

Originally Processed With FOIA(s):

S

FOIA Number:

S

FOIA MARKER

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

Record Group/Collection: George H.W. Bush Presidential Records
Collection/Office of Origin: Speechwriting, White House Office of
Series: Speech File Backup Files
Subseries: Chron File, 1989-1993

OA/ID Number: 13767
Folder ID Number: 13767-008

Folder Title:
Lewiston High School, Lewiston, ME 9/3/91 [OA 8327]
[1]

Stack:	Row:	Section:	Shelf:	Position:
G	26	21	5	6

THE WHITE HOUSE

WASHINGTON

August 27, 1991

MEMORANDUM FOR LEIGH ANN

FROM: JANE

SUBJECT: 2 ISSUES WHICH REQUIRE YOUR GUIDANCE:

1) The Governor's Office has already printed tickets for the Maine events which look like the below:

Maine Department of Education
"The President's Education Address"
September 3, 1991

Name:-----

Number _____

Admit 1

Do we want tickets circulating with "The President's Education Address" printed on them? The Commissioner's Office has been instructed to hold-off on their distribution until you and Dave give your approval.

2) Please see the attached letter which is a copy of a letter of invitation the Governor's Office would like to send out. It is also pending your and Dave's approval.

Three Tiered Synopsis of Maine Back-To-School Events

I. 8:10-8:30 a.m.

The President meets & greets a Kindergarten class of 28 children and their parents at Farwell Elementary School.

II. 8:35-8:55 a.m.

The President proceeds across hallway to enter a holding room. He then proceeds into another classroom where he joins a Faculty meeting already in progress with Secretary Alexander, 18 teachers, the Commissioner of Education, the superintendent, and school principal.

8:55 a.m.

The President departs Farwell Elementary School with a wave-off of 350 children and 60 staff members behind the school.

III. 9:05 a.m.

The President arrives at Lewiston High School for MAINE 2000 event. (1/2 mile from Farwell Elementary)

9:15 a.m.; Off-Stage Announcement

August 28, 1991

MEMORANDUM FOR DAN MCGROARTY

FROM: CAROL BLYMIRE

SUBJECT: LEWISTON

Dan, I just spoke to Laurie Windsor at the Lewiston Chamber of Commerce. If you have any further questions on any of this material, her number is (207)783-2249. Below are the following points we discussed:

- o Lewiston is a community rich with Franco-American tradition. The town started out in the mill industry (shoes and textiles), but in the 1970s, there was a dramatic transformation toward small business.
- o Lewiston's citizens have strong family values. They are re-committing themselves to the value in education. This is evident in the programs listed below:

WorkAdvantage: businesses and students work together to regulate the after-school hours a student can work. Studies have shown that when a student works over 16 hours/week, the quality of schoolwork decreases dramatically.

An infant care program provides day care services for teenage ~~students~~ wishing to continue studies toward graduation. *parents(?)*

Outreach programs to assist handicapped students, as well as to prepare them for life outside high school.

*goal 5:
Adult literacy
lifetime learning*

The community pulled together to establish the Lewiston-Auburn college of the University of Southern Maine. This brings the total up to 5, of higher education facilities in the Lewiston area.

*goal 2:
graduation rate*

The community has been trying to lower the drop-out rate. it has decreased from 11.3% in 1986-87 to 4.93% in 1989-90. Figures for 90-91 are not available at this time.

There is an active Junior Achievement program in the Lewiston area.

Businesses in the area have mentoring programs, where they serve as reading tutors to first and second graders.

Again, if you have any questions, let me know, or call Laurie. She's really great and very helpful.

446.

Civic Mr. ~~Civic Mr.~~

Don't be a stranger in
your child's school.

Find out how you
can help.

THE WHITE HOUSE
WASHINGTON

goals posted - where?

~~why not?~~ ^{ou} in gym on
day of visit

~~school/city-wide drop-out
rate?~~ ~~natl. avg.?~~

freshman there that
day 446

gym ou they graduate?
Central Me. Civic Ctr.

3 schools in Maine selected as Blue Ribbon
schools

Peggy + Carol -

330 8128

Leslie Arisht

401-3046

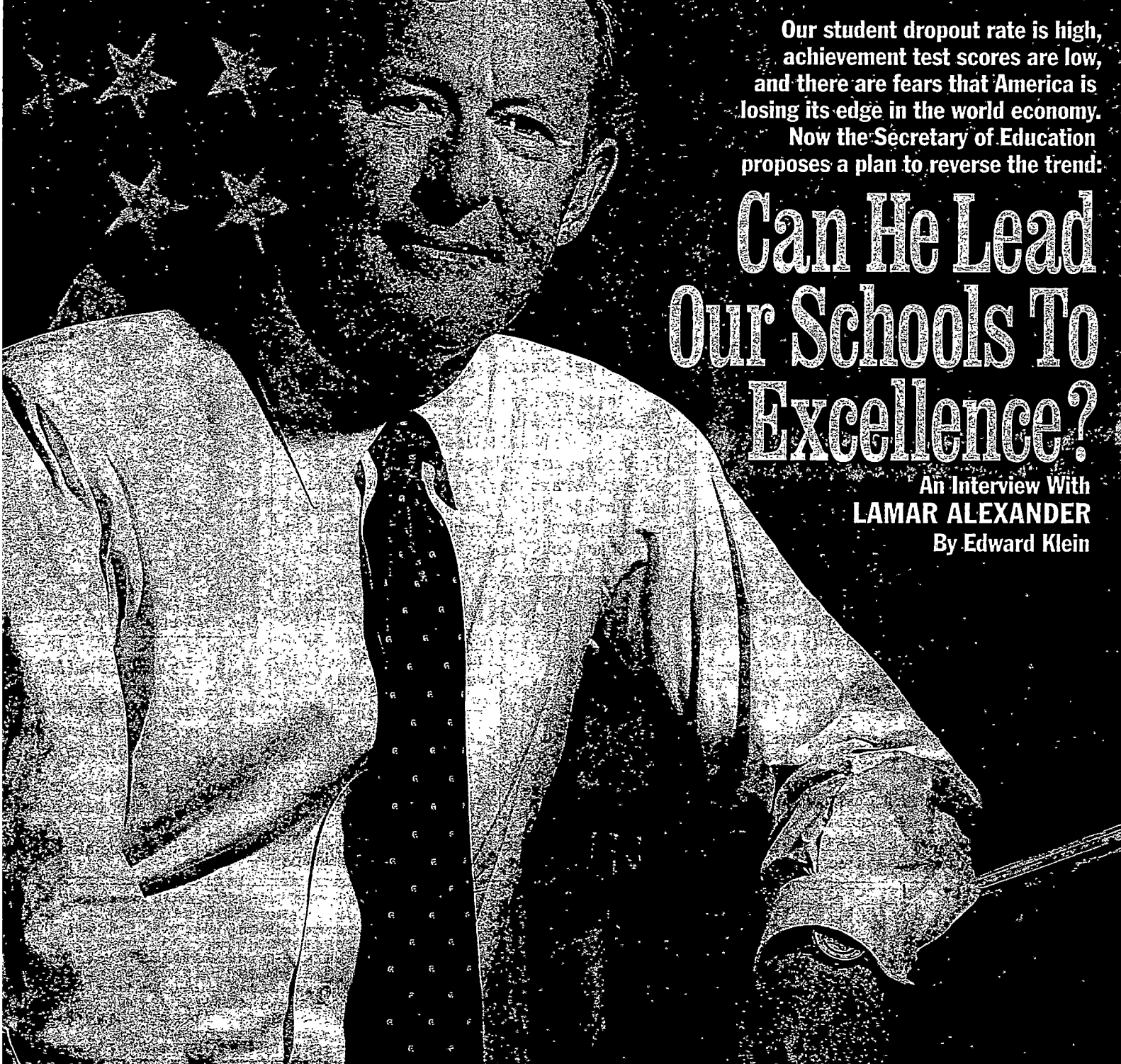
@ Research on Maine
to supplement the
President's address

SUNDAY, AUGUST 25, 1991

The Washington Post

Photo Copy Processed

PARADISE



Our student dropout rate is high, achievement test scores are low, and there are fears that America is losing its edge in the world economy. Now the Secretary of Education proposes a plan to reverse the trend:

Can He Lead Our Schools To Excellence?

