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Folder Title:
Elementary Science and Math Teaching Awards 10/4/91 [OA 8330] [1]

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Grant / Bunton
October 2, 1991
A:MATH-SCI
Draft four

**BRIEF REMARKS: PRESIDENTIAL ELEMENTARY AWARDS
FOR EXCELLENCE IN SCIENCE & MATH TEACHING
THE ROSE GARDEN
FRIDAY, OCTOBER 4, 1991
10:00 A.M.**

Welcome to the White House. I understand we have teachers here from all fifty states, the District of Columbia, Puerto Rico, the U.S. territories and our Department of Defense Dependent Schools. From West Germany to Fairmont, West Virginia ... from Austin, Texas to Alpha, Illinois. Congratulations to all of you. ///

((Speaking of Illinois, I heard a story once about a school in Illinois that was named after the comedian Jack Benny. Every year, Jack Benny made a point of going to the school and visiting the children. One year, speaking to a group of twelve year-olds, he asked if there were any questions. A boy put up his hand. "Mr. Benny," he said, "Why did they name you after our school?"))

No matter where their school is -- or who it's named after -
- I believe that our math and science teachers are blessed with a gift for inspiration. They possess the same drive that motivates their students to construct skyscrapers, crack DNA codes, craft racecars, create new computer models ... or climb aboard Space Shuttles. Not only are you adventurers, but you inspire your students to take their first steps in the adventure of their lives -- the adventure of becoming educated men and women.

Some teachers with us today -- each one a winner -- arrived here at the White House from Indian reservations, inner cities, and volcanic islands. And while the journey may have been long for some, it's been incredible for all -- because along the way you have ignited the spark of understanding, the power of curiosity, and the wonderful potential that lies latent in every child.

A teacher of young people and a student of man, the late Bart Giamatti, once observed, "Teaching is an instinctual art, mindful of potential, craving of realizations." His observation rings true today, for now we are relying on each of you to practice the art of realizing potential.

No one said this would be easy. Two years ago, I met with the Nation's governors and we agreed to establish an ambitious set of educational goals to be met by the turn of the century -- including first in the world in math and science. Some people say we can't do it. I say we can -- but only if we make a commitment to world-class standards community by community, all across America.

Just this week, we learned some important information on the math and science front -- some of which seems to surprise Americans. First, it appears that today's students know about as much math and science as their parents did 20 years ago, when they were children. Rather than declining in skills -- as most people assume -- students are reversing the downward trend.

Secondly, however, five out of six 8th graders do not know what you math teachers think they ought to know about math. This presents an enormous challenge. For while our students' achievement is holding steady, the level of skills and knowledge required of them is skyrocketing.

There is encouraging news in all of this.

We are working together to set world-class standards for national assessments in math, science, English, history and geography -- to develop a better and clearer picture of where our strengths and weaknesses lie.

Our math teachers have already developed world-class curriculum standards. And just this month, the Department of Education granted half a million dollars to the National Academy of Science to do the very same thing with our science curriculum.

Math teachers already work side-by-side with Governors and Members of Congress in taking steps toward the American Achievement Tests. I've asked that the first phase of this American Achievement Test be ready for use by the 1993-94 school year.

And finally, if we are committed to raising math and science standards to world-class levels, we must help our educators prepare themselves to teach those skills. Therefore, I have proposed to Congress that we immediately establish Governor's Academies for teachers of math and science -- as well as teachers in the other core subjects -- in every state in the Nation.

This week's Goals Report shows us how far we have to go. But to get there, we must revolutionize American education ... not just school by school, but beyond -- in community by community, family by family. In fact, in just a couple of hours I am going to Camp David to meet with **the Board of Directors of the New American Schools Development Corporation**. They are seeking nothing less than to reinvent American education. That's what our America 2000 education strategy is all about. **That's where we need your help.**

We all agree that we want to teach kids to think straight, to appreciate the past and look to the future, to serve others and the community. **But you hold the key to instilling intellectual excellence in your students and your colleagues.** Your vigor, tolerance, academic discipline will stretch young minds, but your **example** will also build know-how for other teachers. **In your classrooms and labs, you can begin the revolution in American education.**

A teacher I once had, a man named Claude Fuess, said a very interesting thing the day he retired after forty years of teaching. He said: "I was still learning when I taught my last class."

As we face the daunting task of redefining American education, let's remember: **the best teachers never stop learning.** The best ones learn constantly to **think anew**. And that **sense of innovation** is the key to creating a new generation of **American schools**. If we are to make a difference in the schools, we must

break the mold and see what works. We need to keep learning new ways and trying new ideas.

You won these awards because you experiment with new ideas and new teaching methods. For that, you have my congratulations and my best wishes. And what's even better -- you have the gratitude and admiration of the most important people in the world: **your students.**

Thank you again for coming to the White House, and God bless you all.

#

Some teachers with us today -- each one a winner -- arrived here at the White House from Indian reservations, inner cities, and volcanic islands. And while the journey may have been long for some, it's been incredible for all -- because along the way you have ignited the spark of understanding, the power of curiosity, and the wonderful potential that lies latent in every child.

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No one said this would be easy. Two years ago, I met with the Nation's governors and we agreed to establish an ambitious set of educational goals to be met by the turn of the century -- including first in the world in math and science. Some people say we can't do it. I say we can. Math and science education is one of our top priorities -- in fact, we've requested 1.9 billion dollars of federal spending on math and science education for fiscal year 1992, which translates into a 92 percent increase at the pre-college level since the start of this Administration. But it takes more than just money -- it takes a commitment to world-class standards community by community, all across America.

Just this week, we learned some important information on the math and science front -- some of which seems to surprise Americans. First, it appears that today's students know about as

Grant / Bunton
September 30, 1991
A:MATH-SCI
Draft two

**BRIEF REMARKS: PRESIDENTIAL ELEMENTARY AWARDS
FOR EXCELLENCE IN SCIENCE & MATH TEACHING
THE ROSE GARDEN
FRIDAY, OCTOBER 4, 1991
TIME?**

Welcome to the White House. I understand we have teachers here from all fifty states, the District of Columbia, Puerto Rico, the U.S. territories and our Department of Defense Dependent Schools. From West Germany to Fairmont, West Virginia ... from Waco, Texas to Winetka, Illinois. Congratulations to all of you.

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No one said this would be easy. Two years ago, I met with the Nation's governors and mapped out an ambitious set of educational goals to be met by the turn of the century. Since then, we've been hard at work. Just this week the National Educational Goals Panel issued its first annual "Report Card." We also released the results of the first standardized tests on math proficiency in the 4th, 8th and 12th grades. These results - - while disappointing -- give us our first snapshot of the challenge we face.

There is good news in all of this.

As the Governing Board continues to set standards for national testing in math, science, reading, writing, history and geography, we will have a better and clearer picture of where our strengths and weaknesses lie. We'll know what we need to know.

The standards give us a starting point ... something to build on.

They set forth a challenge. First, they show us how important our America 2000 strategy has become. As I said earlier, the National Education Goals are ambitious. These recent test results show us how far we have to go. But to get there, we must revolutionize American education ... community by community, school by school, and family by family. That's what our America 2000 education strategy seeks. That's where we need your help.

We all agree that we want to teach kids to think straight, to appreciate the past and look to the future, to learn a skill useful in serving others and the community. **But you hold the key to instilling intellectual excellence in your students and your colleagues.** Your vigor, tolerance, academic discipline will stretch young minds, but your **example** will also build know-how for other teachers. **In your classrooms and labs, you can begin the revolution in American education.**

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As we face the daunting task of redefining American education, let's remember: **the best teachers never stop learning.** The best ones learn constantly to **think anew.** And that **sense of innovation** is the key to creating a new generation of **American schools.** If we are to make a difference in the schools, we must

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Thank you again for coming to the White House, and God bless you all.

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Grant / Bunton
September 27, 1991
A:MATH-SCI
Draft one

**BRIEF REMARKS: PRESIDENTIAL ELEMENTARY AWARDS
FOR EXCELLENCE IN SCIENCE & MATH TEACHING
THE ROSE GARDEN
FRIDAY, OCTOBER 4, 1991
TIME? → 10 am.**

Jack Benny [Acknowledgements] *Dr. Bromley, so far*

← opening joke? computer jokes

congratulate winners ... *already received their awards - Potus doesn't do anything*

I believe that math and science teachers are blessed with a gift for inspiration. They possess the same unstoppable drive that often motivates their students to construct skyscrapers, crack DNA codes, craft racecars, create new computer models ... or climb aboard Space Shuttles. Not only are you adventurers, but you inspire your students to take their first steps in the adventure of their lives -- the adventure of becoming educated men and women.

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A teacher of young people and a student of man, the late Bart Giamatti, once observed, "Teaching is an **instinctual art**,

mindful of **potential**, craving of **realizations**." His observation hits the mark today, for now we are relying on each of you to practice **the art of realizing potential**. *in your students and in me another.*

No one said this would be easy. Two years ago, I met with the Nation's governors and mapped out an ambitious set of educational goals to be met by the turn of the century. Since then, we've been hard at work. *See: for insert...* ((done this and that)), and just this week the National Educational Goals Panel issued its first annual "Report Card." Additionally, we released the results of the first standardized tests on math proficiency in the 4th, 8th and 12th grades. These results -- while disappointing -- are our first snapshot of the size of the challenge facing us.

There is good news in all of this.

As the Governing Board continues to set standards for national testing in math and science, reading, writing, history and geography, we will have a better and clearer picture of where our strengths and weaknesses lie. We'll know what we need to know. **It gives us a starting point ... something to build on.**

And it sets forth a challenge. We all agree that we want to teach kids to think straight, to appreciate the past and look to the future, to learn a skill useful in serving others and the community. But you hold the key to instilling intellectual excellence in your students and your colleagues. Your vigor, tolerance, *and* academic discipline will stretch young minds, but will also expand the *of* (()) in other teachers.

reach

If it took six days to create the world, why should it take two years to get an education bill?

WE all know a good deal about kids. We all used to be one. But you are different .. Good teachers inspire.

Claude M. Fuess: "I was still learning when I taught my last class." after 40 years teaching at Phillips Academy Andover 1952 (Bush class of 42)

You've heard the phrase "a chicken in every pot." Now we want a ^{LAMAR} ((name)) in every classroom.

education can be a mechanism or it can be a kind of magic.

DRAFT MEMO



October 2, 1991

INFORMATION

MEMORANDUM FOR THE PRESIDENT

THROUGH: DAVE DEMAREST
TONY SNOW

FROM: MARY KATE GRANT

SUBJECT: REMARKS FOR ELEMENTARY AWARDS FOR EXCELLENCE IN SCIENCE AND MATH TEACHING

I. SUMMARY Attached for your review are

~~On Friday, October 4, at 10 a.m. you will deliver~~ remarks ^{brief} to ^{to be delivered on Friday, DC 4 at 10 a.m.} an audience of XXXXX hundred in the Rose Garden at the Presidential Elementary Awards for Excellence in Science and Math Teaching. ~~Dr. Bromley will attend.~~ The audience ^{is} ~~is~~ composed of ^{108 winning elementary math & science teachers} ~~awardees~~ and their family members. ^{start}

II. DISCUSSION

Your remarks (8 minutes/cards) pay tribute to the accomplishments of the awardees and highlights the challenge facing American education in light of the National Report Card results. [~~Did Feuss teach you at Andover?~~]

→ Nation's math and science teachers

hla bla bla . . .

[PLEASE NOTE: There is a reference on p — paragraph — to a teacher at Phillips Andover, Claude M. Fuess, who ~~was~~ retired in 1952 after 40 years of teaching. We didn't know if ~~she actually taught you~~ you actually had him as a teacher, but we thought perhaps you'd remember him. Please feel free to edit this as you see fit.]

