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Teachers Excellence Awards 10/2/90 [OA 6896]

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disagree as to whether we ought to have a strong defense spending or not. But here's one where these negotiators have done an extraordinarily good job.

On budget reform: The budget discipline of Gramm-Rudman will be extended for 5 years, and the agreement includes substantial budget-process reform. Once again, I didn't get everything I wanted. I've gone around calling for a line-item veto. That one never got out of the chutes, frankly. But I still would like to have it. It's not part of it, but we do have some substantial budget-process reform.

Now, if Congress spends the money it doesn't have, then a minisequester will come into effect and will cut it for them. So, for the next 5 years, all discretionary spending by Congress is capped.

And for the first time, mandatory entitlements, which have been the biggest source of spending growth, will be subject to a sequester to keep their growth under control. New entitlements will be subject to a pay-as-you-go system: they can't grow without offsetting cuts or revenues to cover their cost.

The budget is tough; it really is. It is fair, and again, it really is. It is a solid package to boost economic growth and solve long-term problems without having the burden fall entirely on any one group. The time has come to move beyond the narrow interests and put the broad interests of the United States first.

Most importantly, this budget agreement is our last, best chance to get the Federal budget deficit under control. To all the people that disagree and the people on the sidelines that are rushing out and having their press conferences and the critics, let me say this: You can pick the package apart, but you cannot realistically put a better package together.

Again, the philosophy that I was elected on runs out of gas in terms of votes in the United States Congress. And I think everybody here—and I've had enormous support for the various men and women in this room, strong support, who support me on difficult calls on veto overrides. But to get something done, to have something positive happen and have it happen in anything like timely fashion, I will say once again, there's been some compromise here. But we've

tried in many ways, through single pieces of legislation, to get some of my philosophical underpinning for the economy put into effect. And we've tried hard, with the help, as I say, of people here. And we've simply failed because the votes aren't there. But here's a package that I think preserves much of what I believe. I've had to give some. We've taken some. And I just came over to strongly urge your support.

I'm grateful to the Vice President for his advocacy of this program up on the Hill. He did a superb job yesterday. I want to give a vote of confidence to all sitting up at the head table here—the dais or whatever we call it—who worked so hard on this. But John Sununu and Nick Brady and Dick Darman spent endless hours, endless hours, trying to hammer out the best possible deal; and I think they've done exactly that.

So, it has my enthusiastic support. Again I would like those who have reservations to look hard at it, to study it, to consider the fact that alternatives have been tried and we weren't able to get them through. And then I would like to ask your strong support for this package. The country is at stake here, and we need you. We need you bad.

So, thank you all very much. And now for the experts. Thank you.

Note: The President spoke at 1:16 p.m. in Room 450 of the Old Executive Office Building. In his remarks, he referred to John H. Sununu, Chief of Staff to the President; Secretary of the Treasury Nicholas F. Brady; and Richard G. Darman, Director of the Office of Management and Budget.

Remarks at the Presentation Ceremony for the Presidential Awards for Excellence in Science and Mathematics Teaching
October 2, 1990

To our Secretary of Energy, Jim Watkins, delighted to see you sir; and Ted Sanders, the Under Secretary of Education; Fred Bernthal; Dr. Bill Phillips; and all of you here in the Rose Garden.

I am very pleased to have this opportunity to join you today and add my congratula-

tions to those received. President Bush presented for schoolteachers elementary science teachers in what honor the award many outstanding

You are a veteran from the primary school in many student first exposure gives you a view who go on to be first became in elementary school often, the real are exposed to one of you—so language, come their imagination wonder that math.

Kids are naive many of them exposure to science facts. And you out the fun in doing, you provide for elementary where.

You're also a national need. We have a complex and come between science standard of living ever before. The national position being challenging falls of quality. The students are in the class must ensure the nation and the need.

Just a little the Nation's for the first time towards building among this academic leaders. And the

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tions to those that you have already received. Presidential Awards for Excellence in Science and Math Teaching have been presented for the past 8 years to secondary schoolteachers, but this is the first year that elementary schoolteachers have also received these awards. So, you are the pioneers in what will be a continuing effort to honor the achievement of this nation's many outstanding schoolteachers.