An Interview With
LAMAR ALEXANDER
By Edward Klein

Blue Devils
Red Eddies - Edw. 6925
Little N.S. "E.L."
Auburn
Lost Valley After 12:30
Auburn Mall
Lewiston McDonald's
hockey team Sept 6
Lewiston N.S.
@LHS

David Anderson
207/777-1917

McGroarty/(Dooley-Blymire)
August 29, 1991
2:30 pm
[MAINE.TS]

PRESIDENTIAL REMARKS: LEWISTON HIGH SCHOOL, MAINE
SEPTEMBER 3, 1991
~~1:00 P.M.??~~ 9:30 AM

Thanks, all of you, for this warm welcome. It's my pleasure to welcome all of you back to school -- to help my good friend **Governor Jock McKernan** kick off **Maine 2000** -- and to meet with the new Lewiston High Class of '95. //

[Introductory acknowledgements: Congresswoman Snowe, Sec. Alexander, etc.] [[Let me say to Lamar Alexander: I'll keep up with my computer lessons, but I absolutely refuse to write a report on "What I did on my summer vacation." //]]

Barbara and I remember our own kids going off to school many years ago. Now our kids are grown -- and we watch our grandkids, 10 of them, start a new school year just like each of you. //

When you're growing up, the new year doesn't begin January 1st -- it starts today. [[I saw that this morning at Farwell Elementary School. Still, some of those kindergartners seemed disappointed I didn't bring along Arnold Schwarzenegger.]] It works that way for parents, too. Each new year wipes the slate as clean as the blackboard. Kids look forward to seeing each other and becoming cool. Parents embrace the eternal hope that this year their children will come home with straight A's.

Education and expectation: the two go hand in hand. Your world -- the whole world -- trembles with possibility. One day, we scratch out our thoughts with paper and pen; the next, it

Gov. McK

hands cheerleaders
community
SA - Lee ed.
Me. steering comm -

Sen. Cohen

Sen. Mitchell?

1845

seems, we use computers and laser printers. One day, the Soviet Union, bellicose and threatening, stares at us from across the sea. But just last month, we saw 70 years of history swept away in a single week. This is our world -- and if we are to thrive in it, we must understand history, geography, math, science. When challenges confront us, we must have what it takes to act.

That's the world waiting for the Class of 1995 -- the world you will shape. Students, you feel the opening day jitters that come with each school year. But we adults must make sure that we also feel that sense of expectation -- that feeling that the school doors open a new world of possibility, for us all.

The battle for the future begins right here. The ringing school bell sounds an alarm -- a warning to all of us who care about the state of American education: If we don't educate our sons and daughters well, they will no longer enjoy the blessings we take for granted.

Every day brings new evidence of crisis. The national average ~~for SAT math scores~~ has fallen for four consecutive years. Scores on the Verbal SAT have tumbled to the lowest level ever. These sad statistics tell us what we already know: Our schools don't work.

But how many of us demand better of our children, ourselves, our schools? Not enough. Polls suggest too many parents and students remain unconcerned -- unconvinced that the state of our schools should worry them. Sure, they know something is wrong: Ask them to grade the nation's schools, and not even one-fourth

will give our nation's schools an A or B. But ask them to grade their own schools, and you get a different answer: three-fourths grade their school as good -- even excellent.

We seem to think the crisis in American education plagues some other city or state, or some other school across town -- anywhere but our school. Some of us just don't want to ask tough questions and risk angering teachers and administrators. And some of us seem to believe that while everything else in the world changes, our schools shouldn't -- that what was good enough for us should be good enough for our kids. //

We share responsibility for the state of every school and each individual student -- here in Lewiston, and in a hundred thousand schools in cities and towns all across America. If our schools fail us, we can't blame Washington or Augusta: We must blame ourselves for betraying our own children.

Almost two years ago, this nation's Governors and I established six ambitious National Education Goals -- goals posted today right here on the walls of this gym. In April, at the White House I announced America 2000: a national education strategy to move us forward toward those goals. //

We don't get a second chance to change the future. Today it's time to seize the moment, and do great things. //

By the year 2000, we pledged to raise the national graduation rate to at least 90 percent. In 1990, Lewiston High graduated 95 percent of its class -- well above the national average. Lewiston has cut its drop-out rate in half in four

X
one line
hanging to
POTUS right

short years. You've earned the right to be proud. But before you get too comfortable, keep in mind that even at 95 percent more than 20 of the freshmen seated behind me won't be walking across that stage to get their diploma 4 years from now at the Civic Center.

We've challenged ourselves to become first in the world in math and science by the year 2000. Right now, we stand 13th.

*in Math +
17th in
Science.*

Ranking first means more than engaging in some sort of intellectual Olympics. Where we rank in the world matters here -- and it should matter to you. Look at Lewiston. For most of its history, Lewiston was a mill town, producing textiles and shoes. Times change. Today, Lewiston's traditional industries account for only 10 percent of the local economy -- and even the so-called traditional industries have changed enormously. {Mayor Howaniec tells me L.L. Bean has located its new telemarketing center in Lewiston.}

Increasingly, the mothers and fathers of this freshman class work in new companies employing new technologies. Some have even started small businesses of their own. Still, we can't be content to educate our children with today's businesses in mind. By the time our kids graduate from high school or college or graduate school, new industries will have sprouted up; our economy will demand new skills.

This country was built by generations of Americans with strong backs, and the will to work from sun up to sundown. As citizens of the next century, today's 9th Graders will have to

7/1.
Me. Dept
Labor
b-WANT-ik

use their minds -- to push forward the technological revolution transforming the world. The pioneers of the next American century must blaze new sorts of trails; they must explore the far corners of a future governed as much by microwaves and lasers as by coal or steel. The greatest resource for our future lies deep in the recesses of our minds, and the key to our nation's success lies with that old-fashioned treasure -- Yankee ingenuity. //

But let's face it: We won't make progress if we can't measure success. By the year 2000, we must call on students at grades 4, 8 and 12 to demonstrate their competence in five core subjects. We'll have the first of these American Achievement Tests in place for the 1993-94 school year. Each state must develop its own means of measuring progress -- its own report card -- and share the results.

That's crucial. We can't hide our heads in the sand. We can't afford to treat our children's success or failure as if it were a state secret. Each student and every parent deserves to know whether they and their schools measure up to world-class standards.

One of the key reasons for the poor performance we see today comes from having asked too much of teachers -- expecting them to act as social workers, part-time psychologists and family counselors. At the same time, we've asked too little of our students, of ourselves and our society.

We've shied away from asking our students to excel -- and from holding them accountable when they don't. We figure, if

they get A's, they must be doing okay, even if an A no longer means what it used to mean. As a nation, we sometimes seem more worried about how our students feel than what they learn. That's got to change. When students graduate, they deserve more than a diploma. They deserve an education. //

But success by the year 2000 demands even more of us. Every American child should start school ready to learn. Every American adult should be literate -- and every American school must be drug-free.

Here in Lewiston, some of today's new freshmen participated in Head Start -- a proven program I want to open up to thousands more pre-school children. In the battle against illegal drugs, Lewiston schools have taken the lead through D.A.R.E. and other drug prevention programs, beginning in elementary school. And tonight, right here at Lewiston High, a new school year begins for adults learning how to read, studying for their GED -- living proof it is never too late to learn. //

Every community and every school must make those goals their own -- as this state does today with Maine 2000. Let the start of this new school year spark a revolution in American education.

So far, I've spoken about our schools -- about the revolution in American education that must take place within these walls. But the revolution can neither begin nor end here. Not even the best school can ever be good enough.

