THE WHITE HOUSE

WASHINGTON

March 26, 1992

MEMORANDUM FOR KATHY SUPER

FROM: D. ALLAN BROMLEY Allan

SUBJECT: U.S. FIRST White House Visit

During the week preceding the New Hampshire primary, the President gave brief remarks in Manchester at a competition sponsored by U.S. FIRST for high school students in creative engineering. At this time, the President invited the winners of the competition to visit him at the White House. The President was video taped making this invitation to the group which was broadcast widely.

Attached is a letter to my office from Miriam Dumaine at U.S. FIRST following up on their plans to take the President up on his offer to visit Washington.

Please let me know if my office can be of assistance in the planning of an event to fulfill the President's promise.

Attachment

U.S. FIRST

March 19, 1992

Dr. J. Thomas Ratchford
Associate Director
Policy and International Affairs
Office of Science and Technology Policy
The White House
Washington, D.C. 20506

Dear Dr. Ratchford:

When I spoke with Madelyn Lawson, Assistant Director of Public Affairs, she suggested that we contact you and Jane Leonard in the Public Liaison office to learn what U.S. FIRST needs to do to organize the trip to the White House for our 'Maize Craze' winners. The winners of the two prizes, NYPRO/Clinton and Xerox/Wilson, are still celebrating in their home towns with recognition dinners and ceremonies. They are eager to set a date to respond to President's Bush's invitation!

Here are a few details on the groups involved:

U.S. FIRST would like to be represented by board members Dean Kamen, Don Reed, Roland Schmitt, Ray Price, and myself as staff (5).

Xerox Corporation/Joseph C. Wilson Magnet School would like to be represented by its entire 40 member team. This includes engineers, students, teachers, and one or two executives.

NYPRO/Clinton High School would like to send its 30 member team.

Since we are not aware of any specific limitations on numbers of people we feel we should be considered in the category of a large sports team--wasn't the University of Miami football team recently there? The companies involved are willing to pay to get their teams there because they feel so strongly about the incredible value of what they learned through FIRST Encounters. Over and over I have heard engineers say "Before this project, we didn't realize how much these kids need us as role models." What a perfect wrap up to reinforce the message that all the kids on the winning teams accomplished something very, very important.

I am happy to do whatever is necessary to make this a smooth, easy process. Please let me know what the next steps should be. Thank you for your kind help.

Sincerely,

Miriam Dumaine
Director of Development

cc: J. Leonard, Public Liaison Office
R. Price, U.S. FIRST

U.S. FIRST • 340 Commercial Street • Manchester, New Hampshire 03101 • (603) 666-3906 • FAX (603) 624-0573

Withdrawal/Redaction Sheet
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Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
01. Memorandum	To: Kathy Super From: Allan Bromely Re: US First Competition [personal information redacted] (1 pp.)	5/7/92	(b)(6)	

Collection:

Record Group: Bush Presidential Records
Office: Science and Technology Policy, Office of (OSTP)
Series: Bromley, D. Allan, Files
Subseries: Education Files
WHORM Cat.:
File Location: International Education - General [1992]

Date Closed:	3/9/2010	**OA/ID Number:**	62032-009
FOIA/SYS Case #:	2005-0336-F	**Appeal Case #:**	
Re-review Case #:		**Appeal Disposition:**	
P-2/P-5 Review Case #:		**Disposition Date:**	
AR Case #:		**MR Case #:**	
AR Disposition:		**MR Disposition:**	
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P-3 Release would violate a Federal statute [(a)(3) of the PRA]
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P-6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