You are a very select group—107 teachers from the more than 1½ million elementary school instructors in this country. For many students, you represent their very first exposure to science and math, which gives you a vital responsibility. Most kids who go on to become scientists or engineers first became interested in those subjects in elementary school or junior high. And most often, the reason they do is because they are exposed to a teacher like you—like each one of you—someone who can speak their language, communicate with them, spark their imagination, and evoke the sense of wonder that is inherent in science and math.

Kids are natural-born scientists, but too many of them lose interest when their only exposure to science is through long lists of facts. And you've discovered how to bring out the fun in science and math, and in so doing, you provide a model and an inspiration for elementary schoolteachers everywhere.

You're also helping to meet a crucial national need. We live in an increasingly complex and competitive world, and the link between science and technology and our standard of living is stronger today than ever before. At a time when our international position in certain key industries is being challenged, we face impending shortfalls of qualified scientists and engineers. The students who can fill those shortfalls are in the classrooms right now, and we must ensure that they are given the education and the encouragement that they need.

Just a little over a year ago, I met with the Nation's Governors at Charlottesville for the first education summit, a first step towards building a strong partnership among this administration, the Governors, educators, parents and, indeed, community leaders. And this historic event resulted in a

sense of direction and national goals for individual and collective efforts to improve the quality of education for all Americans.

Well, three of those goals directly involve science and math. By the year 2000, American students must demonstrate competency in five critical subjects, including science and math, with their progress measured in grades 4 and 8 and 12. We must also make American students the first in the world in science and math by the year 2000. And we must ensure that every adult American must be able to read and have the skills, including technological skills, to compete in a global economy.

So, these are ambitious goals, but they are faithful to the ambitions of this country. And as a people, we've set tough goals before: to send men to the Moon or to serve the cause of freedom abroad. And we know that when the challenge is great, great things happen in America.

Already, a great many things are happening at the Federal, State, and local level. The Department of Energy and NASA are opening up their research labs to students and teachers so that they can experience cutting-edge science firsthand. And the Department of Education and the National Science Foundation are working together and with the States on strengthening research, assessment, and curricula. Equally exciting are things that are happening in the States themselves.

But achieving the goals that I announced last January will require that everyone get involved. That means parents; it means teachers, school administrators, businesses, and universities.

Parents really are especially important. And it is very difficult for you as teachers to go out and do your job if you don't get help from parents, and that's why we want to see parental empowerment in education. We must make American education the best it can be, and that takes two things: greater parental involvement and, in my view, greater choice in education.

Reading about your accomplishments makes me confident that we will succeed. The letters of recommendation that helped bring you to Washington are really spectacular; and they give ample testimony to your ingenuity, your determination and, indeed,

enthusiasm. In one letter, the parents of a kid named Woody write: "When we used to ask Woody what happened in school, he would tell us about recess. And now he tells us about science." You know, that really is a wonderful, wonderful statement about Woody's teacher, it seems to me. Another one, another letter, writes of a teacher who "studies with the mind of a scholar; perceives through the eyes of a child; and communicates with the voice of an understanding, compassionate, and energetic motivator." And all of the letters are unanimous about one thing: the enthusiasm that each one of you bring to the classroom, an enthusiasm that goes beyond the classroom, that touches everyone that you know.

You are truly remarkable people, and you're able to take children and lift them up and inspire them and broaden their horizons and then aim them off in new directions. So, the country owes you an immense debt of gratitude. But your real rewards can't be printed on some scroll, one piece of paper. The real rewards are the students who will remember you and what you have done for them for the rest of their lives.

Thank you all very much for being here today, and God bless each and every one of you for your wonderful commitment to the young people of this country. Thank you.

Note: The President spoke at 1:35 p.m. in the Rose Garden at the White House. In his remarks, he referred to Frederick M. Bernthal, Assistant Secretary of State for Oceans and International Environmental and Scientific Affairs, and William D. Phillips, Associate Director of the Office of Science and Technology Policy.