Grant / Bunton
October 2, 1991
A:MATH-SCI *TS*
Draft three

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THE ROSE GARDEN
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((Speaking of Illinois, I heard a story once about a school in Illinois that was named after the comedian Jack Benny. Every year, Jack Benny made a point of going to the school and visiting the children. One year, speaking to a group of twelve year-olds, he asked if there were any questions. A boy put up his hand. "Mr. Benny," he said, "why did they name you after our school?"))

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James
Adm. Watkins

Sec. of Energy

Dr. Bromley may
walk from oval

OFF STAGE ANN.

PER LISA COLDWELL
10/02/91

OFF STAGE 10/3/91
6:30pm

SEC. ENERGY ADM.
JAMES WATKINS

SCIENCE ADV. TO THE
POTUS

D. ALIAN BROMLEY

CHAPTER SIX

SCHOOLS AND
SCHOOLING

ADE, GEORGE

"Whom are you?" said he, for he had been to night school.

ANONYMOUS

Schools are workhouses, not playhouses.

BEECHER, HENRY WARD

It was the German schoolhouse which destroyed Napoleon III. France, since then, is making monster cannons and drilling soldiers still, but she is also building schoolhouses. As long as war is possible, anything that makes better soldiers people want.

We know that the gifts which men have do not come from the schools. If a man is a plain, literal, factual man, you can make a great deal more of him in his own line by education than without education, just as you can make a great deal more of a potato if you cultivate it than if you do not; but no cultivation in this world will ever make an apple out of a potato.

BISMARCK, OTTO VON

The nation that has the schools has the future.

BLACKMAN, DON E.

The issues and events that worry and shame us today will pass away but the public school system must not.

BLAKE, WILLIAM

But to go to school on a summer morn, Oh, it drives all joy away!
Under a cruel eye outworn the little ones spend the day—in sighing
and dismay.

Schools and Schooling

BURKE, EDMUND

Every day's experience goes on out of the school

CARLYLE, THOMAS

Whose school-hours are a

CHAUCER, GEOFFREY

Sunday schools make sub

CHESTERTON, GILBERT

To be in the weakest can

All our schools are fini
been begun.

CHILDS, JOHN L.

. . . If our schools are
tenance of a "free" sc
"society" as well as w
well as with "method," v
dom," and with social a
"procedures" and educa

CIARDI, JOHN

The classroom should b
from it.

COMENIUS, JOHN AMOS

The school is the manuf

COMMAGER, HENRY STE

No other people ever d
Americans. None other
educators.

The schools can be a s
values to apply to a nev

In such a society as th
exists) the attempt to m
lever from the wrong end

One of the more unfortunate aspects of this modern phenomenon is the pressure being put upon the schools.

COOK, ELIZA

Better build schoolrooms for "the boy," than cells and gibbets for "the man."

COOLIDGE, CALVIN

The school is not the end but the beginning of an education.

CORNOG, WILLIAM H.

The schools are not in business to teach everything to everyone. They are not to be confused with shopping centers. We do not, I hope, put signs in our school corridors; "What you don't see, ask for."

COWPER, WILLIAM

Public schools are becoming a nuisance, a pest, an abomination; and it is fit that the eyes and nose of mankind should, if possible, be open to perceive it.

For public schools 'tis public folly feeds. The sounding jargon of the schools.

DAVIS, ALLISON

The schools are caught in an old cul-de-sac. They have nothing to teach but words.

DEWEY, JOHN

The most Utopian thing about Utopia is that in it there are no schools. School is not preparation for life, but school is life.

DOUGLAS, WILLIAM O.

The public school was the true melting pot; and the public school teacher was the leading architect of the new America that was being fashioned.

EISENHOWER, DWIGHT DAVID

Our achievement in peace will rest upon the principles presented in the schools of America.

Because our schools help sl the strength or weakness of to determine the strength o our national morality tomor nation that we have good sc of us.

EMERSON, RALPH WALDO

We are students of words; and recitation rooms for te with a bag of wind, a memor

FERRER, FRANCISCO

The school imprisons childre in order to direct the develo sired. It deprives them of them after its own pattern.

FIELDING, HENRY

Public schools are the nurs

FLEXNER, ABRAHAM

The Common School is the

FRANKFURTER, FELIX

The public school is at on most pervasive means for p

FRANKLIN, BENJAMIN

The modest temple of wisdo Experience keeps a dear sc

FRENCH, CHARLES

John has been to school to

FRIEDENBERG, EDGAR Z.

The common-man's way of

GOLDBERG, ISAAC

Grammar school never taug

interpreted by life and experience. Books interpret and expand experience, but they do not supply it. Books are artificial, life is real.

HUBBARD, FRANK MCKINNEY

What has become of all the child wonders we used to know in school? After a fellow gets famous it doesn't take long for someone to bob up that used to sit by him in school.

HUTCHINS, ROBERT MAYNARD

The Greek word for leisure is the origin of our word for school. The Greeks thought of leisure as the opportunity for moral and intellectual development and participation in the life of the community. Such leisure is, in truth, the object of all other human activity.

JEFFERSON, THOMAS

They (academies) commit their pupils to the theatre of the world, with just taste enough of learning to be alienated from industrious pursuits, and not enough to do service in the ranks of science.

JOHNSON, LYNDON BAINES

The nation that has the schools has the future.

JOHNSON, MAURITZ

. . . euthanasia is not the answer to the junior high school's malady, but a curricular lobotomy may be necessary. The present dosage of vitamins will not give us the kind of middle school we need.

Every so often some indignant or exasperated soul prescribes major surgery for the American educational enterprise, and more often than not the object of the incision and derision is the junior high school.

KIN, DAVID

Despise school and remain a fool.

KINGMILL, HUGH

The cult of public schools and the curious sentiment now attached to them are fruits of the complicated emotionalism of the mid-Victorian epoch.

LAKISH, SIMEON B.

A town without schools is doomed to destruction.

s—outward so that teachers
e, and inward so that other
ool.

ildren were in the streets,

whenever we view today's
few cases, these concepts
: by—though by their basis

vive as long as judgments
who have little direct ac-
ely the people, unhampered
, who have delivered the
eds and ills of our public
high places, have spoken
-when in actual fact they
:S . . .

non-school system. It is
an is regarded as a foe to
e value of it. But we may
preparing men for the work
g on manual skill, it is a
ring, veneering, and cram.

l be conferred on an Amer-
fter him.

material, books, are poor
fe and not a knowledge of
ly when their contents are

FACT SHEET

What are the Presidential Awards for Excellence in Science and Mathematics Teaching?

The awards represent the Nation's highest honor for teachers of mathematics and science in grades K-12. The award consists of a \$7,500 grant to the recipient's school and a week of activities in Washington during which each teacher receives an award certificate signed by the President. The Awardees also receive a generous selection of gifts from private sector contributors.

How was it established?

The award was established by President Reagan and the Congress in 1983 by P.L. 98-377 and amended in 1988 by P.L. 100-570. It is administered by the National Science Foundation and managed under contract by the National Science Teachers Association.

How many recipients are honored?

There will be 108 elementary recipients and 108 secondary recipients in 1991, representing one science and one mathematics teacher, at each level, chosen from each of the 50 states, the District of Columbia, Puerto Rico, Department of Defense Dependent Schools, and the U.S. Territories.

How are recipients selected?

Nominations may come from any source and are sent to the state directors of the National Council of Teachers of Mathematics or the Council of State Science Supervisors for consideration. Six mathematics teachers (3 elementary, 3 secondary) and six science teachers (3 elementary, 3 secondary) from the 50 states, the District of Columbia, U.S. Territories, Puerto Rico, and the Department of Defense Dependent Schools are selected by committees of their peers in each state for consideration by two National Selection Boards (one elementary, one secondary) whose members are nominated by various mathematics and science organizations. The Committees select their candidates from among those nominated and transmit their respective recommendations to the Assistant to the President for final decision. The National Science Teachers Association provides staff and administrative support for the Selection Boards.

What is the selection criteria?

Award recipients are chosen on the basis of the excellence of their teacher performance and consideration of their background and experience including their formal education, continuing education activities, teaching experience, as well as professional and non-professional activities related to their role as a teacher. During the selection process, secondary teachers are asked to identify one critical problem to teaching science or mathematics in their school and discuss ways this problem might be resolved. Elementary teachers are asked what they consider to be the three to five most important things that children should learn from their science or mathematics experiences at their grade level. They are also asked how they would modify their mathematics or science programs to reflect the current thinking in the field, and what type of support they would need to implement such changes. In addition, teachers must provide evidence of their teaching through their students' work. Three letters of support from colleagues, students, former students, parents, or supervisors are requested from each applicant.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

DRAFT

The "National Report Card"

MEMORANDUM FOR THE PRESIDENT

Subject: September 30th Release of the National Education Goals
Panel Report: Building a Nation of Learners

The first annual report on America's progress toward the National Education Goals will be issued on September 30, 1991. The report makes two basic points.

First, the Nation is making progress in some areas. More of our young people are acquiring minimum academic skills than ever before. High school completion has reached an all-time high: 83 percent of our 19- and 20-year-olds have finished high school or its equivalent. Incidents of drug use in American schools is down.

But in the most important area of educational performance--student learning--there is little to cheer about. That is the second point, which the report makes by examining student performance over time and in absolute terms.

The report tells that, over the last 20 years, American students' performance in the 3Rs and science has remained flat (Chart 1). While the learning gap between minority and majority students has narrowed, that has happened mainly because of gains by Black students, mostly in lower level knowledge and skills. White students' performance has remained essentially unchanged.

The report also looks at student learning in light of an historic development: our first attempt, as a Nation, to establish what all students ought to know and be able to do in an academic subject area--in this case, in mathematics. Created through a national consensus process overseen by the National Assessment Governing Board, this new standard was chosen by the Goals Panel as the measure of "competency" in mathematics for National Education Goal 3. When applied to the 1990 National Assessment of Educational Progress (NAEP), as is done in the report, the new standard shows how far we are from National Education Goal 3. It shows that only 1 in 6 American students is leaving grades 4, 8, and 12 "having demonstrated competency in challenging subject matter" in mathematics (Chart 2).

