

Originally Processed With FOIA(s):

S

FOIA Number:

S

FOIA MARKER

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

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

OA/ID Number: 13809
Folder ID Number: 13809-006

Folder Title:
Academic Decathlon Champions 4/23/92 [OA 7572] [2]

Stack:	Row:	Section:	Shelf:	Position:
G	26	22	4	6



UNITED STATES ACADEMIC DECATHLON

FAX COVER SHEET

FAX: (310) 809-4111

DATE: 4/16/92

TO: THE WHITE HOUSE

ATTN: MICHELLE NIX

FROM: FRAN SHERMET

WE ARE TRANSMITTING 5 PAGE(S) TO YOU INCLUDING THIS PAGE. IF YOUR COPY IS UNCLEAR, PLEASE TELEPHONE OR FAX.

MESSAGE: ANSWERS TO QUESTIONS
ARE THE ASTERISKS.

THANK YOU

The following is a roster of the top three championship teams from the United States Academic Decathlon who will be visiting the White House on Thursday, April 23, 1992.

First Place Team is from J. Frank Dobie High School in Houston, Texas

Honor

Wayne Vuong
Scott Seago
Massoud Javadi

Scholastic

Larry Tooley
Paul Lapuyade
Jeffrey Chung

Varsity

Daniel Ramirez
David Norman
Joshua Mathis

Coaches

Catherine Haney
Richard Golenko

Principal

Jerry Ross Speer

Superintendent, Pasadena ISD

Larry Richard Vaughn

State Director

Dr. C. Lee Meyer

Pres. - Texas Academic Decathlon

Tom Moseley

Second Place Team is from Mountain View High School, Mesa, Arizona

Honor

**Paul Hlavacek
Tyson Rogers
Daniel Arai**

Scholastic

**Nat Clarkson
Andrea Jackson
Renee Larson**

Varsity

**Christine Roorda
Soren Ragsdale
Gina Parizek**

Coach

Mary McGovern

Principle

James E. Curlett

Superintendent

Dr. James K. Zaharis

State Director

Anita Lohr

Third Place Team is from Whitney Young Magnet High School, Chicago, Illinois.

Honor	Sarah Bush Damien Sullivan Allen Cheng
Scholastic	Jon Piechowski Kelly English Michael Sleet
Varsity	Mitchell Rovner Jason Steffensen Gregory Rudnick
Coach	Larry Minkoff
Principal	Powhatan Collins
Superintendent	Ted D. Kimbrough
Co-State Directors	Roger Prietz Sandra Gass

Top Ten Overall Winners

	<u>SCORE</u>	<u>NAME OF HIGH SCHOOL</u>
1.	49,710	Texas / J. Frank Dobie
2.	49,475	Arizona / Mountain View
3.	48,500	Illinois / Whitney Young Magnet
4.	48,340	California / El Camino Real
5.	46,810	Ohio / Willoughby South
6.	46,325	New Jersey / Northern Valley Old Tappan
7.	46,215	Indiana / Bloomington South
8.	46,120	Wisconsin / University School of Milwaukee
9.	46,055	Alabama / Indian Springs
10.	45,540	Idaho / Boise



UNITED STATES ACADEMIC DECATHLON

FAX COVER SHEET

FAX: (310) 809-4111

DATE: 4/16/92

TO: THE WHITE HOUSE

ATTN: MICHELLE NIX

FROM: FRANN SHERMET

WE ARE TRANSMITTING 2 PAGE(S) TO YOU INCLUDING THIS PAGE. IF YOUR COPY IS UNCLEAR, PLEASE TELEPHONE OR FAX.

MESSAGE: _____

APR 15, 1992
10:30 am

ACADEMIC DECATHLON
UNITED STATES COMPETITION

Page 1

***** OVERALL WINNERS *****

*** OVERALL STUDENT WINNERS ***

Based on 10 events

HONOR DIVISION

Gold	9,100	Tyson Rogers	Arizona Mountain View H.S.

Silver	8,895	Mit Robertson	Mississippi Tupelo H.S.