Let me use a "word problem" to show you why. Assume a child goes to school from Kindergarten to 12th grade, and never misses

a day. Subtract summers and weekends -- all the hours before and after school. How much time do our children spend in classrooms?

The answer may surprise you. It's nine-percent; one-eleventh of their time. They spend the rest of their lives elsewhere -- at home, playing with friends, in the shopping mall.

[[Now, maybe parents won't find the fact our kids spend 91 percent of their time outside the classroom too hard to believe -- especially when it seems like we spend 50 percent of our time nagging our kids to clean their rooms.]]

But what happens in that 91 percent makes all the difference in the world. We can't blame the schools alone for that dismal drop in SAT verbal scores. The drop means that we haven't taken the time to read to our kids -- to talk with them -- to teach them the arts of communication -- how to think, how to write and speak clearly.

Mom and Dad: Don't make the mistake of thinking your kids only learn from 9:00 a.m. to 3:00 p.m. You are -- and always will be -- your sons' and daughters' first teachers. //

Here's another shocking number: The average parent spends 15 minutes a day -- 15 minutes -- in conversation with their child. Most people spend that much time on coffee break.

The freshman here today may think they're a bit old to have their homework checked. And maybe as parents -- certainly this President will admit -- we can't keep up with the latest in computer technology. But that doesn't mean we can't help. The Class of '95 is old enough to sit down, read a newspaper, and

talk with their parents about what's going on in the world, to take interests, opinions, and ideas seriously. In exchange, they can use those speaking and thinking skills to teach mom and dad how to use the computer. //

What happens at home matters. When our kids come home from school, do they pick up a book -- or do they sit glued to the tube watching music videos? Recent studies prove something we all know: that television doesn't stimulate our brains; it sedates us, soothes us -- and does not challenge us. ✓

Still, the future of American education depends on more than what happens in the classroom or around the kitchen table. Our communities and businesses must support educational values, too.

So ask yourselves: In our communities, do we value education and intellect? In the working world, do we reward employees who want to improve themselves -- do employers encourage workers to go back to school, to learn new skills?

Every member of the community can play a role in this revolution. No: every member of the community must play a role.

So parents: Don't be a stranger in your child's school. Visit the classroom. Talk to the principal. Make it your business to find out whether your child's school is drug-free. Talk to your school board about school choice -- about the curriculum -- about ways to put your schools and their resources to use year round. And don't ever take no for an answer when you want to visit and ask questions. //

You don't have to have kids in school to have a stake in what happens in the classroom. For the older folks among us, don't complain about "kids today" -- or that the neighborhood "isn't what it used to be." Get involved. Go into your schools -- get active in the community -- see what you can do to help.

The same goes for local business leaders. Get involved -- not just in word, but in deed. You can think of it as community service -- giving something back to the community your company calls home. Or, think of it in terms of self-interest and sound business -- improving the schools to cultivate the kind of future employees your company needs to keep ahead. //

But above all, get moving. Get involved. That's the idea behind what I call America 2000 Communities -- places that demand that schools play a central role in community life.

We need that kind of revolutionary attitude to reform our schools -- here in Lewiston and across the country. We must ignite a renaissance in American education. We must make this Nation every bit the leader in the Century ahead that it has been since 1776.

All revolutions require principles, ideals and hopes. Start with the sense of possibility you feel today, and build on it. And by all means: Do not rest until we win this revolution. ///

Once again, my thanks to you for this warm welcome -- and may God bless the United States of America.

#

!K - WAN - 16

with 7m night - Mon 11:00a
24.57/day

333 - 7958
1:30

AVS
1-880-331-1212

Since 1980

Fallen for 1st time

FRATURE A
SAT MATH SCORES -

639.75
 1615.00

 24 .75

W 28
 222 - 222

Vi - MAW - dt

Kristen	\$20
Susan	\$22
Davis	\$40



Jobs for America's Graduates, Inc.

LAm
Jane

CHAIRMAN
The Honorable John R. McKernon, Jr.
Governor
State of Maine

**CHAIRMAN
EXECUTIVE COMMITTEE**
The Honorable Charles S. Robb
U.S. Senator
State of Virginia

PRESIDENT
Mr. Kenneth M. Smith
Chairman and CEO
International Management &
Development Group, Ltd.

TREASURER
Mrs. Carolyn Werner
Carolyn Werner & Associates

SECRETARY
Dr. Franklin B. Weher
Superintendent of Public Instruction
Ohio Department of Education

MEMBERS

- Dr. Bernard E. Anderson
Managing Partner
Urban Affairs Partnership
- Mr. Michael M. Arnold
Director of Investor Relations
AFL-CIO Investment Trusts
- Mr. Ralph Barrow
Retired President
Jobs for Delaware Graduates
- Mr. Linden S. Blue
CEO & Vice Chairman
General Atomic
- The Honorable Christopher S. Bond
U.S. Senator
State of Missouri
- The Honorable William E. Brock
The Brock Group
- Mr. David Chen
Vice President for Strategic Planning
Aetna Casualty & Surety Company
- The Honorable James G. Collins
Attorney at Law
- Mr. Frank F. Doyle
Senior Vice President
General Electric Company
- Mrs. Julie Nixon Eisenhower
Author
- The Honorable Judd Gregg
Governor
State of New Hampshire
- Dr. Benjamin L. Hooks
Executive Director
NAACP
- The Honorable James M. Jeffords
U.S. Senator
State of Vermont
- Dr. William B. Keane
Superintendent, Delaware
Department of Public Instruction
- The Honorable Madeline M. Kunin
Governor
State of Vermont
- Mr. Timothy D. Leuloni
President & CEO of
General Automotive
- The Honorable Ray Mabus
Governor
State of Mississippi
- Ms. Patricia Nelson
Vice President
Corporate Communications
Capital Cities/ABC, Inc.
- Ms. Catherine B. McKee
Vice President and Director of
Group Administration
Motorola Government
Electronics Group
- The Honorable M. Peter McPherson
Executive Vice President
Bank of America
- The Honorable Zell Miller
Governor
State of Georgia
- Mr. Preston B. Parish
Parish Architects
- Mr. H. K. Ranjit
Director of International
Education and Management
Development
IBM Corporation
- The Honorable Stan Stephens
Governor
State of Montana
- Mr. C. F. Weniger
Vice President
Johnson & Johnson
- The Honorable Pete Wilson
Governor
State of California
- Mr. Reul Yzaguirre
President
National Council of La Raza

MEMORANDUM

FVI -
Dan
From
Jane

TO: David Demerest

FROM: Kenneth M. Smith

DATE: August 23, 1991

RE: Using JAG as Example for Upcoming Presidential Speech

During our recent meeting with Secretary of Education, Lamar Alexander, he mentioned that it may be valuable to use Jobs for America's Graduates as an example of how the new Education Goal -- a 90% graduation rate for America's high school students -- is already being achieved. As you know, JAG is achieving this goal and has for the past several years on a consistent basis.

We would be pleased if President Bush were to use JAG as an example in his upcoming speech -- especially since we are reaching this goal in more than 325 high schools across the country with some of the most at-risk youth in school.

Feel free to use us! As you know, we have other impressive success rates available and are willing to share these if someone wants to know more.

Please let us know if we can be of assistance.

cc: Judith M. Boylson
Director of National Programs

KMS:jmb
91: 794 10.1/1

LEGAL COUNSEL

Mr. Stanton D. Anderson
Anderson, Hibey, Neuhelm & Blair

LEWISTON HIGH SCHOOL

RICHARD M. SYKES
Principal

156 East Avenue
Lewiston, Maine 04240

~~207-784-2371~~

207-795-4190

JOHN G. BOUCHLES
Assistant Principal
DR. EDWARD DWYER, JR.
Assistant Principal
ROGER LACHAPELLE
Assistant Principal
KENNETH C. JORDAN
Vocational Director

TO: Peggy Dooley, White House
FROM: Richard M. Sykes, Principal
RE: High School & Regional Technical Center Profile
DATE: August 27, 1991

*6 goals
grad rate
math - science
tests - local
ready to learn
adults - interest
drug-free
night
school*

COMMUNITY

Lewiston is one of Maine's largest cities with a population of 45,000 people. Our twin city is Auburn with a population of 25,000. Lewiston and Auburn have traditionally been associated with the shoe and textile industries, but our economy has diversified to a point that it is estimated that less than 10% of the work force is currently employed by these traditional industries. The workforce has been quick to adapt to new industrial processes based upon small businesses and entrepreneurs. The median family income is comparatively low.

