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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?**

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

There are teachers with us today -- each one a winner -- who 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've 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 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." 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, 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. First, it shows 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, America 2000 is designed to incite a revolution in education ... community by community, school by school, and family by family. 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.

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

There's a lesson in that for all of us, as we face the daunting task of redefining American education: the best teachers never stop learning. The best ones learn how to think anew each time -- and that's the key to creating a new generation of American schools. If we are to make a difference in the schools,

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

Experimenting with new ideas and new teaching methods is why you won these awards. **You excel at it.**

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.

#

FAX cover sheet

NSTA

National
Science
Teachers
Association

3140 North Washington Blvd., Arlington, VA 22201
(703) 243-7100 FAX (703) 243-7177

Date: 9/27/91

To: Jeannie Bunton-Research Asst.

From: Barbara Smith-Elem. Proj. Coord. PAESMT

Number of pages (including this one): 15

Message: Special notes: 1991 Presidential Awardees

- ① Jacqueline Goodloe - DC mathematics: will be on CNN
- ② Sachi Kanenaka - CA science: will be on CNN
- ③ (elem.) Wend Rose - KS science and Bob Rose (sec.) KS science are married
- ④ Keith Bruning - DODDS mathematics, teaches in the Philippines so I almost didn't find him to let him know he was a winner (volcano; political situation)
- ⑤ John E. Donlan - VA science surfs for fun
- ⑥ Jacqueline Wilcox - ND science, teaches at a Sioux Indian Reservation

NOTE: If there is any problem with transmission,
please call (703) 243-7100 immediately

- ⑦ Joan B. McShane - IA science; Innovative teaching The Royal Flush - which tests toilet paper by using observation and data collecting techniques

1991 Presidential Awards for Excellence

OMB NO. 3145-0060

In Science and Mathematics Teaching

Biographical Information Form Elementary

Please complete as many sections as possible following the form provided, but not exceeding the space provided. Please type or print in small letters (use a dark, felt-tip pen, for photocopying purposes). Each biography must fit on an 8-1/2 x 11 sheet of paper to give this information to reporters. Consequently, we cannot use more information than our form allows. Thank you in advance for your cooperation.

State Washington, D. C.Awardee Name Jacqueline GoodloeField (Science or Mathematics) Mathematics

Home Address

Street 1834 Capitol Avenue, NortheastCity, State, Zip Washington, D.C. 20002Phone w/area code (202) 526-2118

School Address

School Name Burrville ElementaryStreet 801 Division Avenue, NortheastCity, State, Zip Washington, D. C. 20019Phone w/area code (202) 724-4598Birth Date 01 / 12 / 52 Place Washington, D. C.Education (3 lines only) McKinley H.S. (DCPS)University of D.C. - BS '73, George Wash.Univ.-MA '78, Georgetown Univ., Trinity Coll.

Present Teaching Responsibilities (2 lines only) Provide
support in mathematics to administrators,
teachers, students, and parents.

How would you describe yourself as an elementary teacher?
(circle) self-contained classroom teacher, science or math re-
source teacher science or math specialist, other _____

What grade(s) do you teach? Prekgn - 6

Current Extracurricular Activities (3 lines only) Computer
lab coordinator, Member of the exec. comm.
DCCTM, Director of Christian Education at
Mt. Sinai Bapt. Church

Special Teaching Methods/Approaches/Innovations (4 lines)
My method of teaching is designed to meet the
individual needs of students yet using methods
of cooperative grouping and multi-sensory
hands-on materials management.

Awards/Honors (2 lines only) Nominated Outstanding
Teacher in Ward 7, Presidential State Awardee,
Who's Who in Education, Outstanding Young Women
in America

Personal/Family Information (2 lines only) youngest child
in a family of nine children native Washing-
tonians, single

School data

Approximate School Size 510
(circle) Private Public

Location (circle): Inner City Suburban, Small Town, Rural,
Other (describe) _____

Other Features ("Magnet" School, Science School, University-
Related School, etc.) Open-space design

Optional Personal Data

1. _____

2. Racial Origin (circle): Asian, Caucasian, Hispanic, Black,
Native American, Other _____

3. Gender (circle): Female, Male _____

1991 Presidential Awards for Excellence

OME NO. 3145-0060

In Science and Mathematics Teaching

Biographical Information Form Elementary

Please complete as many sections as possible following the form provided, but not exceeding the space provided. Please type or print in small letters (use a **dark**, felt-tip pen, for photocopying purposes). Each biography must fit on an 8-1/2 x 11 sheet of paper to give this information to reporters. Consequently, we cannot use more information than our form allows. Thank you in advance for your cooperation.

State CaliforniaAwardee Name Mrs. Sachi KanenakaField (Science or Mathematics) science

Home Address

Street 1030 Hillvale DriveCity, State, Zip Monterey Park, Calif. 91754Phone w/area code (213) 269-7619

Winsor Hills School Address

School Name Math/Science/Aerospace MagnetStreet 5215 Overdale DriveCity, State, Zip Los Angeles, California 90043Phone w/area code (213) 293-6251Birth Date 10 / 26 / 35 Place Los Angeles, Calif.Education (3 lines only) Calif. State University
Los Angeles, CaliforniaPresent Teaching Responsibilities (2 lines only) science
grade 6

How would you describe yourself as an elementary teacher?
(circle) self-contained classroom teacher, science or math resource teacher, science or math specialist, other science
teacher grade 6 semi-departmentalized

What grade(s) do you teach? presently grade 6
science

Current Extracurricular Activities (3 lines only) Board
member, Greater Los Angeles Area
Teachers of Science Assn. (GLATSA);
CAP Trainer; UCLA science teacher consult

Special Teaching Methods/Approaches/Innovations (4 lines)
I teach science in an activity-based
inquiry oriented lab setting utilizing
the Learning Cycle, a 3-step teaching
methodology (exploration, concept devel-
opment, application)

Awards/Honors (2 lines only) recipient Calif. Teach.
Instruc. Improvement Grant; Ahmanson/
Bing Earthwatch Grant; 2 L.A. Educat.
Partnership mini-grants.

Personal/Family Information (2 lines only) I have 2
daughters - one, Kimmi, is my T.A.
Both were married this year.

School data

Approximate School Size 1,000
(circle) Private Public X

Location (circle): Inner X City, Suburban, Small Town, Rural,
Other (describe) _____

Other Features ("Magnet" School, Science School, University-
Related School, etc.) Winsor Hills is a
math/science/aerospace magnet school
Optional Personal Data

1. Approximate Salary _____

2. Racial Origin (circle): Asian X, Caucasian, Hispanic, Black,
Native American, Other

3. Gender (circle): Female X, Male

Presidential Awards for Excellence

OMB NO. 3145-0060

In Science and Mathematics Teaching

Biographical Information Form

Elementary

Please complete as many sections as possible following the form provided, but not exceeding the space provided. Please type or print in small letters (use a dark, felt-tip pen, for photocopying purposes). Each biography must fit on an 8-1/2 x 11 sheet of paper to give this information to reporters. Consequently, we cannot use more information than our form allows. Thank you in advance for your cooperation.

State KansasAwardee Name Wendy RoseField (Science or Mathematics) ScienceHome Address
Street 921 N. BattinCity, State, Zip Wichita, KS 67208-3513Phone w/area code 316-683-9615School Address
School Name Wichita Collegiate School
Street 9115 E. 13th St., PO Box 782768
City, State, Zip Wichita, KS 67278-2768
Phone w/area code 316-634-0433Birth Date 30 JAN / 49 Place Lawrence, Kansas
Education (3 lines only) BSE 1980, MS 1985Present Teaching Responsibilities (2 lines only)
Extended Day KindergartenHow would you describe yourself as an elementary teacher?
(circle) self-contained classroom teacher, science or math resource teacher, science or math specialist, other _____What grade(s) do you teach? KindergartenCurrent Extracurricular Activities (3 lines only) _____

_____Special Teaching Methods/Approaches/Innovations (4 lines)
No textbooks, teacher designed
curriculum; hands-on, integrated;
oriented curriculum.Awards/Honors (2 lines only) Outstanding PTA member; ESU Honors;Personal/Family Information (2 lines only) Married 23
years; one daughter (21).

School data

Approximate School Size 800
(circle) (Private) PublicLocation (circle): Inner City, (Suburban), Small Town, Rural,
Other (describe) _____Other Features ("Magnet" School, Science School, University-
Related School, etc.) College preparatory

Personal Data

1. _____

2. Racial Origin (circle): Asian (Caucasian), Hispanic, Black,
Native American, Other _____3. Gender (circle) (Female) Male

Presidential Awards for Excellence

In Science and Mathematics Teaching

National Science Foundation

I don't have a bio form for
Keith Bruning yet so here
is some info that might help.

* He teaches at:

Binictican Elementary School
U.S. Naval Base in the Philippines

* Compensatory Math (Math Skills
Improvement Teacher)

* Grades 3, 4, 5 + 6

Contractors: National Science Teachers Association, National Council of Teachers of Mathematics.
Cooperating Organizations: American Association for the Advancement of Science, American Association of Physics Teachers, American Chemical Society,
American Geological Institute, American Institute of Physics, Council for Elementary Science International, Council of State Science Supervisors, Federation of
American Societies for Experimental Biology, The Mathematical Association of America, National Alliance of Black School Educators, National Association of
Biology Teachers, National Association of Elementary School Principals, National Association of Geology Teachers, National Earth Science Teachers Association.
With Support from the National Academy of Sciences.
Project Directors: John M. Fowler, Special Projects, 5112 Berwyn Road (3rd Floor), College Park, MD 20740 (301) 220-0870
Phyllis Marcuccio (Elementary), NSTA, 1742 Connecticut Avenue, N.W., Washington, DC 20009 (202) 328-5800

1991 Presidential Awards for Excellence

OMB NO. 3145-0060

In Science and Mathematics Teaching

Biographical Information Form

Elementary

Please complete as many sections as possible following the form provided, but not exceeding the space provided. Please type or print in small letters (use a **dark**, felt-tip pen, for photocopying purposes). Each biography must fit on an 8-1/2 x 11 sheet of paper to give this information to reporters. Consequently, we cannot use more information than our form allows. Thank you in advance for your cooperation.

State VirginiaAwardee Name John Edgar DonlanField (Science or Mathematics) Elementary Science

Home Address

Street 8822 Commodore DriveCity, State, Zip Norfolk, VA 23503Phone w/area code (804) 583-3262 (unpublished)

School Address

School Name Chesterfield Heights Elem.Street 2915 Westminster AvenueCity, State, Zip Norfolk, VA 23504Phone w/area code (804) 441-2683Birth Date 09 / 19 / 55 Place Norfolk, VAEducation (3 lines only) Master of Science in Ed.B. S. in Elementary EducationAssoc. in Science Education

Present Teaching Responsibilities (2 lines only) Teach lab
to entire school; develop integrated
Science/Math lessons with teachers

How would you describe yourself as an elementary teacher?
(circle) self-contained classroom teacher, science or math re-
source teacher, science or math specialist, other Science &
Mathematics Resource Instructor

What grade(s) do you teach? K, 1, 2, 3, 4, & 5,
and also Pre-Kindergarten.

Current Extracurricular Activities (3 lines only) Chairperson
on VA Partnership for Scientific Literacy
Committee, Sponsor of Young Astronauts
Club/Science Club, Recycling Coordinator

Special Teaching Methods/Approaches/Innovations (4 lines)
In my Science lab, children are involved
in active learning. They have opportu-
nities to explore Science concepts,
formulate questions & solve problems.

Awards/Honors (2 lines only) Recycling/envirom. prog.
won 1990 VA Keep Amer. Beautiful Recog-
nition Award & '89, '90 Norfolk Clean
Community Awards; NPS Bell Award: '87, '89-'91.
Personal/Family Information (2 lines only) Married 6 yrs.
I enjoy surfing for fun and sailing
for relaxation.

School data

Approximate School Size Four Hundred
(circle) Private Public

Location (circle): Inner City Suburban, Small Town, Rural,
Other (describe) _____

Other Features ("Magnet" School, Science School, University-
Related School, etc.) Innovative Program

Optional Personal Data

1

2. Racial Origin (circle): Asian, Caucasian, Hispanic, Black

2. Racial Origin (circle): Asian, Caucasian, Hispanic, Black,
Native, American, Other

3. Gender (circle): Female, Male

1991 Presidential Awards for Excellence

OMB NO. 3145-0060

In Science and Mathematics Teaching

Biographical Information Form

Elementary

Please complete as many sections as possible following the form provided, but not exceeding the space provided. Please type or print in small letters (use a **dark**, felt-tip pen, for photocopying purposes). Each biography must fit on an 8-1/2 x 11 sheet of paper to give this information to reporters. Consequently, we cannot use more information than our form allows. Thank you in advance for your cooperation.

State North DakotaAwardee Name Jacqueline WilcoxField (Science or Mathematics) Science

Home Address

Street 1804 Linda DriveCity, State, Zip Mandan, ND 58554Phone w/area code 701-663-2608

School Address

School Name Cannon Ball Elem. - Solen/Cannon Ball Public SchoolStreet Box 216City, State, Zip Cannon Ball, ND 58528Phone w/area code 701-544-3341Birth Date 9/25/44 Place St. Paul, MNEducation (3 lines only) B.S. - Elem Ed. - Minot StateUniversity - Minot, ND. Graduate work at EasternMontana College and Colorado School of MinesPresent Teaching Responsibilities (2 lines only) 5th Grade -all subject areas and School Science FairCoordinator

How would you describe yourself as an elementary teacher?
(circle) self-contained classroom teacher science or math re-
source teacher, science or math specialist, other _____

What grade(s) do you teach? 5th

Current Extracurricular Activities (3 lines only) School Science
Fair - State Native American Science Fair - Workshop
Training for teachers in hands-on Science methodology
at local, state and regional levels - Writing grants for School

Special Teaching Methods/Approaches/Innovations (4 lines)
Use a holistic approach to science and develop
the interconnectedness of our world through hands-on
activities. Children are natural scientists and can
develop these skills by learning using the scientific method.

Awards/Honors (2 lines only) Co-authored a resource book for
teachers, Hands On/Minds On Science Activities for Children
Appointed to tri-state Girl Scout Advisory Board for math/science

Personal/Family Information (2 lines only) Married - 2 children,
19 & 15, Active in church, Mandan Band Parents, Mandan
Jr. High History Club, bowling, Girl Scouts

School data

Approximate School Size Elem - 90 students High School - 80
(circle) Private Public Total 170

Location (circle): Inner City, Suburban, Small Town Rural
Other (describe) Elem. School is in a housing development
on an Indian Reservation

Other Features ("Magnet" School, Science School, University-
Related School, etc.) Public School on Standing Rock Sioux
Indian Reservation
Optional Personal Data

1.

2. Racial Origin (circle): Asian, Caucasian Hispanic, Black,
Native, American, Other

3. Gender (circle) Female Male

1991 Presidential Awards for Excellence

OMD NO. 8145-0060

In Science and Mathematics Teaching

Biographical Information Form

Elementary

Please complete as many sections as possible following the form provided, but not exceeding the space provided. Please type or print in small letters (use a dark, felt-tip pen, for photocopying purposes). Each biography must fit on an 8-1/2 x 11 sheet of paper to give this information to reporters. Consequently, we cannot use more information than our form allows. Thank you in advance for your cooperation.

State IowaAwardee Name Joan Braunagel McShaneField (Science or Mathematics) Science

Home Address

Street 1121 W. 15th StreetCity, State, Zip Davenport, Iowa 52804Phone w/area code 319 323-5886

School Address

School Name Jefferson ElementaryStreet 1027 Marquette StreetCity, State, Zip Davenport, Iowa 52804Phone w/area code 319 322-3557Birth Date 3 / 12 / 37 Place Peoria, IllinoisEducation (3 lines only) Undergraduate - BradleyUniversity, Peoria, Illinois; Graduate - Univer-sity of Iowa, Iowa City, IowaPresent Teaching Responsibilities (2 lines only) Teaching4-8 science classes, and advisor to primaryteachers for science instruction

How would you describe yourself as an elementary teacher?