Bronze	8,875	Massoud Javadi	Texas J. Frank Dobie

SCHOLASTIC DIVISION

Gold	8,460	Andrea Jackson	Arizona Mountain View H.S.

Silver	8,450	Renee Larson	Arizona Mountain View H.S.

Bronze	8,430	Brian Lazarus	California El Camino Real H.S.
		Jonathan Brumley	Alabama Indian Springs H.S.

VARSITY DIVISION

Gold	8,265	Joshua Mathis	Texas J. Frank Dobie

Silver	8,205	Gregory Rudnick	Illinois Whitney Young Magnet

Bronze	7,900	Daniel Ramirez	Texas J. Frank Dobie

THE WHITE HOUSE

WASHINGTON

(Hinchliffe/Nix)

April 15, 1992 10 a.m.

DECATHLON Draft One

**PRESIDENTIAL REMARKS: ACADEMIC DECATHLON CHAMPIONS
THURSDAY, APRIL 23, 1992
ROSE GARDEN**

ps:

- science award winners
- teacher of the year
- 1991 academic decathlon

NEED:

- Super Quiz questions
- winners names, anecdotes, etc.
- taken a position on America 2000?
- how many Am 2000 states now -- 43?
- quotes: study, education, competition, etc.
- # h.s. competing

PEARCE:

- 6 out of 8 years
- work all year
- Wade McIntyre -- "He was very charming and very nice."
- don't use "Your lives and your accomplishm...can become."

FAX INFO:

- 10-event sholastic competition 9 students;
- ecology and environment
- Super Quiz: Habitat Earth
- 3500 teams in 49 states and DC -- target 50 for next year
- goal: to improve status, recongition, and popularity of academic endeavor in every h.s. in US
- lets h.s. improve academic image and spirit; increase community involvement with academics; create local educational partnerships with corporations and service organizations.
- most prestigious h.s. academic comp. in US
- almost exclusively funded by corporate contributions
- since 1982
- important: broad spectrum of topics studied; and inclusions of B and C or below students
- 6 exams; speech; interview; essay; super quiz -- like running for President?
- to be successful, all members of team must commit selves to program
- message Decathlon sends is very important -- personal dedication, effort and teamwork lead to success
- created a new kind of hero
- strong commitment by all to maximize potential of every student
- a New Kind of Campus Hero; Reach for the Stars; Cheering for Academics

SPECIFICS:

G = goal
I = intro
A = Am 2000

and political neutrality will not be partisan or enemy of any class, creed, party, or faction.

JAMES, WILLIAM

I take it that no man is educated who has never dallied with the thought of suicide.

The whole drift of my education goes to persuade me that the world of our present consciousness is only one out of many worlds of consciousness that exist.

Education is the organization of acquired habits of action such as will fit the individual to his physical and social environment.

JAMESON, ANNA

The true purpose of education is to cherish and unfold the seed of immortality already sown within us; to develop to their fullest extent, the capacities of every kind with which God who made us has endowed us.

JEFFERSON, THOMAS

The commonwealth requires the education of her people as the safeguard of order and liberty.

. . . Above all things, I hope the education of the common people will be attended to; convinced that on this good sense we may rely with the most security for the preservation of a due degree of liberty.

The tax which will be paid for the purpose of education is not more than the thousandth part of what will be paid to kings, priests and nobles who will rise up among us if we leave the people in ignorance.

JOHNSON, LYNDON BAINES

The American people, among their notable contribution to the arts and crafts of civilizations have insisted that education not be the prized possession of the few.

JOHNSON, OWEN

All education does today is develop the memory at the expense of the imagination.

JOHNSON, SAMUEL

I hate by-roads in education. Education is as well known, and has long been as well known, as ever it can be.

For since every household is part of a state, and these relationships are part of the household, and the excellence of the part must have regard to that of the whole, it is necessary that the education both of the children and of the women should be carried on with a regard to the form of the constitution, if it makes any difference as regards the goodness of the state for the children and the women to be good.

Now each man judges well the things he knows, and of these he is a good judge. And so the man who has been educated in a subject is a good judge of that subject, and the man who has received an all-round education is a good judge in general.