Proclamation 6192—Energy Awareness Month, 1990
October 2, 1990

By the President of the United States of America

A Proclamation

Each day we rely on stable and secure supplies of energy—for our homes and motor vehicles, as well as for our farms,

factories, and other places of work. By supplying consumers with needed heat, light, and power, our Nation's utility companies and other energy providers enable us to enjoy an enviably high standard of living and personal mobility. However, safe, reliable, and affordable sources of energy are more than a matter of comfort and convenience. They are also vital to America's economic productivity, its technological progress, and our national security.

As current events in the Persian Gulf region have so forcefully reminded us, we must skillfully balance our determination to sustain economic growth; our need to use energy efficiently and to reduce this country's dependence on oil; and our commitment to a safer, cleaner environment. Ensuring a secure energy future for the United States will require the wise and effective development of all our Nation's energy resources, including coal, natural gas, and nuclear and hydroelectric power, and other forms of renewable energy. It will require the creation of new incentives for oil and gas exploration and the development of alternative fuels; and it will call for innovative conservation efforts.

During its observance of "Energy Awareness Month," the United States Department of Energy will be working to promote increased public understanding of our Nation's energy needs and the energy choices available to us. Through the cooperative efforts of energy providers, educators, business and community leaders, individual consumers, and public officials at all levels of government, we can develop the sound energy policies and practices that are vital to our Nation's future.

Now, Therefore, I, George Bush, President of the United States of America, by virtue of the authority vested in me by the Constitution and laws of the United States, do hereby proclaim October 1990 as Energy Awareness Month. I urge the people of the United States to observe this month with appropriate educational programs and activities.

In Witness Whereof, I have hereunto set my hand this second day of October, in the year of our Lord nineteen hundred and ninety, and of the Independence of the

United States of America, the second and fifteenth.

[Filed with the Register, 11:28 a.m.,

Statement by Dr. Savimbi of the Total Independence Front
October 2, 1990

The President of the United States with UNITA? President pledged support for Dr. Savimbi. President believes that support is current negotiation. The President these negotiations national reconciliation. President pledged to do what we can to

Address to the Nation on Reunification
October 2, 1990

It is with great pleasure that I welcome Chancellor Kohl to the White House. People at this historic moment distinct honor to the reunited Germany.

In Berlin and the east to western people are celebrating. Germany has been 40 years. For the first time of tension, fate was decided years, at the historic moment stood a divided of the East-West between two worlds.

No more. To the history of the world of conflict and

**AWARDS FOR EXCELLENCE \ ROSE GARDEN
TUESDAY, OCTOBER 2, 1990 \ 1:30 P. M.**

**IT'S A GREAT PLEASURE TO BE HERE WITH SECRETARY OF
ENERGY JAMES WATKINS, UNDER SECRETARY OF EDUCATION TED
SANDERS, AND THE ACTING DIRECTOR OF THE NATIONAL
SCIENCE FOUNDATION, FRED BERNTHAL, ~~FOR THIS TREMENDOUS~~
~~GATHERING.~~** ^{↑?}

**I AM PLEASED TO HAVE THE OPPORTUNITY TO JOIN YOU
TODAY AND ADD MY CONGRATULATIONS TO THOSE YOU HAVE JUST
RECEIVED.**

- 2 -

**PRESIDENTIAL AWARDS FOR EXCELLENCE IN SCIENCE AND
MATHEMATICS TEACHING HAVE BEEN PRESENTED FOR THE PAST
EIGHT YEARS TO SECONDARY SCHOOL TEACHERS, BUT THIS IS
THE FIRST YEAR THAT ELEMENTARY SCHOOL TEACHERS HAVE
ALSO RECEIVED THESE AWARDS. SO YOU ARE THE PIONEERS IN
WHAT WILL BE A CONTINUING EFFORT TO HONOR THE
ACHIEVEMENTS OF THIS NATION'S MANY OUTSTANDING SCHOOL
TEACHERS.**

YOU ARE A VERY SELECT GROUP: 107 TEACHERS FROM THE MORE THAN ONE-AND-A-HALF MILLION ELEMENTARY SCHOOL INSTRUCTORS IN THIS COUNTRY. FOR MANY STUDENTS, YOU REPRESENT THEIR FIRST EXPOSURE TO SCIENCE AND MATHEMATICS, WHICH GIVES YOU A VITAL RESPONSIBILITY.

