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Folder Title:
Math and Science Awards 3/12/92 [OA 7570] [2]

Stack:	Row:	Section:	Shelf:	Position:
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FROM NATL BOARD:

- examples of innovative teaching
 - examples of outstanding answers "identify one critical problem"
 - quotes from letters of support *in confidence*
 - chosen out of how many total in country *thousands*
- Copy of "A Man for all Seasons"

50
50

2500

→ *lack among teacher force are not formally*

*Teacher who came from Hungary
From Pennsylvania
Where else in America*

*Juliana Csongor [Songar]
Secondary Mathematics
Kerry Jones ~~years~~*

108 awardees

*Expert teachers
You can help US*

Madeleine Long 357-9527

*Julie ^{came to Amer} Churker
left Hung 18 yrs ago
via Canada*

*after
Hungarian
revolution
via Canada*

*St. Mary Goretti HS Philadelphia
10-12
Geometry/Calculus
Working on doctorate in Hungary*

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

March 9, 1992

MEMORANDUM FOR MICHELLE NIX

FROM:

STEVE OLSON 

SUBJECT:

TALKING POINTS FOR PRESIDENTIAL SPEECH

Here are some talking points for the President's remarks this Thursday at the science and mathematics teaching awards.

- As part of this Administration's commitment to science and technology, we are committed as well to next generation of scientists and engineers. That generation is now in your classrooms. The scientists and engineers who will sequence the human genome, build tomorrow's high-speed trains and jets, and push back the frontiers of space are today learning about science and mathematics from you.

- Many of the students who go on to become scientists and engineers make that decision in high school. If students do not leave your classrooms excited about science and mathematics, we have probably lost them forever.

- The single most important thing we in the federal government can do to improve mathematics and science education is to help you and your colleagues do your jobs. In the budget sent to Congress earlier this year, I proposed an expanded program of training for science and mathematics teachers. Ultimately, every science and mathematics teacher in the nation will receive in-depth, up-to-date training, in part using federal laboratories and federal personnel. Our goal is to help create a corps of teachers who can teach to world-class standards.

- We are also proposing to accelerate the use of technology in the classroom. Through technology, your students can interact in real-time with astronauts, explorers, and world-class scientists. Rural school systems can have access to the best resources available anywhere. Students can be exposed to cutting-edge technologies and ideas.

- We also need to give you help to cover such fast-moving and challenging subjects. We need to get working scientists and engineers into the classroom to demonstrate to students the

excitement and opportunities of science and engineering. One interesting approach has been taken by the American Association of Engineering Societies, which has established a national coalition of some 30 engineering societies to recruit over 100,000 mathematics and science "mentors" into each elementary and secondary school in the country.

- These professionals cannot show you how to teach. But by showing your students what a working scientist or engineer does, they can provide all-important motivation.

- You are a special group, selected from the quarter million secondary science and mathematics teachers in the United States. Already you have made an immeasurable impact on your students and, through them, on this Nation.

- We also look to you to have a strong influence on your fellow teachers. Good teaching is infectious; it spreads by example to include far more than just the students in your classrooms.

- You are the teachers who will lead this nation toward excellence in science and mathematics teaching. Through the accomplishments that we are honoring today, you have demonstrated what it will take to make U.S. students best in the world in science and mathematics.

cc: Allan Bromley
Damar Hawkins
Lisa Coldwell

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

March 9, 1992

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cc: Allan Bromley
Damar Hawkins
Lisa Coldwell

FACT SHEET

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

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

How was it established?

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

How many recipients are honored?

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

How are recipients selected?

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

What is the selection criteria?

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

9-16/91

file down

THE WHITE HOUSE
WASHINGTON

September 18, 1991

ACTION

MEMORANDUM FOR THE PRESIDENT

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

SUBJECT: PRESIDENTIAL AWARDS FOR EXCELLENCE IN SCIENCE AND
MATHEMATICS TEACHING

I. **ACTION-FORCING EVENT:** Approval of 216 elementary school teachers to receive this year's Presidential Awards for Excellence in Science and Mathematics Teaching on October 2, 1991. (The secondary teacher nominees will be forwarded for approval at a later date. They are scheduled to receive their award in March 1992.)