Lewiston has one private high school and is also home to Bates College, a highly regarded liberal arts college. The following post-secondary schools are also close by: Central Maine Medical Center School of Nursing; Mid-State Business School; University of Maine at Augusta, Lewiston-Auburn Division; University of Maine-Lewiston; and Central Maine Technical College.

SCHOOL CHARACTERISTICS

Lewiston High School & Regional Technical Center is one of the largest high schools in the state with a student population of 1,465. Grades 9 through 12 are maintained in a two-semester school year. The professional staff numbers 133. The curriculum offerings are diversified and comprehensive in nature. The Lewiston Regional Technical Center is housed in the high school complex and accepts students from the following high schools: Edward Little High School, Auburn; Leavitt Area High School, Turner; Lewiston High School, Lewiston; Lisbon High School, Lisbon; Oak Hill High School, Sabattus; and Monmouth Academy, Monmouth. The Vocational school offers 23 programs with most courses following a two-year sequence.

PROFILE

Lewiston High School is approved and accredited by the New England Association of Colleges and Secondary Schools and by the Maine State Department of Education.

GRADING SYSTEM

100 B=85 to 92 C=76 to 84 D=70-75 F=Below 70
CLASS is computed after 6 semesters and updated after the 7th semester.
CLASS is not weighted.

GRADUATION REQUIREMENTS

4 credits in English, 1 credit in U.S. History, 1 credit in American Government, 2 Credits in Mathematics, 2 credits in Science, 1 credit in Physical Education, ½ credit in Health, Proficiency in Maine Studies and Computers. A total of 18 credits is required to graduate.

GRADUATING CLASS STATISTICS

Class of 1991	Students Attending <u>4-Year College</u> 37.4%	Students Attending <u>2-Year College</u> 9.7%
	Total going on to school 47.1%	

DROP OUT RATE AS REPORTED BY THE MAINE DEPARTMENT OF EDUCATION

1986-87	11.3%
87-88	9.9%
88-89	7.4%
89-90	4.93%
90-91	not available

*for Lewiston alone?
or State*

The staff at Lewiston High School has worked hard to reduce the dropout rate by providing a variety of educational programs and services. Recent initiatives include:

RECENT EDUCATIONAL INITIATIVES

1. An Air Force JROTC program was started in 1989/90.
2. An infant care program provides baby sitting services for teenage parents wishing to complete their diploma.
3. Alternative education programs have begun both in the academic and vocational curriculum.
4. A cooperative agreement with local businesses (entitled WorkAdvantage) which seeks to increase communication and understanding between employees and their student employees. The WorkAdvantage program has been adopted by the Maine Chamber of Commerce and the Maine Secondary School Principals' Association.
5. The addition of a Law Occupations program at Lewiston Regional Technical Center.
6. An Outreach Program to assist handicapped students to be successful in the mainstream physical education classrooms.
7. The addition of a Living Skills program to service trainably handicapped students.
8. Expanded athletic and extra curricular activities for all students.
9. Seven Advanced Placement offerings at the high school. An agreement with Bates College to have high school students take a Bates College course tuition free.

Lewiston High School Profile
Page3 August 27, 1991

10. Regional Gifted and Talented programs in writing, math, and science.

11. A career centered established as part of the Guidance curriculum.

Please advise if additional information is necessary.

THE
CENTER
FOR
SECURITY
POLICY

DECISION BRIEF
For Immediate Release

No. 91-D 90
28 August 1991
Contact: Jennifer J. White
(202) 466-0515

**NO MORE COMMUNIST COUPS: THE WEST MUST DO FOR
CROATIA WHAT THE EC JUST DID FOR THE BALTICS**

(Washington, D.C.): The European Community distinguished itself this week by filling the vacuum in leadership created by the Bush Administration's continuing refusal to recognize the independence of Lithuania, Latvia and Estonia. In doing so, the EC took one of the most important -- and tangible -- steps imaginable to rebuff the communist perpetrators of last week's Soviet coup and to align itself squarely with those committed to democracy and free enterprise in the unravelling USSR.

Unfortunately, EC foreign ministers meeting yesterday in Brussels could not quite bring themselves to extend the same support to another victim of a communist coup -- the breakaway Yugoslav republic of Croatia. Instead, the ministers issued a communique threatening sanctions against Serbia if federal and guerilla forces loyal to the Serbian despot, Slobodan Milosevic, who are engaged in bloody aggression against Croatia, do not observe an EC-monitored cease-fire by Sunday. They declined to adopt a German plan for immediate recognition of Croatia and neighboring Slovenia on the grounds that it would (inexplicably) "limit" their options in the event Serbia begins a large-scale assault on the breakaway republics.

While the European Community's timidity has probably helped to ensure that Serbian-sponsored violence against the Croats will intensify, by contrast with the United States' performance in this crisis, that of the EC seems like a *profile in courage*. Just as the Bush Administration has been seen as favoring *communist central authorities* in Moscow over Baltic independence -- and hence has lagged deplorably behind most Western nations in extending recognition -- the U.S. government has steadfastly declined to cross the *communist central authorities* in Belgrade by actively supporting democratic governments in Croatia and Slovenia.

Fortunately, an opportunity to strengthen the West's position on Yugoslavia is at hand. Senior officials representing leading members of the European Community will meet Friday with their opposite numbers from the U.S., Japan and Canada at a meeting of the G-7 "sherpas." While the question of Soviet aid is expected to dominate these discussions, the Center for Security Policy strongly believes that the Yugoslav situation deserves urgent attention as well. The Center urges the G-7 to intervene immediately on behalf of Croatia by offering recognition, political and economic assistance -- if not by the dispatch of a contingent of armed peace-keepers. At the same time, these nations should threaten to render "Greater Serbia" a pariah state in terms of its standing as a member of the community of nations and with respect to access to Western resources (e.g., aid, trade and technology).

The Center also believes that a very powerful signal could be sent by Boris Yeltsin -- showing the genuine "New Thinking" his Russian Republic is prepared to bring to international affairs -- were he also to recognize Croatia and Slovenia. Coming from a man who has done so much to thwart the repressive designs of Milosevic's kindred spirits in the USSR, such a message would greatly hearten democratic forces in the breakaway Yugoslav republics. It would also immeasurably reinforce the deterrent signal the West must now send to those in Belgrade who hope to succeed with their coup where the Soviet plotters failed.

D
E
C
I
S
I
O
N
B
R
I
E
F

Paul Flaherty
11/5
~~of work~~

PD -

need to check SAT
scores again:

MATH

VERBAL

OVERALL

R. Forder: Don't forget...

1) personal responsibility
of students...

⇒ 2) blame/behavior...

we want do better -
positive spin

⇒ 3) why it is important to report...
strengths of system.

→ Economic component

inherent in both components
in integrated global economy.

McGroarty/(Dooley-Blymire)
August 29, 1991
11:30 am
[MAINE.TS]

PRESIDENTIAL REMARKS: LEWISTON HIGH SCHOOL, MAINE
SEPTEMBER 3, 1991
1:00 P.M.??