MOST KIDS WHO GO ON TO BECOME SCIENTISTS OR ENGINEERS FIRST BECAME INTERESTED IN THOSE SUBJECTS IN ELEMENTARY SCHOOL OR JUNIOR HIGH.

AND, MOST OFTEN, THE REASON THEY DO IS BECAUSE THEY ARE EXPOSED TO A TEACHER LIKE EACH OF YOU; SOMEONE WHO CAN SPARK THEIR IMAGINATION AND EVOKE THE SENSE OF WONDER THAT IS INHERENT IN SCIENCE AND MATH.

KIDS ARE NATURAL-BORN SCIENTISTS, BUT TOO MANY OF THEM LOSE INTEREST WHEN THEIR ONLY EXPOSURE TO SCIENCE IS THROUGH LONG LISTS OF FACTS.

YOU HAVE DISCOVERED HOW TO BRING OUT THE FUN IN SCIENCE AND MATHEMATICS; AND, IN DOING SO, YOU PROVIDE A MODEL AND AN INSPIRATION FOR ELEMENTARY SCHOOL TEACHERS EVERYWHERE.

YOU ARE ALSO HELPING TO MEET A CRUCIAL NATIONAL NEED. WE LIVE IN AN INCREASINGLY COMPLEX AND COMPETITIVE WORLD, AND THE LINK BETWEEN SCIENCE AND TECHNOLOGY AND OUR STANDARD OF LIVING IS STRONGER TODAY THAN EVER BEFORE.

AT A TIME WHEN OUR INTERNATIONAL POSITION IN CERTAIN KEY INDUSTRIES IS BEING CHALLENGED, WE FACE IMPENDING SHORTFALLS OF QUALIFIED SCIENTISTS AND ENGINEERS. THE STUDENTS WHO CAN FILL THOSE SHORTFALLS ARE IN CLASSROOMS RIGHT NOW. WE MUST ENSURE THAT THEY ARE GIVEN THE EDUCATION AND THE ENCOURAGEMENT THEY NEED.

JUST A LITTLE OVER A YEAR AGO, I MET WITH THE NATION'S GOVERNORS FOR AN EDUCATION SUMMIT -- A FIRST STEP TOWARD BUILDING A STRONG PARTNERSHIP AMONG THIS ADMINISTRATION, THE GOVERNORS, EDUCATORS, PARENTS AND COMMUNITY LEADERS. THIS HISTORIC EVENT RESULTED IN A SENSE OF DIRECTION AND NATIONAL GOALS FOR INDIVIDUAL AND COLLECTIVE EFFORTS TO IMPROVE THE QUALITY OF EDUCATION FOR ALL AMERICANS.

THREE OF THOSE GOALS DIRECTLY INVOLVE SCIENCE AND MATHEMATICS. BY THE YEAR 2000, AMERICAN STUDENTS MUST DEMONSTRATE COMPETENCY IN FIVE CRITICAL SUBJECTS INCLUDING SCIENCE AND MATHEMATICS -- WITH THEIR PROGRESS MEASURED IN GRADES FOUR, EIGHT, AND TWELVE. WE MUST ALSO MAKE AMERICAN STUDENTS THE FIRST IN THE WORLD IN SCIENCE AND MATHEMATICS ACHIEVEMENT BY THE YEAR 2000, AND WE MUST ENSURE THAT EVERY ADULT AMERICAN MUST BE ABLE TO READ AND HAVE THE SKILLS, INCLUDING TECHNOLOGICAL SKILLS, TO COMPETE IN A GLOBAL ECONOMY.