ROGERS, WILL

There is nothing so stupid as the educated man, if you get off the subject he was educated in.

Nothing will kill the movies except education.

ROOSEVELT, THEODORE

Education must light the path for social change. The social and economic problems confronting us are growing in complexity. The more complex and difficult these problems become, the more essential it is to provide broad and complete education; that kind of education that will equip us as a nation to decide these problems for the best interest of all concerned. Our ultimate security, to a large extent, is based upon the individual's character, information, and attitude—and the responsibility rests squarely upon those who direct education in America.

The educated scamp is a scamp still and all the more dangerous to the community.

ROSENBERG, ALFRED

For decades education in Germany has been looked on merely as a means of increasing knowledge. Instead of this, National Socialism has decreed education to be the strengthening of character.

ROSENKRANS, KARL

. . . The nature of education is determined by the nature of mind that it can develop what is in itself only by its own activity . . . Education is the influencing of man by man, and it has for its end to lead him to actualize himself through his own efforts . . . Man, therefore,

Ref:
PN6081
.K47
WH

QUOTABLE QUOTES ON EDUCATION

AUGUST KERBER

Wayne State University

A Savoyard Book

1968

WAYNE STATE UNIVERSITY PRESS

DETROIT

2388. EDUCATION, Devotion to.—A system of general instruction, which shall reach every description of our citizens from the richest to the poorest, as it was the earliest, so will it be the latest of all the public concerns in which I shall permit myself to take an interest. Nor am I tenacious of the form in which it shall be introduced. Be that what it may, our descendants will be as wise as we are, and will know how to amend and amend it, until it shall suit their circumstances. Give it to us then in any shape, and receive for the inestimable boon the thanks of the young and the blessings of the old, who are past all other services but prayers for the prosperity of their country, and blessings for those who promote it.—To JOSEPH C. CABELL. FORD ED., x, 102. (M., 1818.)

— **EDUCATION, Discipline and.**—See DISCIPLINE and UNIVERSITY OF VIRGINIA.

2389. EDUCATION, Drawing.—I have been quite anxious to get a good drawing master in the military or landscape line for the University [of Virginia]. It is a branch of male education most highly and justly valued on the continent of Europe.—To JAMES MADISON. FORD ED., x, 360. (M., 1826.)

— **EDUCATION, Elective Studies.**—See UNIVERSITY OF VIRGINIA.

— **EDUCATION, European.**—See SCHOOLS.

2390. EDUCATION, Female.—A plan of female education has never been a subject of systematic contemplation with me. It has occupied my attention so far only as the education of my own daughters occasionally required. Considering that they would be placed in a country situation, where little aid could be obtained from abroad, I thought it essential to give them a solid education, which might enable them, when become mothers, to educate their own daughters, and even to direct the course for sons, should their fathers be lost, or incapable, or inattentive. * * * A great obstacle to good education is the ordinate passion prevalent for novels, and the time lost in that reading which should be instructively employed. When this poison infects the mind it destroys its tone and revolts it against wholesome reading. Reason and fact, plain and unadorned, are rejected. Nothing can engage attention unless dressed in all the figments of fancy, and nothing so bedecked comes amiss. The result is a bloated imagination, sickly judgment, and disgust towards all the real businesses of life. This mass of trash, however, is not without some distinction; some few modelling their narratives, although fictitious, on the incidents of real life, have been able to make them interesting and useful vehicles of a sound morality. Such, I think, are Marmon- tel's new Moral Tales, but not his old ones, which are really immoral. Such are the writings of Miss Edgeworth, and some of those of Madame Genlis. For a like reason, too,