II. **BACKGROUND:** This award represents the highest honor of its kind that any elementary science or mathematics teacher can receive in the United States. It applauds the efforts these teachers have made to improve the skills of this Nation's young people. The award includes a certificate and a \$7,500 grant given to the recipient's school.

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

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

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

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

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

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

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

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

Attachments

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

September 26, 1991

MEMORANDUM FOR JEAN BUNTON
SPEECHWRITING

FROM LISA TOWER COLDWELL *LC*
DIRECTOR'S OFFICE

SUBJECT EXCELLENCE IN MATH AND SCIENCE TEACHING
ROSE GARDEN CEREMONY

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

I. POINTS OF CONTACT

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

II. PAST PRESIDENTIAL PARTICIPATION

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

- 1987: President Reagan spoke to the teachers in the Old Executive Office Building. Awards ceremony was held at the National Academy of Sciences with Dr. Graham, William Bennett, and Erich Bloch present.
- 1988: President Reagan and then Vice President Bush were not available. Awards ceremony was held in the OEOB with Graham and Bloch present.
- 1989: President Bush and Vice President Quayle met with the teachers in the OEOB. Awards ceremony was held in the Renwick Gallery with Dr. Bromley and Erich Bloch present.
- 1990: Elementary teachers: President and Mrs. Bush, Vice President Quayle met with teachers in the Rose Garden. Awards ceremony was held in OEOB with Bromley and Bernthal present.
- Secondary teachers: President Bush was not available. Awards ceremony was held in the OEOB with Bromley and Bernthal present.

III. ADDITIONAL INFORMATION

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

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

March 9, 1992

MEMORANDUM FOR BETH HINCHLIFFE

FROM: MICHELE NIX *MN*

SUBJECT: PRESIDENTIAL SECONDARY AWARDS FOR EXCELLENCE IN
SCIENCE AND MATH

Here's the poopski: The President will deliver remarks on Thursday, March 12, at 2:30 p.m., at a Rose Garden ceremony honoring the award winners (108 of them). The elementary award winners were honored last October in an equivalent ceremony. The awardees are here for a week-long lecture series.

Acknowledgements thus far include Dr. Walter Massey, Admiral Watkins, Secretary Martin, and Secretary Alexander.

I am contacting the National Science Foundation (which administers the awards) to come up with anecdotes/background on the award winners.

I've included the following:

- Fact sheets about the event
- Testimony transcripts of Dr. Bromley
- Agenda for week's events
- Report which outlines America 2000 initiatives, progress, and budget increases for education
- Past remarks (previous ceremonies for science and math award winners)

C = File on
Seaman
D = Fed. Govt
Vice

A = Intrad.
B = ~~General~~ Gough
1 = General
2 = report to M/S
3 = report to general
Bl. noque -> i

(Hinchliffe/Nix)
March 9, 1992 8 a.m.
AWARDS Draft One

**PRESIDENTIAL REMARKS: AWARDS FOR EXCELLENCE IN SCIENCE AND MATH
ROSE GARDEN
THURSDAY, MARCH 12, 1992 2:30 P.M.**

~~A~~ --ACK: Dr. Walter Massey, Admiral Watkins, Sec. Martin and Alexander

~~A~~ --since 1983 -- nation's highest honor for teachers of math and science -- applauds efforts you've made to improve skills of this Nation's young people

~~A~~ --it's an honor to be with you today -- think of what the spirit of innovation has brought to this country -- of course, times have changed. Some say that if Edison had invented the light bulb today, we'd have studies ctitin the dangers of electricity. And the newspapers would headline the story "Candle Industry Threatened."

~~A~~ --I envy you -- you can share in the sheer joy of learning, of making something work, of understanding the world -- a rare delight scientists never lose -- Barbara McClintock (2/15/91, 175) once said of her work: "I did it because it was fun. I couldn't wait to get up in the morning. I never thought of it as science."