Thanks, all of you, for this warm welcome. It's my pleasure to welcome all of you back to school -- to help my good friend **Governor Jock McKernan** kick off **Maine 2000** -- and to meet with the new Lewiston High Class of '95. //

[Introductory acknowledgements: Congresswoman Snowe, Sec. Alexander, etc.] [[Let me say to Lamar Alexander: I'll keep up with my computer lessons, but I absolutely refuse to write a report on "What I did on my summer vacation." ///]

Barbara and I remember our own kids going off to school many years ago. Now our kids are grown -- and we watch our grandkids, {x} of them, start a new school year just like each of you. //

When you're growing up, the new year doesn't begin January 1st -- it starts today. [[I saw that this morning at Farwell Elementary School. Still, some of those kindergartners seemed disappointed I didn't bring along Arnold Schwarzenegger.]] It works that way for parents, too. Each new year wipes the slate as clean as the blackboard. Kids look forward to seeing each other and becoming cool. Parents embrace the eternal hope that this year their children will come home with straight A's.

Education and expectation: the two go hand in hand. Your world -- the whole world -- trembles with possibility. One day, we scratch out our thoughts with paper and pen; the next, it

seems, we use computers and laser printers. One day, the Soviet Union, ^{bellicose} strong and threatening, stares at us from across the sea.

~~The next, the threat seems to vanish and the strength seems a mirage. Our world changes more quickly than any of us could~~

~~possibly imagine.~~ ^{But} Just last month, we saw 70 years of history in

the Soviet Union swept away in a single week. ^{This is our world --} It seems as if an

~~atlas or a history book has a shorter shelf life than milk.~~ ^{and} If

~~you want to thrive in that kind of world,~~ ^{we} you must understand

history, geography, math, science; ^{we} you must be able to express

^{ourselves} yourself clearly. When challenges confront ^{us} you, ^{we} you must have

what it takes to act.

(sitting right behind us)

That's the world waiting for the Class of 1995 -- the world you will shape. / Students, you feel the opening day jitters that come with each school year. But we adults must make sure that we also feel that sense of expectation -- that feeling that the school doors open a new world of possibility, for us all.

The battle for the future begins right here. The ringing school bell sounds an alarm -- a warning to all of us who care about the state of American education: If we don't educate our sons and daughters well, they will no longer enjoy the blessings we take for granted.

Every day brings new evidence of crisis. The national average for SAT math scores has fallen for four consecutive years. Scores on the Verbal SAT have tumbled to the lowest level ever. These sad statistics tell us what we already know: Our schools don't work.

But how many of us demand better of our children, ourselves, our schools? Not many, I suspect. Polls suggest too many parents and students remain unconcerned -- unconvinced that the state of our schools should worry them. Sure, they know something is wrong: Ask them to grade the nation's schools, and not even one-fourth ~~of them~~ will give our nation's schools an A or B. But ask them to grade their own schools, and you get a different answer: three-fourths grade their school as good -- even excellent.

We seem to think the crisis in American education plagues some other city or state, or some other school across town -- anywhere but our school. Some of us just don't want to ask tough questions and risk angering teachers and administrators. And some of us seem to believe that while everything else in the world changes, our schools shouldn't -- that what ~~we get in~~ ^{was good enough for us} ~~school~~ should be good enough for our kids. //

Think about ~~it~~: If you had to purchase a car today, you wouldn't go out and look for a jalopy made when you were in elementary school. You'd look for something modern, efficient -- better. So why should we saddle our children with jalopy educations? Why should we ask them to live in the past, when they must determine this nation's future?

The schools ~~we~~ graduated from wouldn't pass the test in 1991. And the very best schools right now won't be good enough for the year 2000 -- for the new century and new world beyond.

I'm not so sure about this. or this.

We share responsibility for the state of every school and each individual student -- here in Lewiston, and in a hundred thousand schools in cities and towns all across America. If our schools fail us, we can't blame Washington or Augusta: We must blame ourselves for betraying our own children.

Almost two years ago, this nation's Governors and I established six ambitious National Education Goals -- goals posted today right here on the walls of this gym. In April, at the White House I announced America 2000: a national education strategy to move us forward toward those goals. // Today it is time

Today, those goals -- and the target date for reaching them -- may seem remote. But when you reach my age, nine years doesn't seem like much time. But if seven days can reshape an entire nation, nine years ought to give us plenty of time to reshape our schools and open up a whole new world of opportunity.

~~We don't get a second chance to change the future. We ought to~~

✓ seize our moment, and do great things. //

By the year 2000, we pledged to raise the national graduation rate to at least 90 percent. In 1990, Lewiston High graduated 95 percent of its class -- well above the national average. Lewiston has cut its drop-out rate in half in four short years.

You've earned the right to be proud. But before you get too comfortable, keep in mind that even at 95 percent {more than 20} of the freshmen seated behind me won't be walking across that stage to get their diploma 4 years from now at the Civic Center.

We've challenged ourselves to become first in the world in math and science by the year 2000. Right now, we stand 13th.

Ranking first means more than engaging in some sort of intellectual Olympics. Where we rank in the world matters here - - and it should matter to you. Look at Lewiston. For most of its history, Lewiston was a mill town, producing textiles and shoes. Times change. Today, Lewiston's traditional industries account for only 10 percent of the local economy -- and even the so-called traditional industries have changed enormously. {Mayor [xxx] tells me L.L. Bean has located its new telemarketing center in Lewiston.}

Increasingly, the mothers and fathers of this freshman class work in new companies employing new technologies. Some have even started small businesses of their own. Still, we can't be content to educate our children with today's businesses in mind. By the time our kids graduate from high school or college or graduate school, new industries will have sprouted up; our economy will demand new skills.

This country was built by generations of Americans with strong backs, and the will to work from sun up to sundown. As citizens of the next century, today's 9th Graders will have to use their minds -- to push forward the technological revolution transforming the world. The pioneers of the next American century must blaze new sorts of trails; they must explore the far corners of a future governed as much by ^{microwaves and lasers} ~~electronics~~ as by coal or ~~iron~~ steel. The greatest resource for our future lies deep in

the recesses of our minds, and the key to our nation's success lies with that old-fashioned treasure -- Yankee ingenuity. //

But let's face it: We won't make progress if we can't measure success. By the year 2000, we must call on students at grades 4, 8 and 12 to demonstrate their competence in five core subjects. We'll have the first of these American Achievement Tests in place for the 1993-94 school year. Each state must develop its own means of measuring progress -- its own report card -- and share the results.

That's crucial. ~~Too many schools cover up test results, or refuse to probe those results too deeply.~~ We can't hide our heads in the sand. *We can't afford to* ~~And no school has the right~~ to treat our own children's successes or failures as if they were state secrets. Each student and every parent deserves to know whether they and their schools measure up to world-class standards.

One of the key reasons for the poor performance we see today comes from having asked too much of teachers -- expecting them to act as social workers, part-time psychologists and family counselors. At the same time, we've asked too little of our students, of ourselves and our society.

We've shied away from asking our students to excel -- and from holding them accountable when they don't. We figure, if they get A's, they must be doing okay, even if an A no longer means ~~a thing~~. *what it used to mean.* As a nation, we sometimes seem more worried about how our students feel than what they learn. That's got to

change. When students graduate, they deserve more than a diploma. They deserve an education. //

But success by the year 2000 demands even more of us. Every American child should start school ready to learn. Every American adult should be literate -- and every American school must be drug-free.

Here in Lewiston, some of today's new freshmen participated in Head Start -- a proven program I want to open up to thousands more pre-school children. In the battle against illegal drugs, Lewiston schools have taken the lead through D.A.R.E. and other drug prevention programs, beginning in elementary school. And tonight, right here at Lewiston High, a new school year begins for adults learning how to read, studying for their GED -- living proof it is never too late to learn. //

Every community and every school must make those goals their own -- as this state does today with Maine 2000. Let the start of this new school year spark a revolution in American education.

So far, I've spoken about our schools -- about the revolution in American education that must take place within these walls. But the revolution can neither begin nor end here. Not even the best school can ever be good enough.

Let me use a "word problem" to show you why. Assume a child goes to school from Kindergarten to 12th grade, and never misses a day. Subtract summers and weekends -- all the hours before and after school. How much time do our children spend in classrooms?