(circle) self-contained classroom teacher, science or math re-

source teacher, science or math specialist, other _____What grade(s) do you teach? 4th, 5th, 6th. Period-ically, primary classes as well.

Current Extracurricular Activities (3 lines only)

1. NSTA Preschool/Elementary Director2. Advisor Minorities in Teaching3. Local and national curriculum writing

Special Teaching Methods/Approaches/Innovations (4 lines)

Science Technology Society approach torelevant, hands-on problem solvinglearningAwards/Honors (2 lines only) Science1. Exemplary Elementary Teacher State of Iowa 19892. Alliance for Science Governor's Award, 1988

Personal/Family Information (2 lines only)

Married 32 years, Ivan J. McShaneOne daughter, Rosemary

School data

Approximate School Size 750

(circle) Private Public

Location (circle) Inner City Suburban, Small Town, Rural,

Other (describe) _____

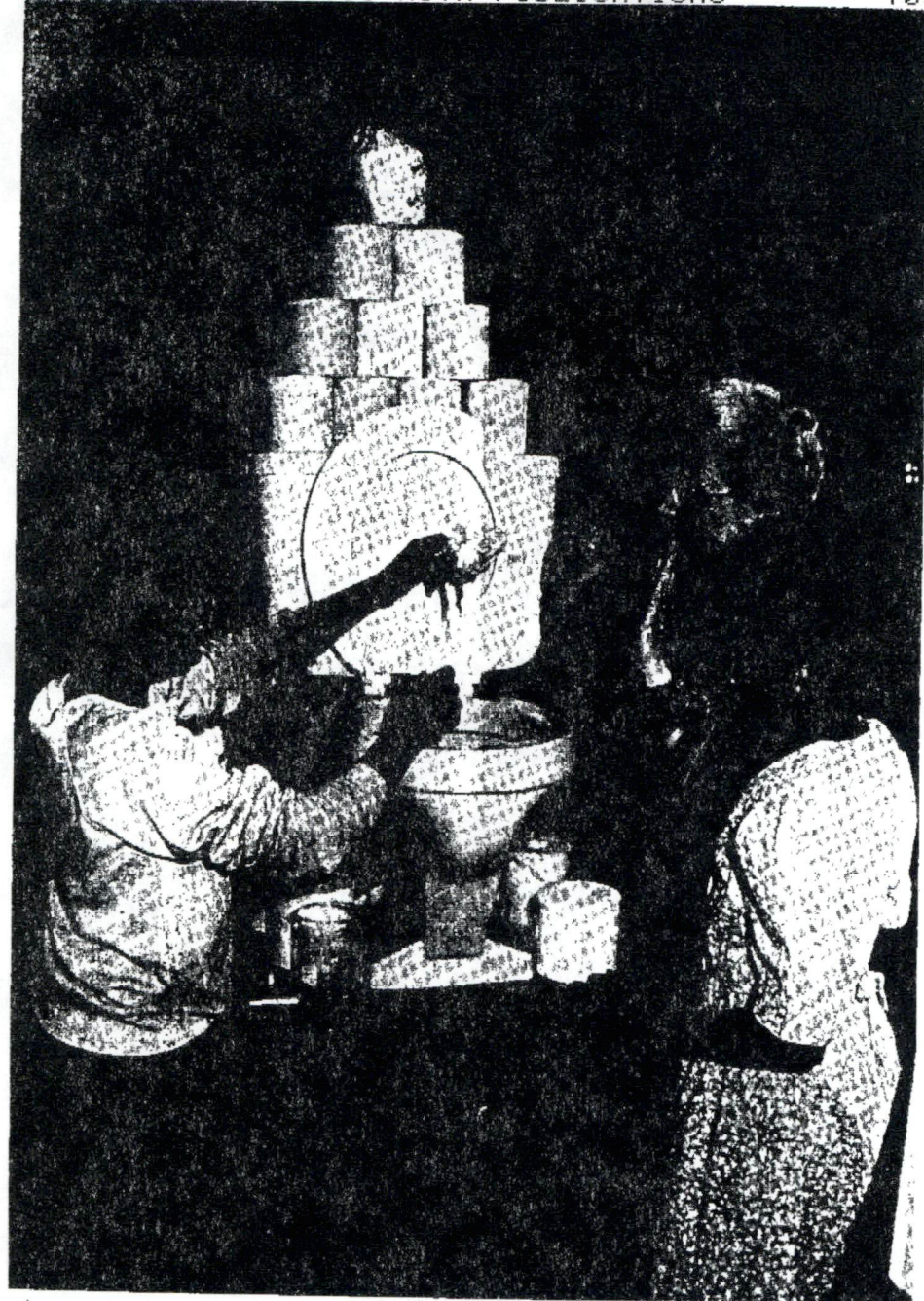
Other Features ("Magnet" School, Science School, University-

Related School, etc.) Chapter I At-Risk

Optional Personal Data

1. _____

2. Racial Origin (circle): Asian Caucasian Hispanic, Black,
Native, American, Other _____3. Gender (circle) Female Male



THE ROYAL FLUSH

By Joan Braunagel McShane

A full-sized toilet on a portable wooden stand faced my sixth-grade classroom for more than six weeks last year. Not since "All in the Family" audiences were treated to the sound on airways nationwide of Archie Bunker's commode flushing has an ordinary toilet been the subject of such unusual curiosity and comment. In this room, my at first skeptical but eventually enthusiastic students finished a research project, "The Royal Flush," on the subject of toilet tissue, an unprepossessing substance that they have made relevant and meaningful. Science/technology/society's goals in the john? Read on.

The Ubiquitous Throne

What project calling for motivation and original research, I asked myself, could be of universal interest to a multicultural, mixed level sixth-grade class? What had everyone in the class experienced but not yet necessarily understood? What problem with serious science implications could be approached through materials readily available in this midwest urban community? What did we all use?

Toilets and paper.

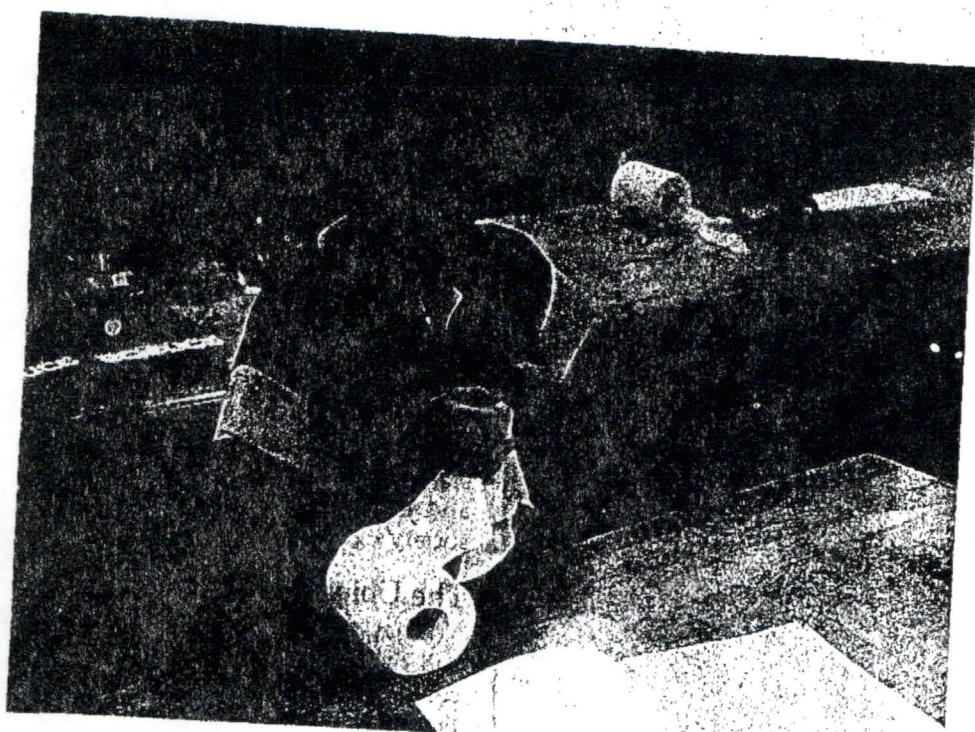
The six-week toilet-tissue test, the "royal flush," then began—softly—to take shape.

Our goals were to discover which toilet tissue would be best from two standpoints, ecological and practical. Specifically, the class wanted to find which tissue would break up fastest after it was flushed and thereby would be least likely to clog the household toilet's pipes (and, by implication, the nation's waterways). I wanted the students to learn how to gather data, compile them, and from that information make inferences that would lead to valid conclusions. Then, I wanted them to experience how to use this knowledge in good decision making—in this particular instance, which toilet tissue to purchase.

Rube Goldberg, Eat Your Heart Out

Now that we knew what we were going to do, the project moved quickly. After several attempts, a former student's father and I developed a closed

(Above) Ms. McShane and several students gather around the classroom toilet, preparing to test a tissue via the "crumple" method.



cycle toilet, a royal gold and white commode installed, class center, on a portable 80-cm wooden stand. (See box, page 31, for construction details.) Its tank held 13 L of water, which flushed with better than average force through a drawer with a bottom of fine screen. The screen caught all the paper, while the water emptied into a large (56-L) school wastebasket.

Rolling Along

After we put the toilet in place, the class began gathering toilet tissue. The students wrote letters and made personal visits to supermarket managers, staff, parents, and neighbors. Before the project was complete, 50 people in the community made contributions, and the classroom began to look like a toilet tissue factory. From the 149 rolls of tissue that the students collected, they tested 43 different tissues of differing brands and colors.

Students identified each incoming roll carefully; then, two students' particular responsibility was to stack the increasing number of rolls in alphabetical order according to brand names.

Toilet Tests

While testing, the students arranged themselves throughout the room, singly or in pairs, at 13 work stations; however, each student maintained individual data for his or her task. This procedure allowed the children both to become particularly expert at given tasks

and still come up with individual results.

During the weeks of testing, attendance was extraordinarily good because no one wanted anybody else "messing around in the data," as one student eloquently put it. As each group completed its task, it passed the experimental tissue on to the next group. (See Figure 1.)

Students at Station One unrolled 272 cm of tissue from each roll, the amount the children agreed was an average amount per sitting. (The students used numerous 272-cm strips for their own needs over a two-day period.) After Station One cut more 272-cm lengths for experimental purposes, Group Two divided the strips into quarters. The four pieces did not always break neatly at the perforations; as the students learned, tissue rectangles vary in area.

Group Three marked the tissue's brand on an index card and placed the card and tissue in a plastic bag, while

Group Four measured each brand's and color's dry size (amount of space occupied) by stacking the folded tissue in a 1,000-ml beaker, packing it firmly, and recording the volume obtained. The tissue's next stop was a single student, our "ply person," who checked the number of layers of paper in each given sheet of tissue.

A student who worked as a cost and color recorder ran Station Six; he passed the tissue to another class member who tested for odor, softness, flaking, and powdering. This tester mentioned that several nights she awakened with the odor of the tissue still in her nostrils. Finally, two students

Finally, two students performed the last dry measurement, carefully weighing the tissue in a 500-ml beaker. After recording the results, they handed the tissue to the flusher.

Wet Wisdom

Our research showed that, when it comes to toilet tissue, people are either crumplers or folders. The class elected to have its flusher crumple the tissue into the toilet bowl. After the flush had emptied all the water from the bowl, the flusher turned on the pump and set a timer for three minutes.

This time period allowed the tank to fill. It also gave each tissue the same amount of time to drip before the next group removed the residue from the fine screen filter in the drawer below the tank.

Those students charged with post-flushing operations took the drawer from the wooden stand and examined the flushed paper. They recorded how much the tissue had broken up, how the color appeared, and any unusual characteristics. The next group of students carefully removed the tissue from the drawer and replaced it in the 500-ml beaker to record its weight. Station

Figure 1.

[illegible]

A Commendable Commode

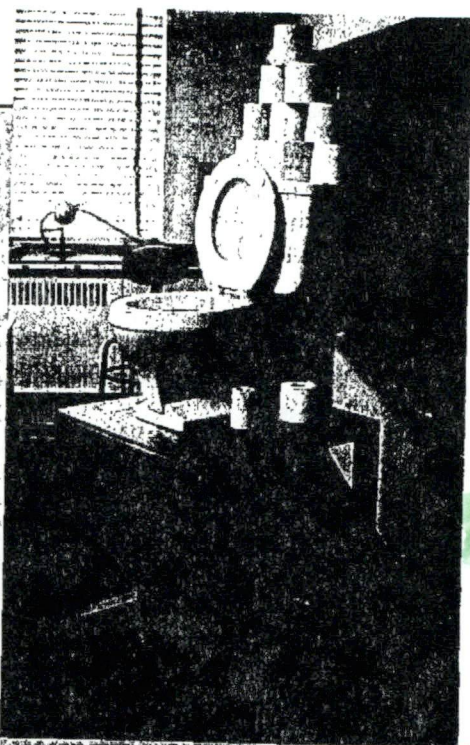
Building a classroom toilet requires some rooting around for materials and a bit of mechanical know-how, but nothing insurmountable. Our model allows easy maintenance, easy transport, and duplicates the water flow and pressure of the average household toilet. A brief overview of our construction method follows.

For the frame, we used two-by-three boards for the four legs, with a piece of half-inch plywood for the top and another for the bottom. The finished frame stands 80 cm from the floor, is 68 cm wide and 75 cm long, and moves on four ball-bearing wheels attached to the four corners of the frame.

A drawer, measuring 34 cm wide, 50 cm long, and 10 cm deep, fits beneath the top of the frame. The bottom of the drawer has been replaced by fine mesh (1/32" window screen stapled to the drawer frame. Wooden slides built under the plywood top allow the drawer to be easily removed. Removal is very important, because it is in the drawer that tissue is caught, allowed to drain, and then removed for measurement. (A test tube brush can be used to remove very small pieces of flushed tissue caught in the screen. Water should be run through the screen frequently to keep it completely free of paper particles.)

A full-sized household toilet sits over a circular hole slightly smaller in circumference than the toilet base cut out of the top piece of plywood in the frame. A toilet flange sealed with a beeswax ring holds the toilet in place.

A large container must be placed under the toilet. Our 56-L school wastebasket was securely anchored to the plywood base with four wooden blocks nailed in place. These blocks keep the container from tipping when



the entire apparatus is moved.

A pipe with a control valve is connected to the base of the toilet tank. One end of a long, rubber hose is attached to the bottom of the pipe; the other end of the hose is connected to the 1/2-horsepower sump pump that sits at the bottom of the wastebasket. On a tee below the valve is a faucet where a hose can be attached for emptying the water storage container. The valve enables the tank to fill after each flush; the faucet makes emptying the water storage basket very simple. Fresh water can be put in the container with a hose connected to a fresh water supply.

Remember, all electrical connections must be grounded. The switch that operates the sump pump sits next to the toilet base; the outlet is beneath the plywood top of the platform.

This system worked well for us, but don't hesitate to introduce your own ideas to come up with an even more commendable commode for your classroom.

Thirteen measured the tissue for its wet size in the same 1,000-ml beaker first used to measure it dry. The pump switch was turned off, and the toilet was ready to receive the next 272 cm of tissue—already processed through the preflush stations.

New and Unimproved

The students tested several of the tissues two or more times to check and

recheck their results; their accuracy and reliability in testing, data gathering, and recording was gratifying. As the trials progressed over the six weeks, I observed the class begin to predict possible results from testing particular tissues. Although the students' predictions became increasingly sophisticated, they were sometimes wrong. And one tissue defied almost all expectations.