~~A~~ --you're a very select group -- 108 secondary recipients out of 1/4 million, one sciencena nd one emath from 50 lus DC, PR, Depart of Defense Dependent Schools, and Terriotires --selected first by committtees of their peers in each state, then National Selection Board

~~A~~ --chosen on basis of excellence of their performance, background, experience, and related acti iites.

~~A~~ --during proess, asked to identify one critical problem to teaching science or math in their school and discuss ways this might be resolved

~~B~~ --need for national standards in math and science in a changing world

~~B~~ --focus nation's attention on math and science and need to be competitive in these areas

~~A~~ --the man or woman who will discover the cure for cancer, will use technology to push back the frontiers of space or wipe out hunger, etc., is a kid somewhere, right now -- what if not enocouraged? We in gov. are committed to our next generation of scientists and engineers

~~C~~ --you are the heart of this -- you excite and stretch young minds, your example inspires, etc.

~~S~~ --Am. 2000 strategy

~~B~~ ** --ambitious set of educational goals to be met by turn of century, including first in world in math and science -- we've requested XX billion of Fed. dspending on math and science ducation for FY 93, which translates into a XX percent increase at the precollelge level since the start of this administration

① --you demonstrate what it will take to make US students the best in the world -- you encourage students by giving them direct hands-on experience; you foster curiosity and generate excitement not just in your kids, but in their parents and in your colleagues; you still have the joy of discovery, the excitement of optimism -- you still ask the questions, and try the new ways; you believe in your kids -- all of them -- and in the future of this nation. That's the spirit we all need.

② --essays -- impressed with the depth of thinking and experience -
- the creative and innovative solutions -- that's what we're searching for with every issue we face -- the experience of people in the field to recommend

③ FROM NATL BOARD:

--examples of innovative teaching
--examples of outstanding answers "identify one critical problem"
--quotes from letters of support
--chosen out of how many total in country
Copy of "A Man for all Seasons"

~~B2~~ -challenging goal worthy of great nation and its future ambitions, plays important role in Am. 2000 strategy

~~B2~~ --working to set world-class standards for national assessment in math, science, etc.; asked for first phase of this Am.

Achievement Test be ready for us by 1993-4 school year

--math teachers already developed world-class curriculum standards; last fall, Dept. of Ed. granted 1/2\$ m dollars to develop the same thing with science curriculum

--we must help our teachers -- so I've proposed to Congress that we establish in every state of the nation Governors' academies for teachers of math and science, as well as other core subjects

~~B3~~ --and third goal -- ensure that every adult American must have the skills, including technological skills, to compete in a global economy

~~B4~~ --what we are doing is seeking to reinvent Am. education -- create a new generation of American schools -- we must break the mold and see what works -- you are showing us how to do that with ideas like ... -- you're here today because you're not afraid to reach for excellence, you're not afraid to ..

~~B5~~ --we in gov. are partners with you in advancing cause of educational excellence -- but Fed. Gov. can only play limited role in making America's students the first in math and science - dollars alone won't get the job done -- real excellence demands a commitment from all of us -- everyone's got to declare -- we will reinvent the American school, we will achieve our goals, school by school, town by town, neighborhood by neighborhood. Everyone must get involved to achieve these goals -- means teachers, administrators, businesses, individuals, and parents

~~B6~~ --single most important thing we in fed. gov. can do is to help you do your jobs -- in this year's budget, proposed an expanded program of training for science and math teachers, so every one in the nation will receive in-depth, up-to-date training, in part using federal laboratories and federal personnel -- creating a world-class corps of teachers

--we also propose to accelerate use of technology in the classroom -- so your kids can interact with astronauts, explorers, scientists -- so rural schools can have access to best resources available anywhere -- so all American kids can be exposed to cutting-edge technologies and ideas

~~end~~ --your real rewards aren't these certificates -- they're the kids like xxxxx (examples) -- Thomas More quote

C --Anatole France: the art of teaching is "the art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards."

C --a teacher affects eternity

FY 93 Budget

for the learning environment of the next century.