The answer may surprise you. It's nine-percent; one-eleventh of their time. They spend the rest of their lives elsewhere, at home, playing with friends, in the shopping mall.

//

[[Now, maybe parents won't find the fact our kids spend 91 percent of their time outside the classroom too hard to believe - - especially when it seems like we spend 50 percent of our time nagging our kids to clean their rooms.]]

But what happens in that 91 percent makes all the difference in the world. We can't blame the schools alone for that dismal drop in SAT verbal scores. The drop means that we haven't taken the time to read to our kids -- to talk with them -- to teach them the arts of communication, how to think, how to write and speak clearly.

Mom and Dad: Don't make the mistake of thinking your kids only learn from 9:00 a.m. to 3:00 p.m. You are -- and always will be -- your sons' and daughters' first teachers. //

Here's another shocking number: The average parent spends 15 minutes a day -- 15 minutes --in conversation with their child. Most people spend that much time on coffee break.

The freshman here today may think they're a bit old to have their homework checked. And maybe as parents -- certainly this President will admit -- we can't keep up with the latest in computer technology. But that doesn't mean we can't help. The Class of '95 is old enough to sit down, read a newspaper, and talk with their parents about what's going on in the world, to

take interests, opinions, and ideas seriously. In exchange, they can use those speaking and thinking skills to teach mom and dad how to use the computer. //

What happens at home matters. When our kids come home from school, do they pick up a book -- or do they sit glued to the tube watching music videos? Recent studies prove something we all know: that television doesn't stimulate our brains; it sedates us, soothes us -- and does not challenge us.

Still, the future of American education depends on more than what happens in the classroom or around the kitchen table. Our communities and businesses must support educational values, too.

So ask yourselves: In our communities, do we value education and intellect? In the working world, do we reward employees who want to improve themselves -- do employers encourage workers to go back to school, to learn new skills?

Every member of the community can play a role in this revolution. No: every member of the community must play a role.

So parents: Don't be a stranger in your child's school. Visit the classroom. Talk to the principal. Make it your business to find out whether your child's school is drug-free. Talk to your school board about school choice -- about the curriculum -- about ways to put your schools and their resources to use year round. And don't ever take no for an answer when you want to visit and ask questions. //

You don't have to have kids in school to have a stake in what happens in the classroom. For the older folks among us,

?

Mom
&
Dad

don't complain about "kids today" -- or that the neighborhood "isn't what it used to be." Get involved. Go into your schools -- get active in the community -- see what you can do to help.

The same goes for local business leaders. Get involved -- not just in word, but in deed. You can think of it as community service -- giving something back to the community your company calls home. Or, think of it in terms of self-interest and sound business -- improving the schools to cultivate the kind of future employees your company needs to keep ahead. //

But above all, get moving. Get involved. That's the idea behind what I call America 2000 Communities -- places that demand that schools play a central role in community life.

We need that kind of revolutionary attitude to reform our schools -- here in Lewiston and across the country. We must ignite a renaissance in American education. We must make this Nation every bit the leader in the Century ahead that it has been since 1776.

All revolutions require principles, ideals and hopes. Start with the sense of possibility you feel today, and build on it. ~~Don't wait for the excitement to go away --~~ and by all means: Do not rest until we win this revolution. ///

Once again, my thanks to you for this warm welcome -- and may God bless the United States of America.

#

Richard A.



OFFICE OF THE SECRETARY
U. S. DEPARTMENT OF EDUCATION
400 Maryland Avenue, S.W.
Suite 4181
Washington, D.C. 20202

Telephone: (202) 401-3000

Fax Number: (202) 401-0596

FAX COVER SHEET

MESSAGE

TO: Tony Snow

FAX NUMBER: 456-6218

FROM: LESLIE ARSETT

[Large empty rectangular box for message content]



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

August 29, 1991

NOTE FOR PEGGY DOOLEY

FROM: LESLYE ARSHT 

RE: Background for Lewiston Speech

As promised, here is "anecdotal" information about Maine.

The material is divided into three categories:

1. What Maine is doing to achieve the six national education goals.
2. Where Maine is falling short of the goals. (Obviously, this needs to be handled carefully.)
3. Focus on Lewiston (the kickoff site) and efforts being made to achieve the goals.

Also, we've provided summaries of the Blue Ribbon schools -- the material I sent yesterday.

Call if you need more information or clarification on any of this material. I can be reached on 401-3046.

Attachments

cc: Tony Snow

President Bush - MAINE 2000 Kick-Off - September 3, 1991**Information on Education in Maine****I. Performance on the 6 National Education Goals:****1. *All children in America will start school ready to learn.***

Maine...

- Has a statewide network for coordinating services (across departments) to Maine families and children (0-5) who are handicapped or at risk of developmental delay.
- Is piloting a preschool demonstration program.

2. *The high school graduation rate will increase to at least 90 percent.*

Maine...

- Has raised the high school graduation rate during past four years, from 75 percent to 80 percent (Class of '86 to Class of '90).
- Is supporting three intervention programs for at-risk children between the ages of 5 and 13.
 - ▶ In the past four years, the percentage of graduating seniors going on to post-secondary education has risen from 48% to 58%.

3. *American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.*

Maine...

- Is part of the New Standards Project, which is seeking to develop a nationwide examination system (consisting of performance exams, projects, and portfolios).

- Is seeking to restructure schools—and policies that surround them—through a systemic change effort called Re:Learning (related to Ted Sizer's coalition).
- Over the past four years, student achievement in grades 4, 8 and 11 has risen in each of the six subjects tested.

4. *U.S. students will be first in the world in science and mathematics achievement.*

Maine...

- Is defining new science performance standards in the year ahead.
- Has a coalition of teachers that are improving curricula and instruction, with emphasis on hands-on science.

5. *Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.*

Maine...

- Saw adult education enrollments rise from an estimated 88,000 to nearly 100,000 during the past four years. During this time, participation in basic adult literacy activities more than doubled (from 6,307 to 14,964).

6. *Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.*

Maine...

- Has developed a network of 117 community coalitions, representing nearly two-thirds of all school systems (63 percent), committed to making and keeping Maine schools drug-free. And drug abuse among teens is down in Maine.
- In 1988, 22% of Maine high school students reported use of an illegal drug, versus 54% nation-wide.
- 15 of its 25 colleges and universities have committed to implementing the Standards of the Network of Colleges and Universities.

II. Shortfalls on the 6 National Education Goals:

Goals 3 & 4

Maine...

- SAT scores have dropped over the last 10 years, from 426 verbal and 485 math to 421 verbal and 458 math. National average: 422 verbal, 474 math.
 - ▶ Between 1990 and 1991 Maine's SAT scores fell 7 points (886 to 879). The U.S. average decline for the same period was 4 points.
- Did not participate in the first state-by-state comparison of student performance (National Assessment of Education Progress - in 8th grade mathematics).

III. AMERICA 2000 Community efforts:

- **Maine Coalition for Excellence in Education:** A statewide partnership of business, education and community leaders committed to fundamental reform in public education.

IV. Goal Performance at Kick-Off Sites:

Lewiston High School:

Background:

- School enrollment is 1386.
- Student composition is Franco-American, inner-city, at-risk.
- Community is urban blue-collar (textile and shoe factories).
- Local economy is shifting from textiles to smaller-scale technological firms.
- L.L. Bean's telemarketing system recently located in Lewiston.

Goals Being Served:

2. *The high school graduation rate will increase to at least 90 percent.*
 - Lewiston's "Work Advantage" program gives students who work part-time (and who are headed directly from high school into the work force) an incentive to work hard in school. Through the program (which began in '90-91), students maintain a portfolio—a transcript, attendance record, resume, and teacher recommendations. Employers check students' report cards and limit the number of hours students work per week. The state and local chambers of commerce, as well as the principals association, have adopted the program.
 - Various efforts are under way at Lewiston to keep kids in school, and they are getting results. Lewiston's dropout rate declined from 11.3 percent in '86-87 to 4.9 percent in '89-90.
3. *American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.*
 - Lewiston emphasizes writing in all subjects. And it shows in Lewiston's writing (test) scores, which are improving and are well above the average for Maine schools. (Test scores in other subjects are roughly average.)
 - Nearby Bates College allows Lewiston seniors to earn college credit by attending Bates courses (such as calculus) tuition-free.
5. *Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.*
 - Lewiston's adult education program enrolls 6,000 adults annually.