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

THE WHITE HOUSE

WASHINGTON

May 7, 1992

MEMORANDUM FOR KATHY SUPER

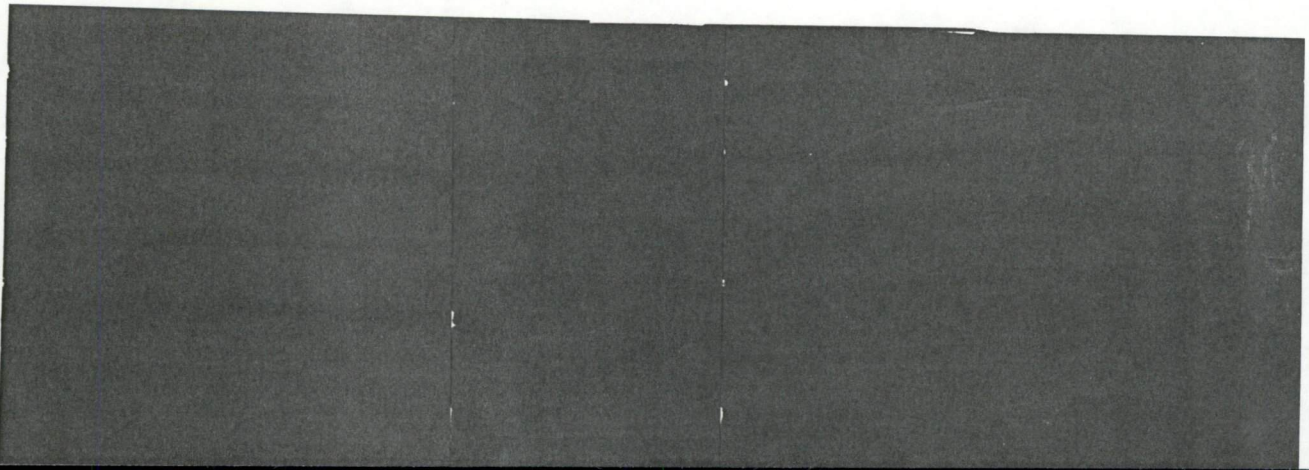
FROM: D. ALLAN BROMLEY Allan

SUBJECT: THE US FIRST COMPETITION

Earlier this year the President appeared in New Hampshire at the opening of a competition, the so-called "maize craze" which was organized by an old friend of John Sununu's, Mr. Dean Kamen. Tom Ratchford and I from OSTP also attended, and I must say were enormously impressed by the level of cooperation that had been obtained between major corporations and high school groups in using standard electronic and mechanical parts provided in kit form to each group to come up with a mechanism that would pick up tennis balls from an area covered with shelled corn (hence "maize craze"). This may sound a little strange but it generated an enormous amount of school spirit, of good clean competition and, most importantly, gave a lot of high school kids from all over the country the opportunity to interact on a very close personal basis with some of the outstanding engineers in some of the major corporations in the area.

In his remarks to the group in its opening session, President Bush invited the winners to come to the White House and this was captured on TV and shown frequently throughout the event, so the President is very definitely on public record as having invited the winning team to the White House.

Kamen is continuing his work and for next year has lined up companies all across the United States and will be running regional competitions. Quite frankly he is the only person that I have encountered in this whole education field who has actually made things like this happen, who has liberated private sector support, and who has created an enormous amount of enthusiasm that will unquestionably bring young people into science and technology when they finish high school, something that the Nation badly needs.



(b)(6)

In any event, the winning school is the Clinton High School, not a particularly fortunate name at the present moment, but that is what emerged, and so they clearly should be invited to come to the White House. There are roughly six members in the team, I believe, and it would be, in my opinion, appropriate to invite Dean Kamen, the organizer of this whole venture as well as the faculty sponsor of the entire activity, a professor at MIT.

Beyond that, what Dean Kamen suggested to whomever he talked was that the corporate group that had far exceeded all others in terms of the amount of effort that they put into working with the high school kids was the Xerox Corporation. Xerox worked with the Wilson Magnet High School in Rochester, New York and, because of this, Xerox won the so-called Chairman's Award which is the most prestigious in this particular competition. They are now arguing that representatives from the Xerox engineering group that worked with the Wilson School kids and the Wilson School team itself, should also be invited to the White House.

I hate to bother you with this sort of nonsense but the publicity associated with this event was very large and will continue to grow in the years ahead. This is something that clearly is important to the President in his role as the Education President.

I am enclosing herewith the letter from Ronald B. Campbell of Xerox making his case and I would recommend that, if at all possible, we arrange to invite the Wilson team, the Clinton team, together with two or three of the sponsoring engineers in each case, as well as Den Kamen and the MIT professor whom I believe is called Woodley, for a total somewhere around 20. All that would be required would be a photo op of this group with the President to 2take care of the commitment that he made when he was in New Hampshire.