The baby lotion it contained clogged

the toilet and the pump and left an oily residue. The toilet maintenance crew complained in disgust that it took two days to clean up the mess.

Crapper and Beyond

While several groups continued testing the tissue, another studied the history of the toilet. They were surprised and delighted to learn of Sir Thomas Crapper's contribution to the modern toilet. (Sir Thomas invented the valveless water preventer, which led to modern flush toilets, in England in 1882).

Several students wrote for and received information from manufacturers about the production of toilet tissue. One student called the toll-free number listed on a toilet tissue package and whispered to me that she had used the "toilet paper hotline." A survey team questioned the community about toilet paper preferences. At first, several of the children were reluctant to ask people about toilet tissue, but before the survey team completed its work, the same students had come to enjoy the questioning and had improved their interviewing techniques. The class was dismayed to learn that 42 percent of the people questioned indicated that texture largely determined why they purchased particular brands.

Very few buyers considered practical or ecological issues.

A Tissue of Truths

After compiling all the data, the class spent days discussing the findings. When the students discovered that there are many differences in how toilet tissue breaks up, they learned why some paper contributes to water pollution and waste more than others. Some tissues broke up well and retained little water; others flushed through in whole pieces and retained water like sponges. The students also discovered that cost didn't necessarily ensure quality (price tags varied from 17¢ to 49¢ a roll). And color slowed the paper's dissolution.

In spite of consumers' focus on texture, students learned that, functionally, soft tissue does not always indicate good tissue. Students were sometimes annoyed, sometimes bemused, sometimes merely interested to discover that their individual impressions of a given brand of tissue did not always correlate with final statistics. They eventually came to see that research is made up of

FOR PRISM ENTERTAINMENT CORPORATION —
CIRCLE NO. 12 ON READERS SERVICE CARD

many components, and, until all the facts are in, no conclusion can be more than tentative.

A Plethora of Papers

We tested advertised brands as well as grocery-store generics. Students expressed surprise when some of the generics tested as well as or better than some of the popular name brands. Although they mostly studied household tissue, they also considered that used at one of the city's hospitals and an industrial brand favored by a local dentist.

Of course, they tested the school's brand, which took two flushes to leave the toilet bowl. Needless to say, the children were delighted to advise the school custodian about the results of that particular experiment.

As testing progressed, the students' attitudes about the project changed. What had begun for some as a rather silly (and for others, embarrassing) assignment had become a serious research project. Proud of their work and pleased with the attention and respect paid from the community, my sixth grade became a field-testing facility for toilet tissue.

Often, when a new tissue came on the market, someone brought it into the class for a test. "Here we go again," they moaned, but their actions indicated pride, not dismay. In the middle of the big testing project, it was not unusual for students to come in more than an hour before school started and stay an hour after it ended.

They couldn't understand why I couldn't be at school at 7:00 A.M. to meet my classes starting at 8:25. The students needed to get "an early start."

Tissue Trivia

We gained many surprising fringe benefits of knowledge from the paper project. For instance,

- The right way to hang the roll of tissue—in order to take advantage of its design—is to allow the paper to fall from the top.
- The odor of the tissue comes from the cardboard core.
- Some rolls have more paper than others.
- Toilet tissue is made from both hard and soft woods.
- The number of perforations per square varies with the brand (these data were obtained by actual count).
- Two-ply tissue is more resistant to

dissolution than one-ply (these data were gathered by the ply person).

- Some packaging makes tissue more accessible than others (data from the tissue catalogers).

And the Winner Is . . .

At the conclusion of their flushing, measuring, surveying, recording, compiling, and discussing, student researchers wrote a seven-page report. But everyone's burning question—Which tissue flushes best?—remains unanswered. The nature of the solution lay in the needs of the audience—believe it or not, we do not all ask the same thing of toilet tissue!

For ecological and practical purposes, the class's observations and statistics



showed one tissue to be superior; however, if soft texture were the primary virtue, another was the winner. So the students included a memo suggesting that people must decide what characteristics of toilet tissue were important to them before using the research information to choose a particular brand.

"The Royal Flush" generated a great deal of community interest. An engineer from the area who had in the past worked for one of the nation's largest and oldest paper companies spoke to the class. A local newspaper covered the study and published an article about it. Neighbors, parents, and educators came to see the students at work; school superintendents stopped by to flush. Colleagues from neighboring schools

brought their students on field trips to see and use the classroom throne.

And several of the primary teachers in my building also expressed interest in the toilet, not only for scientific use, but also for social purposes—to teach toilet etiquette.

As for my students, I knew that they had learned much more than merely which tissue flushes best. One child summarized for us all, "I feel great about this project. We learned a lot, and it was fun."

To Flush Again

One day after the project had been, in a manner of speaking, completed, the class was discussing conservation of energy. One member of the group who had been doing research on toilets of the future mentioned that water conservation will probably some day force the use of a new kind of toilet. Another student shook his head in disbelief and asked, "Wow, Mrs. McShane, won't there have to be a different kind of toilet tissue from all those we have just tested?"

With some hesitation, I replied that I thought there would, realizing that compost, dirt, or chemical toilets undoubtedly will demand a tissue different from what we use today.

I glanced at the golden throne and realized that . . . (to paraphrase T.S. Eliot) in our end was a new beginning.

Resources

- Cohen, Daniel. (1982). *The last hundred years*. New York: M. Evans.
- Proctor and Gamble. Papermaking school packet. P.O. Box 599, Cincinnati, OH 45201; tel. 800-543-4080.
- Wright, Lawrence. (1960). *Clean and decent*. New York: Viking.
- Zim, Herbert, and Kelly, James R. (1974). *Pipes and plumbing systems*. New York: William Morrow.

Joan Braunagel McShane, a fourth, fifth, and sixth grade teacher at Jefferson School in Davenport, Iowa, conceived of this project at a meeting cosponsored by the University of Iowa's Department of Science Education and the Iowa Utility Association. It follows the precepts of Science/Technology/Society instruction as defined by University of Iowa science educators. Toilet constructed by volunteer William Kott. Black and white photographs by Kim Kosler of Iowa-Illinois Gas and Electric Company; color photographs by the author.

1991 Presidential Awards for Excellence

ONIR NO. 9145-0060

In Science and Mathematics Teaching

Biographical Information Form

Elementary

Please complete as many sections as possible following the form provided, but not exceeding the space provided. Please type or print in small letters (use a **dark**, felt-tip pen, for photocopying purposes). Each biography must fit on an 8-1/2 x 11 sheet of paper to give this information to reporters. Consequently, we cannot use more information than our form allows. Thank you in advance for your cooperation.

State IllinoisAwardee Name Carol A. Van De Walle
science

Field (Science or Mathematics)

Home Address
Street Rt. 1 Box 90
City, State, Zip Lynn Center, IL 61262
Phone w/area code (309) 476-8236

School Address
School Name AlWood Elementary School
Street 100 East A St.
City, State, Zip Alpha, IL 61413
Phone w/area code (309) 529-5011

Birth Date 7 / 24 / 46 Place Galesburg, IL
Education (3 lines only) BA, Knox College;
MS, Western Illinois Univ.,
Macomb, IL

Present Teaching Responsibilities (2 lines only)
Sixth grade

2 science, reading, lang. arts, etc.

How would you describe yourself as an elementary teacher?
(circle) self-contained classroom teacher science or math re-
source teacher, science or math specialist, other

What grade(s) do you teach? 6

Current Extracurricular Activities (3 lines only)
Girls Basketball coach grades 5-8
Literary Coach
Science Fair and Science Olympiad

Special Teaching Methods/Approaches/Innovations (4 lines)
Activity oriented, hands-on and minds-
on. Emphasis is on process skills
in science which are integrated
into other subjects.

Awards/Honors (2 lines only)
1990 IL Christa McAuliffe Fellow
1986 CESI National Exemplary Sci. Teacher

Personal/Family Information (2 lines only)
married - Ron
children - Dana and Brad

School data

Approximate School Size 300
(circle) Private Public

Location (circle): Inner City, Suburban, Small Town, Rural,
Other (describe) rural

Other Features ("Magnet" School, Science School, University-
Related School, etc.)

Optional Personal Data

2. Racial Origin (circle): Asian Caucasian Hispanic, Black,
Native, American, Other

3. Gender (circle): Female Male

1991 Presidential Awards for Excellence

OMB NO. 3145-0060

In Science and Mathematics Teaching

Biographical Information Form

Elementary

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State OregonAwardee Name Diane Price-StoneField (Science or Mathematics) Mathematics

Home Address

Street 2852 Monterey Pl.City, State, Zip Corvallis, Ore. 97330Phone w/area code (503) 757-1300

School Address

School Name Philomath ElementaryStreet 239 S. 16thCity, State, Zip Philomath, OregonPhone w/area code (503) 929-3253Birth Date 7/9/48 Place Salem, Oregon

Education (3 lines only)

Oregon State University, Master's DegreeSouthern Oregon State College, Bachelorof Science Degree

Present Teaching Responsibilities (2 lines only)

Second Grade Teacher

Current Extracurricular Activities (3 lines only)

Adjunct faculty at Linfield Collegeand Oregon State UniversityO.T.E. Leadership District Chairperson

Special Teaching Methods/Approaches/Innovations (4 lines)

Teacher and trainer ofcooperative learning techniques.Computer and calculator instructionIntegrated curriculum

Awards/Honors (2 lines only)

1991 Milken Foundation Educators Award1990 AEA Oregon Elementary Mathematics TeacherPersonal/Family Information (2 lines only) My talented husbandTom and I have four wonderful teenagers,Brian, Michelle, Shelly and Matthew

School data

Approximate School Size

(circle) Private PublicLocation (circle): Inner City, Suburban, Small Town Rural,
Other (describe)Other Features ("Magnet" School, Science School, University-
Related School, etc.)

Optional Personal Data

1

2. Racial Origin (circle): Asian, Caucasian Hispanic, Black,
Native, American, Other3. Gender (circle) Female MaleHow would you describe yourself as an elementary teacher?
(circle) self-contained classroom teacher, science or math re-
source teacher, science or math specialist, otherself-contained classroom teacherWhat grade(s) do you teach? primary

1991 Presidential Awards for Excellence

OND NO. 3145-0060

In Science and Mathematics Teaching

Biographical Information Form

Elementary

Please complete as many sections as possible following the form provided, but not exceeding the space provided. Please type or print in small letters (use a dark, felt-tip pen, for photocopying purposes). Each biography must fit on an 8-1/2 x 11 sheet of paper to give this information to reporters. Consequently, we cannot use more information than our form allows. Thank you in advance for your cooperation.

State GeorgiaAwardee Name Eleanor Madelyn WillinghamField (Science or Mathematics) MathematicsHome Address
Street 4455 Whisperwood DriveCity, State, Zip Martinez, GeorgiaPhone w/area code (404) 860-1188School Address
School Name Bungalow Road ElementaryStreet 2216 Bungalow RoadCity, State, Zip Augusta, Georgia 30906Phone w/area code (404) 796-4965Birth Date 8 / 6 / 52 Place Lake Charles, LAEducation (3 lines only) Educational SpecialistDegrees in Early Childhood Education &Administration & Supervision

Present Teaching Responsibilities (2 lines only)

Chapter I Mathematics teacher

How would you describe yourself as an elementary teacher?

(circle) self-contained classroom teacher, science or math re-
source teacher science or math specialist, otherWhat grade(s) do you teach? Primary (1-3)Current Extracurricular Activities (3 lines only) Work with
the Drug Abatement Program for the city of
Augusta, provide inservices, speak at
Reading & Math conferencesSpecial Teaching Methods/Approaches/Innovations (4 lines)
Integrate all subjects in the math curricu-
lum, produced math "take-home" packets that
provide math manipulatives for parents &
studentsAwards/Honors (2 lines only) 1991 Award of Excellence
Women of Distinction, Westinghouse, Junior
League of Augusta AwardsPersonal/Family Information (2 lines only) Parents - Adam
& Pauline Rideaux, Husband - Gary, Sons -
Travis & Garrick

School data

Approximate School Size 500(circle) Private PublicLocation (circle): Inner City Suburban, Small Town, Rural,
Other (describe)Other Features ("Magnet" School, Science School, University-
Related School, etc.) N/A

Optional Personal Data

1. A

2. Racial Origin (circle): Asian, Caucasian, Hispanic, Black
Native, American, Other3. Gender (circle): Female Male

91 SEP 30 All: 14

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Monday, Sept. 30, 1991

NSPRA Fax News Service

 National School Public Relations Assn. With School Communication Tips

Report Card Shows Most Pupils Far Behind in Math

Not surprisingly, the first national education goals report released this morning reconfirms how poorly America is doing on a variety of results-oriented education measures.

The report card's worst news: Less than one-fifth of the nation's 4th, 8th and 12th graders know what they should about math. Nearly two-fifths have not reached even a basic level of math achievement.

The report card, issued by the National Education Goals Panel, comes two years after President Bush and the governors agreed to set the six education goals at a national summit. It is intended both as a benchmark to measure progress and as a wake-up call for Americans to raise education standards.

On some goals, the nation is doing fairly well. For example, the percentage of students completing a high school degree or its equivalent is at an all-time high.

But, the report notes, "such gains pale in comparison to our educational shortcomings."

Those shortcomings are most obvious in a report from the National Assessment Governing Board which accompanies the goals panel report card.

The NAGB report, which is based on results from the 1990 National Assessment of Educational Progress, marks the first time an achievement test using national data has included standards

for what students should know and be able to do.

NAGB set three performance levels: basic, proficient and advanced.

The proficient level, which represents solid academic performance for each grade tested, was reached by only 15 percent of 4th graders, 18 percent of 8th graders and 16 percent of 12th graders.

"This means that most children—even children in 'good schools' and from families that care about education—aren't learning the math they need to know to succeed in this modern world," said Education Secy. Lamar Alexander.

Only 0.6 percent of 4th graders, 1 percent of 8th graders and 2.6 percent of 12th graders reached the advanced level.

The percentage of blacks who reached the proficient level was the lowest of all racial and ethnic groups. Asians and Pacific Islanders performed the best on the assessment, with whites coming in a distant second.

The NAGB report also includes achievement levels for the 1990 NAEP trial state-by-state assessment in math for eighth graders. The percentage of students who reached the proficient level ranged from 3 percent in Washington, D.C., to 31 percent in North Dakota.

See the following pages, taken from the goals panel's executive summary, for details on progress for each of the six goals.

For More Information

★ Order copies of the goals panel's report, *The National Education Goals Report: Building a Nation of Learners 1991*, from the National Education Goals Panel, 1850 M St. NW, Suite 270, Washington DC 20036; 202/632-0952; free.

★ Order copies of the report on math, *The Levels of Mathematics Achievement: Initial Performance Standards for the 1990 NAEP Mathematics Assessment*, from the National Assessment Governing Board, 1100 L St. NW, Suite 7322, Washington DC 20005-4013; 202/357-6938; free.



Fax News Service

Monday, Sept. 30, 1991
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National Education Goals Report—Goal 1: Readiness for School

What We Now Know

Because we currently lack the tools to measure readiness for school, we must report a grade of incomplete on the first of the nation's six National Education

Goals. This is in the face of significant concern that many children are at risk of entering their first year of school without the skills necessary for classroom learning.

What We Still Need to Know

In future years, the National Education Goals Panel is committed to finding accurate, direct measures of children's readiness for school — in terms of their physical, emotional, social, and intellectual development — to fill the void in our current base of knowledge. The technical challenges involved in properly assessing young children are many. There are also valid concerns about minimizing the burdens of testing

on children and ensuring that results be used to create a national profile and not to place individual children. We believe it is not only possible to create such a measurement system, it is necessary. Having reliable information about young children's readiness for school is essential to ensure that all children have an opportunity to succeed as part of a nation of learners.



