM/DD) 1/1

Name of Correspondent: James Cicconi

MI Mail Report

User Codes: (A) (B) (C)

Subject: Presidential Remarks: NEH/Teachers

ROUTE TO:

ACTION

DISPOSITION

Office/Agency (Staff Name)	Action Code	Tracking Date YY/MM/DD	Type of Response	Code	Completion Date YY/MM/DD
Cy ofc	ORIGINATOR	89.02.28			1/1
Cy at 03	Referral Note:	89.02.28			89.02.29
	Referral Note:	1/1			1/1
	Referral Note:	1/1			1/1
	Referral Note:	1/1			1/1

ACTION CODES:

- A - Appropriate Action
- C - Comment/Recommendation
- D - Draft Response
- F - Furnish Fact Sheet to be used as Enclosure

- I - Info Copy Only/No Action Necessary
- R - Direct Reply w/Copy
- S - For Signature
- X - Interim Reply

DISPOSITION CODES:

- A - Answered
- B - Non-Special Referral
- C - Completed
- S - Suspended

FOR OUTGOING CORRESPONDENCE:

- Type of Response = Initials of Signer
- Code = "A"
- Completion Date = Date of Outgoing

Comments: Direct reply to Chriss Winston by 3:00 Tuesday. Copy to Cicconi's Office. Due to time constraint, marked/draft w/comments given to Winston/Cicconi

Keep this worksheet attached to the original incoming letter.
Send all routing updates to Central Reference (Room 75, OEOB).
Always return completed correspondence record to Central Files.
Refer questions about the correspondence tracking system to Central Reference, ext. 2590.

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must delete too much of a commercial endorsement

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

Cansel - problem on p. 6

Page 1

1989 FEB 20 11:13:30

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.

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-MORE-

WHITE HOUSE STAFFING MEMORANDUM

DATE: 2/28/89 ACTION/CONCURRENCE/COMMENT DUE BY: 3:00 TODAY

SUBJECT: PRESIDENTIAL REMARKS: NEH/TEACHERS

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	STUDDERT	<input type="checkbox"/>	<input type="checkbox"/>
BATES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
BREEDEN	<input type="checkbox"/>	<input type="checkbox"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PINKERTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	FIRESTONE	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>Rogers</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please provide your comments/recommendations directly to Chirss Winston's office with an info copy to my office by 3:00 TODAY Tuesday, February 28. Thank you.

RESPONSE:

See Comments

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

1989 FEB 20 11:19:00

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.

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-MORE-

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

*Holen
✓ 5/178*

MERIT SCHOOLS: I have requested \$250 million to ^{Reward} advance ~~those students whose~~ ^{Schools whose} students ^{show} measurable progress in educational achievement & which maintain safe + drug free learning environments. ~~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-

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With this in mind, I proposed ^{\$7.6} \$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-

Holew
5/78

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

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

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

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

Thank you.

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WHITE HOUSE STAFFING MEMORANDUM

DATE: 2/28/89 ACTION/CONCURRENCE/COMMENT DUE BY: 3:00 TODAY

SUBJECT: PRESIDENTIAL REMARKS: NEH/TEACHERS

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	STUDDERT	<input type="checkbox"/>	<input type="checkbox"/>
BATES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMEYER	<input type="checkbox"/>	<input type="checkbox"/>
BREEDEN	<input type="checkbox"/>	<input type="checkbox"/>	<u>WINSTON</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>PINKERTON</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>FIRESTONE</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>Rogers</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
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HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:
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RESPONSE: *OK*
GRW

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

1989 FEB 28 11:10 AM

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.

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NEH/Teachers

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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.

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,' 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.

-MORE-

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 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 the DeWitt Wallace trust 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. You have shown a public spiritedness and dedication that is a model for the private sector.

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

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

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

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

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

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

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

Thank you.

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