Enclosure

Xerox Corporation
Joseph C. Wilson Center for Technology
Bldg. 105-61C
800 Phillips Road
Webster, New York 14580
(716) 422-5917

April 30, 1992

Dr. D. Allan Bromley
Science Advisor to the President
The White House
356 Old Executive Building
Office of Science and Technology Policy
Washington, DC 20500

Dear Allan,

Xerox has a problem with the invitation of a subset of our team to the White House award ceremony, and I would like to ask your help.

At Xerox, in our quest for quality, we have emphasized building empowered teams. For the "Maize Craze" competition, we decided at the beginning to build a true partnership with the Wilson High School students so that they could learn about engineering by participating actively, instead of merely observing. Receiving the Chairman's Award for superior partnership demonstrates our success. Moreover, we have had a partnership with the Rochester School system for some twenty-four years now, the Science Consultants Program. This partnership was the basis for our successful participation in the competition.

To send only a portion of the team to Washington concerns the Xerox-Wilson team and all of its sponsors because it indicates a possible lack of understanding of how empowered teams work and what their benefits are. Personally, I believe that this kind of understanding is essential to the competitive success of our country because of the demonstrable productivity accomplishments of empowered teams. In our partnership with Wilson High School, the team was a self-managing and self-guided team. An extraordinarily strong sense of teamwork resulted, and the team was far more productive than ordinary groups. We were iterating electro-mechanical designs in one week.

The Xerox-Wilson team would like to be recognized, not just as having won a major award at the competition, but as a model of how industry and schools can work together to improve education in technical areas. If it could be possible for the whole team to come to the White House, I believe we all could communicate effectively a very powerful and successful way to improve education in our country. I have attached a possible statement to this effect.

I will plan to call to discuss with you. Thank you for your attention.

Ronald B. Campbell, Jr., Vice President
Technology Management

Attachment
c: Mr. Dean Kamen
Mr. David Kearns

National Quality Award 1989 Winner
Xerox Business Products and Systems

Proposed Statement on

Xerox / Joseph C. Wilson Magnet High School Partnership

"Twenty-four years ago, Xerox initiated in a partnership with the Rochester City School District that has evolved into a significant model for others to emulate. Every week, Xerox scientists and engineers bring to the classroom the excitement and challenge of science and engineering. The Xerox Science Consultant program which engages elementary and middle school students with employees, teachers and parents, has become a benchmark in educational initiatives.

Building on this infrastructure, a team of 20 Xerox engineers and 20 Joseph C. Wilson Magnet High School students from Rochester, NY, won the U.S. FIRST "Chairman's Award" for superior partnership. I am delighted to recognize the accomplishments of this team for demonstrating the productivity of teamwork and in setting new standards for leading high school students to appreciate engineering as fun, exciting and rewarding."

THE WHITE HOUSE

WASHINGTON

January 15, 1992

MEMORANDUM FOR DR. BROMLEY

FROM: Katherine L. Super K. Super
Office of Appointments and Scheduling

SUBJECT: Attached Correspondence

X The attached request has been denied

The attached request has been put on Hold.
Please resubmit in _____ for consideration.

We are fowarding a copy to you for your information and any further follow-up you deem appropriate.

Thanks for your suggestion. Timing won't work.

9

THE WHITE HOUSE

WASHINGTON

91 DEC 23 P6:00

December 23, 1991

MEMORANDUM FOR THE PRESIDENT

FROM: D. ALLAN BROMLEY

SUBJECT: U.S. FIRST PROGRAM

Dean Kamen is a young New Hampshire entrepreneur to whom I was introduced by John Sununu and Bonnie Newman.

He has become interested in what the private sector can do to help you achieve the revolution in American precollege education that you began at the Charlottesville Education Summit in 1989.

In contrast to many, Mr. Kamen has been remarkably successful in bringing national corporations, such as McDonalds, into his U.S. FIRST program--a name derived, of course, from the Fourth of the goals developed by you and the Nation's Governors.

