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Subseries: Chron File, 1989-1993

OA/ID Number: 13487
Folder ID Number: 13487-001

Folder Title:
Family Circle Article, Education, 5/15/89

Stack:	Row:	Section:	Shelf:	Position:
G	26	15	7	3

THE WHITE HOUSE

WASHINGTON

THE PRESIDENT HAS SEEN

5/18/89

REC MAY 18 11 48 40

May 15, 1989

INFORMATION

MEMORANDUM FOR THE PRESIDENT

THROUGH:

DAVID DEMAREST *DD*

FROM:

MARY KATE GRANT *MKG*

SUBJECT:

Family Circle Magazine article

*Patty
I did not read.
Please edit it
yourself
GB
5-18*

I. SUMMARY

Attached for your review is a proposed article for the back-to-school issue of Family Circle Magazine, to be published in September, 1989. It will serve as an introduction to their special report on education.

II. DISCUSSION

Family Circle is read by 24 million American women every three weeks. The back-to-school issue will focus broadly on ways in which parents and teachers can work together to improve our school system and motivate children to excellence. They have requested a short introductory piece on your proposals for improving American education, especially in math and science programs.

((Grant))
May 11, 1989
5 P.M.
A:circle

INTRODUCTION TO FAMILY CIRCLE MAGAZINE
BY THE PRESIDENT
BACK-TO-SCHOOL ISSUE ON EDUCATION/MATH & SCIENCE
SEPTEMBER, 1989

To the readers of Family Circle:

This month marks the beginning of the school year -- the first during this Presidency. Like parents seeing their children off on opening day, I look forward to the coming year with a sense of hope and dedication. I am committed to beginning a new era of improvement and reform in American education. I want all of America's children to grow up smarter, stronger and able to contribute to a kinder, gentler, better America in the 1990s.

Every child's education directly influences the success or failure of America in the decades to come. Each child's excellence in school will bring the competitiveness and well-being of the nation into the next century. Excellence in American business, technology and science begins in each one of our classrooms.

As a nation, we have no natural resource more precious than our intellectual resources. For America to maintain its leadership in the world, and its commercial, technological and scientific excellence, of course we must invest in better

schools, books, and equipment. But, more importantly, we must invest in the future -- our children.

By one estimate, it takes 10,000 high school students expressing an interest in a science or engineering major to assure us of 20 men and women who will go on to receive doctorates. Right now, American universities confer only about 77,000 engineering degrees at the undergraduate level. That's about the same number that Japan produces with a total population only half the size of ours. That's not enough.

In working to improve educational excellence, I ^{am} ~~was~~ guided by four principles: recognizing excellence; targeting those most in need; giving parents greater choice in deciding what schools their children will attend; and increasing accountability. This Administration believes that the nation must invest in its young people, giving them the knowledge, skills and values to compete successfully in the marketplace -- and to build a better America.

We've got to work together to promote interest in math and science programs for our students. I have proposed a National Science Scholars Program that would provide 570 new college scholarships each year. These would be for up to \$10,000 a year for four years, and would draw a young scientist from every Congressional District in the nation.

Among the educational proposals we've put forth, the Administration's budget proposals also target \$100 million in new funding for Magnet Schools of Excellence; \$250 million in funding for Presidential Merit Schools; \$25 million in new grants for the development of alternative certification programs to allow more talented people to teach; and funding for cash awards of \$5000 each to be given in every state for teachers who win the President's Awards for Excellence in Education.

But this effort doesn't begin and end in Washington, D.C. The momentum for education reform must be carried forth at the state and local level across the country. The hard work and courage of teachers, parents and students who care about the future and their determination to stand up and pitch in will determine the future of American education.

I look to programs that have accomplished so much already -- the State of Missouri's "Parents as Teachers" program; for example -- as models for others across the nation.

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Every child's education will directly influence the success or failure of our country in the decades to come. Excellence in American business, technology, and science in the next century will depend on our standard of excellence in the classrooms of today. Better schools, equipment, and books for our children are a sound investment in the future of our nation and help promote America's leadership role in the world of tomorrow.

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In working towards educational excellence, I am guided by four principles: giving parents greater choice in deciding which schools their children will attend, providing educational assistance to those in need, increasing accountability, and recognizing excellence.

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America's education system should offer young people the knowledge and skills they need to provide comfortably for themselves and their families and to compete successfully in the marketplace at home and abroad. But the school system should also, by design and implementation, help parents reinforce values that go beyond facts, figures, and vocational skills to the real business of living. We must teach our children the difference between right and wrong, honesty and dishonesty, liberty and license. And we must teach our children to say no to drugs.

I'm reminded of my favorite high school teacher, Dr. A.B. Darling. He was tough and demanding, but exceedingly fair. He knew American history and made it come alive. More than just textbook dates and happenings, he taught us how to learn from history's characters and consequences. His manner of teaching was itself a lesson in personal responsibility, communication, and relationships. Sloppiness did not amuse him and yet, if you were really trying and still couldn't get it, he would take the time to explain one-on-one until you understood. From his

example we learned about giving one hundred percent, about fairness, and caring for others. We didn't get grades on those things, but they stuck.

When this 1989-90 school year is over, I hope students, parents, and teachers alike can look back with me and see that together we are moving in the right direction -- towards a system in which educational excellence is rewarded and in which students learn both the skills and the values they need in later life. Working together, we can achieve excellence in American education.