The rest of our students are not doing good enough. And minority students gains over the last 20 years pale in light of this new standard. Only four percent of Black eighth graders and six percent of Hispanic eighth graders have achieved competence in mathematics, for instance, compared to 39 percent of

Competency in Mathematics

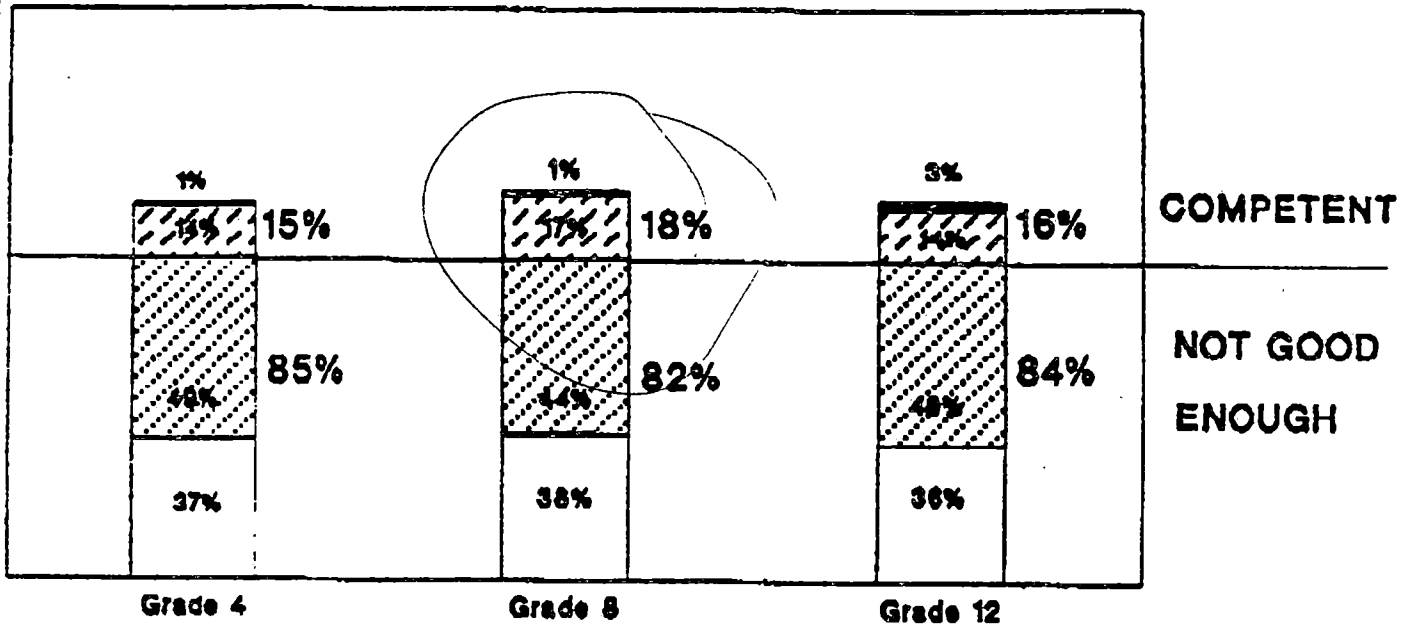
Percent of 4th, 8th, and 12th graders by Achievement Levels, 1990

**BELOW
BASIC**

BASIC

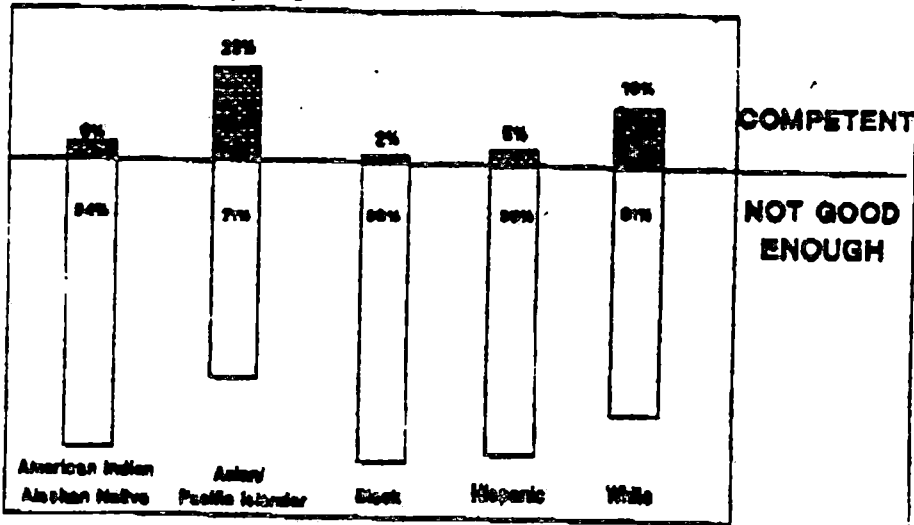
PROFICIENT

ADVANCED

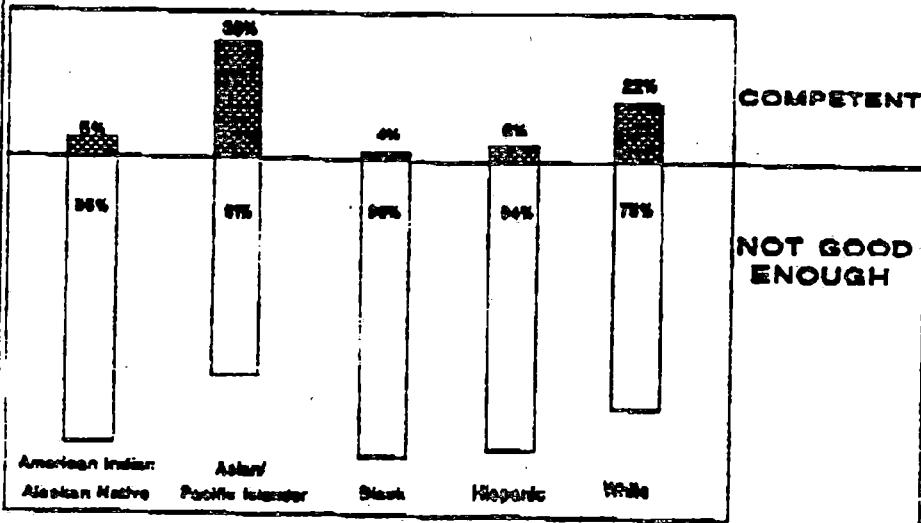


Note: Percentages may total more than 100% due to rounding.

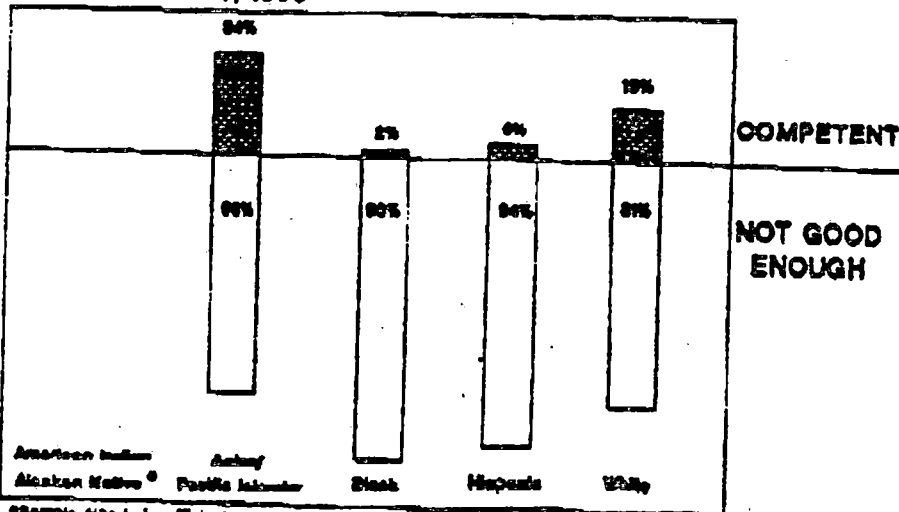
Percent of 4th graders who are competent in mathematics, 1990



Competency in Mathematics
Percent of 8th graders who are competent in mathematics, 1990



Competency in Mathematics
Percent of 12th graders who are competent in mathematics, 1990



Example 4 is to be included in parent folders 000000.

Asian/Pacific Islander eighth graders (Chart 3).

This report provides the clearest indication to date of how far we must go to reach the National Education Goals. It also underscores the need for AMERICA 2000 Communities, World Class Standards, American Achievement Tests, New American Schools, parent choice, Governors Academies, and other parts of AMERICA 2000.

AMERICA 2000 is designed to incite a revolution community by community, school by school, and family by family. I hope we can use this report to help do that.

Lamar Alexander

Attachment

9-6/91

file
downTHE WHITE HOUSE
WASHINGTON

September 18, 1991

ACTION

MEMORANDUM FOR THE PRESIDENT

FROM: D. ALLAN BROMLEY *allan*
ASSISTANT TO THE PRESIDENT
FOR SCIENCE AND TECHNOLOGY

SUBJECT: PRESIDENTIAL AWARDS FOR EXCELLENCE IN SCIENCE AND
MATHEMATICS TEACHING

- I. **ACTION-FORCING EVENT:** Approval of 216 elementary school teachers to receive this year's Presidential Awards for Excellence in Science and Mathematics Teaching on October 2, 1991. (The secondary teacher nominees will be forwarded for approval at a later date. They are scheduled to receive their award in March 1992.)
- II. **BACKGROUND:** This award represents the highest honor of its kind that any elementary science or mathematics teacher can receive in the United States. It applauds the efforts these teachers have made to improve the skills of this Nation's young people. The award includes a certificate and a \$7,500 grant given to the recipient's school.

Established in 1983 by the Education for Economic Security Act (P.L. 98-377), and amended by the National Science Foundation Authorization Act of 1988 (P.L. 100-570), the awards are given annually to 216 teachers, four from each state, the District of Columbia, and Puerto Rico. Secondary school teachers have received the awards each year since 1933. Awards to elementary school teachers have been given since 1990 as a result of a 1988 amendment to the law.

Last year you greeted the elementary teachers in a Rose Garden ceremony. The Vice President and Mrs. Bush participated as well.

Prior to your review, the attached list of names has undergone an extensive selection process administered by the National Science Foundation. Nominations may come from any source and are sent to the state directors of the National Council of Teachers of Mathematics or the Council of State Science Supervisors for consideration. Six mathematics teachers (three

elementary, three secondary) and six Science teachers (three elementary, three secondary) from each of the 50 states, the District of Columbia, the U.S. territories, Puerto Rico, and the Department of Defense Dependent Schools are selected by committees of their peers in each state for local recognition. The names are then forwarded for consideration by two National Selection Boards. The National Science Teachers Association provides staff and administrative support for the Selection Boards, whose members are chosen by the National Science Foundation from nominations submitted by various elementary and secondary, mathematics, and science organizations. The Boards select the four finalists from each state and transmit their recommendations to the Assistant to the President for Science and Technology for approval and forwarding to the President for final decision.

Award recipients are chosen on the basis of the excellence of their teacher performance and consideration of their background and experience including their formal education, continuing education activities, teaching experience, as well as other activities related to their role as a teacher. During the selection process, secondary teachers are asked to identify one critical problem to teaching science or mathematics in their school and discuss ways that this problem might be resolved. Elementary teachers are asked what they consider to be the three to five most important things that children should learn from their science or mathematics experiences at their grade level. They are also asked how they would modify their mathematics or science programs to reflect the current thinking in the field, and what type of support they would need to implement such changes. In addition, teachers must provide evidence of their teaching through their students' work. Three letters of support from colleagues, students, former students, parents, or supervisors are requested from each applicant.

Upon receipt of this year's nominees by Dr. Bromley, the Assistant to the President for Science and Technology, general White House security checks necessary for any Presidential award were successfully completed by the White House Counsel's office.

- III. ACTION: This slate of nominees is forwarded to you for final decision.
- IV. RECOMMENDATION: I recommend approval of the attached list of nominees, and the forwarding of the approved list to the clerks office so that certificates can be signed.

V. DECISION: Sig. *G. Bush* Date 9-26-91
_____ Approve _____ Reject _____ no action

Attachments

EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF SCIENCE AND TECHNOLOGY POLICY
WASHINGTON, D.C. 20506

September 26, 1991

MEMORANDUM FOR JEAN BUNTON
SPEECHWRITING

FROM LISA TOWER COLDWELL *ATC*
DIRECTOR'S OFFICE

SUBJECT EXCELLENCE IN MATH AND SCIENCE TEACHING
ROSE GARDEN CEREMONY

Per our discussion today, I've gathered some information that I hope will be helpful.

I. POINTS OF CONTACT

You may wish to speak with Debbie Murray from the National Science Teachers Association at (301) 220-0870. Debbie is our point of contact for the teachers. Madeline Long is the program director at the National Science Foundation, and she can be reached at 357-9527.