much poetry should not be indulged. Some is useful for forming style and taste. Pope, Dryden, Thomson, Shakespeare, and of the French Molière, Racine, the Corneilles, may be read with pleasure and improvement. The French language, become that of the general intercourse of nations, and from their extraordinary advances, now the depository of all science, is an indispensable part of education for both sexes. * * * The ornaments, too, and the amusements of life, are entitled to their portion of attention. These, for a female, are dancing, drawing, and music. The first is a healthy exercise, elegant and very attractive for young people. Every affectionate parent would be pleased to see his daughter qualified to participate with her companions, and without awkwardness at least, in the circles of festivity, of which she occasionally becomes a part. It is a necessary accomplishment, therefore, although of short use; for the French rule is wise, that no lady dances after marriage. This is founded in solid physical reasons, gestation and nursing leaving little time to a married lady when this exercise can be either safe or innocent. Drawing is thought less of in this country than in Europe. It is an innocent and engaging amusement, often useful, and a qualification not to be neglected in one who is to become a mother and an instructor. Music is invaluable where a person has an ear. Where they have not, it should not be attempted. It furnishes a delightful recreation for the hours of respite from the cares of the day, and lasts us through life. The taste of this country, too, calls for this accomplishment more strongly than for either of the others. I need say nothing of household economy, in which the mothers of our country are generally skilled, and generally careful to instruct their daughters. We all know its value, and that diligence and dexterity in all its processes are inestimable treasures. The order and economy of a house are as honorable to the mistress as those of the farm to the master, and if either be neglected, ruin follows, and children destitute of the means of living.—To N. BURWELL. vii, 101. FORD ED., x, 104. (M., 1818.)

— **EDUCATION, Fostering Genius.**— See 2398, 2399, 2400.

2391. EDUCATION, Freedom and.—If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be.—To CHARLES YANCEY. vi, 517. FORD ED., x, 4. (M., 1816.)

2392. EDUCATION, Freedom, Happiness and.—No other sure foundation can be devised for the preservation of freedom and happiness. * * * Preach a crusade against ignorance; establish and improve the law for educating the common people. Let our countrymen know that the people alone can protect us against the evils [of misgovernment]. —To GEORGE WYTHE ii, 7. FORD ED., iv, 268. (P., 1786.)

2393. EDUCATION, Friends of.—A wise direction of [the force friendly to education]

will insure to our country its future prosperity and safety.—To JOSEPH C. CABELL. vii, 189. FORD ED., x, 167. (P. F., 1820.)

2394. EDUCATION, Good Government and.—No one more sincerely wishes the spread of information among mankind than I do, and none has greater confidence in its effect towards supporting free and good government.—To HUGH L. WHITE. v, 521. (M., 1810.)

2395. EDUCATION, Higher.—I do most anxiously wish to see the highest degrees of education given to the higher degrees of genius, and to all degrees of it, so much as may enable them to read and understand what is going on in the world, and to keep their part of it going on right; for nothing can keep it right but their own vigilant and distrustful superintendence.—To MANN PAGE. iv, 119. FORD ED., vii, 24. (M., 1795.)

2396. ——. The greatest good [of the people] requires, that while they are instructed in general, competently to the common business of life, others should employ their genius with necessary information to the useful arts, to inventions for saving labor and increasing our comforts; to nourishing our health; to civil government, military science, &c.—To JOSEPH C. CABELL. vii, 187. FORD ED., x, 166. (P. F., 1820.)

2397. ——. When sobered by experience, I hope our successors will turn their attention to the advantages of education. I mean of education on the broad scale, and not that of the petty *academies*, as they call themselves, which are started up in every neighborhood, and where one or two men, possessing Latin and sometimes Greek, a knowledge of the globes, and the first six books of Euclid, imagine and communicate this as the sum of science. They 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. * * * I hope the necessity will at length be seen of establishing institutions here, as in Europe, where every branch of science useful at this day, may be taught in its highest degree.—To JOHN ADAMS. vi, 356. FORD ED., ix, 464. (M., July 1814.)