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5/18/89

1989 MAY 18 PM 4:40

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MK
Go For it
W

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← put original language back in from Pedit

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A deleted PP

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Reorganized (PP)
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(JG)
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(JG - first sentence from Man of Integrity)

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WHITE HOUSE STAFFING MEMORANDUM

5/25 returned

DATE: 5/17/89 ACTION/CONCURRENCE/COMMENT DUE BY: ----

SUBJECT: PRESIDENTIAL ARTICLE FOR FAMILY CIRCLE

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

REMARKS:

The attached has been forwarded to the President.

RESPONSE:

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

THE WHITE HOUSE

WASHINGTON

1989 MAY 19 21 40

May 15, 1989

INFORMATION

MEMORANDUM FOR THE PRESIDENT

THROUGH: DAVID DEMAREST *DD*

FROM: MARY KATE GRANT *MKG*

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May 15, 1989

MEMORANDUM TO CHRISS WINSTON

FROM: JIM PINKERTON

SUBJECT: Family Circle draft

Pg. 1, para. 1, lines 1-3 This introductory paragraph repeats the word "school" in its first and final clauses, which sounds awkward. We also think that "hustling" is an unpresidential word.

We suggest that a good way of introducing the thought of the following graf would be to note that September is the first beginning of a school year during the President's Administration:

"This month marks the beginning of the school year -- the first during this Presidency. Like parents seeing their children off on opening day, I look forward to the coming year with a sense of hope and dedication. I am dedicated to beginning a new era of improvement and reform in American education. I want all of America's children to grow up smarter, stronger and able to contribute to a kinder, gentler, better America in the 1990's."

1,2,1 In light of the previous suggested changes, this paragraph would read: "Every child's education [note: not "individual education," which is redundant] directly influences the success or failure of America in the decades to come."

1,3,4 Rather than "...we must invest in more machines and laboratories," which has a kind of 19th century, industrial tone anachronistic to the post-industrial "knowledge society," we suggest "...we must invest in better schools, books, and equipment."

2,2 Before we outline the bulk of the President's programs, we should state his principles, that is, we suggest moving the fourth paragraph of this page before the third paragraph.

2,3,3-4 In stating the funding levels, we suggest avoiding "FY 1990," in favor of more prosaic language like "annual" or "this fiscal year," or just dropping it all together.

(more)

2-2-2

In addition, if space permits, we believe that some passing mention should be given to the President's Alternative Certification for Teachers proposal, if only because it resonates with both parents and those who wish to teach but are prevented by heavy-handed bureaucratic credentialism -- and because it is an important facet of the President's program.

2,4,3 "...giving flexibility and choice to teachers, students and parents..." is correct and an unobjectionable phrase, but it does not really tell the reader what the President means. We suggest using a more specific phrase on the principle of choice which parents will understand: "giving parents greater choice in deciding what schools their children will attend."

3,3,2 We suggest moving the Missouri example somewhere other than the final graf, which should be more conclusive -- perhaps as a penultimate graf. Thus, the penultimate graf could read: "I look to programs that have accomplished so much already -- Missouri's "Parents as Teachers" program, for example -- as models for others across America."

The conclusion could still be something like: "If we invest in the future; if we hold fast to our principles: excellence; help for those who need it most; flexibility and choice; and accountability, then we will succeed in building a better America for our children."

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WHITE HOUSE STAFFING MEMORANDUM

DATE: 5/11/89 ACTION/CONCURRENCE/COMMENT DUE BY: 5/15/89 2:00 PM

SUBJECT: PRESIDENTIAL ARTICLE ON EDUCATION FOR FAMILY CIRCLE

	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 checked="" type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input 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"/>
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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 forward any comments to Chriss Winston, Rm. 122, x2930, no later than 2:00 PM, Monday, May 15, 1989, with an info copy to my office. Thank you.

RESPONSE:

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

1989 MAY 11 PM 5:2

((Grant))
May 11, 1989
5 P.M.
A:circle

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BY THE PRESIDENT
BACK-TO-SCHOOL ISSUE ON EDUCATION/MATH & SCIENCE
SEPTEMBER, 1989

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RESPONSE:

No Comment

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

1989 MAY 11 PM 5:2

((Grant))
May 11, 1989
5 P.M.
A:circle

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

1989 MAY 11 PM 5:2

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May 11, 1989
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A:circle

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THE WHITE HOUSE

WASHINGTON

May 15, 1989

MEMORANDUM FOR CHRISS WINSTON

FROM; DENISE SCHWARZ
OFFICE OF CABINET AFFAIRS

SUBJECT; PRESIDENTIAL ARTICLE ON EDUCATION FOR
FAMILY CIRCLE

We have reviewed the attached and the only comment we received was on the bottom of page 1 -- please check the source -- Education had a question on whether the numbers were correct.

Attachment

cc: Jim Cicconi

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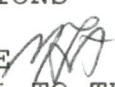
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THE WHITE HOUSE

WASHINGTON

May 12, 1989

MEMORANDUM FOR CHRISS WINSTON
DEPUTY ASSISTANT TO THE PRESIDENT
FOR COMMUNICATIONS

FROM: MICHAEL J. ASTRUE 
ASSOCIATE COUNSEL TO THE PRESIDENT

SUBJECT: Presidential Article on Education for
Family Circle

Counsel's office has reviewed the above-referenced draft
Presidential article, and we have no legal objection to it.

Thank you for submitting this draft article for our review.

cc: James W. Cicconi