(b) *Grants for New American Schools.*—The proposed AMERICA 2000 Excellence in Education Act would provide competitive grants of up to \$1 million each to help over 535 communities develop new schooling designs. These designs may take as many as three years to develop and would build on the best research on how to improve the local school situation. Depending on timing, some of the designs implemented could be those developed by the Corporation.

Standards, curriculum frameworks, and assessments.—The Nation needs objective, widely accepted standards that clearly define the knowledge and skills children should have in at least the five core subjects—English, history, mathematics, science, and geography.

Independent subject matter experts are working on such standards. The National Council on Education Standards and Testing has developed a framework for creation of national standards and assessments. The budget includes \$25 million to help States redesign their curriculum and assessment systems.

AMERICA 2000 Excellence in Education Act.—For three years, the Administration has sought Congressional approval for a series of programs that would help States raise the quality of education for all students. For this legislation, including the Choice Grants for America's Children Act, the Low-Income School Choice Demonstration Act, and the New American Schools described above, the budget proposes funding of \$768 million, an increase of \$668 million over the \$100 million contingently appropriated for 1992.

The other major program components are:

- *Merit schools*—funds to each State to reward schools that succeed in improving student achievement over a period of several years.
- *Governors' academies for teachers*—grants to each State to establish programs to provide intensive training for experienced teachers in the core academic subjects.

- *Governors' academies for school leaders*—grants to each State to support training for prospective and current school leaders.
- *Alternative certification of teachers and principals*—grants to help States or school districts develop alternative routes to the certification of persons who wish to become teachers or principals.

Compensatory education.—For remedial education for the disadvantaged, the budget requests \$6.8 billion to support programs for more than 5 million children. Over 90 percent of the Nation's school systems receive these funds. Funding has increased \$2.2 billion, or 49 percent, since 1989.

Drug-free schools.—The budget requests \$654 million for programs under the Drug-free Schools and Communities Act, a \$30 million increase over 1992. The request includes \$60 million, double the 1992 level, for emergency grants, which provide extra funding for prevention programs in school districts with the most substantial drug-related problems.

Children with disabilities.—Under the Grants to States program of Part B of the Individuals with Disabilities Education Act (IDEA), States receive funds in return for providing all children with disabilities a free appropriate public education in accord with the procedures of the Act. For 1993, the budget proposes \$2.1 billion for Part B, an increase of five percent over 1992, to supplement State and local funds for the education of 4.6 million children. Funding for all IDEA programs for children with disabilities has increased 50 percent since 1989.

Mathematics and Science Education

National Education Goal 4 calls for U.S. students to be first in the world in science and mathematics achievement. The President established a special committee, under the Federal Coordinating Council on Science, Engineering and Technology (FCCSET), to recommend a coordinated strategy to use Federal assets and expertise, and to work with the States to achieve that goal. The budget provides the resources to support that strategy.

The budget proposes \$2,092 million for mathematics and science education programs

in 11 agencies, an increase of \$137 million, or 7 percent, over 1992. The largest increases are for the Education Department's Eisenhower Mathematics and Science Education programs, which would be funded at \$316 million, \$48 million, or 18 percent, over 1992.

The highest priority of FCCSET is improvement of pre-college math and science education, for which \$768 million is proposed, an 18 percent increase over 1992. After a first year of data collection and analysis, Federal agencies will be implementing during 1992 the initial aspects of a comprehensive and integrated Federal math and science education strategy. The development of this strategy and the initiatives for 1993 described below will help States and localities make significant improvements in math and science achievement and make progress toward the National Education Goals. There are three new initiatives:

Teacher training.—The most important Federal policy to improve math and science education is support for enhancing the quality and enthusiasm of the current teaching corps. The Governors' teachers academies proposed under the AMERICA 2000 Excellence in Education Act will improve teaching skills for teachers in the five core subject areas. The budget would increase specific efforts to train math and science teachers through the programs of the Education Department and the National Science Foundation (NSF), and the use of Federal laboratory personnel and facilities. The budget proposes to double, to 45,000,

the number of teachers receiving federally-assisted longer term, in-depth training. Shorter-term training will be provided for another 725,000 teachers. Almost half the Nation's precollege math and science teachers, a total of 770,000 individuals, would participate in federally-funded training.