Farwell Elementary School:**Background:**

- School enrollment is 380; 97 percent white; largest ethnic group is Franco-American.
- Community is urban blue-collar (textile and shoe factories).
- Only 8 percent of students have parents with college degrees.
- 35 percent of students receive free or reduced-price lunches.

Goals Being Served:

3. *American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.*
 - Farwell Elementary School is implementing a "partnership" with parents to encourage reading at home. Parents sign a daily reading log once each week.
 - Farwell recognizes that it has a weakness in reading and is acting to strengthen it. Students in grades 3 through 6 are expected to read every night, and parents must sign a daily reading log once each week. For children in the first and second grades, Farwell has a reading incentive program that includes Pizza Hut's "Book It" program.
4. *U.S. students will be first in the world in science and mathematics achievement.*
 - Farwell's hands-on science program involves a partnership with the Boston of Museum of Science and with community members who visit classrooms and serve as mentors.
 - Its environmental education program (grades 4-6) links classroom lessons with fieldwork in a local wildlife sanctuary. The curriculum is developed with assistance from a naturalist at the sanctuary. This program has spread to other schools in Lewiston and neighboring Auburn, and it was highlighted in the 1991 Environmental Success Index by the Association of Environmental Educators.
 - Since implementing its hands-on science program, science scores have risen from below average to above average. Farwell students' performance is strongest in writing, thanks to a major effort five years ago to improve writing.

V. Two Blue Ribbon Schools in Maine:**Presque Isle High School [pronounced PRESS-kile]**

Presque Isle rewrote its chemistry curriculum, focusing on environmental and consumer issues. Since that change the percentage of students enrolling in chemistry has risen from 37 to 64 percent.

Recognizing the importance of agriculture to the area's economy, Presque Isle has a strong agricultural science program (see attachment for details).

Old Orchard Beach

Old Orchard Beach's AP English program has evolved into an innovative journalistic writing program that includes intensive study of literary techniques and composition, with special emphasis on how the humanities relate to other subject areas. An electronic network enables students to exchange and edit papers via modem from around the country, including with a high school in Anchorage, Alaska, A.J. Diamond High School.

Said one parent about Old Orchard Beach High School: "The assistance principal had me in three times a week last year to make sure that my son graduated."

Please see attached sheet

computer-assisted design (CAD). Using a modem and other hardware, the library has access to the University of Maine's computer catalog.

Presque Isle's science and math departments have developed several unique courses to address needs identified by school staff. To close a gender gap in math achievement and to encourage girls to continue in mathematics, Presque Isle initiated an Algebra I class whose enrollment is limited to girls. The class uses cooperative learning groups and an overhead viewer connected to a microcomputer screen to replace traditional blackboard instruction. Students in this course have shown improved self-confidence and skills and heightened mathematical interest. The school has received grants from the Pulp and Paper Institute and the state education department to rewrite its chemistry curriculum with an emphasis on environmental and consumer issues; since this change, the percentage of students enrolling in chemistry has risen from 37 to 64 percent.

Recognizing the importance of agriculture to the area's economy, Presque Isle offers a sequence of courses in agricultural science to prepare its students for careers. Agricultural Science I covers shop welding, small engines, greenhouse work, tractor maintenance, and methods of scientific inquiry as they relate to plant science. Agricultural Science II includes plant and soil science, agriculture and business management, forestry, and animal care. Third- and fourth-year courses allow students to specialize in one of these areas in preparation for college or work.

Indicators of Success

Students in grades 9 and 10 have shown steady improvement on Science Research Associates standardized tests, with the most recent cohort ranking in the 60th to 70th percentile range. Juniors have consistently scored well above the state average on the Maine Educational Assessment tests. Average

→ Parents looking for value they got.

we think our dad ed
was good enough.

1950's car - refrigerator.

→ Times have changed.

~~the~~

→

... Potts strongest

✓

SAT Verbal Scores Hit Bottom; Math Results Also Decline

In yet another indicator of the precarious state of American education, students' average score on the verbal section of the Scholastic Aptitude Test (SAT) reached an all-time low this year, while math results dropped for the first time since 1980, the College Board says.

The 1991 average verbal score, 422, is two points lower than last year and the worst in the 20 years the College Board has figured national average scores. Math scores, steady since 1987, dropped two points, to 474. Scores from each section range from 200 to 800.

"I wish I could give you a lot of good news, but you've seen the figures," College Board President Donald Stewart said at a Washington, D.C., news conference. "Not enough students are meeting high standards, and it's a disturbing trend."

Verbal scores on the nation's most widely used college entrance exam, which have been declining since 1986, are suffering a "free fall," Stewart said, adding that "it's a national problem of too much television and too many videos." Two-thirds of all college-bound students took the SAT this year, Stewart said.

He said officials of the College Board, which administers the SAT, aren't making assumptions about the drop in math scores yet, adding that a one-year drop could be a statistical anomaly. "If it continues down next year, we'll know we have a problem," he said.

Reforms Aren't Working

Other education officials, including Education Secretary Lamar Alexander, said the results show that education reform efforts have failed to take hold.

"The simple fact is that even our best students generally don't know enough and can't do

enough to assure success in tomorrow's world," Alexander said yesterday.

While the main purpose of the SAT is to predict college success, "it's essentially a rear-view mirror," Alexander said. "It tells us where we've been, but it's not much help in negotiating the road ahead."

"We haven't seen a turnaround yet" from education reform, said Scott Treibitz, spokesman for the American Federation of Teachers, the nation's second-largest teacher union.

"Education reforms haven't worked, and we may have to change our course," he said. "Given the massive reforms, these are really horrible results."

Stewart said he hoped that renewed focus on the need to improve schools will result in higher test scores. "I would hope we would see the scores changing as the reforms take hold," he said.

The College Board also reported that:

- Women dropped one point in their verbal average (418) and two points in math (453)

from 1990, while the verbal score for men dropped three points (426) and their math scores fell two points (497);

- Minority students, whose scores had climbed fairly consistently during the past several years, showed mixed results. Verbal scores for black students fell one point (351), but their math scores remained the same as last year (385). White students' verbal scores dropped one point (441), and their math scores fell two points (489); and

- A total of 1.03 million students took the SAT, up about 7,000 from 1990.

More....

'Too much TV' blamed as

By Carol Innerst
THE WASHINGTON TIMES

More bad news about the academic abilities of American students came yesterday from the Scholastic Aptitude Test results.

The English language skills of high school seniors sank to an all-time low and math scores took their first dip since 1980, College Board officials said in releasing the 1991 SAT scores.

"We have a national problem of too much TV and too many videos that have decreased the amount of time spent reading," said College Board President Donald M. Stewart.

He was especially disturbed by the poor verbal showing, down two points this year to an all-time low of 422 out of a possible 800. He put some of the blame on widespread use of television and videos in classrooms, which he said detracts from the ability of students to read and analyze.

"Schools are demanding much less reading homework," he said.

But the news about math skills wasn't good either, and caught the College Board by surprise.

Math scores dipped two points, to

474 out of 800.

Test takers had a combined average of 896 out of 1,600, the lowest score since 1983, when the "Nation at Risk" report ushered in a new era of school reform.

"I was somewhat taken aback," Mr. Stewart said. "We thought we had stabilized math."

Teachers, too, came in for a share of the blame.

The SATs of prospective teachers (406 verbal and 441 math) remain among the lowest of any career group and significantly below national averages, he said.

"We know we have a terrible prob-

lem of [not] having teachers qualified in the courses they teach," he said. "They are underprepared in content areas."