THESE ARE AMBITIOUS GOALS BUT THEY ARE FAITHFUL TO THE AMBITIONS OF THIS COUNTRY. AS A PEOPLE, WE HAVE SET TOUGH GOALS BEFORE -- TO SEND MEN TO THE MOON OR TO SERVE THE CAUSE OF FREEDOM ABROAD. AND WE KNOW THAT WHEN THE CHALLENGE IS GREAT, GREAT THINGS HAPPEN IN AMERICA.

ALREADY, A GREAT MANY THINGS ARE HAPPENING AT THE FEDERAL, STATE AND LOCAL LEVEL.

THE DEPARTMENT OF ENERGY AND NASA ARE OPENING UP THEIR RESEARCH LABORATORIES TO STUDENTS AND TEACHERS SO THAT THEY CAN EXPERIENCE CUTTING-EDGE SCIENCE FIRST-HAND. AND THE DEPARTMENT OF EDUCATION AND THE NATIONAL SCIENCE FOUNDATION ARE WORKING TOGETHER AND WITH THE STATES ON STRENGTHENING RESEARCH, ASSESSMENT AND CURRICULA.

EQUALLY EXCITING THINGS ARE HAPPENING IN THE STATES. BUT ACHIEVING THE GOALS THAT I ANNOUNCED LAST JANUARY WILL REQUIRE THAT EVERYONE GET INVOLVED.

THAT MEANS PARENTS, TEACHERS, SCHOOL ADMINISTRATORS, BUSINESSES AND UNIVERSITIES.

PARENTS ARE ESPECIALLY IMPORTANT. IT IS VERY DIFFICULT FOR YOU AS TEACHERS TO DO YOUR JOBS IF YOU DON'T GET HELP FROM PARENTS, AND THAT'S WHY WE WANT TO SEE PARENTAL EMPOWERMENT IN EDUCATION. WE MUST MAKE AMERICAN EDUCATION THE BEST IT CAN BE AND THAT TAKES TWO THINGS: GREATER PARENTAL INVOLVEMENT AND GREATER CHOICE IN EDUCATION.

READING ABOUT YOUR ACCOMPLISHMENTS MAKES ME CONFIDENT THAT WE WILL SUCCEED. THE LETTERS OF RECOMMENDATION THAT HELPED BRING YOU TO WASHINGTON GIVE AMPLE TESTIMONY TO YOUR INGENUITY, DETERMINATION AND ENTHUSIASM. IN ONE LETTER, THE PARENTS OF A BOY NAMED WOODY WRITE, "WHEN WE [USED] TO ASK WOODY WHAT HAPPENED IN SCHOOL, HE WOULD TELL US ABOUT RECESS. NOW HE TELLS US ABOUT SCIENCE."

ANOTHER LETTER WRITES OF A TEACHER WHO "STUDIES WITH THE MIND OF A SCHOLAR, PERCEIVES THROUGH THE EYES OF A CHILD AND COMMUNICATES WITH THE VOICE OF AN UNDERSTANDING, COMPASSIONATE AND ENERGETIC MOTIVATOR." AND ALL OF THE LETTERS ARE UNANIMOUS ABOUT ONE THING: THE ENTHUSIASM THAT YOU BRING TO THE CLASSROOM, AN ENTHUSIASM THAT TOUCHES EVERYONE WHO KNOWS YOU.

YOU ARE TRULY REMARKABLE PEOPLE. YOU ARE ABLE TO TAKE CHILDREN AND INSPIRE THEM, BROADEN THEIR HORIZONS, AND POINT THEM IN NEW DIRECTIONS.

THE COUNTRY OWES YOU AN IMMENSE DEBT OF GRATITUDE. BUT YOUR REAL REWARDS CANNOT BE PRINTED ON A PIECE OF PAPER. YOUR REAL REWARDS ARE THE STUDENTS WHO WILL REMEMBER YOU AND WHAT YOU HAVE DONE FOR THEM FOR THE REST OF THEIR LIVES.

THANK YOU FOR ALL YOU DO AND GOD BLESS THE UNITED STATES OF AMERICA.