Demonstrations of electronic dissemination of math/science education learning methods.—The teaching of math and science is ideally suited to the use of electronic dissemination technologies because of the variety of subject matter that otherwise may not be included in the standard curricula. To further the AMERICA 2000 objective of establishing electronic networks linking schools and other learning centers, the budget proposes a series of demonstrations of the use of Federal agency electronic communication technology to enhance math/science curricula. This initiative links the expertise of the Education Department, NSF and the other experienced Federal agencies (such as Defense); the private sector; and States and localities. Demonstration models will be selected on the basis of a 1992 national conference on existing programs and new ideas.

Computers and scientific equipment.—Studies show that student performance in math and science is enhanced by use of computers and scientific equipment. In times of tight school budgets, investment in such equipment is often deferred. Federal agencies will be directed to make available to schools excess computers and scientific equipment that are suitable for use in their curricula.

Table 4-7. THE MATHEMATICS AND SCIENCE EDUCATION BUDGET INCREASES 69 PERCENT OVER 1989 AND 7 PERCENT OVER 1992

(Budget authority; dollar amounts in millions)

Program	1989* Actual	1992 Enacted	1993 Proposed	Dollar change: 1992 to 1993	Percent change: 1992 to 1993
Pre-college programs	296	651	768	+117	+18%
Undergraduate and graduate programs	923	1,213	1,231	+18	+1%
Science literacy	18	91	93	+2	+2%
Total	1,236	1,955	2,092	+137	+7%

*Before the FCCSET Committee was established, such data were not collected. Values are OMB staff estimates.

CHAPTER SIX

SCHOOLS AND SCHOOLING

ADE, GEORGE

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

ANONYMOUS

Schools are workhouses, not playhouses.

BEECHER, HENRY WARD

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

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

BISMARCK, OTTO VON

The nation that has the schools has the future.

BLACKMAN, DON E.

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

BLAKE, WILLIAM

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

Schools and Schooling

BURKE, EDMUND

Every day's experience goes on out of the school

CARLYLE, THOMAS

Whose school-hours are a

CHAUCER, GEOFFREY

Sunday schools make sub

CHESTERTON, GILBERT

To be in the weakest car

All our schools are fini
been begun.

CHILDS, JOHN L.

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

CIARDI, JOHN

The classroom should b
from it.

COMENIUS, JOHN AMOS

The school is the manu

COMMAGER, HENRY STE

No other people ever c
Americans. None other
educators.

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

In such a society as th
exists) the attempt to n
lever from the wrong en

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

COOK, ELIZA

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

COOLIDGE, CALVIN

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

CORNOG, WILLIAM H.

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

COWPER, WILLIAM

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

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

DAVIS, ALLISON

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

DEWEY, JOHN

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

DOUGLAS, WILLIAM O.

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

EISENHOWER, DWIGHT DAVID

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

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

EMERSON, RALPH WALDO

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

FERRER, FRANCISCO

The school imprisons childr in order to direct the devel sired. It deprives them o them after its own pattern.

FIELDING, HENRY

Public schools are the nurs

FLEXNER, ABRAHAM

The Common School is the

FRANKFURTER, FELIX

The public school is at o most pervasive means for p

FRANKLIN, BENJAMIN

The modest temple of wisc Experience keeps a dear s

FRENCH, CHARLES

John has been to school to

FRIEDENBERG, EDGAR Z.

The common-man's way of

GOLDBERG, ISAAC

Grammar school never taug

ys-outward so that teachers
ke, and inward so that other
hool.

children were in the streets,

whenever we view today's
few cases, these concepts
e by-though by their basis

arrive as long as judgments
who have little direct ac-
sely the people, unhampered
r, who have delivered the
eds and ills of our public
n high places, have spoken
e-when in actual fact they
les . . .

mon-school system. It is
man is regarded as a foe to
e value of it. But we may
preparing men for the work
ing on manual skill, it is a
ering, veneering, and cram.

an be conferred on an Amer-
after him.

n material, books, are poor
life and not a knowledge of
nly when their contents are

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

HUBBARD, FRANK McKINNEY

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

HUTCHINS, ROBERT MAYNARD

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

JEFFERSON, THOMAS

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

JOHNSON, LYNDON BAINES

The nation that has the schools has the future.