Fax News Service

 Monday, Sept. 30, 1991
 Questions? FAX 703/528-7017

National Education Goals Report—Goal 2: High School Completion

What We Now Know

- Between 1975 and 1990, the number of all 19- and 20-year-old students completing a high school degree or its equivalent rose from 81 to 83 percent.
- Among Blacks, the completion rate rose from 66 to 78 percent during roughly the same period.
- Hispanic completion rates, however, have remained essentially unchanged at approximately 60 percent.
- Nearly half of the 1980 sophomores who dropped out returned and completed high school within the following six years.

What We Still Need to Know

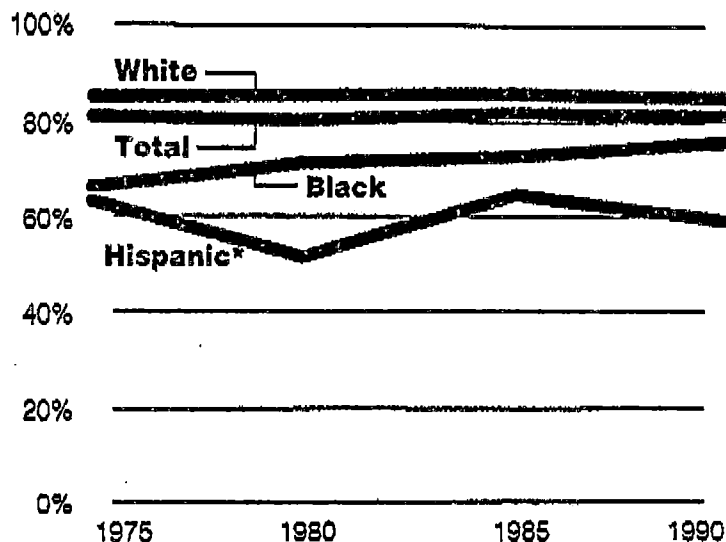
We still need reliable, consistent information about how many youths drop out and fail to complete high school for each state. Current state data are not uniform or comparable. We must

remedy inaccuracies and establish common definitions throughout the country of those who complete high school and those who drop out.

High School Completion Trends

Percent of 19- to 20-year-olds who have completed high school, 1975 to 1990

THE NUMBER OF BLACKS COMPLETING HIGH SCHOOL INCREASED DRAMATICALLY FROM 1975 TO 1990, WHILE THE COMPLETION RATE FOR WHITES INCREASED SLIGHTLY. COMPLETION RATES FOR HISPANICS REMAINED LOWER THAN THOSE FOR OTHER GROUPS.



* Hispanic rates may vary more than rates for other groups because of small sample size.



Fax News Service

Monday, Sept. 30, 1991
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National Education Goals Report—Goal 3: Student Achievement and Citizenship

What We Now Know

• Fewer than one in five students in grades four, eight, and twelve has reached the competency standard in mathematics.

• However, the number of Advanced Placement exams taken by high school juniors and seniors in English, math-

ematics, science, and history has increased by 51 percent since 1986.

• Only 48 percent of young adults between 18 and 20 years of age are registered to vote, compared to 70 percent of all U.S. Citizens 18 or older.

What We Still Need to Know

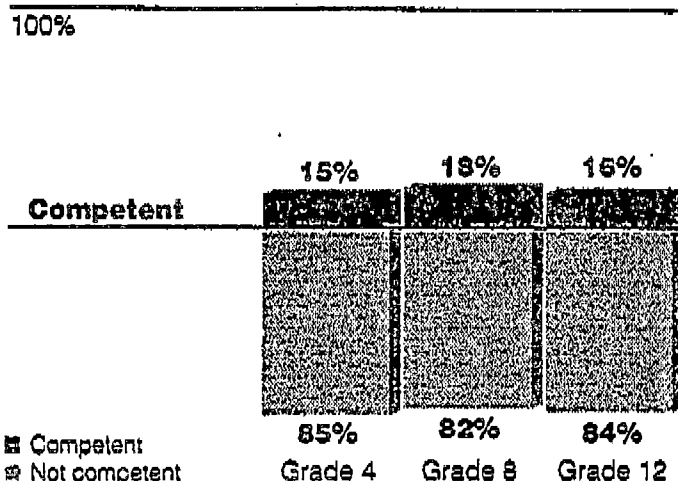
We have only a limited profile so far of student mastery of the five subjects in our third Goal. We know the most about proficiency in mathematics, where an initial standard of competence has been established. But no such standards of performance exist in the other subject areas. We need to establish these

standards, along with a voluntary national system of examinations (not a single national test) to tell us whether or not the standards are being met. Only then will we see where our educational efforts are succeeding and where they are falling short.

Competency in Mathematics

Percent of 4th, 8th, and 12th graders who are competent in mathematics, 1990

FEWER THAN ONE IN FIVE STUDENTS IN GRADES 4, 8, AND 12 HAS REACHED THE NATIONAL EDUCATION GOAL OF DEMONSTRATING COMPETENCY IN MATHEMATICS.



SOURCE: NATIONAL ASSESSMENT GOVERNING BOARD, 1991



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Monday, Sept. 30, 1991
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National Education Goals Report—Goal 4: Science and Mathematics

What We Now Know

- In a five-nation study of 13-year-olds in 1988, U.S. students ranked fourth in science achievement and last in mathematics.

- American 14-year-olds fell near the bottom of a 17-nation study of science

achievement conducted between 1983 and 1986.

- Students from 12 nations significantly outperformed U.S. 13-year-olds in one or more areas of mathematics in a 1980-1982 study.

What We Still Need to Know

We need more current data on international achievement in science and mathematics. Results from the first of several new surveys to be conducted between now and the year 2000 will be reported next year. We also need better

information about methods used to teach science and mathematics in this country and how they differ from methods used in nations whose performance is better than ours.

International Mathematics Achievement Comparisons

13-Year-Olds, 1980 to 1982

IN THE EARLY 1980s, AMERICAN 13-YEAR-OLDS WERE OUTPERFORMED IN ALL AREAS OF MATHEMATICS BY STUDENTS IN JAPAN AND THE NETHERLANDS.

Country ¹	Lower Scores	Higher Scores
Japan		+ ● ◆ ■ ▲
Netherlands		+ ● ◆ ■ ▲
Hungary		● ◆ ■
England and Wales		◆ ■
France		● ■
Hong Kong		◆ ■
Scotland		◆ ■
Finland		■
New Zealand		◆
Sweden	+ ●	■
Thailand	+ ▲	■
Luxembourg	+ ● ◆ ▲	■
Swaziland	+ ● ◆ ▲	
Nigeria	+ ● ◆ ■ ▲	

KEY: + Arithmetic ■ Measurement
● Algebra ▲ Descriptive statistics
◆ Geometry

¹ Fewer than five mathematics areas next to a country indicates that the country's score in the particular area was not significantly different from the U.S. score. Israel does not appear on this exhibit, since Israeli students' scores were not significantly different from American students' scores in any of the five areas.



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Monday, Sept. 30, 1991
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National Education Goals Report—Goal 5: Adult Literacy and Lifelong Learning

What We Now Know

- In two surveys of American adults, the vast majority were able to perform tasks such as locating a particular fact from a newspaper article, matching a money-coupon to a shopping list, or adding two entries on a bank deposit slip.

- But most adults were unable to carry out more complex tasks such as inter-

preting the main argument from a lengthy newspaper column, using a bus schedule to determine how long it would be before the next bus arrived at a desired destination, or using a page from a shopping catalog to fill out an order form and then calculate the costs of a number of items.

What We Still Need to Know

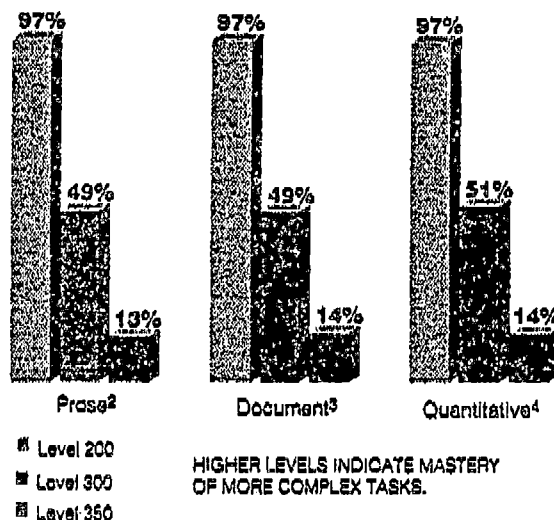
We are still largely ignorant about the nation's standing relative to this Goal. We need more recent data on the literacy levels of all adults for the nation and for individual states. (Such information is expected in 1993.) We also need state and national data on how well the

knowledge, skills, and attitudes of American workers compare to those of workers in other nations, especially those that are our prime economic competitors. And we need to know what our college students have learned by the time they graduate.

Literacy Achievement

Percent of all young adults¹ who scored at or above three levels, 1985

WHILE MOST AMERICANS HAVE MASTERED BASIC LITERACY SKILLS, FEW CAN PERFORM MORE COMPLEX, ANALYTICAL TASKS.



¹ Includes persons who were 21- to 25-years-old during 1985.

² Prose literacy tasks require readers to understand and use information contained in texts such as newspapers and pamphlets.

³ Document literacy tasks require readers to locate and use information contained in materials such as tables, charts, and maps.

⁴ Quantitative literacy tasks require readers to perform arithmetic computations using numbers printed in materials found in everyday situations.



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National Education Goals Report—Goal 6: Safe, Disciplined, Drug-free Schools

What We Now Know

- Marijuana use at school by 12th graders dropped from 21 percent in 1980 to 6 percent in 1990.

- Nevertheless, in 1989, about three in 10 12th graders reported that alcohol and marijuana were easy to obtain in their schools.

- In a recent survey of crime and violent acts, 42 percent of high school seniors reported having had property stolen at school, 14 percent reported being injured without a weapon being used, and 6 percent said they were injured with a weapon.

- Black students are much more likely than Whites or Hispanics to be victims

of violent acts at school involving weapons.

- The vast majority of public school teachers feel safe in their schools, though in a recent survey eight percent reported being threatened with injury and two percent reported being physically attacked during a 12-month period.

- Teachers in cities are more likely than those in other communities to feel unsafe in their schools (especially after school hours) and to report being verbally abused or threatened with injury.

What We Still Need To Know

We need better information at the state level about how safe, disciplined, and drug-free schools are, and we need

these data to be collected and reported regularly and in a comparable manner by each state.

Student Victimization

Percent of high school seniors who reported being victimized in the following ways at school during the previous year, 1990

SUBSTANTIAL NUMBERS OF HIGH SCHOOL SENIORS ARE VICTIMS OF VIOLENT ACTS, THEFTS, AND VANDALISM AT SCHOOL.

Threatened:

With a weapon

13%

Without a weapon

25%

Injured:

With a weapon

6%

Without a weapon

14%

Property loss: Theft of student's property

42%

Vandalism of student's property

29%

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- 5648 I am always at a loss to know how much to believe of my own stories. *Washington Irving*
- 5649 The fellow that tells a good story always has to listen to a couple of poor ones. *Frank McKinney Hubbard*

STRADDLING

- 5650 Straddling an issue is like straddling the middle of the road. You are liable to be hit from both sides. *Herbert V. Prochnow*

STRANGER

- 5651 My time is taken up answering letters of strangers . . . What does possess strangers to write so many letters? I never could find that out. However, I suppose I did it myself when I was a stranger. *Mark Twain*
- 5652 These three are always strangers: death, a son-in-law and a nephew. *Hindu Proverb*

STRAWBERRY

- 5653 Doubtless God could have made a better berry, but doubtless God never did. *Ascribed to William Butler, or Boteler*

STRIKE

- 5654 Each big strike is settled—on the consumers. *Anonymous*

STUDENT

- 5655 His studies were pursued but never effectually overtaken. *H. G. Wells*
- 5656 A student is not a professional athlete. . . . He is not a little politician or junior senator looking for angles . . . an amateur promoter, a gladhandler, embryo Rotarian, café-society leader, quiz kid, or man about town. A student is a person who is learning to fulfill his powers and to find ways of using them in the service of mankind. *Harold Taylor*
- 5657 He who devotes sixteen hours a day to hard study may become as wise at sixty as he thought himself at twenty. *Mary Wilson Little*

STUPID

- 5658 Ordinarily he was insane, but he had lucid moments when he was merely stupid. *Heinrich Heine*
- 5659 The only thing that ever consoles a man for the stupid things he does is the praise he always gives himself for doing them. *Oscar Wilde*
- 5660 He was born stupid, and greatly increased his birthright. *Nicholas Murray Butler*
- 5661 Dumb and cheerful. That's a combination often seen, so often that one suspects a connection. As close as cause and effect, apparently. *Lincoln Steffens*
- 5662 The cuckoos imitate the clock to perfection. *Alice James*
- 5663 There are people whose only merit consists in saying and doing

stupid things at the right time, and who ruin all if they change their manners. *François de La Rochefoucauld*

- 5664 It is better to be stupid like everybody than clever like none. *Anatole France*
- 5665 Platitudes are the Sundays of stupidity. *Anonymous*
- 5666 Stupidity would be very charming if it only had better manners. *Anonymous*
- 5667 Man has made use of his intelligence; he invented stupidity. *Remy de Gourmont*
- 5668 Genius may have its limitations, but stupidity is not thus handicapped. *Elbert Hubbard*
- 5669 Rascality has limits; stupidity has not. *Napoleon I*

STYLE

- 5670 This bombastic style has marked all English official utterance for many years . . . Some of its masterpieces are famous—for example, the sign reading "These basins are for casual ablutions only," formerly hanging in the men's washroom of the British Museum. *H. L. Mencken*
- 5671 It may have been all right for Stevenson to "play the sedulous ape" and consciously imitate the style of Hazlitt, Lamb, Montaigne and the rest, but if the rest of us were to try it, there would result a terrible plague of unsufferably artificial and affected authors, all playing the sedulous ape and all looking the part. *Robert Benchley*
- 5672 Women's styles may change but their designs remain the same. *Oscar Wilde*
- 5673 His style is chaos illumined by flashes of lightning. As a writer, he has mastered everything except language. *Ibid.*
- 5674 Stroke a platitude until it purrs like an epigram. *Don Marquis*

SUBSIDY

- 5675 Subsidy: a formula for handing you back your own money with a flourish that makes you think it's a gift. *Jo Bingham*

SUBSTITUTE

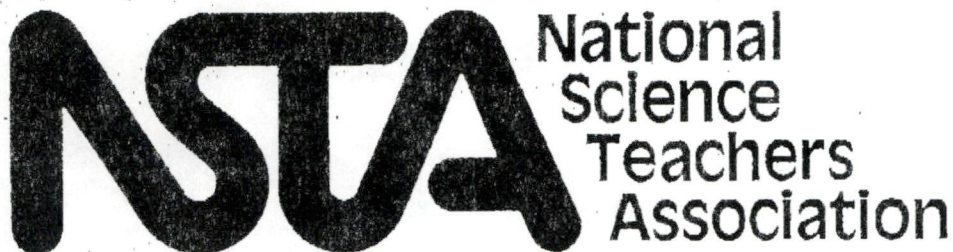
- 5676 The only successful substitute for brains is silence. *Herbert V. Prochnow*

SUCCESS

- 5677 Nothing makes a man so cross as success, or so soon turns a pleasant friend into a captious acquaintance. *Anthony Trollope*
- 5678 Success is a poison that should only be taken late in life and then only in small doses. *Ibid.*
- 5679 Success is the necessary misfortune of life, but it is only to the very unfortunate that it comes early. *Ibid.*
- 5680 There is always something about your success that displeases even your best friends. *Oscar Wilde*

FAX cover sheet

91 SEP 30 P1:15



3140 North Washington Blvd., Arlington, VA 22201
(703) 243-7100 FAX (703) 243-7177

Date: 9/30/91

To: Jeannie Bunton

From: Barbara Smith

Number of pages (including this one): 9

Message:

NOTE: If there is any problem with transmission,
please call (703) 243-7100 immediately

At the sixth grade level, the five most important things students in my classes should gain include: Process skills,, Problem Solving/Critical Thinking skills, curiosity, environmental awareness, and a positive attitude toward science.