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Went to POTUS
@ 6:30pm

THE WHITE HOUSE
WASHINGTON

October 1, 1990

MEMORANDUM FOR THE PRESIDENT

FROM: CHRISS WINSTON^W

SUBJECT: PRESIDENTIAL AWARDS FOR TEACHER EXCELLENCE IN
SCIENCE AND MATHEMATICS TEACHING

On Tuesday, October 2 at 1:30 p.m., you will address the recipients of the Presidential Awards for Teacher Excellence in Science and Mathematics Teaching. Awards will be presented to 107 science and math teachers for grades K-12. Your remarks, approximately 5-7 minutes in length, will be on cards.

Olson/Blymire
Title: Bromley
October 1, 1990
Draft 3

PRESIDENTIAL REMARKS: AWARDS FOR EXCELLENCE, ROSE GARDEN
1:30 p.m., Tuesday October 2, 1990

It's a great pleasure to be here with Secretary of Energy James Watkins, Under Secretary of Education Ted Sanders, and the Acting Director of the National Science Foundation, Fred Bernthal for this tremendous gathering.

I am pleased to have the opportunity to join you today and add my congratulations to those you have just received. Presidential Awards for Excellence in Science and Mathematics Teaching have been presented for the past eight years to secondary school teachers, but this is the first year that elementary school teachers have also received these awards. So you are the pioneers in what will be a continuing effort to honor the achievements of this nation's many outstanding school teachers.

You are a very select group: 107 teachers from the more than one-and-a-half million elementary school instructors in this country. For many students, you represent their first exposure to science and mathematics, which gives you a vital responsibility.

Most kids who go on to become scientists or engineers first became interested in those subjects in elementary school or junior high. And, most often, the reason they do is because they are exposed to a teacher like each of you; someone who can spark

their imagination and evoke the sense of wonder that is inherent in science and math.

Kids are natural-born scientists, but too many of them lose interest when their only exposure to science is through long lists of facts. You have discovered how to bring out the fun in science and mathematics; and, in doing so, you provide a model and an inspiration for elementary school teachers everywhere.

You are also helping to meet a crucial national need. We live in an increasingly complex and competitive world, and the link between science and technology and our standard of living is stronger today than ever before. At a time when our international position in certain key industries is being challenged, we face impending shortfalls of qualified scientists and engineers. The students who can fill those shortfalls are in classrooms right now. We must ensure that they are given the education and the encouragement they need.

Just a little over a year ago, I met with the nation's governors for an education summit - a first step toward building a strong partnership among this Administration, the governors, educators, parents and community leaders. This historic event resulted in a sense of direction and national goals for individual and collective efforts to improve the quality of education for all Americans.

Three of those goals directly involve science and mathematics. By the year 2000, American students must demonstrate competency in five critical subjects including

science and mathematics -- with their progress measured in grades four, eight, and twelve. We must also make American students the first in the world in science and mathematics achievement by the year 2000, and we must ensure that every adult American must be able to read and have the skills, including technological skills, to compete in a global economy.

These are ambitious goals but they are faithful to the ambitions of this country. As a people, we have set tough goals before -- to send men to the moon or to serve the cause of freedom abroad. And we know that when the challenge is great, great things happen in America.

Already, a great many things are happening at the federal, state and local level. The Department of Energy and NASA are opening up their research laboratories to students and teachers so that they can experience cutting-edge science first-hand. And the Department of Education and the National Science Foundation are working together and with the states on strengthening research, assessment and curricula.

Equally exciting things are happening in the states. But achieving the goals that I announced last January will require that everyone get involved. That means parents, teachers, school administrators, businesses and universities.

Parents are especially important. It is very difficult for you as teachers to do your jobs if you don't get help from parents, and that's why we want to see parental empowerment in education. We must make American education the best it can be

and that takes two things: greater parental involvement and greater choice in education.

Reading about your accomplishments makes me confident that we will succeed. The letters of recommendation that helped bring you to Washington give ample testimony to your ingenuity, determination and enthusiasm. In one letter, the parents of a boy named Woody write, "when we [used] to ask Woody what happened in school, he would tell us about recess. Now he tells us about science."