II. PAST PRESIDENTIAL PARTICIPATION

- 1983: President Reagan met with awardees in the East Room.
- 1984: President Reagan met with awardees on the South Lawn (he did not speak -- he walked out of the White House, shook a few hands, and departed on Marine One). Awards ceremony was held at the National Academy of Sciences with George Keyworth and Erich Bloch present.
- 1985: President Reagan met with awardees on the South Lawn (he did not speak or shake hands -- he walked out of the White House to Marine One). Awards ceremony was held in the Herbert Hoover Auditorium of the Commerce Department building with George Keyworth and Erich Bloch present.
- 1986: Teachers met with then Vice President Bush in OEOB. Awards ceremony was held at the National Academy of Sciences with Dr. Graham, William Bennett, and Erich Bloch present.

1987: President Reagan spoke to the teachers in the Old Executive Office Building. Awards ceremony was held at the National Academy of Sciences with Dr. Graham, William Bennett, and Erich Bloch present.

1988: President Reagan and then Vice President Bush were not available. Awards ceremony was held in the OEOB with Graham and Bloch present.

1989: President Bush and Vice President Quayle met with the teachers in the OEOB. Awards ceremony was held in the Renwick Gallery with Dr. Bromley and Erich Bloch present.

1990: Elementary teachers: President and Mrs. Bush, Vice President Quayle met with teachers in the Rose Garden. Awards ceremony was held in OEOB with Bromley and Bernthal present.

Secondary teachers: President Bush was not available. Awards ceremony was held in the OEOB with Bromley and Bernthal present.

III. ADDITIONAL INFORMATION

- A. Schedule of Events ^{-week} *didn't think you needed these -*
 B. Presidential Awards Fact Sheets *If so, call me.*

Please let me know if there is anything else you need. I'll also let you know when our final preparation meeting is scheduled.

Number of Minority Awardees

1983	9
1984	11
1985	4
1986	9
1987	8
1988	6
1989	10 *
1990	12 (elementary), 8 (secondary)

* 2 of these were teachers from U.S. Territories chosen in 1988. Therefore, the number of minorities, 8-9, has been about the same since 1986.

PA's Married to PA's

Warren Van Camp (86 AK Sci) & Beverly Van Camp (89 AK math) [same school]

Jane Bray Nelson (88 FL sci) & James Nelson (85 PA sci)

Joreen Piotrowsli-Hendry (84 MA sci) & Edward Hendry (86 NH sci)

Gil Alexander (87 MT sci) & Marilyn Alexander (89 MY sci)

Guy Mauldin (86 Tn math) & Deanna Mauldin (88 TN math)

Joseph Stanislaus (86 Territories, American Samoa, sci) & Floramma Stanislaus (89 Terr., American Samoa, math) [same school]

Gail Burrill (85 WI math) & John Burrill (87 WI math) [same school]

Rebecca Dewey (87 VA sci) & George Dewey (90 VA sci)

Paul Hickman (88 NY sci) & Jenifer Bond Hickman (90 MA sci)

Wendy Rose / Rob't Rose *

EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF SCIENCE AND TECHNOLOGY POLICY
WASHINGTON, D.C. 20506

108 - Elementary awards
54 math
54 science

September 26, 1991

Secondary Math '92

MEMORANDUM FOR JEAN BUNTON
SPEECHWRITING

FROM LISA TOWER COLDWELL
DIRECTOR'S OFFICE

FTC: 6272

SUBJECT EXCELLENCE IN MATH AND SCIENCE TEACHING
ROSE GARDEN CEREMONY

Per our discussion today, I've gathered some information that I hope will be helpful.

I. POINTS OF CONTACT

Barbara Smith
Mary Lyn Ernsthal (703) 243-7100

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- B. Presidential Awards Fact Sheets

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Acknowledgements...

In the Rose Garden, 10 a.m.

Cities/Towns with More Than One Awardee (by state)

AL Tuscaloosa (3), Birmingham (2)

AK Bethel (2), Anchorage (6), Fairbanks (5), Barrow (2)

AZ Tempe (5) [2 repeating schools], Tucson (3), Phoenix (2)

AR Fayetteville (2), North Little Rock (2), Little Rock (2)

CO Lakewood (3), Pueblo (2), Colorado Springs, (3) [No repeating schools]

CT Stratford (2), Greenwich (2)

DODDS West Germany (7) [2 school accounts for 2 PA's each]

DE Wilmington (9), Newark (3) [No repeating schools]

DC All (obviously!) [3 repeating schools]

FL Jacksonville (4), Tampa (3) [No repeating schools]

GA Atlanta (3), Macon (2) Columbus (2)

HI Honolulu (13), Aiea (2) [3 repeat schools in Honolulu account for 8 PA's]

ID Boise (4) Pocatello (4) [1 school accounts for 3 in Pocatello]

IL Prairie View (3), Chicago (3), Winnetka (2) [14 of 18 PA's from northern Illinois/Chicago area; but only 1 repeating school]

IN Fort Wayne (2), Indianapolis (5), South Bend (2), Co.umbus (2) [No repeating schools]

IA Ames (4), Cedar Falls (2), Bettendorf (2)

KS Shawnee Mission (6), Olathe (3) [3 repeating in Shawnee Mission account for 6 of 18 PA's from the state]

KY Louisville (4) [all from one school], Alexandria (2)

LA Baton Rouge (5), Shreveport (2) [3 from same school in Baton Rouge]

ME South Paris (2), Presque Isle (2)

MD Baltimore (5) [No repeating schools]

MA Lexington (2)

MI Ann Arbor (2)

MN Minneapolis (7), Burnsville (2), Rochester (2), St. Louis Park (2) [9 of 14 PA's from Minneapolis area; but only 1 repeating school in Mpls.]

MS Biloxi (3) [all same school], Starkville (2), Petal (2) [same school]
MO Rolla (2), St. Louis (3), Kansas City (2)
MT Helena (4), Great Falls (3), Missoula (3), Billings (2)
NE Omaha (9), Lincoln (5) [1 school accounts for 3 PA's in Omaha; no repeats in Lincoln]
NV Las Vegas (8), Reno (3) [1 repeating school in each]
NH Manchester (2), Bethlehem (2)
NM Phoenix (6) [only 1 repeating] Santa Fe (3), Los Alamos (4) [repeating schools in both cities]
NC Chapel Hill (2), Durham (3), Wilmington (2)
ND Bismarck (2), Minot (2)
OH Cincinnati (2)
OK Lawton (2), Norman (2)
OR Portland (6), Corvallis (2) [No repeating schools]
PA Pittsburgh (3), State College (2)
PR Rio Piedras (2), Santurce (3), San Juan (2)
RI Providence (3) [No repeating schools], Wakefield (2)
SC Columbia (5), Spartanburg (2) [only 1 repeating school in Columbia = 2 PA's]
SD Sioux Falls (2), Rapid City (2), Belle Fourche (2)
TN Memphis (6) [No repeating schools], Chattanooga (2), Johnson City (2)
TX San Antonio (6), Houston (2), Austin (2) [No repeating schools]
Terr. Pago Pago, Amer. Samoa (5) [Only one repeating school]
UT Salt lake City (5) [No repeating schools]
VT Rutland (2), Colchester (2), Burlington (2), Montpelier (2)
WA Tacoma (3), Seattle (3), Yakima (2) [No repeating schools]
WV Farimont (2)
WI Greenfield (2), Milwaukee (2)
WY Casper (3) [1 school accounts for 3 PA's], Cheyenne (2)



The Secretary of Energy

Washington, DC 20585

August 19, 1991

Mr. Dan McGroarty
Speechwriter
Office of Speechwriting
The White House
Washington, D.C. 20500

Dear Mr. McGroarty:

On September 4, 1991, at 8:00 P.M. (EST), PBS will air a 1-hour television special entitled **"Math ... Who Needs It?!"** This program, hosted by renowned educator Jaime Escalante, was made possible by grants from ARCO, IBM and the U.S. Department of Energy (DOE). The program is part of PBS "Back to School Week."

DOE is sponsoring **"Math ... Who Needs It?!"** in support of AMERICA 2000, the President's national strategy to transform our Nation's schools. Under the leadership of Secretary of Education Lamar Alexander, AMERICA 2000 is a 9-year strategy aimed at helping achieve six National Education Goals adopted by the President and the Nation's Governors.

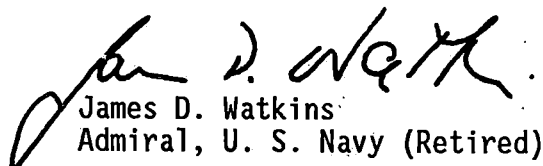
The goal of the program is to show parents and students that math is not only necessary for teachers and scientists, but also for those whose careers are not normally associated with math. Highlighted in the program are skateboard designers, roller coaster engineers, music executives, fashion buyers, astronomers, and many other individuals with exciting and colorful occupations.

Woven throughout the program are appearances by a host of entertainers. Their humorous observations about school, homework, parents, and, above all, math add a welcome dimension to a subject often considered too serious and abstract.

Enclosed you will find a poster promoting the program as well as a teachers guide showing how the program can be useful as a classroom tool. These materials have been mailed to every middle and high school in the country as well as to math teachers, business leaders, Members of Congress, and State and local education officials. In addition, PBS stations will be distributing these materials throughout the Nation to the communities they serve.

I hope you and your staff will have an opportunity to watch **"Math ... Who Needs It?!"** as part of our celebration of AMERICA 2000 and "Back to School Week."

Sincerely,


James D. Watkins
Admiral, U. S. Navy (Retired)

Enclosures

Note: The proclamation was released by the Office of the Press Secretary on February 15.

Statement by Press Secretary Fitzwater on the Offer by Iraq to Withdraw From Kuwait

February 15, 1991

We have not yet examined a full official text of the Revolutionary Command Council's statement, but it clearly contains conditions for Iraqi withdrawal from Kuwait. The United Nations Security Council resolutions are clear in their insistence that the withdrawal be complete and unconditional. Promises alone are not sufficient. There must be not only agreement to comply with all United Nations Security Council resolutions but also immediate and concrete action on the ground.

Note: Mr. Fitzwater read the statement to reporters at 8:32 a.m. in the Briefing Room at the White House.

Letter to Congressional Leaders Transmitting the Report on Soviet Noncompliance With Arms Control Agreements

February 15, 1991

Dear Mr. Speaker: (Dear Mr. President:)

Enclosed are classified and unclassified copies of the Annual Report on Soviet Non-compliance with Arms Control Agreements. This report also subsumes a special report requested on the status of SS-23s in Eastern Europe and on the Krasnoyarsk radar.

This year, while concerns about Soviet compliance with arms control agreements remain, I can report that the U.S. demand for strict adherence to arms control agreements has yielded positive results in some areas. Nonetheless, a number of compliance issues remain outstanding and several new compliance issues have arisen.

The United States will continue to press the Soviet Union to fulfill all its arms control obligations and to take the actions nec-

essary to correct its arms control violations expeditiously. Anything less than full compliance with past treaties cannot help but affect our judgment with respect to future treaties.

The report represents the Administration's best judgment at a given point in time. As our understanding of certain compliance issues in the report continues to evolve, we will continue to consult with the Congress and seek Soviet redress of our concerns.

Sincerely,

George Bush

Note: Identical letters were sent to Thomas S. Foley, Speaker of the House of Representatives, and Dan Quayle, President of the Senate.

Remarks to the American Association for the Advancement of Science

February 15, 1991

Thank you very much. Thank you, and please forgive me for keeping you waiting. First, let me pay my respects to Secretary Watkins and to Dr. Bromley and to NASA's very able Administrator, Admiral Truly.

Before talking about the subject at hand, I do want to make a few comments on the statement that came out of Baghdad early this morning. When I first heard that statement, I must say I was happy that Saddam Hussein had seemed to realize that he must now withdraw unconditionally from Kuwait, in keeping with the relevant United Nations resolutions.