Process skills are the tools of science, including observing, classifying, predicting, measuring, graphing, etc.. During the first weeks of school we do activities such as comparing the distance students can throw an aerobie or frisbee. To introduce these skills, students predict which they can throw the greatest distance and write it down. Next we run the test, measurements are recorded in metric Data is averaged, using calculators; variables are listed that may have affected the outcome. Data is grouped into male-female. Results are recorded on the board and shared with both sections. Finally the results are communicated by analyzing the data, writing a summary, and graphing the averages. We also compare graphs of the two sections to check for consistency. These skills are extremely important to science, as well as all other subjects including reading, math and social studies.

A second area my science students will gain skills in is Problem Solving and Critical Thinking. The scientific method allows students to use the "tools" of science to solve problems in methodical way. They must use their critical thinking skills to analyze their experiment, their procedure, and discover any variables that could affect the outcome. Students select topics for a science fair project, develop a question and hypothesis,

then test their hypothesis by doing an experiment. During this time they collect data, decide how to display the data and project. Our science fair projects are done primarily as an independent class project. Since they are working independently, they must have sections done on a time-line. They also must figure out how to set up their experimental procedure prior to meeting with me. This fosters problem solving and critical thinking and gives students an opportunity to complete a long-term project.

A third aspect of science I want my classes to develop is curiosity and the initiative to question. It is essential they feel the freedom to question, to make errors, and to regroup and try again. Often by sixth grade their curiosity is waning and they want only perfect experiments and the right answer. We always write our predictions and the final outcome of an experiment. We discuss why we were wrong and try to develop alternate approaches. After doing an experiment, I often challenge students to try it out on someone at home, or figure out a different method and report back to the class. To foster curiosity we need time to "mess around" with equipment and materials. For example, paper chromatography experiments are perfect for this. Do coffee filters work as well as filter paper? Will different solvents work? Will different markers work? Will food coloring separate? Although time limitations prohibit exploring all of these, they are easily done at home. Students enjoy sharing their discoveries with me and classmates.

A fourth aspect of my science class goals involves

environmental awareness. There are consequences for our actions and they reach beyond our classroom, town, and even nation. Activities from Project Learning Tree, Wild, and Wild Aquatics, along with other environmental sources are interspersed throughout the curriculum to help students focus on their actions or that of adults. For example, while studying Antarctica we role-played various groups who would be deciding the conditions of the Antarctica Treaty, 1991. This follow up activity helped focus attention on the long term effects groups of people can have on the environment. This activity was followed up with real action. Each student wrote to President Bush and R.T. Scully, State Department, expressing their concerns about the future of Antarctica and their recommendations for the treaty. The reward was a packet of Antarctica materials, maps, and a personal letter from the State Department. On another level, we daily recycle our used paper in the classroom.

The final goal of my program is that students will develop a positive attitude towards science. It should be fun! It is related to everything around us, not an isolated subject. Students will not select higher level science courses if they are not exposed to or are uncomfortable with science. I rely on an activity based program that builds content through the activity, follow up, and student curiosity to know how or why something works. To follow up a previous example, when studying aerobies and frisbees we learn about Bernoulli's Principle, discuss its application to airplanes and aerobie design. Students find throwing the frisbee/aerobie fun; measurement is fun; discovering

there is a difference, and gaining a better understanding of flight is fun too!

These five factors are very important to my program and to education in general. These skills and attitudes are applicable not only to my science classes, but interrelated with all the other courses I teach and society in general.

If I had the opportunity to make changes or modification in my program, I would like to incorporate more technology via the computer. It would be rewarding to have students participate in KidNet, Lego Logo, or other interactive computer technology. To implement this aspect of a program would require financial support to subscribe, and purchase the equipment and supplies. In addition to money, I would like additional training in the use of computer for programs such as Lego Logo. Although I can now "get by", this training would be essential to a well developed program. Students are growing up in such a shrinking, fast-changing, technological world that they need every opportunity to become comfortable with it. Learning to use both the mental "tools" and the hardware would provide them with skills necessary to meet the demands of an ever changing society and perhaps encourage them to continue studying science.

John E. Winkler
VA-Science
pgs. 6-9

III. ESSAY

Chesterfield Heights Elementary School continues to grow in all areas of science. As the Science/Mathematics resource instructor at Chesterfield Heights Elementary School, I put forth effort in every lesson to teach the three most important things that children should learn from any elementary school science program. Initially, children need to develop an attitude which leads to the ability to acquire two other important virtues of a scientifically literate person. First is conceptual development, which children must foster at their own individual rate. Scientific concepts must be presented to children in a way so that they do not develop inaccurate assumptions which could hinder comprehension of future, more indepth scientific concepts. Secondly, and equally important, is behavioral development. Children will cultivate a greater conceptual knowledge and develop more positive attitudes toward science if they are taught to think independently as well as objectively. This will enable a child to excel in all areas of life because problem-solving ability will be amplified.

The innovative science program at Chesterfield is designed to meet the needs of inner-city minority students. Our students respond to my science activities and school-wide projects with curiosity and the desire to know and understand. Positive attitudes are developed through the many ongoing science projects at Chesterfield. The entire school participates in the recycling program that is now in its third year. Everyday, aluminum cans, glass, and plastic are brought into the recycling center where

they are sorted and counted. The program also reaches into the regular classroom and science lab. When the students come to my science lab they know they are going to be involved in some fascinating activity. Science is fun at Chesterfield. This is the place for all of our children to explore their ideas and develop their own problem-solving methods. One of the more exciting school-wide projects I started this year is the vegetable and flower garden. Most of our students have no prior hands-on experience with determination of soil quality, composting, plant maintenance or garden harvesting. Watching a second grade student observing her first earthworm while we turn over the soil in the garden enables me to grasp that teachable moment. The enthusiasm of the children when their own wheat seeds grow into mature plants is contagious in the educational setting I provide. I want my students to develop a positive attitude toward science that will stay with them for the rest of their lives.

In order to foster proper conceptual development in my students I keep my lesson objectives concise and simply stated. This enables my students to identify what they are expected to learn at the beginning of each lesson. An example of this would be to explicate the concepts involved in understanding man's interaction with nature. The Norfolk Public School System's first grade science curriculum, objective three, states: The student will identify some major sources of air, land, and water pollution. I schedule and organize school and neighborhood cleanups and the children get a true hands-on experience witnessing man's

interaction with his environment. I present concepts which are part of the Virginia Standards of Learning and the Norfolk Public Schools curriculum guides. I also work to ensure that every classroom teacher presents all scientific concepts correctly. The positive working environment along with the professionalism of the Chesterfield staff, both make it easy to assist teachers with any problems they might have with science concepts.

In order to develop a child's behavioral approach to learning, I encourage them to think, ask questions, experiment, and be a young scientist. By using a process approach in my instruction, the students are observing, classifying, measuring, inferring, and on occasion formulating their own hypotheses for a situation. The time and effort it takes to foster a child's scientific view of the world is paying off.

Since 1988, the students have proven that the innovative program at Chesterfield Heights works not only in attitudes, concepts, and behavior but in standardized test scores too.

- The fourth grade students in 1990 improved 33% over the same group's 1989 third grade test scores.
- The fifth grade students in 1990 improved 8% over the same group's 1989 fourth grade test scores.
- The fifth grade students in 1989 improved 8% over the same group's 1988 fourth grade scores.
- The average percentile ranking for third, fourth, and fifth grade students in 1990 was 8.6% improved over the 1989 rank.

Studies confirm lower achievement levels in science classes for minorities. Although Blacks currently compose over 11% of America's population, they represent only 1% of dentists and 2% of physicians. Minorities are underrepresented in mathematics and science careers. These disparities in participation are reflected in performance at different points in their education and in career options for which students prepare. A disproportionate number of racial minorities attend schools which are characterized by frequent shortages of adequately trained and/or certified science and math teachers. The innovative science program at Chesterfield Heights Elementary School is currently addressing the educational needs of minority children. The instructional program offered here gives minority students from pre-kindergarten through fifth grade the opportunities to realize their potential and prepare them for the next century. My recommendation is to duplicate the Chesterfield program in other areas. It is currently a one-of-a-kind program in Norfolk. The need for elementary science specialists is tremendous. The need for a hands-on science laboratory in all elementary schools is equally great.

All children, regardless of cultural background must be given the opportunity to achieve their maximum potential. The Chesterfield Heights program excites, motivates and challenges our students to realize their goals no matter what they may be. The program should be replicated in the other elementary schools to give all children the same chance to discover the wondrous world of science.

1991 PRESIDENTIAL AWARDS

Preliminary Schedule of Events
Elementary Awards Week: October 1-6, 1991

Tuesday, October 1

3:00-5:00pm Registration (Promenade, Mayflower Hotel)

5:30pm Buses leave the Mayflower Hotel for U.S. State Department

6:00pm Reception (Diplomatic Reception Rooms, State Department)

7:00pm Welcoming and Introductions (Benjamin Franklin Room, State Department)
*Do DAD
ym will be
acknowledged*
Walter E. Massey, Director, National Science Foundation

7:30pm Dinner

8:30pm Keynote Address

Honorable George E. Brown, Jr. (D-36th CA)

9:00pm Buses leave the State Department for the Mayflower Hotel

Wednesday, October 2

7:30-9:15am Breakfast and Orientation (Ballroom, Mayflower Hotel)

Welcome

Madeleine J. Long, PAESMT Program Director, National Science Foundation

Congratulations

Lynn Glass, President, National Science Teachers Association

Iris Carl, President, National Council of Teachers of Mathematics

Bonnie Barr, President, Council of Elementary Science International

Wednesday, October 2 (continued)

Orientation

Phyllis Marcuccio, PAESMT Elementary
Project Director, National Science
Teachers Association

John M. Fowler, PAESMT Project Director,
National Science Teachers Association

PRESIDENTIAL AWARDEES AS LEADERS

Madeleine J. Long, NSF

9:25am Buses leave the Mayflower Hotel for the
Carnegie Institution of Washington

9:45am Group Photos (Elihu Root Hall, Carnegie
Institution of Washington)

11:00-12:30pm Awards Ceremony (Elihu Root Hall, Carnegie
Institution of Washington)

Welcome and Introduction

Maxine Singer, President, Carnegie
Institution of Washington

Keynote Address:
TEACHERS AND EDUCATIONAL EXCELLENCE

D. Allan Bromley, Science Advisor to the
President

12:30-2:00pm Reception/Press Interviews (The Rotunda,
Carnegie Institution of Washington)

2:10pm Buses leave the Carnegie Institution for the
Mayflower Hotel

2:45-5:00pm Sharing of Favorite Lessons (Mayflower Hotel)
Eight breakout rooms--Boardroom, Georgia, New
Hampshire, New Jersey, New York, North
Carolina, Pennsylvania, Rhode Island
(Teachers only--free time for spouses/guests)

6:00pm Buses leave the Mayflower Hotel for the
National Press Club

6:30pm Reception (First Amendment and Main Lounges,
National Press Club)

7:30pm Dinner (Ballroom, National Press Club)

Wednesday, October 2 (continued)

8:30pm Introduction of Speaker

Luther S. Williams, Assistant Director,
Education and Human Resources, National
Science Foundation

Keynote Address:
SEA MONSTERS

Eugenie Clark, Professor of Zoology,
University of Maryland

9:30pm Buses leave the National Press Club for the
Mayflower Hotel

Thursday, October 3

Morning On-your-own Breakfast

9:30am Buses leave the Mayflower Hotel for the Hill

10:00-11:30am Panel/Discussion on the Hill with the House
Science, Space and Technology Subcommittee

Introductory Remarks

Walter E. Massey, Director, National
Science Foundation

11:30am Buses leave the Hill for the Mayflower Hotel,
except for those who wish to stay on and meet
with members of the Senate and Congress

Noon On-your-own Lunch

1:00-4:00pm Options: Scheduled Tours or meetings with
Congressional Representatives

6:30pm Buses leave the Mayflower Hotel for the
National Air and Space Museum

7:00pm Program (Langley Theater, National Air and
Space Museum)

Welcome

Douglas Lapp, Director, National Science
Resources Center, Smithsonian
Institution - National Academy of
Sciences

Introduction of Speaker

Jane T. Stutsman, Deputy Assistant
Director, Education and Human Resources,
National Science Foundation

Thursday, October 3 (continued)

Keynote Address:
INTERACTIONS BETWEEN COMPUTERS AND
MATHEMATICS: RECENT SUCCESSES AND
INSURMOUNTABLE CHALLENGES

Ronald L. Graham, Adjunct Director,
Research, Information Sciences Division,
AT&T Bell Laboratories

8:00pm Reception (Pioneers of Flight Gallery,
National Air and Space Museum)

9:30 p.m. Buses leave the National Air and Space Museum
for the Mayflower Hotel

Friday, October 4

7:30-8:45am Breakfast (Ballroom, Mayflower Hotel)

Remarks

Cooperating Organization Representatives

8:50am Buses leave the Mayflower Hotel for the White
House

10:00am Remarks (Rose Garden)

President Bush

11:00am Buses leave the White House for the Mayflower
Hotel

12:00-12:30pm Remarks (Ballroom, Mayflower Hotel)

Cooperating Organization Representatives

12:30-1:45pm Lunch (Ballroom, Mayflower Hotel)

Introduction of Speaker

Charles R. Puglia, Division Director,
Division of Teacher Preparation and
Enhancement, National Science Foundation

Keynote Address

Jane T. Stutsman, Deputy Assistant
Director, Education and Human Resources,
National Science Foundation

Friday, October 4 (continued)

2:00-3:00pm

PSInet DEMONSTRATION

Jack Gerlovich, National Director,
PSInet

Kenneth Hartman, National Systems
Operator, PSInet

3:15-5:30pm

Honors Workshops (5 breakout rooms)
(Teachers only--free time for spouses/guests)

ASSESSMENT

Facilitator: **Raymond J. Hannapel**,
Program Director, Division of Materials
Development, Research and Informal
Science Education, NSF

Recorder: **Bonnie Barr**, President, CESI

INTEGRATING MATHEMATICS AND SCIENCE TEACHING

Facilitator: **Susan Snyder**, Section
Head, Networking and Teacher Preparation
Section, NSF

Recorder: **Betty Burchett**, Membership
Chairperson, CESI

LEADERSHIP AND CHANGE

Facilitator: **Iris Carl**, President, NCTM

Recorder: **Laurie Boswell Hunt**,
President, Council of Presidential
Awardees in Mathematics, Inc.