This year, 1.3 million high school students took the SAT. A record 28 percent were minorities. Eighty-two percent of them were enrolled in public schools, 13 percent in religious schools and 5 percent in independent private schools.

Scores for public schools were down to 892, four points below the national average. Religious schools held steady at 909, 13 points above average. Independent private schools showed a two-point rise to

994, almost 100 points above the national average.

Private schools have consistently outperformed public ones since 1987, when the College Board began reporting scores by type of school.

The gap between pupils who do well on the test — above 600 points on each section — and those who do poorly — below 400 — is widening, a trend Mr. Stewart called "disturbing."

Typically just 7 percent of test takers score above 600 on the verbal section of the test, and 17 percent score that high on the math portion.

"Not enough students are meeting high standards," he said. "I fear we could evolve into a nation . . . with a small, 20 percent educational elite and the rest far less prepared for the world of college or the world of work."

Board officials noted that a "less elite" group of students is taking the SAT than in the past, including more "lower-class whites" whose parents did not attend college.

The College Board rejects criticism that the SAT has a sex or cultural bias and maintains that academic preparation, especially in high-level mathematics courses, accounts for the differences in test scores between the sexes and among ethnic minorities. Asian-Americans and males take the most math and score highest.

Asian-Americans, with a combined score of 941, including 530 in math, led all ethnic groups, followed by whites at 930. Since 1976, Asian-Americans gained 12 points on the math section and lost three in the verbal area. In those 15 years, whites lost 10 points in verbal and four in math.

There was some good news: the gains by minorities. Over 15 years, test scores by blacks were up 50 points, Mexican-Americans 23 and American Indians 22. But those minorities remain far below the national average. Despite a 19-point verbal gain since 1976, the verbal average for blacks is only 351 and their math average is 385 — lowest of any of the ethnic groups.

The average for men was 426 ver-

SATs drop

bal and 496 math this year. The average for women was 418 verbal and 453 math. Over 15 years, men dropped seven points, women 12 in verbal abilities. In math for that period, women gained seven points and men stayed the same.

Scores in Maryland and Virginia dropped four and five points, respectively. Maryland was above the national average and Virginia below.

Combined scores for the District's public and private schools dipped 10 points and were well below the national average. Public schools pulled the scores down, registering 334 in verbal and 368 in math.

College Board officials called attention to an oddity: Grades are going up while SAT scores are declining.

"Usually the more students study and the better the grades, scores go up," said researcher Bob Cameron.

Pupils who took the SAT had a B average.

Eight percent of the test takers said their first language was not English, and 8 percent said they learned English and another language at the same time. Board officials speculated that could have caused the lower verbal scores.

Commenting on the declining scores, Education Secretary Lamar Alexander said in a prepared statement: "The simple fact is that even our best students generally don't know enough and can't do enough to assure success in tomorrow's world."

"It's not a fluke," said Chester E. Finn Jr., a professor of education and public policy at Vanderbilt University and a member of the National Assessment Governing Board. "It's further evidence of what we already know."

With new National Assessment of

Educational Progress results coming out next month, Mr. Finn said that "the few who want to take happy pills had better look elsewhere."

Ann Nemik 795-4141
Nemik
Ed Dwyer

LEWISTON HIGH SCHOOL

156 East Avenue
Lewiston, Maine 04240

~~207-784-2371~~

207-795-4190

RICHARD M. SYKES
Principal

JOHN G. BOUCHLES
Assistant Principal
DR. EDWARD DWYER, JR.
Assistant Principal
ROGER LACHAPELLE
Assistant Principal
KENNETH C. JORDAN
Vocational Director

TO: Peggy Dooley, White House
FROM: Richard M. Sykes, Principal
RE: High School & Regional Technical Center Profile
DATE: August 27, 1991

COMMUNITY

Lewiston is one of Maine's largest cities with a population of 45,000 people. Our twin city is Auburn with a population of 25,000. Lewiston and Auburn have traditionally been associated with the shoe and textile industries, but our economy has diversified to a point that it is estimated that less than 10% of the work force is currently employed by these traditional industries. The workforce has been quick to adapt to new industrial processes based upon small businesses and entrepreneurs. The median family income is comparatively low.

L.L. Bean tele-center

Lewiston has one private high school and is also home to Bates College, a highly regarded liberal arts college. The following post-secondary schools are also close by: Central Maine Medical Center School of Nursing; Mid-State Business School; University of Maine at Augusta, Lewiston-Auburn Division; University of Maine-Lewiston; and Central Maine Technical College.

SCHOOL CHARACTERISTICS

Lewiston High School & Regional Technical Center is one of the largest high schools in the state with a student population of 1,465. Grades 9 through 12 are maintained in a two-semester school year. The professional staff numbers 133. The curriculum offerings are diversified and comprehensive in nature. The Lewiston Regional Technical Center is housed in the high school complex and accepts students from the following high schools: Edward Little High School, Auburn; Leavitt Area High School, Turner; Lewiston High School, Lewiston; Lisbon High School, Lisbon; Oak Hill High School, Sabattus; and Monmouth Academy, Monmouth. The Vocational school offers 23 programs with most courses following a two-year sequence.

grades 11 + 12 auto elec const

PROFILE

Lewiston High School is approved and accredited by the New England Association of Colleges and Secondary Schools and by the Maine State Department of Education.

GRADING SYSTEM

A=93 to 100 B=85 to 92 C=76 to 84 D=70-75 F=Below 70
RANK IN CLASS is computed after 6 semesters and updated after the 7th semester.
RANK IN CLASS is not weighted.

6 goals
grad rate
math
tests
ready to learn
adults
drug-free
might
very big
GED
adult-ship
2-dm
fresh
Seminar
Bates Coll

GRADUATION REQUIREMENTS

4 credits in English, 1 credit in U.S. History, 1 credit in American Government, 2 Credits in Mathematics, 2 credits in Science, 1 credit in Physical Education, ½ credit in Health, Proficiency in Maine Studies and Computers. A total of 18 credits is required to graduate.

GRADUATING CLASS STATISTICS

Class of 1991	Students Attending	Students Attending
	<u>4-Year College</u>	<u>2-Year College</u>
	37.4%	9.7%
Total going on to school 47.1%		

DROP OUT RATE AS REPORTED BY THE MAINE DEPARTMENT OF EDUCATION

1986-87	11.3%
87-88	9.9%
88-89	7.4%
89-90	4.93%
90-91	not available

Lewiston H.S.

The staff at Lewiston High School has worked hard to reduce the dropout rate by providing a variety of educational programs and services. Recent initiatives include:

RECENT EDUCATIONAL INITIATIVES

1. An Air Force JROTC program was started in 1989/90.
2. An infant care program provides baby sitting services for teenage parents wishing to complete their diploma.
3. Alternative education programs have begun both in the academic and vocational curriculum.
4. A cooperative agreement with local businesses (entitled WorkAdvantage) which seeks to increase communication and understanding between employees and their student employees. The WorkAdvantage program has been adopted by the Maine Chamber of Commerce and the Maine Secondary School Principals' Association.
5. The addition of a Law Occupations program at Lewiston Regional Technical Center.
6. An Outreach Program to assist handicapped students to be successful in the mainstream physical education classrooms.
7. The addition of a Living Skills program to service trainably handicapped students.
8. Expanded athletic and extra curricular activities for all students.
9. Seven Advanced Placement offerings at the high school. An agreement with Bates College to have high school students take a Bates College course tuition free.

Lewiston High School Profile
Page3 August 27, 1991

10. Regional Gifted and Talented programs in writing, math, and science.
11. A career centered established as part of the Guidance curriculum.

Please advise if additional information is necessary.

last year little over 9000 enrollments

22 locations

~~hours~~

9-4:30

except Fri, Sat morn, ~~Sun aft~~

2:45 — 9:30 pm

most come to L.H.S.

Adult Learning Ctr. — 5 min. walk from N.S.