Regrettably, the Iraq statement now appears to be a cruel hoax, dashing the hopes of the people in Iraq and, indeed, around the world. It seems that there was an immediate celebratory atmosphere in Baghdad after this statement. And this reflects, I think, the Iraqi people's desire to see the war end, a war the people of Iraq never sought. Not only was the Iraq statement full of unacceptable old conditions but Saddam Hussein has added several new conditions. And we've been in touch with members of the coalition, and they recognize that there

is nothing new here, with the possible exception of recognizing for the first time that Iraq must leave Kuwait.

Let me state once again they must withdraw without condition, there must be full implementation of all the Security Council resolutions, and there will be no linkage to other problems in the area, and the legitimate rulers of Kuwait must be returned to Kuwait. Until a massive withdrawal begins, with those Iraqi troops visibly leaving Kuwait, the coalition forces, acting under United Nations Resolution 678, will continue their efforts to force compliance with all the resolutions of the United Nations.

But there's another way for the bloodshed to stop. And that is for the Iraqi military and the Iraqi people to take matters into their own hands—to force Saddam Hussein, the dictator, to step aside, and to comply with the United Nations resolutions and then rejoin the family of peace-loving nations.

We have no argument with the people of Iraq. Our differences are with Iraq's brutal dictator. And the war, let me just assure you all, is going on schedule. Of course, all of us want to see the war ended soon and with a limited loss of life. And it can if Saddam Hussein would comply unconditionally with these U.N. resolutions and do now what he should have done long, long ago.

So, I'm sorry that after analysis and reading the statements out of Baghdad in their entirety, there is nothing new here. It is a hoax. There are new demands added. And I feel very sorry for the people in Iraq. And I feel sorry for the families in this country who probably felt as I did this morning when they heard the television that maybe we really had a shot for peace today.

But that's not the case. And we will continue. We will pursue our objectives with honor and decency. And we will not fail.

And now let me just move forward to the business at hand. I want to salute in addition to the three with me here, Dr. Atkinson, Dr. Langenberg, Dr. Lederman, Dr. Rowland, and distinguished friends of science gathered here today.

I view it as an honor to be over here with you all today. Since its founding nearly a century and a half ago, this association, your association, has watched over the most far-

reaching and most breathtaking transformation that human society has ever known. Science and technology have brought unprecedented prosperity, mobility, health, and security to millions around the world. And today the spirit of innovation is alive and well in America. Of course, times have changed. Some say that if Edison had invented the light bulb today, we'd have scores of studies citing the dangers of electricity. [Laughter] And the newspapers would headline the story "Candle Industry Threatened." [Laughter]

Well, science and technology have touched all of our lives, from the way we do our jobs to the kind of medical care we receive. And especially in the last few weeks, anyone who has been near a television has seen the dramatic effect, the evidence rather, of how technology is changing the face of war. Modern weapons are making it possible to face down aggression without the degree of widespread destruction and loss of civilian life of wars past.

And that's why I'm going up today to visit with the workers who make the Patriot missile. Our investment in defense research and development over the past decade is now saving the lives of Americans, of our allies, and even of our adversaries. And I am certain that this struggle will end decisively. And again, let us all pray that it ends quickly.

Next week the administration will release its national energy strategy, with new public and private initiatives to increase energy efficiency and conservation, preserve our environment, encourage alternative sources of energy, and reduce our vulnerability to foreign oil supply disruptions.

Now some will say that reducing our energy vulnerability is not enough, that we should take more drastic measures for total energy independence. But then there's reality. We are a long way from achieving total energy independence. We must avoid unwise and extreme measures, such as excessive CAFE [Corporate Average Fuel Economy] standards for automobiles that would seriously hurt America's consumers and America's jobs and American industries. Instead, we must pursue an energy strategy that is reasonable, balanced, and compre-

hensive. And the course toward strength is a special factor for our past is prolog, our to be very, very today's concerns.

Science and technology. Economic growth that 1930's, over a third of new knowledge technology. And prosperity, in security knowledge is one ventures.

For all of these sent to Capitol Hill percent increase and development-of the largest in the of our determinations needed to continued leadership. tists spend less time and more time making

And one of our research, especially a small team our budget calls for billion in basic research National Science Foundation by 18 percent, will budget back on the bling that I've long basic research at the Department of Energy Department of Agriculture of knowledge on a built.

At the same time strong commitment many individual reach to the future ed fields. And that tors in physics, telecommunications strong space science the human genome projects that will help on humanity.

Over the next year spend over \$1 billion Change Program. take the form of a where satellites will space. And our mission will extend human

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...ensive. And that will keep us on the
...course toward strong economic growth.

Science and technology will also be a crucial factor for our economic strength. If the past is prolog, our economic future is going to be very, very bright indeed, in spite of today's concerns. Over a third of the economic growth that we've enjoyed since the 1930's, over a third of it, has been the result of new knowledge, including science and technology. And beyond advances in prosperity, in security, work on the frontiers of knowledge is one of humanities greatest adventures.

For all of these reasons, the budget that I sent to Capitol Hill last week included a 13 percent increase for R&D—for research and development—and that increase is one of the largest in the budget. And it's proof of our determination to make the investments needed to ensure this country's continued leadership. We intend to help scientists spend less time searching for funding and more time making breakthroughs.

And one of our highest priorities is basic research, especially by the individual scientist or a small team. To support their work, our budget calls for \$1-billion increase—\$1 billion in basic research. And funding at the National Science Foundation would go up by 18 percent, which would put the NSF budget back on the track toward the doubling that I've long sought. And increases in basic research at the NIH and again at Jim's Department of Energy, NASA, and the Department of Agriculture will add to the base of knowledge on which the future is being built.

At the same time, this budget makes a strong commitment to the facilities that many individual scientists will need to reach to the future frontiers in their selected fields. And that means nuclear accelerators in physics, telescopes in astronomy, a strong space science program at NASA, and the human genome project in biology—all projects that will have a profound impact on humanity.

Over the next year, the United States will spend over \$1 billion on the U.S. Global Change Program. And part of our efforts take the form of a mission to planet Earth, where satellites will monitor the Earth from space. And our mission from planet Earth will extend human curiosity to frontiers

beyond our own planet to the Moon, to the planets, and beyond.

But along with record-level Federal investment in R&D totaling \$76 billion, we are committed to working with American industry to make it easier for companies to capitalize on the discoveries of basic science and to develop new products and new processes. And that's why I'm again calling on the United States Congress to make the research and experimentation tax credit permanent, to make a long-term commitment to our technological future.

We face a crucial challenge in developing the generic technologies that are important to both the public and the private sectors. And that's why the budget supports work in high performance computing and communications, in energy research and development, in aeronautics, in biotechnology—the basis for some of the most promising industries of the 21st century.

Technology may be the key to the future, but people are the key to technology. The national education goals that we established with the Nation's Governors explicitly recognizes this connection. And one of our most ambitious goals is for American students to be first in the world in science and math achievement by the year 2000.

Our budget includes substantial funding increases for math and science education. But those math and science goals will never be achieved if they are seen simply as goals for government alone. All sectors of society must recognize the importance of scientific literacy and strive to achieve it. And that's where the AAAS comes in. Your Project 2061 is working where all lasting change must occur—at the local level, to transform the teaching of math and science.

Last fall, we had 200 of the best mathematics and science teachers in the country here to the White House. And more than a few of those teachers pointed out that kids are natural-born scientists. And they delight in the sheer pleasure of learning new things, making something work, understanding the world. This delight is something most scientists never lose. The Nobel Prize-winning geneticist Barbara McClintock once said of her work: "I did it because it was fun. I couldn't wait to get up in the morning. I never thought of it as science."

And the sheer adventure of science is one of the main reasons for holding this meeting and for the continued vitality of the AAAS. Sharing science's sense of adventure through education and outreach has never been more important than now. And your work is vitally important. Of all humanity's concerns, the power of knowing is the greatest pursuit, the surest promise for a brighter future, and the greatest covenant that we keep with those kids of the future—those future generations.

So, let us pursue the adventure of science as a sacred trust. And let us keep the fire of the American mind burning brightly for the sake of the future that our children deserve:

Thank you all very, very much for coming here. I hope your meetings are worthwhile and productive. And we're proud of each and every one of you. And at this special time, may God bless the United States.

Note: President Bush spoke at 9:58 a.m. in Room 450 of the Old Executive Office Building. In his remarks, he referred to Secretary of Energy James D. Watkins; D. Allan Bromley, Assistant to the President for Science and Technology; Richard C. Atkinson, chairman of the board, Donald H. Langenberg, president, and Leon M. Lederman, president-elect of the association; and Sherwood Rowland, president of the University of California at Riverside.

Exchange With Reporters in Andover, Massachusetts, on the Offer by Iraq To Withdraw From Kuwait February 15, 1991

Q. Mr. President, is there any indication that Iraqis are turning around and going home?

Q. Do you think this is words only—this Iraqi statement?

The President. What statement? You mean this morning?

Q. Yes.

The President. Oh, there's no evidence of any withdrawal. I mean, as I said down in Washington, it's a cruel ploy. What he did was reiterate some conditions and add some

new ones. And it's totally unacceptable to everybody.

You know, my heart goes out to the people in Iraq that you saw kind of jumping with joy early on, firing their weapons—which is I guess their sign of joy—in the air, and only to recognize when the fine print came out that it was a step backwards.

So, there's no sign of any withdrawal. I wish there were. So did the whole world.

Q. —members of the coalition, sir?

Q. What do you think the use of the word "withdrawal" means? It's the first time we've heard that.

The President. I don't know. It doesn't mean compliance with the United Nations resolutions. Until that happens, regrettably, there will not be a cessation of hostilities. There will be no pause, there will be no cease-fire, there will be no reliving experiences in the past that were unhelpful to a peaceful, satisfactory conclusion of the war. And so, there's nothing in this thing to offer hope. I wish I thought there was; there's not.

Q. Any sign that this tempts any members of the coalition?

The President. No, they're all—the ones we've talked to are all solid and got on this thing the minute they saw the declaration coming out of Baghdad, pronounced it—it was an initiative—pronounced it dead on arrival because there wasn't anything new or significant. There was just some more conditions, including asking the American taxpayer to pay for damage in Iraq. It's the other way around—there—reparation sanctions are called for under the United Nations. Reparations for Iraq—undoes the damage that it's done to its neighbors. I don't know how you repay for the loss of human life in Kuwait, the brutality, the 15-to-20-year-old Kuwaitis just this last week. You can't make amends for that.

But this was a cruel ploy. And the world saw it as such, including the coalition, which is just as solid today as it's ever been.

Now, I've got to get on and learn something more about the Patriot. But thank you all very much.

Note: The exchange began at 12:40 p.m. in the Andover Room of the assembly building at the Raytheon Missile Systems Plant.