JOHNSON, MAURITZ

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

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

KIN, DAVID

Despise school and remain a fool.

KINGMILL, HUGH

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

LAKISH, SIMEON B.

A town without schools is doomed to destruction.

1991 Presidential Awards for Excellence in Science and Mathematics Teaching

National Selection Committee

Secondary

Mathematics

Mariah Banks
Calvin Coolidge Sr. High School
Washington, D.C.

Norman Bloch
State University of New York
Brockport, New York

Bettye Clark
Clark-Atlanta University
Atlanta, Georgia

Marjorie Claytor
State Department of Education
Columbia, South Carolina

Gary Emmert
Ben Davis Junior High School
Indianapolis, Indiana

Susanna Epp
DePaul University
Chicago, Illinois

Steven Leinwand
State Department of Education
Hartford, Connecticut

Nancy Merrill
Big Horn School
Big Horn, Wyoming

Panayiotis Pittas
Heritage High School
Lynchburg, Virginia

Linda Pledger
State Department of Education
Montgomery, Alabama

Henry Pollak
Columbia University
New York, New York

Fernand Prevost
State Department of Education
Concord, New Hampshire

Science

C. Q. Brown
East Carolina University
Greenville, North Carolina

Elizabeth Carvellas
Colchester High School
Colchester, Vermont

Mary Gromko
State Department of Education
Denver, Colorado

Jennifer Hickman
Phillips Academy
Andover, Massachusetts

Tom Keller
State Department of Education
Augusta, Maine

Mary Beth Key
St. Alban's School
Washington, D.C.

Arlene Maclin
Howard University
Washington, D.C.

Luis Martinez
Florida International University
Miami, Florida

Charles Mingo
DuSable High School
Chicago, Illinois

Susie Oliphant
Department of Education
Washington, D.C.

Cliff Poodry
University of California
Santa Cruz, California

Jorge Sanchez
Guinn Junior High School
Las Vegas, Nevada

FACT SHEET

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

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

How was it established?

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

How many recipients are honored?

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

How are recipients selected?

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

What is the selection criteria?

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

Withdrawal/Redaction Sheet

(George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
01a. Note	Handwritten note from Lisa to Michelle, re: teacher candidate for Presidential Award for Excellence in Science and Mathematics. (1 pp.)	03/09/92	P-6, (b)(6)	

Collection:

Record Group: Bush Presidential Records
Office: Speechwriting, White House Office of
Series: Speech File, Backup
Subseries:
WHORM Cat.:
File Location: Math and Science Awards 3/12/92 [2]

Date Closed: 11/29/2004	OA/ID Number: 07570
FOIA/SYS Case #:	
Re-review Case #: 2004-2265-S	
P-2/P-5 Review Case #:	

MR Case #:	Appeal Case #:
MR Disposition:	Appeal Disposition:
Disposition Date:	Disposition Date:

RESTRICTION CODES

<p>Presidential Records Act - [44 U.S.C. 2204(a)]</p> <p>P-1 National Security Classified Information [(a)(1) of the PRA] P-2 Relating to the appointment to Federal office [(a)(2) of the PRA] P-3 Release would violate a Federal statute [(a)(3) of the PRA] P-4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA] P-5 Release would disclose confidential advise between the President and his advisors, or between such advisors [(a)(5) of the PRA] P-6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]</p> <p>C. Closed in accordance with restrictions contained in donor's deed of gift.</p>	<p>Freedom of Information Act - [5 U.S.C. 552(b)]</p> <p>(b)(1) National security classified information [(b)(1) of the FOIA] (b)(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA] (b)(3) Release would violate a Federal statute [(b)(3) of the FOIA] (b)(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA] (b)(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA] (b)(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA] (b)(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA] (b)(9) Release would disclose geological or geophysical information</p>
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Withdrawal/Redaction Sheet