In essence, the program focusses on motivating youngsters in science and technology and does this through a variety of mechanisms including industrially sponsored competitions, displays, workshops, etc. But perhaps most important is that the program provides U.S. FIRST stamps to individual elementary school teachers that can be redeemed for anything from a Big Mac to a computer, depending upon the number won. What is unique here is that the teacher has total freedom to award these stamps in any way; indeed, this is probably the only aspect of the classroom over which the teacher today has such total control! Stamps are given for excellent work, improved work, improved attendance, good behavior, extra school work and, in some cases, for totally off-the-wall reasons.

But the program really does work. And it has gained the attention and support of New Hampshire residents from the Governor on down.

In celebration of the first successful year during which Kamen has raised millions in support of his program and gotten it well established in New Hampshire preparatory to moving out to other states, he is holding a large banquet in Manchester, New Hampshire, on Thursday, February 13, followed by a design competition on the following day.

I agreed some time ago to be his banquet speaker but if you can find the time this might be an excellent occasion for you to give a major talk on mathematics and science education--and on education generally--in New Hampshire and the audience would be an excellent one.

I have enclosed the invitation that Kamen is mailing to all his invited guests and a letter that he has asked me to pass on to you.

I have talked with many people over the past two years who wanted to help in education. More than any other of these single individuals in the private sector, Kamen has actually produced. I think you would enjoy meeting him and seeing what he has in progress. John Sununu can provide an independent calibration.

Enclosures

THE WHITE HOUSE

WASHINGTON

September 30, 1992

Dear Dorothy:

Thank you for letting me see an early draft of your note **Education Reform and Politics: An Unsatisfying Brew.** You raise two important points that I would really want to take up.

Given the enormity of the task ahead of us and the distance behind scratch from which we are starting, it is true that we may well not be first by the year 2000. But surely attempting such a stretch goal is preferable to a statement that we plan to be number seven!

With respect to the financing I am afraid I would simply have to disagree. You note that we need a massive infusion of federal funds to bring about federal change but we, at the moment, are spending more per student than any other country than Switzerland, and in Switzerland's case, we are exceeded only by a few selected Cantons. Given that statistic I find it extremely difficult to believe that more money is what is really required and will continue to argue vigorously that what is required is, in fact, a massive redistribution of the existing funding. Particularly, in the direction of giving the class rooms back to the teachers and reducing the efflorescing bureaucracy that seems to have taken over in so many of our schools. I might agree that some targeted federal funding for teacher training, the development of objective standards, methods of evaluation, and others, may be needed but I am absolutely convinced that the education establishment in total is more than adequately funded.

I should mention that, while most of our attention is being focused on the elementary schools and rightfully so, we cannot take our long-time leadership in higher education for granted, nor could we assume that the quality of our higher education will remain unchanged as I am sure you would agree. We have begun two parallel studies; one viewing the federal university interface from the outside under the chairmanship of David Packard with Harold Shapiro of Princeton acting as Vice Chairman, and the other from the inside with David Kearns, formerly of Xerox, and now the Department of Education as Chairman, and Walter Massey and Bernadine Healy as Vice Chairmen. They will report in mid-December and have been working very hard to obtain as complete a picture as possible of the existing situation before coming up with specific recommendations. One thing seems very clear, however, and that is that substantial change is inevitable. I do not believe that in future more than a very few universities

can even hope to maintain departments in all of the fields that are now considered standard. Nor do I believe that the departments in most universities will be able to maintain as broad a spectrum of sub-field offerings as is now the case. Beyond that, I am convinced that a significant number of our present educational institutions will find it impossible to remain economically viable in the years ahead.

But this is just part of a much broader problem. Most of what we do in Science and Technology, and have done since 1946 has, in one way or another, been based on Vannevar Bush's remarkable document **Science, the Endless Frontier**. Given the end of the Cold War the emergence of the European Community and the Western Pacific Rim as major economic powers, together with all the other changes that have taken place in our society and around the world, it seems to me that the time is ripe for us to undertake a complete reexamination of science and technology or research and development, however one may wish to characterize it. In terms of its structure, funding, relevance, and application, it is not at all obvious that the present distribution of funding among the universities, the federal labs, and industry is an optimal one and there are a great many other questions that immediately arise. We are working on the early stages of such a broad reexamination and, depending upon how things go in November, would expect to make this a very major activity of this office over the coming year.