Following the toured the plant

Remarks to Raytheon Plant Employees Massachusetts February 15, 1991

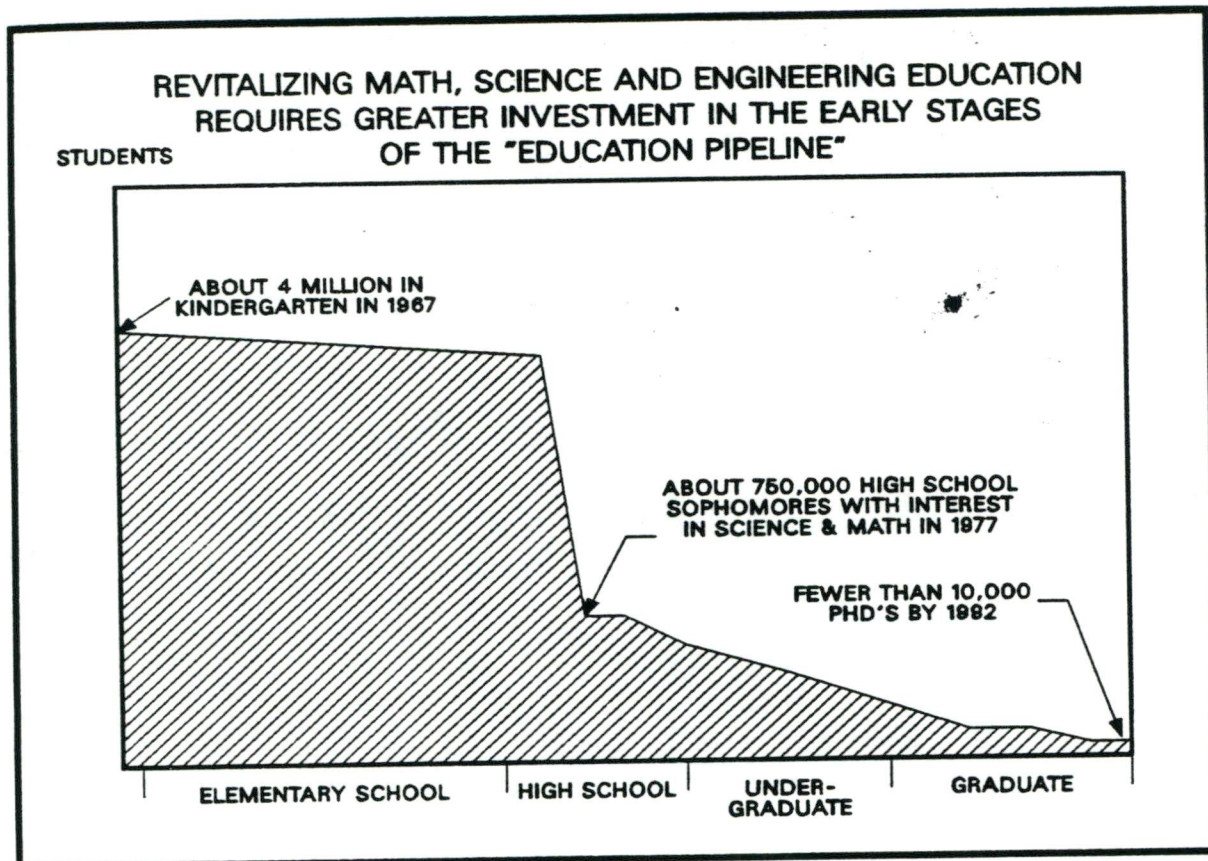
Listen, I came but thank you for Reverend Gome lovely prayer, so are serving over home here. And friend Tom Phill warm welcome & ments. Let me p old friend, the C wealth, Bill Wel Governor, Paul glad that they're

And, look, I v here, to come to men and women We're very gratef

Earlier today, lifted, maybe n think some hopes Baghdad with tl pressed, earlier c statement that fir turned out to the the Iraqi statemen conditions, Saddam eral new condition

Let me state or draw without con implementation o resolutions. And t other problems in mate rulers, the must be returned credible withdraw troops visibly leav forces, in complia Resolution 678, wi force compliance every single one o

Compliance wit stantly stop the bl other way for the that is for the Ira



ers Association and the National Association of Teachers of Mathematics.

- *By Grade 10:* Fewer than one in five students expresses interest in pursuing education in natural science or engineering.
- *By Grade 12:* Fewer than one in 10 students tested is prepared for college level science courses.
- *At the College Undergraduate Level:* Only 60 percent of the incoming freshman who begin pursuit of a career in the natural sciences and engineering actually earn a B.S. degree.
- *At the Graduate Level:* Fewer than 10,000 U.S. students per year eventually earn Ph.D degrees in the natural sciences and engineering; 24 percent of Ph.D degrees awarded in those fields go to foreign students.

The Committee on Education and Human Resources developed a set of strategic and implementation priorities which are illustrated in the following chart. The proposed strategy em-

phasizes precollege education, and, within precollege education, places priority on teacher preparation, curriculum reform and systemic organizational reforms. The budget reflects these Committee priorities.

The budget includes \$1.9 billion for all levels of math and science education, a 13 percent increase over 1991. Within that total, is a 28 percent increase over 1991 for precollege programs. The specific allocation of funding by educational level and by Federal agency is shown in Table A-3.

PRECOLLEGE

The budget increases the current Federal investment on programs to enhance student learning, teachers, instruction, and curriculum materials, and broad school system reform.

Performance-Based Initiative in Math and Science

As part of the new Educational Excellence Act proposal, the budget includes a \$40 million Education Department grant program for incentives to school districts to improve student

partnerships between school districts and universities to provide school-based teacher training.

- Support for various *education research and statistics activities* including the development of new techniques for student assessment, the expansion of the National Assessment of Educational Progress (NAEP), and U.S. participation in international assessments—all central to the measurement of progress toward the national education goals.

The Federal Government, particularly the Departments of Education and Labor, play a significant leadership role in efforts to discourage dropouts and to encourage those who have dropped out to return to school. The budget includes:

- \$29 million for the support of carefully designed and evaluated *dropout demonstration projects* to provide information on the strategies that are most successful in preventing at-risk children from dropping out

of school and in encouraging those who have left to return to school.

- \$874 million for the *Job Corps* program, which annually provides basic education and vocational skills training for about 65,000 high-risk economically disadvantaged youth.
- \$1.3 billion for the Labor Department's new year-round *youth education and job training program* and \$25 million for a new Youth Opportunities Unlimited (YOU) demonstration program. The new programs, targeted on severely disadvantaged youth, will offer comprehensive services and will provide incentives to communities to coordinate programs.
- Continuing support for *data collection activities related to the issues of school completion and school dropouts*. A longitudinal study of a nationally representative sample of students who were in the eighth grade in 1988 is designed to influence school policies and practices aimed at reducing school drop-outs.

MAKING U.S. STUDENTS FIRST IN THE WORLD IN MATH AND SCIENCE

Improvement is essential in all fields of education, but in none is it more critical to the future of the economy than mathematics and science. Since early 1990, the interagency Committee on Education and Human Resources (CEHR) of the Federal Coordinating Council on Science, Engineering, and Technology has been examining what steps might be taken to address the national education goals related to math and science education.

The Committee began with an examination of the science and engineering "pipeline". There are two interrelated pipeline problems: a sharp drop in the number of students pursuing education in math, science, and engineering (a problem of quantity); and poor student achievement in math and science at the precollege level (a problem of quality). Students who have poor experiences in math and science tend not to pursue higher levels of education in these fields.

The decline in student interest in math and science has been documented by a series of longitudinal surveys by the Department of Education; the decline in achievement has been documented through tests conducted by the International Association for the Evaluation of Educational Achievement. Data from these sources present a composite picture of the various problems encountered as students progress through the education pipeline.

- *By Grade 5:* U.S. students score roughly in the middle on international science tests.
- *By Grade 9:* U.S. students score at the bottom on international tests on science and advanced mathematics; minority students demonstrate especially poor proficiency in math and science; 75 percent of junior high school science teachers do not meet qualifications standards recommended by the National Science Teach-

THE 1992 BUDGET ESTABLISHES A STRATEGIC FRAMEWORK FOR PROGRAMS TO IMPROVE MATH, SCIENCE AND ENGINEERING EDUCATION

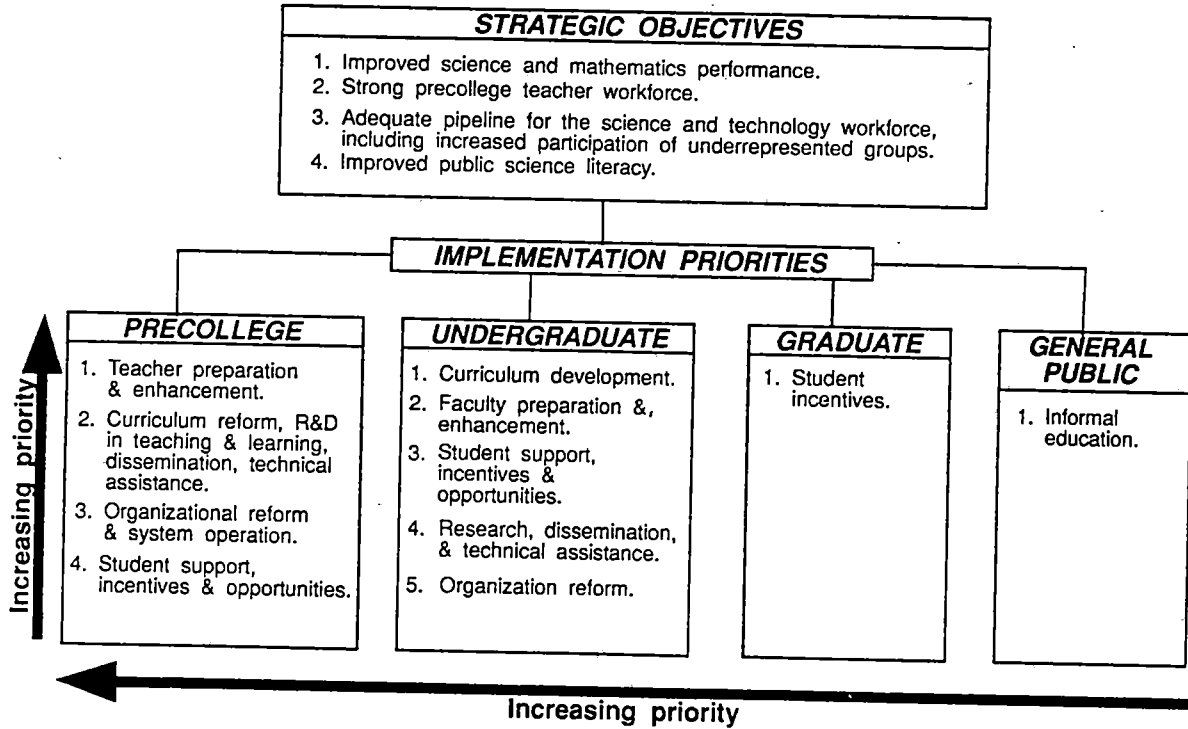
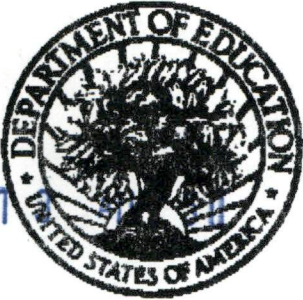


Table A-3. FUNDING INCREASES FOR MATHEMATICS, SCIENCE, AND ENGINEERING EDUCATION ACTIVITIES

(Budget authority; dollar amounts in millions)

	Enacted 1991	Proposed 1992	Dollar change	Percent change
By educational level:				
Pre-college	515	661	+146	+28
Undergraduate	417	477	+60	+14
Graduate	784	803	+19	+2
Total	1,716	1,941	+225	+13
By agency:				
Agriculture	20	22	+2	+10
Commerce	7	8	+1	+14
Defense	416	416	—	—
Education	235	330	+95	+40
Energy	64	74	+10	+16
Environmental Protection Agency	7	13	+6	+86
Health and Human Services	486	513	+27	+6
Interior	41	42	+1	+2
National Aeronautics and Space Administration	68	67	-1	-2
National Science Foundation	372	456	+84	+23
Total	1,716	1,941	+225	+13



OFFICE OF THE SECRETARY

U. S. DEPARTMENT OF EDUCATION

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Washington, D.C. 20202

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91 OCT 3 11:50

Telephone: (202) 401-3000

Fax Number: (202) 401-2098

FAX COVER SHEET

MESSAGE

TO: Jennie

FAX NUMBER: 456-6218

FROM: Sally

Any questions,
give a call.