LEADERSHIP AND CHANGE

Facilitator: **Charles R. Puglia**,
Division Director, Division of Teacher
Preparation and Enhancement, NSF

Recorder: **David C. Arlander**, President,
Association of Presidential Awardees in
Science

LEADERSHIP AND CHANGE

Facilitator: **Ethel L. Schultz**, Section
Head, Division of Teacher Preparation
and Enhancement, NSF

Recorder: **Stephen C. Blume**, President,
Society of Elementary Presidential
Awardees

Evening

Free Night (see list of local clubs and
restaurants included in registration packet)

Saturday, October 5

7:30 am Buses leave the Mayflower Hotel for the Willard Hotel

8:00-9:30am Breakfast/Private Sector Gift Raffle
(Ballroom, Willard Hotel)

9:45am-12:30pm Sessions (Ballroom, Willard Hotel)
NETWORKING AND LEADERSHIP
GRANTS, PLANS AND PROJECTS

Charles R. Puglia, Division Director,
Division of Teacher Preparation and
Enhancement, National Science Foundation

Madeleine J. Long, PAESMT Program
Director, National Science Foundation

Andrea R. Kline, Grant and Contracts
Specialist, Division of Grants and
Contracts, National Science Foundation

12:40pm Buses leave the Willard Hotel for the Mayflower Hotel

Afternoon Free Time
Hospitality room scheduled at the Mayflower
Hotel (Georgia Room) for additional
discussions between fellow PAs and NSF
Program Officers

6:00pm Buses leave the Mayflower Hotel for the Spirit of Washington Cruise Ship

Saturday, October 5 (continued)

6:30pm Boarding Time (Spirit of Washington Cruise Ship)

7:00-10:00pm Dinner (Spirit of Washington Cruise Ship)

10:00pm Buses leave the Spirit of Washington Cruise Ship for the Mayflower Hotel

Sunday, October 6

Departures

ADDRESS LIST FOR PAESMT FUNCTIONS

Mayflower Hotel
1127 Connecticut Avenue, NW

U.S. Department of State
2201 C Street, NW

Carnegie Institution of Washington
1530 P Street, NW

National Press Club
529 14th Street, NW

Panel Discussion on the Hill:
2318 Rayburn House Office Building
Independence Avenue & S. Capitol Street, SW

National Air and Space Museum
Independence and 6th Street, SW

The White House (Rose Garden)
-exact entrance TBD

Willard Hotel
1401 Pennsylvania Avenue, NW

To _____

Date _____ Time _____

WHILE YOU WERE OUT

M Lisa Caldwell

of _____

Phone 6272

Area Code

Number

Extension

TELEPHONED		PLEASE CALL	
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Message Rose G. on 4th - Cabinet Affairs
is handling event

David Gitlin
9/27/91

HB
Operator

IS READING THE
MEMO



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CARBONLESS

1990 PRESIDENTIAL AWARDS FOR EXCELLENCE IN SCIENCE AND MATHEMATICS TEACHING

Tentative Schedule for Elementary Awards Week (October 1-6, 1990)

Monday (October 1)

3:00-5:00 p.m. Registration, Mayflower Hotel (Promenade)
6:00-9:30 p.m. Reception and Dinner, State Department

Tuesday (October 2)

7:00-8:30 a.m. Breakfast and Orientation, Mayflower Hotel (State Room)
10:00-11:30 a.m. Awards Ceremony
12:00-2:30 p.m. Lunch and Press Reception, Mayflower Hotel (Ballroom)
6:30-7:00 p.m. Stand-up Buffet Dinner, Arts Club of Washington
7:30-10:00 p.m. Kennedy Center Eisenhower Theatre, "The Playboy of the Western World," Abbey Theatre of Ireland

Wednesday (October 3)

8:00-9:00 a.m. Mathematics/Science Breakfasts, Mayflower Hotel
9:00-10:30 a.m. Mathematics/Science Breakouts
10:45 a.m.-12:00 Noon Lecture/Demonstration
Dr. Bassam Shakhshiri
12:00-1:00 p.m. Lunch
1:00-4:15 p.m. Presentations on NSF-funded Projects
6:30-9:00 p.m. Reception/Buffer, National Geographic Society
Speaker: Mr. Wizard

Thursday (October 4)

Morning on the Hill "The Environment"
Lunch On Your Own
1:00-4:30 p.m. Planned Tours or Free Time
6:00-9:00 p.m. Reception and Dinner, National Press Club

Friday (October 5)

Morning on the Hill "America and International Competitiveness"
12:30-2:30 p.m. Lunch/Private Sector Gift Raffle, The Willard Hotel
Afternoon Free Time
7:00-10:00 p.m. Cooperating Organizations Dinner, "Spirit of Washington" Potomac River Cruise

Saturday (October 6)

Departures

1990 PRESIDENTIAL AWARDS FOR EXCELLENCE IN SCIENCE AND MATHEMATICS TEACHING

Tentative Schedule for Secondary Awards Week (October 15-20, 1990)

Monday (October 15)

3:00-5:00 p.m. Registration, Mayflower Hotel (Promenade)

6:00-9:30 p.m. Reception and Dinner, State Department

Tuesday (October 16)

7:00-8:30 a.m. Breakfast and Orientation, Mayflower Hotel (Colonial Room)

10:00-11:30 a.m. Awards Ceremony

12:00-2:30 p.m. Lunch and Press Reception, Mayflower Hotel

6:00-7:30 p.m. Stand-up Buffet Dinner, Arts Club of Washington

8:00-10:00 p.m. U.S. Navy Band Concert, Kennedy Center

Wednesday (October 17)

8:00-9:00 a.m. Discipline Breakfasts, Mayflower Hotel

9:00-10:30 a.m. Discipline Breakouts

10:45 a.m.-12:00 Noon Lecture/Demonstration, Dr. Bassam Shakhshiri

12:00-1:00 p.m. Lunch

1:00-4:15 p.m. Presentations on NSF-funded Projects

7:00-9:30 p.m. Reception/Buffer, National Academy of Sciences

Thursday (October 18)

Morning on the Hill "The Environment"

Lunch On Your Own

1:00-4:30 p.m. Planned Tours or Free Time

6:00-9:00 p.m. Reception and Dinner, Mayflower Hotel

Friday (October 19)

Morning on the Hill "America and International Competitiveness"

12:30-2:30 p.m. Lunch/Private Sector Gift Raffle, Mayflower Hotel

Afternoon Free Time

7:00-10:00 p.m. Cooperating Organizations Dinner, "Spirit of Washington"
Potomac River Cruise

Saturday (October 20)

Departures

McGroarty/Bunton
September 26, 1991
12:30 pm
[SCHOOL.TS]

31 SEP 26 P12:22

PRESIDENTIAL REMARKS: ALICE DEAL JR. HIGH, WASHINGTON, D.C.
OCTOBER 1, 1991
12:10 P.M.

Thank you, Mrs. Mosteller, for allowing me to visit your classroom today. [[TO STUDENTS]] And let me thank all of you for letting millions of kids in classrooms all across the country tune in to hear what I'm about to say.

You know, long before I became President, I was a parent. I remember the times my kids came up with a really tough question, or a difficult decision. I tried my best never to shut them down with a quick "No." I would simply say those three magic words that made that problem disappear: "Ask your Mother." //

No parent's perfect. Especially, now -- when you've reached your teens, and your parents hit that awkward age. //

Let me tell you why I've made the trip up from the White House to Alice Deal Junior High. I'm not here to teach a lesson. I'm not here to tell you what to do, or what to think. When it comes to education, you're accustomed to adults talking about you and at you -- well, today, I'm here to talk to you.

Every day, we hear more bad news about our schools. Maybe you saw today's headline about the release of the new National Report Card. [[HOLD UP PAPER OR NEWS CLIP.]] In math, for instance, the national report shows that of all Eighth Graders tested in 1990, just a fraction -- 18 percent -- could function at even the 7th Grade level.

In spite of statistics like this one, I don't see this new report as bad news -- and I'll tell you why. This report card tells us a lot more about what you know, and what you don't know. It gives us something to build on. It shows us our strengths -- and the weaknesses we've got to correct. It sets forth a challenge to work harder, to learn more, to revolutionize American education.

I know you've heard about stanines and percentiles, surveys and statistics, but here's what all the fancy talk means: Education means the difference between a good future and a lousy one. Scores tell us where we are, and where we need to go. But they don't give us the right to make excuses.

All over America, schools succeed -- against all odds. Kids from all over the District of Columbia petition to get into Alice Deal -- because parents know this school works. It works because of teachers like Mrs. Mosteller, who decided at the age of 25 she wanted to teach. She went back to school, worked her way through college, spent seven years waiting tables to pay tuition. [[She made it -- and so can you.]] //

This school works because of students like you. Some of you have taken part in the Johns Hopkins Talent Search: You took the college-entrance exams on an experimental basis as 7th Graders. And even in junior high, some of you scored well enough to get into many colleges. [[ACKNOWLEDGE STUDENTS BY NAME]]. //

So let's just put it on the line. You've got the brains. Now you must put them to work.

journalism, community service, and many others, students gain key insights into the roles which competition and cooperation play in our society. Moreover, these experiences help students to learn to set and achieve goals, to organize their time effectively, and to enhance the social skills that are needed to enjoy and succeed in life.

In recognition of the significant place extracurricular opportunities have in the growth of our high school students, the Congress of the United States, by Senate Joint Resolution 101, has authorized and requested the President to proclaim the week of October 17 through October 23, 1983 as National High School Activities Week.

Now, Therefore, I, Ronald Reagan, President of the United States of America, do hereby proclaim the week beginning Octo-

ber 17, 1983 as National High School Activities Week, and I call upon the people of the United States to observe this period with appropriate programs, ceremonies, and activities.

In Witness Whereof, I have hereunto set my hand this 27th day of Sept., in the year of our Lord nineteen hundred and eighty-three, and of the Independence of the United States of America the two hundred and eighth.

RONALD REAGAN

[Filed with the Office of the Federal Register, 2:40 p.m., September 28, 1983]

Note: The text of the proclamation was released by the Office of the Press Secretary on September 28.

Message to the Congress Reporting Budget Deferrals

September 28, 1983

To the Congress of the United States:

In accordance with the Impoundment Control Act of 1974, I herewith report increases to amounts previously deferred totaling \$64,119,643.

The deferral increases affect the Board for International Broadcasting and the United States Information Agency.

The details of the deferrals are contained

in the attached reports.

RONALD REAGAN

The White House,
September 28, 1983.

Note: The attachments detailing the deferral increases are printed in the Federal Register of October 3, 1983.

Remarks on Presenting Awards for Excellence in Education

September 28, 1983

I'm pleased to be here, and I hope you've been enjoying our Marine Band. Well, please be seated, and good morning.

I understand that there are some 150 principals with us here today. I'm delighted you're here, but I have to confess to some mixed emotions. I remember on a number of occasions when I was sent to see the principal, and now the principals are coming to see me. *[Laughter]* But I thank you, everyone, principals, superintendents,

and school board presidents. Thanks for joining us on this day that has been set aside to honor outstanding American secondary schools.

America has always had a love affair with learning. From polished men of letters like Thomas Jefferson to humble, self-taught people like Abe Lincoln, Americans have put their faith in the profound power of education to enrich individual lives and to make our nation strong. But lately many of

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our schools haven't been doing their job. Yes, there are many fine schools, dedicated principals, teachers, present company included. But since 1963, we all know that scholastic aptitude tests have shown a virtually unbroken decline. As of the '82-'83 school year, half of our States required only 1 year of math and 1 year of science for a student to graduate. And 14 States impose no requirements for graduation at all.

We've begun to realize that compared to students in other industrialized nations, many of ours perform badly. But let me make one thing clear: that is if we take the overall student body across the Nation, and on the average, we don't compare favorably. On the other hand, when you take our top students, then they compare very favorably with the top students, the best in those other countries.

But I can't help but tell you about an experience that I had for 8 years. Every year, as Governor of California, the exchange students from all over the world used to come for a visit with me at the capital in Sacramento. And every year for 8 years I asked the same question. I would ask these young people from these foreign lands how it compared, our education to theirs; was it harder or more difficult. And there would be silence. And then there would begin to be some smiles, and then they would look at each other, and pretty soon they would break into laughter. And that happened every time. And then they would begin volunteering the difference in what was required of them and what we're requiring of our students.

I think the fact, though, that our top students and those from the schools such as you represent do compare favorably should be an answer to those who wonder whether American education can ever again become first rate. The 152 secondary schools we're honoring today answers that loud and clear. The answer is, "You bet!"

The panel of experts, people who know just what it takes to make a school good, carefully reviewed the records of hundreds of schools under consideration for national honors. After the progress of rigorous selection, the panel recommended that your schools were those that best demonstrate the excellence that our sons and daughters

deserve. Your schools provide proof of what the National Commission on Excellence in Education concluded in its report last April: America can do it.

Now, although each of your schools is unique, they all share a number of traits that the rest of us can learn from. Let me cite five that stand out.

First, all of your schools know the meaning of team effort. You have school boards that skillfully translate community educational goals into sound policy. Superintendents, principals, and teachers carry the policy to the students and armies of parents are supportive of your efforts. This summer I visited one of the schools that's represented here today, Pioneer High School from Whittier, California. I met students, faculty, and community representatives. I was impressed with the way they all were pulling together.

Second, all of your schools share a few basic ideas about what goes into a good education. All of you happen to believe in leadership, from superintendents and principals, dedication from teachers, homework, testing, using time efficiently, and firm discipline.

Third, you are resourceful. Whether it's buying new test tubes for the chemistry lab, finding transportation to send the band on tour, all of you've shown ingenuity and skill in meeting your schools' needs. And you not only marshal resources; you share them. Secretary Bell has told me that a number of you have built good will in your communities by giving the public a chance to use the high school swimming pool, gymnasiums, classrooms, after hours.

Fourth, you've placed a strong emphasis on good teaching. You all recognize that good teachers are the heart and soul of any good school. And you promote good teaching. To do that, you've taken measures to reward it. Secretary Bell and I believe that schools across the country should learn this lesson and adopt policies and salary structures to reward outstanding teachers.

And last, your schools have rejected contemporary academic standards in favor of your own much higher standards. You get more from your teachers and students because instead of accepting mediocrity, you

Sept. 28 / Administration of Ronald Reagan, 1983

demand excellence.

And today we're giving you flags to honor your efforts. By teaching your students the meaning of good education, you're teaching America as well.

You know, I don't normally advocate busing, but right now I wish I could bus this group to every high school in the country that isn't represented here. And with that said, you've probably noticed that we have a problem we haven't been able to solve in

Washington yet. It has to do with the local airport. [Laughter]

But God bless you all for being here, and thank you very much.

Note: The President spoke at 11:30 a.m. on the South Lawn of the White House. Following the President's remarks, Secretary of Education Terrel H. Bell presented the awards to those representing the 152 secondary schools at the ceremony.

Nomination of Raymond J. O'Connor To Be a Member of the Federal Energy Regulatory Commission, and Designation as Chairman

September 28, 1983

The President today announced his intention to nominate Raymond J. O'Connor to be a member of the Federal Energy Regulatory Commission, Department of Energy, for a term expiring October 20, 1987. He would succeed Charles M. Butler III. The President also intends to designate Mr. O'Connor Chairman.

Since 1975 Mr. O'Connor has been with Prudential-Bache Securities, Inc., in New York, N.Y. He served as senior vice president and manager of the Public Utility Corporate Finance Department in 1975-1981 and is presently serving as executive vice

president and director of the Energy Group, Corporate Finance Department. He was vice president, Energy Systems Department, Citibank, N.A., New York City, in 1968-1975 and served as assistant to the vice president of the Southern Co. in New York City in 1965-1968.

Mr. O'Connor graduated from the University of Dayton (B.A., 1954), St. John's University (J.D., 1959), and New York University (LL.M., 1968). He is married, has four children, and resides in White Stone, N.Y. He was born October 16, 1932.

Remarks on Greeting the Australian and American Crewmembers of the America's Cup Competition

September 28, 1983

The President. Well, Ambassador and Lady Cotton, Commodores Stone and Dalziel, crewmembers of both vessels, and ladies and gentlemen:

Two hundred years ago when the British Army surrendered at Yorktown, a song was played as the British troops marched out under a white flag, played by the British band because the colonials didn't have a band. The song they were playing was

called "The World Turned Upside Down." Today people must be questioning whether the term "down under" applies to Australia any more.

I want to take this opportunity to congratulate the crews of both vessels. You all did an outstanding job. You captured the imagination of the people the world over.

Skipper John Bertrand, you and the crew of the *Australia II* have shown us the stuff

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1988, contingent upon a successful completion of negotiations. On December 10, 1985, I provided written notice of such negotiations to the Committee on Finance of the Senate and the Committee on Ways and Means of the House of Representatives, as required by section 102(b)(4)(A)(ii)(I) of that Act.