2398. EDUCATION, Jefferson's Bills on.—The bill [on Education in the Revised Code of Virginia] proposes to lay off every county into small districts of five or six miles square, called hundreds, and in each of them to establish a school for teaching reading, writing, and arithmetic. The tutor to be supported by the hundred, and every person in it entitled to send their children three years gratis, and as much longer as they please, paying for it. These schools to be under a visitor who is annually to choose the boy of best genius in the school, of those whose parents are too poor to give them further education, and to send him forward to one of the grammar schools, of which twenty are proposed to be erected in different parts of the

country, for teaching Greek, Latin, geography, and the higher branches of numerical arithmetic. Of the boys thus sent in any one year, trial is to be made at the grammar schools one or two years, and the best genius of the whole selected, and continued six years, and the residue dismissed. By this means twenty of the best geniuses will be reared from the rubbish annually, and be instructed at the public expense, so far as the grammar schools go. At the end of six years instruction, one-half are to be discontinued (from among whom the grammar schools will probably be supplied with future masters); and the other half, who are to be chosen for the superiority of their parts and disposition, are to be sent and continued three years in the study of such sciences as they shall choose, at William and Mary College. * * * The ultimate result of the whole scheme of education would be the teaching all the children of the State reading, writing, and common arithmetic; turning out ten annually of superior genius, well taught in Greek, Latin, geography, and the higher branches of arithmetic; turning out ten others annually, of still superior parts, who, to those branches of learning, shall have added such branches of the sciences as their genius shall have led them to; the further furnishing to the wealthier part of the people convenient schools at which their children may be educated at their own expense.—NOTES ON VIRGINIA. viii, 388. FORD ED., iii, 251. (1782.)

2399. ——. I have sketched and put into the hands of a member a bill, delineating a practicable plan, entirely within the means they [the Virginia Legislature] already have on hand, destined to this object. My bill proposes: 1. Elementary schools in every county, which shall place every householder within three miles of a school. 2. District colleges, which shall place every father within a day's ride of a college where he may dispose of his son. 3. An university in a healthy and central situation, with the offer of the lands, buildings, and funds of the Central College, if they will accept that place for their establishment. In the first will be taught reading, writing, common arithmetic, and general notions of geography. In the second, ancient and modern languages, geography fully, a higher degree of numerical arithmetic, mensuration, and the elementary principles of navigation. In the third, all the useful sciences in their highest degree. To all of which is added a selection from the elementary schools of subjects of the most promising genius, whose parents are too poor to give them further education, to be carried at the public expense through the colleges and university. The object is to bring into action that mass of talents which lies buried in poverty in every country, for want of the means of development, and thus give activity to a mass of mind, which, in proportion to our population, shall be the double or treble of what it is in most countries. The expense of the elementary schools for every county, is proposed to be levied on the wealth of the

county, and all children rich and poor, to be educated at these three years gratis. * * * This is, in fact and substance, the plan I proposed in a bill forty years ago, but accommodated to the circumstances of this, instead of that day.—To M. CORREA. vii. 94. (P. F., 1817.)

2400. EDUCATION, Jefferson's Explanation of.—The general objects of this law are to provide an education adapted to the years, to the capacity, and the condition of every one, and directed to their freedom and happiness. Specific details were not proper for the law. These must be the business of the visitors entrusted with its execution. The first stage of this education being the schools of the hundreds, wherein the great mass of the people will receive their instruction, the principal foundations of future order will be laid here. Instead, therefore, of putting the Bible and the Testament into the hands of the children at an age when their judgments are not sufficiently matured for religious inquiries, their memories may here be stored with the most useful facts from Grecian, Roman, European and American history. The first elements of morality, too, may be instilled into their minds: such as, when further developed as their judgments advance in strength, may teach them how to work out their own greatest happiness, by showing them that it does not depend on the condition of life in which chance has placed them, but is always the result of a good conscience, good health, occupation, and freedom in all just pursuits. Those whom either the wealth of their parents or the adoption of the State shall destine to higher degrees of learning will go on to the grammar schools, which constitute the next stage, there to be instructed in the languages. The learning Greek and Latin, I am told, is going into disuse in Europe. I know not what their manners and occupations may call for; but it would be very ill-judged in us to follow their example in this instance. There is a certain period of life, say from eight to fifteen or sixteen years of age, when the mind, like the body is not yet firm enough for laborious and close operations. If applied to such, it falls an early victim to premature exertion; exhibiting, indeed, at first, in these young and tender subjects, the flattering appearance of their being men while they are yet children, but ending in reducing them to be children when they should be men. The memory is then most susceptible and tenacious of impressions; and the learning of languages being chiefly a work of memory, it seems precisely fitted to the powers of this period, which is long enough, too, for acquiring the most useful languages, ancient and modern. I do not pretend that language is science. It is only an instrument for the attainment of science. But that time is not lost which is employed in providing tools for future operation; more especially, as in this case, the books put into the hands of the youth for this purpose may be such as will, at the same time, impress their minds with useful facts and