Another letter writes of a teacher who "studies with the mind of a scholar, perceives through the eyes of a child and communicates with the voice of an understanding, compassionate and energetic motivator." And all of the letters are unanimous about one thing: the enthusiasm that you bring to the classroom, an enthusiasm that touches everyone who knows you.

You are truly remarkable people. You are able to take children and inspire them, broaden their horizons, and point them in new directions. The country owes you an immense debt of gratitude. But your real rewards cannot be printed on a piece of paper. Your real rewards are the students who will remember you and what you have done for them for the rest of their lives.

Thank you for all you do and God bless the United States of America.

achievement

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357-6050

Already, a great many things are happening at the federal, state and local level. The Department of Energy, ^{and NASA are} is opening up ^{their research} its national laboratories to students and teachers so that they can experience cutting-edge science first-hand. ^{And the} ~~Department of Education and the National Science Foundation are~~ ^{working together and with the states on strengthening research,} ~~Department of Education plans to greatly expand its Dwight Eisenhower Mathematics and Science program to bring the best-possible science and math teaching to schools throughout the~~ ^{assessment and curricula.} ~~country.~~

Equally exciting things are happening in the states. But to ^{11/9} achieve the goals that I announced last January will require that everyone get involved. That means parents, teachers, school administrators, businesses and universities.

Parents are especially important. It is very difficult for you as teachers to do your jobs if you don't get help from parents, and that's why we're ^{want to see} encouraging parental empowerment in education. We must make American education the best it can be ^{use things} ~~and that takes commitment.~~

greater parental involvement and greater choice in education.

Dr. Bromley's office - operator
7110 Steve Olson

Olson/~~Dooley~~

Draft 2

President's Remarks to the 1990 Awards for Excellence in
Elementary Science and Mathematics Teaching East Room of
Rose Garden

It's a great pleasure to be here with Secretary of Education
Lauro Cavazos, Secretary of Energy James Watkins, and the Acting
Director of the National Science Foundation, Fred Bernthal for
this tremendous gathering.

won't know
4/1 Monday

I am pleased to have the opportunity to join you today and
add my congratulations to those you have already received.
Presidential Awards for Excellence in Science and Mathematics
Teaching have been presented for the past eight years, but this
is the first year that elementary school teachers have been
honored as a separate category. So you are the pioneers in what
will be a continuing effort to honor the achievements of this
nation's many outstanding school teachers.

You are a very select group: 107 teachers from the more
than one-and-a-half million elementary school instructors in this
country. For many students, you represent their first exposure
to science and mathematics, which gives you a vital
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Studies have shown that most kids who go on to become
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Bromley
Stat. Ab.

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Kids are natural-born scientists, but too many of them lose interest when their only exposure to science is through long lists of facts. You have discovered how to bring out the fun in science and mathematics; and, in doing so, you provide a model and an inspiration for elementary school teachers everywhere.

You are also helping to meet a crucial national need. We live in an increasingly complex and competitive world, and the link between science and technology and our standard of living is stronger today than ever before. At a time when our international position in certain key industries is being challenged, we face impending shortfalls of qualified scientists and engineers. The students who can fill those shortfalls are in classrooms right now. We must ensure that they are given the education and the encouragement they need to.

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competent in five critical subjects including science and mathematics -- with their progress measured in grades four, eight, and twelve. We must also make American students the first in the world in science and mathematics by the year 2000, and we must ensure that every adult American must be able to read and have the skills, including technological skills, to compete in a global economy.

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? [Equally exciting things are happening in the states. But to achieve the goals that I announced last January, will require that everyone get involved.] That means parents, teachers, school administrators, businesses and universities.

Parental involvement ~~Parents are~~ especially important. It is very difficult for you as teachers to do your jobs if you don't get help from

parents, and that's why we're encouraging parental empowerment in education. We must make American education the best it can be -- and that takes commitment.

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You ^{all} are truly remarkable people. You are able to take children and inspire them, broaden their horizons, and point them in new directions. The country owes you an immense debt of gratitude, ~~but~~ your real rewards cannot be printed on a piece of paper. Your real rewards are the students who will remember you, and what you have done for them, for the rest of their lives.