UNITED STATES
DEPARTMENT OF EDUCATION

NEWS

16.

FOR RELEASE
October 2, 1991Contact: Melinda Kitchell
(202) 401-1008**ALEXANDER ANNOUNCES TEACHER AND LEADERSHIP ACADEMIES**

U.S. Secretary of Education Lamar Alexander today announced \$7.6 million in grants to support the Academies for Teachers and Academies for School Leaders to implement his strategy for moving America toward the national education goals. The 18 state and regional Academies will train public and private school teachers in the five core academic subjects and provide programs for public and private school leaders to enhance their effectiveness.

"These Academies are essential parts of the President's AMERICA 2000 strategy," Alexander said. "They will train the teachers and school leaders who can help students meet world-class standards and the school leaders who can direct each school's effort to become better and more accountable. They will also be a resource for communities seeking teachers and school leaders trained to get results."

The national education goals adopted by President Bush and the nation's governors call for all students by the year 2000 to demonstrate competence in challenging subject matter, including the five core subjects of math, science, English, history and geography.

Grants went to state education agencies, universities, organizations and associations in 13 states. Awards are generally for 18 months and range from \$192,140 to \$562,735.

Each Academy will serve a state or region, and the governors of the states to be served will be consulted in the design and operation of the academy's program.

-MORE-

-2-

The Academies for School Leadership will:

- o develop a model curriculum that emphasizes instructional leadership, school-based management, and school improvement through accountability;
- o identify candidates, provide jobs and internships for trainee-candidates, and follow up with mentoring and further training; and
- o begin intensive training for candidates during the 1991-92 school year and summer of 1992.

The Academies for Teachers will:

- o develop teachers' knowledge of the core academic disciplines;
- o provide skills and strategies for teaching students with different backgrounds and those with disabilities;
- o train teachers in educational technologies, to become master teachers and to participate in developing curricula.

The awards are from the Fund for Innovation in Education (FIE), part of the Education Department's Office of Educational Research and Improvement. FIE is authorized under the School Improvement Amendments of 1988 (P.L. 100-297).

The AMERICA 2000 Excellence in Education Act, submitted to Congress on May 22, 1991, proposes authorizing funds to establish in each state Governors' Academies for Teachers and Governors' Academies for School Leaders.

The Governors' Academies for Teachers would provide public and private school teachers with opportunities for the enhancement of their knowledge and teaching skills in the five core subject areas.

The Governors' Academies for School Leaders would provide current and prospective public and private school leaders with training for effective school leadership.

###

Alexandria
PATRICK WALSH -- teacher from Va. 21 yrs. TE Wms.

OMB
Barry White
395-4532

is perms to go to Cary Daniel

kids who have rt parents poor's middle class
not poor

(AD in NW dist elevation of the most
CNN commentator)

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Ombudsman know how?

SEC. ALEXANDER 401-3000
EXEC OFF.

education

John McGrath

Margaret

(fed #'s)

[6620 / 6493]

Sean Smedley
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House

(July 11
hearing)
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no determination

not broken
Ed's labor
Commit
is penalty

9/30/91

Math and Science elementary teaching awards -

• David ^{Gatlin} Cab. affairs [2800]-239-

• Acknowledgments:

elementary awards
• Barbara Smith 703-243-7100

• teachers do know -

- nominated

submit application packet

state lvl. comte.

nat'l lvl. comte.

"innovative, creative teachers that have potential 2 b leaders
spread tech. to other teachers"

*
every teacher - or groups
recommendation letters from colleagues
essays

[teacher from Illinois] [Carol DeWalt] → bml. Mayflower on ct. 347-3000
a grant - Illinois

- ESSAY -

PRESIDENTIAL AWARDS FOR EXCELLENCE IN SCIENCE AND MATHEMATICS TEACHING

1991 Elementary Awardees

10/02/91

<u>NAME</u>	<u>STATE & DISCIPLINE</u>	<u>SCHOOL</u>
Linda Kilpatrick Winters	Alabama Mathematics	Ridgecrest Elementary School 3505 Cerro Vista Huntsville, AL 35805 (205) 532-4818
Terry Kirchler	Alabama Science	J.F. Drake Middle School 655 Spencer Avenue Auburn, AL 36830 (205) 887-2130
Pat Hartland	Alaska Mathematics	Mendenhall River School 10014 Crazy Horse Drive Juneau, AK 99801 (907) 789-1967
Trisha Herminghaus	Alaska Science	O'Malley Elementary School 11100 Rockridge Road Anchorage, AK 99516 (907) 346-2323
Jean Black	Arizona Mathematics	Sunnyslope Elementary School 240 E. Vogel Phoenix, AZ 85020 (602) 866-5292
Marjorie Masino	Arizona Science	Sandpiper Elementary School 6724 East Hoarn Road Scottsdale, AZ 85254 (602) 493-6210
Paula Smith	Arkansas Mathematics	Booker T. Washington Magnet 115 West 27th Street Little Rock, Ar 72206 (501) 324-2470
Debra Susan Linder Ward	Arkansas Science	Carlisle Elementary School P.O. Box 68 Carlisle, AR 72024 (501) 552-3261
Vicki Newman	California Mathematics	McGaugh Elementary School 1698 Bolsa Avenue Seal Beach, CA 90740 (213) 431-1389
Sachi Kanenaka	California Science	Windsor Hills Magnet 5215 Overdale Drive Los Angeles, CA 90043

<u>NAME</u>	<u>STATE & DISCIPLINE</u>	<u>SCHOOL</u>
Eva Brandsma	Colorado Mathematics	Lasley Elementary School 1401 South Kendall Street Lakewood, CO 80232 (303) 922-1116
Lawrence D. Dorsey-Spitz	Colorado Science	Hellbeck Elementary School 3000 Lakeview Avenue Pueblo, CO 81005 (719) 549-7555
Mary E. Santilli	Connecticut Mathematics	Read School 130 Ezra Street Bridgeport, CT 06606 (203) 576-8030
Katheryn J. Nissen	Connecticut Science	North Stratfield School Putting Green Road Fairfield, CT 06430 (203) 255-8322
Keith H. Bruning	DODDS Mathematics	Binictican Elementary School Box 70-B FPO San Francisco, CA 96651 38-28946
Sarah J. Yoshida	DODDS Science	Seoul American Elementary DODDS-P/K APO San Francisco, CA 96301 736-4378/4613
Janet Baldwin	Delaware Mathematics	West Park Place Elementary 193 West Park Place Newark, DE 19711 (302) 454-2290
Renee G. O'Leary	Delaware Science	Wilmington Manor Elementary 200 E. Roosevelt Avenue New Castle, DE 19720 (302) 323-2901
Jacqueline Goodloe	District of Columbia Mathematics	Burrville Elementary School 801 Division Avenue, NE Washington, DC 20019 (202) 724-4598
Charles Hatch	District of Columbia Science	St. Albans School Mount St. Alban, N.W. Washington, DC 20016

<u>NAME</u>	<u>STATE & DISCIPLINE</u>	<u>SCHOOL</u>
Cheryl Cliett	Florida Mathematics	Sealey Elementary 2815 Allen Road Tallahassee, FL 32312 (904) 488-5640
Judith Stacy Gault	Florida Science	Heights Elementary School 15200 Alexandria Court Fort Myers, FL 33908 (813) 481-1761
Eleanor Madelyn Willingham	Georgia Mathematics	Bungalow Road Elementary 2216 Bungalow Road Augusta, GA 30906 (404) 796-4965
Catherine R. Robinson	Georgia Science	Windsor Forest Elementary 414 Briarcliff Circle Savannah, GA 31419 (912) 921-3747
Karen K. Yanagida	Hawaii Mathematics	Makalapa Elementary School 4435 Salt Lake Blvd. Honolulu, HI 96818 (808) 422-8613
Arlene Keiko Yoshimura	Hawaii Science	Mililani-Uka Elementary School 94-380 Kuahelani Avenue Mililani, HI 96789 (808) 623-1344
Marlene Yvonne Triplett	Idaho Mathematics	Orofino Elementary School P.O. Box 2507 Orofino, ID 83544 (208) 476-4212
Marilee Donovan	Idaho Science	McCall-Donnelly Elementary P.O. Box 967 McCall, ID 83638 (208) 634-2219
Linda Eileen North	Illinois Mathematics	Winkler School 1218 West Freeman Carbondale, IL 62901 (618) 457-5393
Carol A. Van De Walle	Illinois Science	AlWood Elementary School Box 67, 100 East A Street Alpha, IL 61413

<u>NAME</u>	<u>STATE & DISCIPLINE</u>	<u>SCHOOL</u>
Graceann Merkel	Indiana Mathematics	Klondike Elementary School 3311 Klondike Road W. Lafayette, IN 47906 (317) 463-5505
Sheryl Jean Bralle	Indiana Science	Burtsfield Elementary School 1800 N. Salisbury Street West Lafayette, IN 47906 (317) 497-0072
Judy M. Christiansen	Iowa Mathematics	West Ridge Elementary School 1401 19th Street Harlan, IA 51537 (712) 755-2725
Jean Braunagel McShane	Iowa Science	Jefferson Elementary School 1027 Marquette Street Davenport, IA 52804 (319) 322-3557
Docile LaSalle Beougher	Kansas Mathematics	Washington Elementary School 305 Main Street Hays, KS 67601 (913) 625-9717
Wendy Rose	Kansas Science	Wichita Collegiate School 9115 E. 13th Street Wichita, KS 67206 (316) 634-0433
Susan B. Slesnick	Kentucky Mathematics	Louisville Collegiate School 2427 Glenmary Avenue Louisville, KY 40204 (502) 451-5330
Linda G. Williams	Kentucky Science	Centerfield Elementary School 4512 South Highway 393 Crestwood, KY 40014 (502) 241-1772
Lois B. Rector	Louisiana Mathematics	University Laboratory School LSU Campus Baton Rouge, LA 70803 (504) 388-3221
Tammy Wood	Louisiana Science	Park Ridge Elementary School 5905 Groom Road Baker, LA 70714

<u>NAME</u>	<u>STATE & DISCIPLINE</u>	<u>SCHOOL</u>
Judy C. Bishop	Maine Mathematics	Pleasant Street School 27 Pleasant Street Waterville, ME 04901 (207) 872-8071
Lucille Lothrop	Maine Science	South Bristol Elementary Rt. 129, Box 301 South Bristol, ME 04568 (207) 577-8177
Lynn Ellen Whittington	Maryland Mathematics	Skyline Elementary School 6311 Randolph Road Suitland, MD 20746 (301) 735-9010
Carol Cobb	Maryland Science	Elkridge Elementary School 6135 Old Washington Road Elkridge, MD 21227 (301) 313-5006
Maureen Chapman-Fahey	Massachusetts Mathematics	John Marshall School 35 Westville Street Dorchester, MA 02124 (617) 436-3130
Shirley T. LeMay	Massachusetts Science	Calvin Coolidge School Florence Street Shrewsbury, MA 01545 (508) 792-1569
Kim Davison	Michigan Mathematics	Woods Lake Elementary School 3215 Oakland Drive Kalamazoo, MI 49008-2825 (616) 384-0456
Sarah J. Katchorek	Michigan Science	Fox Elementary School 17500 Millstone Mt. Clemens, MI 48044 (313) 286-5920
Kathleen McGree	Minnesota Mathematics	Kenwood Elementary School 2013 Penn Avenue South Minneapolis, MN 55405 (612) 627-3205
Karen Mason	Minnesota Science	Lake Elmo Elementary 11030 Stillwater Blvd. North Lake Elmo, MN 55042