I would, of course, welcome any comments or suggestions.

With all best wishes,

Sincerely yours,

D. Allan Bromley
The Assistant to the President
for
Science and Technology

Professor Dorothy S. Zinberg
Center for Science and International Affairs
John F. Kennedy School of Government
79 John F. Kennedy Street
Cambridge, Massachusetts 02138

"Document Control"

TYPE: INFORMATION DOCUMENT NUMBER: 9202755
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FROM: ZINBERG, DOROTHY: HARVARD UNIVERSITY

TO: DR. D.A. BROMLEY

DATE OF
CORRESPONDENCE: 08/26/92

SUBJECT: RE: TOM RATCHFORD'S CANDIDACY AND A COPY OF AN ARTICLE TO BE PUBLISHED IN FORUM.

****

DIRECTORATE ASSIGNED:

STAFF ASSIGNED:

ACTION REQUIRED:

STAFF ACTION:

****

SENDER'S DUE DATE:

OSTP DUE DATE:

STAFF DUE DATE

DATE COMPLETED:

DATE COMPLETED/DEPT:

****

COPIES TO: D. Allan Bromley

****

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FILE: P-DAB-PERSONAL

CENTRAL FILES:

HARVARD UNIVERSITY

CENTER FOR SCIENCE AND INTERNATIONAL AFFAIRS

Dr. Dorothy S. Zinberg
(617) 495-1406
Fax (617) 495-5776

John F. Kennedy School of Government
79 John F. Kennedy Street
Cambridge, Massachusetts 02138

August 26,1992

Dr. D. Allan Bromley
Assistant to the President for Science and Technology
The White House
Washington, D.C.

Dear Allan:

Your letter was forwarded to me on Long Island where I'm spending the month trying to catch up on reading, writing, exercise, and a bit of New York social life (quite different from Cambridge). All very pleasant but all too brief.

I will be delighted to write to the Council regarding Tom Ratchford's candidacy. His experience makes him eminently suitable for membership, and we certainly need more professionals in science and science policy.

Speaking of which--I have looked hard to find something upbeat in what Bernadine Healey is wreaking at the N.I.H.. To-date the only positive note comes from her suggested $10 million fund to enable young women scientists to maintain both family and professional responsibilities. Jim Watson is visiting out here (the Hamptons) this weekend, so I'll undoubtedly be disabused of the efficacy of even this proposal.

I had planned to write to you as soon as I received the galleys for a piece I was asked to write for Forum in response to your article, but your letter prompted my sending the enclosed version. I hope you will not be distressed by my having addressed my own agenda. Forum has subsequently asked me to write a major overview of the problems in American education today. Any suggestions will be most welcome.

I have also embarked on a study of industry-research university relations in the U.S., Germany, France, and Japan--funding willing. To date the one striking observation not entirely surprising is that many universities are promising results that will lead to greater riches for the state and the country. In fact. several universities I have observed are beginning to resemble 16th century city states. I hope that the overpromise of economic relevance will not lead to a lifespan similar to

some of those states.

The AAAS-German committee had a very successful meeting last year which would be well worth repeating in the not-too-distant future.

Obviously lots to catch up on which I hope we'll be able to do either in Cambridge or Washington.

I hope you are managing to get some vacation this summer.

With best wishes,

and warm regards,

Dorothy

P.S. I neglected to mention that in the Forum article, the upbeat section on NSF investments in minority training and other related innovations was deleted. It will reappear in my longer version.