(George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
01b. Form	Application for Presidential Award for Excellence in Science and Mathematics; personal information. (1 pp.)	n.d.	P-6, (b)(6)	

Collection:

Record Group: Bush Presidential Records
Office: Speechwriting, White House Office of
Series: Speech File, Backup
Subseries:
WHORM Cat.:
File Location: Math and Science Awards 3/12/92 [2]

<p>Date Closed: 11/29/2004 FOIA/SYS Case #: Re-review Case #: 2004-2265-S P-2/P-5 Review Case #:</p>	<p>OA/ID Number: 07570</p>
<p>MR Case #: MR Disposition: Disposition Date:</p>	<p>Appeal Case #: Appeal Disposition: Disposition Date:</p>

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P-1 National Security Classified Information [(a)(1) of the PRA]
- P-2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P-3 Release would violate a Federal statute [(a)(3) of the PRA]
- P-4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P-5 Release would disclose confidential advise between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P-6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

Freedom of Information Act - [5 U.S.C. 552(b)]

- (b)(1) National security classified information [(b)(1) of the FOIA]
- (b)(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- (b)(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- (b)(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- (b)(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- (b)(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- (b)(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- (b)(9) Release would disclose geological or geophysical information

Withdrawal/Redaction Sheet

(George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
02. List	Re: Presidential Awards for Excellence in Science and Mathematics Teaching: 1991 Secondary Awardees; personal information. (12 pp.)	n.d.	P-6, (b)(6)	

Collection:

Record Group: Bush Presidential Records
Office: Speechwriting, White House Office of
Series: Speech File, Backup
Subseries:
WHORM Cat.:
File Location: Math and Science Awards 3/12/92 [2]

Date Closed: 11/29/2004	OA/ID Number: 07570
FOIA/SYS Case #:	
Re-review Case #: 2004-2265-S	
P-2/P-5 Review Case #:	
MR Case #:	Appeal Case #:
MR Disposition:	Appeal Disposition:
Disposition Date:	Disposition Date:

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

P-1 National Security Classified Information [(a)(1) of the PRA]
P-2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P-3 Release would violate a Federal statute [(a)(3) of the PRA]
P-4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
P-5 Release would disclose confidential advise between the President and his advisors, or between such advisors [(a)(5) of the PRA]
P-6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

Freedom of Information Act - [5 U.S.C. 552(b)]

(b)(1) National security classified information [(b)(1) of the FOIA]
(b)(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
(b)(3) Release would violate a Federal statute [(b)(3) of the FOIA]
(b)(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
(b)(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
(b)(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
(b)(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
(b)(9) Release would disclose geological or geophysical information

Withdrawal/Redaction Sheet

(George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
03. Form	Applications for Presidential Award for Excellence in Science and Mathematics [2-sided]. (108 pp.)	n.d.	P-6, (b)(6)	

Collection:

Record Group: Bush Presidential Records
Office: Speechwriting, White House Office of
Series: Speech File, Backup
Subseries:
WHORM Cat.:
File Location: Math and Science Awards 3/12/92 [2]

Date Closed: 11/29/2004	OA/ID Number: 07570
FOIA/SYS Case #:	
Re-review Case #: 2004-2265-S	
P-2/P-5 Review Case #:	

MR Case #:	Appeal Case #:
MR Disposition:	Appeal Disposition:
Disposition Date:	Disposition Date:

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P-1 National Security Classified Information [(a)(1) of the PRA]
- P-2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P-3 Release would violate a Federal statute [(a)(3) of the PRA]
- P-4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
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- P-6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

Freedom of Information Act - [5 U.S.C. 552(b)]

- (b)(1) National security classified information [(b)(1) of the FOIA]
- (b)(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- (b)(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- (b)(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- (b)(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- (b)(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- (b)(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- (b)(9) Release would disclose geological or geophysical information