In accordance with the procedures specified in the Act, I will submit any such agreement that I sign, together with implementing legislation and statements of ad-

ministrative action, for Congressional approval in accordance with the fast track legislative procedures set forth in section 151 of the Act.

RONALD REAGAN

The White House,
October 3, 1987.

Note: The message was released by the Office of the Press Secretary on October 5.

Remarks at a White House Ceremony Honoring the Winners of the Secondary School Recognition Program and the Exemplary Private School Recognition Project October 5, 1987

Thank you all very much. Please be seated. We've decided it's a beautiful day. [Laughter] Well, I thank you all, and welcome to the White House. It's been a while since I was in school, but for a former pupil, looking out at so many principals, I can tell you it's a lot less scary knowing that I invited the principal to my office, not the other way around.

Well, it's an honor to have all of you here today as we recognize America's outstanding public and private secondary schools with the Department of Education's most prestigious award. You've all done a remarkable job, and I'm particularly delighted to mention that four of the schools being honored today are repeat winners in the Secondary School Recognition Program.

I can't help it, but I'm reminded of the story of a student who was misbehaving and was told by his teacher to go to the principal's office. The student protested that the teacher was making a terrible mistake and would get in big trouble. He said, "The last time I was sent to the principal, he told me, 'I don't want to ever see you in here again.'" [Laughter]

Well, I'd like to see each one of you come back here again and again. You're here because your schools are part of what's right with American education. Not too long ago, although we put more money into our

schools each year, much of the news we got back was bad. Graduation rates, test scores declined while violence, pregnancy, and drug abuse increased. In a real sense we were failing our children. But today I'm happy to report that across the country the situation is being turned around. Excellence is on the rise in our schools, and drugs are on their way out. Schools like yours are showing the country how to achieve excellence by setting high standards, maintaining discipline, and emphasizing the basics. What you accomplished wasn't bought with Federal dollars or engineered from Washington. The credit belongs to administrators who provided leadership, parents who got involved, teachers who inspired, and students who studied.

One way of helping all our schools is by bringing more accountability into the educational system. That means merit pay to reward our best teachers, competency testing to maintain a high quality of instruction, achievement testing to measure the performance of schools and students, greater parental choice in determining their children's education, and programs like this that recognize the best schools in America. A Gallup Poll released last month found that the American people are solidly behind the goals of the education reform movement. Three out of four adults want our

schools to focus on the fundamentals like math, English, history, and science, and to raise their academic requirements.

The majority of Americans also want to see our schools once again building character, and I agree with them. A critical part of the rebirth of American education and getting back to basics is having our schools again teach old-fashioned ideas like right and wrong. Teaching traditional values does not trap our children into the past. These values are a bedrock from which young people will be able to launch themselves into the future, feeling secure in a world of change because they've been taught truths which never change: honor, justice, loyalty, and courage.

As you all know, this is the 200th anniversary of the signing of our Constitution. Another way of looking at it is that this is also the 200th anniversary of our schools teaching the Constitution. And that is a vital responsibility, and one your schools take seriously and do well. In the words of Henry Clay: "The Constitution of the United States was made not merely for the generation that then existed, but for posterity—unlimited, undefined, endless, perpetual posterity."

The original Constitution is preserved here in Washington in the National Archives, as you know. And the ink of the parchment has faded from time and exposure, but the strength of its message has not faded from the day it was signed. And what gives the document its power and its permanence is that its words are taught and spoken in every classroom in America. As John Marshall said: "The people made the Constitution. It lives only by their will." Well, let's make sure that it lives forever. As I see it, our schools shape America's future one student at a time. So, the men who wrote our Constitution—well, they're counting on you.

Under our system, it's not the Federal Government that runs the schools, but the men and women who come out of our local schools—they run the government. When I read the writings of our Founding Fathers,

who designed our system, I always note how openly they gave praise to God and sought His guidance. And I just can't believe that it was ever their intention to expel Him from our schools. [Applause] I could stop right there and be happy. [Laughter] When we explain to our students for the first time the marvel of the semiconductors or share with them any of God's wonders or the fact that they live in the freest, most prosperous nation in the history of the world, don't you think they may want to utter words of prayer, and shouldn't we let them?

I must say before I go on, someone has once said that, actually, as long as there are final exams there will be prayer in schools. [Laughter] In the beginning, I was joking about being called to the principal's office, but the truth is I have a warm spot in my heart for principals. I was in the principal's office once in Dixon High School. And I wasn't there just to pass the time of day. At one point, he said to me, "You know, I don't care what you think of me now. I'm only interested in what you'll think of me 15 years from now." Well, I didn't have to wait 15 years to appreciate him and let him know what he'd meant to me. In fact, he was a remarkable friend. We kept in close contact until his death. And what you've accomplished, to be here today—from what your students have achieved, I don't think your students will have to wait 15 years either to let you know what you've done for them.

And now I know you have other things to do, so do I. [Laughter] But, thank you all, and God bless you all. Thank you. The Secretary of Education has just told me I can say "class dismissed." [Laughter] All right, thank you all.

Note: The President spoke at 11:34 a.m. in the Rose Garden at the White House to officials representing the 271 schools that were recognized for their achievements. In his closing remarks, he referred to Secretary of Education William J. Bennett.

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on secondary oil, a break to permit some of this secondary—these stripper-well productions from going offstream. The oil is there, but—produce so little, the option is, do I get some incentive to do this, or do I shut the well down?

So, I think there are things we can do in that. I think there are things we can do in R&D in terms of tertiary production that would be of benefit. But the major incentive would be to give a tax incentive to domestic drillers for future drilling. It won't detract from current income, current revenues in the tax situation. I think that is the place where we'd push hard. Now, there's all kind—you're hearing other ideas around that would have an effect on the constituency that you ask about: import fees or taxes on petroleum products or whatever. And I just don't want to comment on those as long as this summit is going on.

I've got time for the last one. Here it is, right in the middle.

Persian Gulf Crisis

Q. Mr. President, who makes the decision on how troops from foreign nations are deployed in Saudi Arabia—where the Syrians are deployed, the Egyptians, French, the British? And is there going to be an overall command?

The President. Because of the overall magnitude of the United States force there, there is an active consultation with General Schwarzkopf our CINC, our commander-in-chief in the area. And we have not forsworn the right of that general officer to control American troops, nor have the French—who aren't quite there yet in force—or the Brits, or others, done that. But it is a matter of close coordination, particularly with the host country.

But I don't want to diminish the importance of General Schwarzkopf in the deployment of forces. Clearly, he can't order the Desert Rats to a certain deployment. But in working very closely with his counterpart in the British forces, or the one that controls the British forces, those matters have all been worked out through really fundamental consultation and in accordance with an overall plan that we've worked on with the various—the commanders that have forces in the area. So, it's a coordinated effort. And I have no hesitancy at all to

say to the parents of the kids over there, or families: Should something happen that required combat, the command structure will function very, very smoothly. And we're not going to have to stand around waiting for someone else to decide if there is some provocation, either.

Thank you all very, very much.

Note: The President spoke at 2:02 p.m. in Room 450 of the Old Executive Office Building.

Remarks to Participants in the Elementary School Recognition Program

September 17, 1990

Thank you, and welcome to the White House lawn on this beautiful fall day. We're delighted to have you all here. And thank you, Secretary Cavazos, and thank you especially for your leadership in keeping education at the very top of our national agenda. A special welcome to the Governors who are with us today and those who participated in last year's economic [education] summit. I'm so glad that this many are here. And I want to greet Governor Campbell and Governor Casey, Governor Perpich, Governor Schaefer, and I'm just delighted they are here. Will you all stand up, please, and have a welcome from the crowd here? *[Applause]*

And also with us today is Gil Grosvenor, a great friend of ours, friend of education, president of the National Geographic Society, to whom we are indebted for the distribution of this pro-education poster. Gil, thank you very much to you and your associates. And a special welcome to all of you, our special guests.

You know, Barbara's here. I happen to think with some husbandly pride that she's doing a remarkable job for education. She's just finished a reception inside for her new radio program, "Barbara Bush Story Time." It's going to be kind of like Fiorello LaGuardia for you oldtimers—*[laughter]*—used to do this. There's a slight complication on this, however, because attending that reception, and with us today, is Bob Saggett of "America's Funniest Home

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I'm honored tives of 221 e. year as winner program. Each as this great c private; they 1,400 pupils; scarcely popul. our largest citi thing importar and achieveme schools across t look for inspirat

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Videos." Is he over there somewhere? Bob,
you're welcome to stay, but your act is over
there in the press room; that's where you
ought to be to get your material. [Laughter]
Thank you very much for joining us today.

I'm honored to welcome the representa-
tives of 221 elementary schools chosen this
year as winners in our school recognition
program. Each of your schools is as diverse
as this great country: They are public and
private; they range in size from 170 to
1,400 pupils; they serve children from
scarcely populated rural areas to some of
our largest cities. But you all have some-
thing important in common: your success
and achievement, ideals to which the other
schools across the breadth of this nation can
look for inspiration.

This year's winners were judged on the
quality of the education they provide, their
students' achievements and attitude, and
their teachers' and administrators' leader-
ship. But perhaps the most important crite-
ria was a sense of shared purpose among
faculty, students, parents, and then the
entire community. These schools share a
vision of hope that they can foster the full
potential and development of each child
and, by doing that, help make this a better
nation and a better world.

However, those higher goals may have
been lost on some of the youngest winners.
I understand that when one first grader
from Colwyn Elementary School told her
parents about her principal being honored,
she exclaimed: "Sister Mary won the Aca-
demy Award?" [Laughter]

We're here today not only to salute these
individual schools but also to restate our
commitment as a nation to education. For
our democracy can remain vital only if our
people continue to grow in knowledge and
wisdom, facing each new choice with an
increased understanding of the complex
and competitive world in which we live.
And we must realize that education is the
key to our future, to our identity as a
nation, and to our very soul as a people. I
came to this job believing that America can
and must have a restructured and revital-
ized education system to enable us to com-
pete successfully in the world and to em-
power each citizen to achieve his or her
fullest potential. After all, education is our

most enduring legacy, vital to everything
we are and everything we can become.

We're celebrating an important anniver-
sary here. One year ago this month, we
held the President's education summit with
the Governors. In fact, my first stop after
the summit was right here, where I spoke
to last year's winner of this prestigious
award. And the summit itself grew out of
our pledge to lead a national effort toward
a renaissance of excellence in American
schools. As a result of this historic event,
involving the Nation's Governors and our
Cabinet, we emerged with a sense of direc-
tion for individual and collective efforts to
improve the quality of education for all. For
the first time, Americans now have a clear
sense of direction toward national educa-
tion. With the invaluable cooperation of
teachers and parents and community lead-
ers and a variety of educators, and working
with the Governors at the beginning of this
year, I announced our six education goals to
be met by the year 2000, absolutely essen-
tial goals that recognize education as a life-
long enterprise. And I want to repeat them
now because they must become so familiar
that they seem woven into the fabric of our
lives.

First, by the year 2000, all children in
America must start school ready to learn.
And second, the high school graduation rate
must increase to at least 90 percent. And
third, American students must be compe-
tent in 5 critical subjects with their progress
measured in grades 4, 8, and 12. Fourth,
our students must be first in the world in
science and math. And fifth, every adult
American must be able to read. And finally,
every one of our schools must be safe, disci-
plined, and drug-free.

I am very pleased today to be able to
unveil a wonderful poster displaying these
important goals that have been produced,
as I said earlier, by the National Geographic
Society, and it will be sent to every single
school in the Nation. National Geographic
has joined the fight to ensure a first-class
education for every American child. And
once again, Gil Grosvenor, we are very,
very grateful to you and your associates
over there. And I'm grateful to you two for
holding that up in the wind. [Laughter]

Sept. 17 / Administration of George Bush, 1990

You're doing a first-class job there, Marcus and Jennifer.

You know, in this past year since our summit, as we've turned our attention to the formidable task of ensuring that these goals are attained, we've seen an extraordinary response as reform took off across our nation. And one of the most important reforms sweeping our great country is educational choice, empowering parents to get involved in their children's education. Today, with us—and I spot her right down here—is Polly Williams, a courageous leader who brought choice to Milwaukee, Wisconsin's school. Polly, would you please stand up, too?

And it's teamwork that's engendering this inspiring success, an extraordinarily constructive partnership between the Federal level, the Governors of our States and territories. Showing our administration-wide commitment to educational excellence, we've also begun exciting programs involving all of the Cabinet Departments.

Today, I issue a challenge to every American to join us. Step forward in your own way to respond to one of the most crucial issues that we face. And students, set your sights and your personal goals high, so that your future can match your finest dreams. Educators, you're engaged in noble, terribly important work. And we congratulate you and look forward to your continuing dedication to American educational excellence. And then to parents, we urge you to become more involved, more involved in your children's education. And lastly, to the communities, we've made great leaps in getting communities more engaged. The Governors have done a sensational job going to the communities getting them more engaged in local-level action, too. But we need more.

All of us must commit ourselves fully now. Right now. And America, really on this one, can't afford to wait, or waste, an entire generation. To all of you, as we look ahead to our goals and to the year 2000, let's answer the call: Let tomorrow begin today.

Congratulations to all of you. Thank you for your interest in education. Thank you

for caring about our kids. Thank you very, very much.

Note: The President spoke at 3:36 p.m. on the South Lawn at the White House. In his remarks, he referred to Governors Carroll A. Campbell of South Carolina, Robert Casey of Pennsylvania, Rudy Perpich of Minnesota, and William D. Schaefer of Maryland; Wisconsin State Legislator Polly Williams; and students Marcus Laruex and Jennifer Abreo.

**Letter to the Speaker and the
Republican Leader of the House of
Representatives on the Textile,
Apparel, and Footwear Quota Bill
September 17, 1990**

Dear Tom: (Dear Bob:)

I am writing to express my strong opposition to the textile, apparel, and footwear quota bill (H.R. 4328) which the House is scheduled to consider tomorrow. The bill is a threat to the stability of the world trading system and is completely contrary to the economic, commercial, and political interests of the United States. If the bill passes, I will veto it.

This legislation would seriously restrict textile and footwear imports and violate international trade rules. It represents the worst form of economic policy for America, one based upon the mistaken belief that less trade throughout the world will somehow save American jobs and enhance our prosperity. In reality, the bill would cause slower growth, result in fewer jobs, and create far higher costs for all American consumers. We are enjoying the greatest export boom in our history. This bill will place at risk our \$400 billion in exports and the millions of American jobs that depend on world trade.

Ironically, this vote comes at a time when the world is adopting the American model of free enterprise, open markets, and greater competition. It would send the wrong message to retreat now from the world economy and build protectionist walls just when the reform governments of Eastern Europe, Latin America, and Asia need our

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**Remarks at a
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Sept. 20 / Administration of George Bush, 1990

beginning September 23, 1990, as "Religious Freedom Week" and has authorized and requested the President to issue a proclamation in observance of this week.

Now, Therefore, I, George Bush, President of the United States of America, do hereby proclaim the week of September 23 through September 29, 1990, as Religious Freedom Week. I urge all Americans to observe this week with appropriate programs, ceremonies, and activities.

In Witness Whereof, I have hereunto set my hand this twentieth day of September, in the year of our Lord nineteen hundred and ninety, and of the Independence of the United States of America the two hundred and fifteenth.

George Bush

[Filed with the Office of the Federal Register, 4:23 p.m., September 20, 1990]

Proclamation 6182—National Teacher Appreciation Day, 1990
September 20, 1990

By the President of the United States of America

A Proclamation

The United States is currently engaged in a nationwide effort to restore excellence to our educational system. Today more and more parents, educators, and elected officials are determined to set high standards for our schools and to meet them. Recognizing the importance of learning, not only in and of itself, but also as a means of maintaining the Nation's strength and productivity in an increasingly competitive world, we have established ambitious national education goals for the year 2000. If we are to succeed, we must reaffirm our support for a group of men and women who are working hard to achieve these goals—our Nation's teachers.