HARVARD UNIVERSITY

CENTER FOR SCIENCE AND INTERNATIONAL AFFAIRS

Dr. Dorothy S. Zinberg
(617) 495-1406
Fax (617) 495-5776

John F. Kennedy School of Government
79 John F. Kennedy Street
Cambridge, Massachusetts 02138

July 21, 1992

EDUCATIONAL REFORM AND POLITICS: AN UNSATISFYING BREW*

D. Allan Bromley's article, Assessment Key Part of America 2000 (Forum, Spring 1992), provides an excellent overview of the dismal state of K-12 American student performance in science and mathematics, and of the need to establish criteria to assess whether and how innovations are reflected in student achievement.

Bromley's suggestions, however, fail to deal realistically with two political issues. In the first instance, he quotes President George Bush's proclamation that "By the year 2000, U.S. students will be first in the world in science and mathematics achievement." There is no way this goal can be achieved by 2000.

In the second instance, Bromley fails to convey how enormous the federal investment in K through 12 education will have to be to bring about the changes he correctly identifies as crucial.

By promulgating President Bush's myth, Bromley trivializes the depth of the problem. By ignoring the importance of the need for a concerted federal commitment to education that includes a massive infusions of funds, he fails to recognize that only the federal government can send a sustained clarion call to the nation that this problem is as serious as any faced in international security. In fact, in the post-Cold War era, educational achievement will determine the country's capacity to compete in the global marketplace - the new definition of national security.

For more than three decades, science educators have been warning that the interest and achievements of American students in science have been dropping at an alarming rate.

In 1991, the Department of Education reported that only 5 percent of students graduating from American high schools know enough mathematics to take advanced college mathematics courses or to handle the technological jobs on which the nation's economy increasingly depends. In addition, the "achievements" of high school graduates do not reflect the sad reality that 25 percent of the age cohort has already dropped out of school. Were they included in the final figures of mathematics achievements for their age group, the percentage would be significantly lower.

Don't Tie Foreign Students to Black Ph.D. Drop

To the Editor:

"Drop in Black Ph.D.'s Brings Debate on Aid for Foreigners" (front page, April 21) compares two dissimilar issues in an inflammatory manner. To claim that the presence of foreigners is responsible, if only in part, for the absence of blacks in universities is largely misleading.

The majority of foreign students study science and engineering. They remain in the United States filling junior positions, particularly in engineering departments that without them would have to close and jobs in industries that until the most recent economic downturn would have been crippled without them.

Yes, the foreign students receive a disproportionate share of teaching assistantships, but as the National Academy of Sciences reported in 1988, the costs are offset not only by their becoming productive members of our society but also by their having been educated at the undergraduate level by their home countries.

There are genuine problems regarding foreign students, ranging from the sticky question of quotas at most research universities to the moral questions raised by brain drain. Is the United States prospering at the expense of third world countries whose best students come here and remain, thereby making it impossible for a developing country to harness its intellectual capital?

The problem of underrepresentation of blacks in Ph.D. programs is a disaster for this country. Minorities will in time become the majority. If they are not a sizable part of our well-educated population, the country will lose its capacity to innovate and to be economically competitive.

The issue is not being ignored, but more money, talent and a national effort are required. There are programs to increase the numbers of minorities prepared for graduate school. In 1991 the National Science Foundation awarded grants of $30 million for this purpose to six universities — Alabama, California-Irvine, Arizona State, Jackson State, Texas A&M and Puerto Rico. These cooperative grants are establishing networks with industry, community colleges and other institutions to identify minority undergraduate students for science, engineering and mathematics, the graduate fields from which they are largely absent.

However, by linking the absence of black and minority Ph.D.'s to the presence of foreign students, we run the risk of initiating policies to limit the access of foreign students without guaranteeing the success of black students. Last year, the education of foreign students netted the United States some $4 billion, according to the Department of Commerce. Those profits should somehow be invested in educating our own citizens.

During the 1980's more than 20,000 Taiwanese and South Koreans educated in United States graduate schools returned home to better employment opportunities. We can no longer count on 60 percent of foreign Ph.D.'s to remain here to occupy the teaching positions that will abet the education of larger numbers of minority students. We must use the accomplishments of one group to make possible those of the other. The situation demands cooperation, not confrontation.

DOROTHY S. ZINBERG
Lecturer in Public Policy, Center for Science and International Affairs, Harvard University
Cambridge, Mass., April 22, 1922