<u>NAME</u>	<u>STATE & DISCIPLINE</u>	<u>SCHOOL</u>
Barbara G. Albritton	Mississippi Mathematics	W.L. Smith Elementary School 400 Hillcrest Drive Petal, MS 39465 (601) 584-7660
Patricia Atkins	Mississippi Science	East Elementary School East 3rd Street Corinth, MS 38834 (601) 286-5245
Marsha Tischler	Missouri Mathematics	Spoede Elementary School 425 N. Spoede Road Creve Coeur, MO 63141 (314) 432-4438
Candice Steiner Marshall	Missouri Science	Truman Elementary School 9601 James A. Reed Road Kansas City, MO 64134 (816) 761-2073
Lina DiMauro	Montana Mathematics	Longfellow Elementary School 516 South Tracy Bozeman, MT 59715 (406) 585-1640
Connie Wining	Montana Science	Arlee Elementary School P.O. Box 37 Arlee, MT 59821 (406) 726-3218
Debra S. Stuto	Nebraska Mathematics	Catlin Elementary School 12736 Marinda Omaha, NE 68144 (402) 399-5745
Suzanne Roesch Kirby	Nebraska Science	Randolph Elementary School 1024 South 37th Street Lincoln, NE 68510 (402) 436-1163
Kathleen J. Rice	Nevada Mathematics	Glenn Duncan Elementary School 1200 Montello Street Reno, NV 89512 (702) 333-5190
Judith B. Roach	Nevada Science	Estes McDaniel Elementary 1831 Fox Ridge Drive Henderson, NV 89014

<u>NAME</u>	<u>STATE & DISCIPLINE</u>	<u>SCHOOL</u>
Nancy Ann Belsky	New Hampshire Mathematics	Westmoreland School Glebe Road Westmoreland, NH 03467 (603) 399-4421
Susan L. Duhaime	New Hampshire Science	St. Anthony Elementary School 148 Belmont Street Manchester, NH 03103 (603) 622-0414
Carolyn Taylor	New Jersey Mathematics	Rumson Country Day School 35 Bellevue Avenue Rumson, NJ 07760 (908) 842-0527
Linda A. Madison	New Jersey Science	Cranford Public Schools P.O. Box 646, Thomas Street Cranford, NJ 07016 (908) 272-9100 x274
Jennie Oney	New Mexico Mathematics	Edison Kindergarten Center 406 N. Alameda Street Carlsbad, NM 88220 (505) 885-5570
Betty B. Graham	New Mexico Science	E.J. Martinez Elementary San Mateo at Galisteo Santa Fe, NM 87501 (505) 989-5486
Ann Caren	New York Mathematics	Cayuga Heights Elementary 110 E. Upland Road Ithaca, NY 14850 (607) 257-8557
Carol Duron Taylor	New York Science	Harbor Country Day School 17 Three Sisters Road St. James, NY 11780 (516) 584-5555
Carol Wickham Midgett	North Carolina Mathematics	Southport Elementary School 9th Street Southport, NC 28461 (919) 457-6036
Lee Ann Townsend	North Carolina Science	Stokesdale Elementary School 8025 Highway 158 Stokesdale, NC 27357

<u>NAME</u>	<u>STATE & DISCIPLINE</u>	<u>SCHOOL</u>
Becky Meduna	North Dakota Mathematics	Jefferson Elementary School 5th Street and 11th Avenue West Dickinson, ND 58401 (701) 225-8313
Jacqueline Wilcox	North Dakota Science	CannonBall Elementary School Box 218 CannonBall, ND 58528 (701) 544-3341
Linda Ann O'Neill	Ohio Mathematics	Glendale Primary School 400 West Glendale Bedford, OH 44146 (216) 439-4227
Robert C. Terwillegar	Ohio Science	Indian Hill Elementary School 6100 Drake Road Cincinnati, OH 45243 (513) 561-6020
Betty J. C. Wright	Oklahoma Mathematics	Bodine Elementary School 5301 S. Bryant Oklahoma City, OK 73129 (405) 677-5222
Elizabeth Ann (Betsy) Zadorozny	Oklahoma Science	5th and 6th Center P.O. Box 592 9th and Maple Woodward, OK 73802 (405) 256-5357
Diane Price-Stone	Oregon Mathematics	Philomath Elementary School P.O. Box 71 Philomath, OR 97370 (503) 929-3253
Barbara Barnister	Oregon Science	Edwards Elementary School 1715 Southeast 32nd Place Portland, OR 97214 (503) 280-6204
Nathan C. Cattell	Pennsylvania Mathematics	Ferguson Township Elementary P.O. Box 237 215 Pine Grove Road Pine Grove Mills, PA 16868 (814) 231-4119

<u>NAME</u>	<u>STATE & DISCIPLINE</u>	<u>SCHOOL</u>
William C. Metz	Pennsylvania Science	Cook-Wissahickon Elementary Righter and Salafnac Street Philadelphia, PA 19128 (215) 487-4463
Arita Domenech	Puerto Rico Mathematics	Cupeyville School Carr. #844, Km. 0.4, Cupey Bajo Rio Piedras, PR 00926 (809) 761-3736
Carmen B. Morales	Puerto Rico Science	Villas de Castro 10 Street J-11 Urb. Villas de Castro Caguas, PR 00625 (809) 744-6447
Judith Leonard	Rhode Island Mathematics	Narragansett Pier School 235 South Pier Road Narragansett, RI 02882 (401) 792-9420
Albert E. Menard	Rhode Island Science	East Woonsocket Elementary 990 Mendon Road Woonsocket, RI 02895 (401) 767-4820
Diane G. Boyd	South Carolina Mathematics	Kingstree Elementary School 500 Academy Street Kingstree, SC 29556 (803) 354-7233
Terry Lanahan Whisenant	South Carolina Science	Fort Mill Primary School P.O. Box 399, Munn Road Fort Mill, SC 29715 (803) 548-4677
Sherry Kay Peters	South Dakota Mathematics	South Park Elementary School 1816 Valley Drive Belle Fourche, SD 57717 (605) 892-2091
Beverly C. Stanford	South Dakota Science	Howard Hedger Elementary 815 North 2nd Street Aberdeen, SD 57401 (605) 622-7160

<u>NAME</u>	<u>STATE & DISCIPLINE</u>	<u>SCHOOL</u>
Janice Page Russell	Tennessee Mathematics	Anderson Elementary School 901 Ninth Street Bristol, TN 37620 (615) 764-9342
Bobbie Grissim	Tennessee Science	Walter Stokes Middle School 3701 Belmont Blvd. Nashville, TN 37215 (615) 298-8423
Karen Sue Lindig	Texas Mathematics	Hillcrest Elementary School 1701 Crozier Lane Del Valle, TX 78617 (512) 385-1427
Pamela Stryker	Texas Science	Harvey S. Williams Elementary 500 Mairo Austin, TX 78748 (512) 282-2813
Carolyn Tyson	U.S. Territories Mathematics	Muller Elementary School Dept. of Education Kongensgade 44-46 St. Thomas, VI 00802 (809) 774-0059
Donna L. Tiapula	U.S. Territories Science	Alofau Consolidated Elementary c/o Department of Education Alofau, AS 96799 (684) 622-7659
Jolene (Jodi) Prestwich	Utah Mathematics	Manti Elementary School 150 West 100 South Manti, UT 84642 (801) 835-2271
Rebecca Olson	Utah Science	Providence Elementary School 91 East Center Providence, UT 84332 (801) 752-6010
Patricia Cummings Pierce	Vermont Mathematics	Bristol Elementary School 57 Mountain Street Bristol, VT 05443 (802) 453-3227

<u>NAME</u>	<u>STATE & DISCIPLINE</u>	<u>SCHOOL</u>
Susan L. Lewis	Vermont Science	Mary Hogan School Court Street Middlebury, VT 05753 (802) 388-4421
Judy A. Heard	Virginia Mathematics	Cheney Elementary School 1741 Meeres Road Fort Belvoir, VA 22060 (703) 799-0862
John Edgar Donlan	Virginia Science	Chesterfield Heights Elem. 2915 Westminster Avenue Norfolk, VA 23504 (804) 441-2683
Diana A. D'Abov	Washington Mathematics	Arlington Elementary School N. 6363 Smith Street Spokane, WA 99207 (509) 353-5281
Karen A. Moreau	Washington Science	Sherwood Forest Elementary c/o North Lake Elementary 3405 S. 336th Auburn, WA 98001 (206) 661-2290
Patty Jo Whitescarver	West Virginia Mathematics	East Dale Elementary School Route 3 Fairmont, WV 26554 (304) 367-2132
Catherine L. Rogers	West Virginia Science	Jayenne Elementary School Country Club Road Fairmont, WV 26554 (304) 367-2136
Mary E. Richards	Wisconsin Mathematics	Manawa Elementary School 585 E. Fourth Street Manawa, WI 54981 (414) 596-2238
Kathryn Lee	Wisconsin Science	John Muir Elementary School 6602 Inner Drive Madison, WI 53705 (608) 829-4130

<u>NAME</u>	<u>STATE & DISCIPLINE</u>	<u>SCHOOL</u>
Glenda Reynolds	Wyoming Mathematics	Lehart Elementary School 807 Coolidge Cheyenne, WY 82001 (307) 634-2157
Vicki Anne Foster	Wyoming Science	Westwood Elementary School 2300 Bellaire Drive Casper, WY 82604 (307) 577-6735

Tuesday, Oct. 1, 1991

NSPRA Fax News Service

With School Communication Tips

Today's Event

★ President Bush will speak to the nation's school children at 12:10 p.m. EDT today on PBS and CNN. He is expected to ask pupils to set and follow through on their own education goals for the coming school year. For more information, call the U.S. Education Department's Carol McCain at 202/401-2302.

Please Note

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National Goals Report

Math Scores, Federal Role Challenged

While most educators hailed yesterday's report card on progress toward the national education goals as a way to stimulate reform, some questioned the validity of the report's math results and the extent of the federal government's current role in addressing the goals.

Although the report card is far from complete, it represents the most comprehensive picture yet of where the nation stands in relation to the goals. Educators and policymakers also hope it will spur a broad public campaign to meet those goals by the year 2000.

"If my child brought home this report card, I would feel a need to get involved," said Iowa Gov. Terry Branstad, a member of the National Education Goals Panel, which released the report card.

"The significance of this event is that we as a nation are going to commit ourselves to a standards-based education," added Colorado Gov. Roy Romer, former chairman of the goals panel.

Some educators were critical of certain findings in the report card, however.

The claim that less than 20 percent of the nation's students are proficient in math is unreliable, said AFT President Albert Shanker. He charged that the process used by the National Assessment Governing Board to set achievement levels was flawed.

"These numbers, which are designed to portray the overwhelming majority of our students as mathematical illiterates, are technically indefensible and grossly misleading," said AFT President Albert Shanker.

"It is...dishonest to pretend that things are far worse than they are," he added.

NAGB Exec. Dir. Roy Truby admitted that the achievement level-setting process used by the board could be improved, but he added that it was "defensible."

"When you set standards, it's judgment; it's not rocket science," he said.

Two members of Congress recently requested the U.S. General Accounting Office investigate the process NAGB used to set its achievement levels.

Shanker also challenged the report card's claim that 26 federal agencies spent about \$59 billion in FY 1991 to support the national education goals.

"That's incredible—as in not credible," Shanker said. "The money sure isn't getting to our kids and schools."

Sen. Edward Kennedy (D-Mass.) called on the Bush administration to address the national goal of school readiness by fully funding Head Start. "We know we are failing to meet this goal, and we also know the best way to meet it," he said.