Education is a lifelong process of learning and discovery that begins in a child's home and extends through years of schooling and experience. On this National Teacher Appreciation Day, we honor teachers for their unique and important role in advancing our

children's education. By helping their students to grow in knowledge, skill, and reasoning ability, teachers not only open the doors of opportunity for them but also help them to become responsible, productive citizens. In this way, the dedicated men and women who educate our Nation's youth also help to shape the future of the United States. That is why their work is so important to all of us.

Whether they work in the traditional academic setting, vocational training, continuing education, or special education, teachers influence both the personal and the intellectual development of their students. Indeed, teachers who convey a genuine commitment to excellence—as well as respect for authority and a sense of responsibility and concern for others—are among the best role models a young person can have. When a teacher cultivates in his or her students not only knowledge but also a lifelong love of learning, that teacher has given them a great and lasting gift. The work of a good teacher endures, long after his or her students have said farewell.

As we advance in years, we cannot fail to remember gratefully our best teachers—perhaps the elementary school teacher who recognized our potential and patiently helped us to develop it; or the high school English instructor who challenged and inspired us; or the college history professor who breathed life into ancient texts and enabled us to become a thrilled companion on the journeys of entire nations. We can never thank these teachers enough, and we can never fully trace the extent of their influence in our lives.

For all they do on behalf of our children and the Nation, teachers merit our abiding respect and gratitude. Let us ensure that we express both, not only on National Teacher Appreciation Day, but also throughout the year.

In grateful recognition of America's teachers, the Congress, by Senate Joint Resolution 313, has designated October 3, 1990, as "National Teacher Appreciation Day" and has authorized and requested the President to issue a proclamation in observance of this event.

Now, Therefore, I, George Bush, President of the United States of America, do

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By the President
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hereby proclaim October 3, 1990, as National Teacher Appreciation Day. I urge all Americans to observe this day with appropriate programs, ceremonies, and activities.

In Witness Whereof, I have hereunto set my hand this twentieth day of September, in the year of our Lord nineteen hundred and ninety, and of the Independence of the United States of America the two hundred and fifteenth.

George Bush

[Filed with the Office of the Federal Register, 4:24 p.m., September 20, 1990]

Proclamation 6183—Leif Erikson Day, 1990

September 20, 1990

By the President of the United States of America

A Proclamation

When Leif Erikson landed in North America nearly a millennium ago, he helped to chart a course that would one day be followed by generations of brave European explorers and missionaries. He also established the first of the now centuries-old ties between the peoples of this continent and those of northern Europe.

The son of Eric the Red, who led the first group of Europeans to colonize Greenland, Leif Erikson is believed to have returned to his native Norway in the year 1000. There, according to the Icelandic Saga of Eric, the young navigator became a convert to Christianity. Later commissioned by King Olaf Trygvason (Olaf I) to return to Greenland as a missionary, Erikson set sail once more.

During a number of his journeys on the open seas, "Leif the Lucky" explored portions of North America. Many others eventually followed in his wake, hoping to see for themselves the rich and beautiful territories he had called Helluland, Vinland, and Markland.

Since Leif Erikson first set foot on the North American continent, generations of Nordic men and women have come to the United States, bringing with them the wealth of their unique cultural heritage.

Over the years immigrants from Iceland, Greenland, Norway, Denmark, Sweden, and Finland have greatly enriched our country and added their own chapters to the ever-unfolding story of America's development.

Each October 9, as we remember Leif Erikson, the bold Son of Iceland and Grandson of Norway, we also celebrate our Nation's magnificent Nordic heritage. This daring navigator with a missionary zeal, whose name is so often associated with images of adventure and romance, is also a beloved symbol of the deep and enduring ties between the people of the United States and our friends in all the Nordic countries.

In honor of Leif Erikson and our Nordic American heritage, the Congress, by joint resolution approved on September 2, 1964 (78 Stat. 849, 36 U.S.C. 169c), has authorized and requested the President to proclaim October 9 of each year as "Leif Erikson Day."

Now, Therefore, I, George Bush, President of the United States of America, do hereby proclaim October 9, 1990, as Leif Erikson Day, and I direct the appropriate government officials to display the flag of the United States on all government buildings on that day. I also encourage the people of the United States to observe this occasion by learning more about our rich Nordic American heritage and the early history of our continent.

In Witness Whereof, I have hereunto set my hand this twentieth day of September, in the year of our Lord nineteen hundred and ninety, and of the Independence of the United States of America the two hundred and fifteenth.

George Bush

[Filed with the Office of the Federal Register, 4:25 p.m., September 20, 1990]

Nomination of John P. Leonard To Be United States Ambassador to Suriname

September 20, 1990

The President today announced his intention to nominate John P. Leonard, of Vir-

Sept. 28 / Administration of George Bush, 1989

**Remarks to Participants in the
Secondary School Recognition Program
September 28, 1989**

Thank you, Mr. Secretary. And thank you especially for your key role in this educational summit, and to all of you, our special guests, welcome to the White House.

Let me first wish a happy birthday to the Executive Director of the Council for American Private Education, Joyce McCray, who is here someplace. And we have here today the proud representatives of 218 secondary schools: America's best. And some are private, some are religiously affiliated, some are public—a mixture of middle, junior, and senior high schools from 42 States, the District of Columbia, and Puerto Rico. But you all have one thing in common: a determination to excel. And I am especially impressed by the 22 schools receiving this award for the second time. You did not take your first win as a reason to relax; you took it as a mandate for continued success. And this clearly shows that all the schools here today have a commitment to quality that is unwavering and true.

And so, returning from the summit, Barbara and I just wanted to say congratulations to all of you. As you know, this was a historic summit on education with the Nation's Governors there in Charlottesville. And one of the first points that we all agreed on was the need for schools and communities to work together. And this is what Douglas Molzahn of Lincoln High in Manitowoc, Wisconsin, meant when he said that this honor is not a spotlight on his school, but a floodlight on his whole community.

Every school here today represents a successful community of businessmen, businesswomen, civic groups, and parents. And no one had to tell you how to do this—not Washington, not your State government. You set your own high goals and then you met them. These ideas dominated the discussion at this national summit. The Governors and I agreed that education is central to the continued prosperity of our country, so nothing less than an educated work force will do the job. But education has always been and must remain a State responsibility and a local function.

So, for the first time, then, in American history we reached the following agreements: to establish a process for setting national education goals, to seek flexibility and enhanced accountability and the use of Federal resources to meet these goals through both regulation and legislative change, to undertake a major State-by-State effort to restructure our education system, and then to report annually on progress in achieving these goals. I am going to stay engaged and use the bully pulpit of the White House to do my part working with these Governors to achieve educational excellence. By doing this, we will be truly walking in the footsteps of Thomas Jefferson. In fact, we've already started down the path by entering into this new compact, a Jeffersonian compact to enlighten all of America's children.

But let me say it again: No one will impose these goals on your schools. It's up to every community, every principal, every teacher to accept the challenge of national goals. And can it be done, you might ask? Well, yes. In fact, it has been done, in 218 different ways, along 218 different paths to one goal: excellence in education.

America desperately needs every school to match your determination. There are more than 40 million Americans who have never graduated from high school, and there are more than 17 million Americans who cannot read at all. Benjamin Franklin was once asked what was the most pitiful thing in life. And he replied, "A lonesome man on a rainy day who does not know how to read." Because of your schools, thousands of children will never suffer this singular form of loneliness; they will be readers. And they will be accomplished in many subjects, will possess the skills that our changing economy will demand. And there is no secret to the way in which you're achieving this, no secret to your success.

Danford Sakai of Waiakea High School put his academic philosophy in alliteration: commitment, caring, common sense, communication, and courage. And that's what you bring to your schools, your students, and to the future of our great nation.

So, thank you for what you're doing, keep up the good work, congratulations, and God bless you all. Thank you very much.

Note: The President returned to the South Lawn after his return from Charlottesville transferred to Secretary Cavazos.

**Statement by
on the Death
September 28**

The President declined to hear President Marcos. He went to Mrs. Marcos' family. For over the leader of the family has been and ally of the United States to leave the future in his hands. He permitted the family, democratic Aquino.

**Statement on
Representative
Capital Gain
September 28**

I am pleased with the vote which reduces the economic growth. Competitive will reduce the incentives for productive capital. This is what is successful in the international jobs and better.

I look forward with the Senate. This tax cut. I leadership in the Congress and the achievement.

Note: The President spoke at 4:37 p.m. on the South Lawn of the White House upon his return from the education summit in Charlottesville, VA. In his remarks, he referred to Secretary of Education Lauro F. Cavazos.

**Statement by Press Secretary Fitzwater
on the Death of Ferdinand Marcos**
September 28, 1989

The President and Mrs. Bush were saddened to hear of the death of former President Marcos. They offer their condolences to Mrs. Marcos and the members of her family. For over 20 years, Mr. Marcos was the leader of the Philippines, a nation that has been and remains a staunch friend and ally of the United States. Mr. Marcos agreed to leave the Philippines at a critical juncture in his nation's history. His departure permitted the peaceful transition to popular, democratic rule under President Aquino.

**Statement on the House of
Representatives' Approval of the
Capital Gains Tax Legislation**
September 28, 1989

I am pleased by the bipartisan House vote which represents a step forward for economic growth, new jobs, and American competitiveness. A lower capital gains rate will reduce the cost of capital and create incentives for investment in the long-term productive capacity of American industry. This is what we need to make us more successful in the increasingly competitive international marketplace, creating more jobs and better living standards for Americans.

I look forward to working cooperatively with the Senate to give swift attention to this tax cut. I want to thank the Republican leadership in the House, and those Democrats and Republicans who made this achievement possible.

**Statement by Press Secretary Fitzwater
on the Meeting With President Virgilio
Barco Vargas of Colombia**
September 28, 1989

President Bush and President Barco met for approximately 1½ hours in the Residence, followed by a brief social reception. Joining them were Attorney General Thornburgh, Drug Coordinator William Bennett, General Scowcroft [Assistant to the President for National Security Affairs], Governor Sununu [Chief of Staff], Deputy Secretary of State Lawrence Eagleburger, Deputy National Security Adviser Gates, and Ambassador McNamara. President Barco is in the United States to address the United Nations General Assembly. The President took the opportunity to invite him to the White House for a discussion of the international drug situation and President Barco's courageous efforts against the drug cartels. The President reaffirmed the strong commitment of the United States in assisting President Barco's efforts and noted that Colombia's fight against the drug traffickers is an example to the rest of the world.

The two Presidents talked about the domestic drug problem in the United States and the administration's efforts to reduce consumption. They discussed U.S. assistance to Colombia to ensure that Colombia was receiving the necessary equipment in its fight against drug traffickers. They also discussed the possibility of other nations assisting Colombia in its efforts against the cartels, and the President indicated his willingness to encourage such support. President Barco outlined the efforts that the Government of Colombia is taking against drug traffickers. He expressed his appreciation for the help of the United States and noted that this is a global effort in which international cooperation is important. President Barco also discussed Colombia's economic situation. President Bush said the United States is prepared to resume discussions with Colombia and others in order to resolve the fundamental problems of the current International Coffee Agreement.

The President indicated his intention to work closely with President Barco to expand bilateral trade and investment op-

THE WHITE HOUSE
Office of the Press Secretary

For Immediate Release

October 4, 1991

REMARKS BY THE PRESIDENT
IN CEREMONY TO HONOR RECIPIENTS OF THE PRESIDENTIAL
ELEMENTARY AWARDS FOR EXCELLENCE IN SCIENCE AND MATH TEACHING

The Rose Garden

10:10 A.M. EDT

THE PRESIDENT: Please be seated. Late for class -- I apologize, I apologize. (Laughter.) But you might be interested in this. I was just meeting with the duly-elected, democratically-elected President of Haiti, who, as you know, has been overthrown. And we're very concerned, obviously, about democracy in that country. And so I hope you'll forgive me for being late for this event.

But I'm delighted to be here with Dr. Bromley, my Science Advisor, who is doing a superb job as we focus the nation's attentions on math and science and the need to be competitive in these areas, indeed, retain our leadership in the areas that you're so involved in.

And, of course, the same for Jim Watkins, our Secretary of Energy, who -- not only does he have responsibilities as Secretary of Energy and gives me valuable advice in that field, and then based on his former role as Chief of Naval Operations, judgment on all of that, but he's never lost his abiding interest in education, something that he has been very prominent in before assuming these responsibilities. And he keeps up that interest. So you've got two of our very best here.

I understand that we have teachers from all 50 states, D.C., Puerto Rico, the U.S. territories and then our Department of Defense Dependent Schools; from West Germany to Fairmont, West Virginia, and from Austin, Texas, to Alpha, Illinois. So thank you for coming and congratulations to all of you.

Speaking of Illinois, I just was told the story about a school in Illinois that was named after Jack Benny. And every year, Benny made a point of going to the school and visiting the children. And one year he was speaking to a group of 12-year-olds and he asked if there were any questions. And a kid put up his hand. "Mr. Benny," he said, "why did they name you after our school?" (Laughter.) That's really apropos of nothing here, but I kind of liked it.

But no matter where the school is or who it's named after, I believe that our math and science teachers are blessed with a gift for inspiration. And they possess the same drive that motivates their students to construct skyscrapers, or crack DNA codes, or craft race cars, or create new computer models, or climb aboard a spaceship. 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 and inner cities, 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

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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 -- and he was a friend of mine and I know some of you must have known him -- the former President of Yale University as well as Commissioner of Baseball Bart Giamatti once observed, "Teaching is an instinctual art, mindful of potential, craving of realizations." I think that's a true observation today, for now we're relying on each of you to practice the art of realizing potential.

No one said it would be easy. Two years ago, we met with the nation's governors, as you know -- I did. 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. And some people say we can't do it. And I expect like most of you, I think we can. Math and science education is one of our top priorities. In fact, we've requested \$1.9 billion 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.

And 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 have assumed, students are reversing that downward trend.

And secondly, however, five out of six 8th graders do not know what you math teachers think that they ought to know about math. This presents a tremendous 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're 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 towards the American Achievement Test. And 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 schools. And therefore, I have proposed to the Congress that we immediately establish governors academies for teachers of math and science as well as teachers in the other core subjects in every state in the nation.

And this week's goals report shows us how far we have still to go. But to get there, we must revolutionize American education -- not just school by school, but beyond, and community by community, certainly in family by family. In fact, in just a couple of hours -- there's a reason Lamar is not here, our Secretary of Education -- I'm going up to meet him and the board of directors of the New American Schools Development Corporation at Camp David. And they're seeking nothing less than to reinvent American education. And they're working to provide us a substantial amount of money so we can get that started.

And that's what, in essence, the overall America 2000 strategy is all about. And that's where we really 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. And your vigor, tolerance, your academic discipline, will stretch young minds. But your example will also build know-how for other teachers. In your classrooms and labs, you can really begin the revolution in American education.

An educator and teacher, the man who taught me a lot about the real business of living, a man named Claude Fuess, said a very interesting thing. He was the headmaster at Phillips Academy. A very interesting thing the day he retired after 40 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. And 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're to make a difference in the schools, we must break the mold and see what works. We need to keep learning new ways. We need to keep trying new ideas.

You won these awards because you experiment with new ideas, you're not afraid to experiment with new teaching methods. And for that, you have your country's heartfelt thanks and best wishes. And what's even better, you have the gratitude and admiration of the most important people in the world, and that is your students.

So thank you all. Congratulations. Thank you very, very much for being with us on this beautiful day in the Rose Garden. And keep up that fantastic leadership.

Thank you all. (Applause.)

END

10:21 A.M. EDT