Thank you for all you do, and God bless the United States of America.

Staffed for 10/11 at noon

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PRESIDENTIAL REMARKS: AWARDS FOR EXCELLENCE, ROSE GARDEN
1:30 p.m., Tuesday October 2, 1990

It's a great pleasure to be here with Secretary of Education Lauro Cavazos, Secretary of Energy James Watkins and the Acting Director of the National Science Foundation, Fred Bernthal, for this tremendous gathering.

I am pleased to have the opportunity to join you today and add my congratulations to those you have already received. Presidential Awards for Excellence in Science and Mathematics Teaching have been presented for the past eight years, but this is the first year that elementary school teachers have been honored as a separate category. So you are the pioneers in what will be a continuing effort to honor the achievements of this nation's many outstanding school teachers.

You are a very select group: 107 teachers from the more than one-and-a-half million elementary school instructors in this country. For many students, you represent their first exposure to science and mathematics, which gives you a vital responsibility.

Studies have shown that most kids who go on to become scientists or engineers decide to do so in elementary school or junior high. And, most often, the reason they do is because they are exposed to a teacher like each of you; someone who can spark their imagination and evoke the sense of wonder that is inherent in science.

Kids are natural-born scientists, but too many of them lose interest when their only exposure to science is through long lists of facts. You have discovered how to bring out the fun in science and mathematics; and, in doing so, you provide a model and an inspiration for elementary school teachers everywhere.

You are also helping to meet a crucial national need. We live in an increasingly complex and competitive world, and the link between science and technology and our standard of living is stronger today than ever before. At a time when our international position in certain key industries is being challenged, we face impending shortfalls of qualified scientists and engineers. The students who can fill those shortfalls are in classrooms right now. We must ensure that they are given the education and the encouragement they need.

Just a little over a year ago, I met with the nation's governors for an education summit - a first step toward building a strong partnership among this Administration, the governors, educators, parents and community leaders. This historic event resulted in a sense of direction and national goals for individual and collective efforts to improve the quality of education for all Americans.

Three of those goals directly involve science and mathematics. By the year 2000, American students must be competent in five critical subjects including science and mathematics -- with their progress measured in grades four, eight, and twelve. We must also make American students the first

in the world in science and mathematics by the year 2000, and we must ensure that every adult American must be able to read and have the skills, including technological skills, to compete in a global economy.

These are ambitious goals but they are faithful to the ambitions of this country. As a people, we have set tough goals before -- to send men to the moon or to serve the cause of freedom abroad. And we know that when the challenge is great, great things happen in America.

Already, a great many things are happening at the federal, state and local level. The Department of Energy is opening up its national laboratories to students and teachers so that they can experience cutting-edge science first-hand. And the Department of Education plans to greatly expand its Dwight Eisenhower Mathematics and Science program to bring the best possible science and math teaching to schools throughout the country.

Equally exciting things are happening in the states. But to achieve the goals that I announced last January will require that everyone get involved. That means parents, teachers, school administrators, businesses and universities.

Parents are especially important. It is very difficult for you as teachers to do your jobs if you don't get help from parents, and that's why we're encouraging parental empowerment in education. We must make American education the best it can be and that takes commitment.

Reading about your accomplishments makes me confident that we will succeed. The letters of recommendation that helped bring you to Washington give ample testimony to your ingenuity, determination and enthusiasm. In one letter, the parents of a boy named Woody write, " when we [used] to ask Woody what happened in school, he would tell us about recess. Now he tells us about science."

Another letter writes of a teacher who "studies with the mind of a scholar, perceives through the eyes of a child and communicates with the voice of an understanding, compassionate and energetic motivator." And all of the letters are unanimous about one thing: the enthusiasm that you bring to the classroom, an enthusiasm that touches everyone who knows you.

You are truly remarkable people. You are able to take children and inspire them, broaden their horizons, and point them in new directions. The country owes you an immense debt of gratitude. But your real rewards cannot be printed on a piece of paper. Your real rewards are the students who will remember you and what you have done for them for the rest of their lives.

Thank you for all you do and God bless the United States of America.

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