good principles. If this period be suffered to pass in idleness, the mind becomes lethargic and impotent, as would the body it inhabits, if unexercised during the same time. The sympathy between body and mind during their rise, progress, and decline, is too strict and obvious to endanger our being misled, while we reason from the one to the other.

As soon as they are of sufficient age, it is supposed they will be sent from the grammar schools to the university, which constitutes our third and last stage, there to study those sciences which may be adapted to their views. By that part of our plan which prescribes the selection of the youths of genius from among the classes of the poor, we hope to avail the State of those talents which nature has sown as liberally among the poor as the rich, but which perish without use, if not sought for and cultivated. But of all the views of this law none is more important, none more legitimate, than that of rendering the people the safe, as they are the ultimate, guardians of their own liberty. For this purpose the reading in the first stage, where they will receive their whole education, is proposed, as has been said, to be chiefly historical. History, by apprising them of the past, will enable them to judge of the future; it will avail them of the experience of other times and other nations; it will qualify them as judges of the actions and designs of men; it will enable them to know ambition under every disguise it may assume; and knowing it, to defeat its views. In every government on earth is some trace of human weakness, some germ of corruption and degeneracy, which cunning will discover, and wickedness insensibly open, cultivate and improve. Every government degenerates when trusted to the rulers of the people alone. The people themselves, therefore, are its only safe depositories. And to render even them safe, their minds must be improved to a certain degree. This indeed is not all that is necessary, though it be essentially necessary. An amendment of our Constitution must have come in aid of the public education. The influence over government must be shared among all the people. If every individual which composes their mass participates of the ultimate authority, the government will be safe; because the corrupting the whole mass will exceed any private resources of wealth; and public ones cannot be provided but by levies on the people. In this case every man would have to pay his own price. The government of Great Britain has been corrupted, because but one man in ten has a right to vote for members of parliament. The sellers of the government, therefore, get nine-tenths of their price clear. It has been thought that corruption is restrained by confining the right of suffrage to a few of the wealthier of the people; but it would be more effectually restrained, by an extension of that right, to such members as would bid defiance to the means of corruption.—NOTES ON VIRGINIA. viii, 388. FORD ED., iii, 252. (1782.)

— **EDUCATION, Languages and.**—See LANGUAGES.

2401. EDUCATION, Large Cities and.— I am not a friend to placing young men in populous cities, because they acquire there habits and partialities which do not contribute to the happiness of their after life.—To DOCTOR WISTAR. v, 104. FORD ED., ix, 70. (W., 1807.)

2402. EDUCATION, Law and.—Laws will be wisely formed, and honestly administered, in proportion as those who form and administer them are wise and honest; whence it becomes expedient for promoting the public happiness that those persons, whom nature has endowed with genius and virtue, should be rendered by liberal education worthy to receive, and able to guard the sacred deposit of the rights and liberties of their fellow citizens; and that they should be called to that charge without regard to wealth, birth or other accidental condition or circumstance; but the indigence of the greater number disabling them from so educating, at their own expense, those of their children whom nature has fitly formed and disposed to become useful instruments for the public, it is better that such should be sought for and educated at the common expense of all, than that the happiness of all should be confined to the weak or wicked.—DIFFUSION OF KNOWLEDGE BILL. FORD ED., ii, 221. (1779.)

2403. EDUCATION, Material progress vs.—People generally have more feeling for canals and roads than education. However, I hope we can advance them with equal pace.—To JOEL BARLOW. v, 217. FORD ED., ix, 169. (W., 1807.)

2404. EDUCATION, Military instruction.—We must make military instruction a regular part of collegiate education. We can never be safe till this is done.*—To JAMES MONROE. vi, 131. (M., 1813.)

2405. EDUCATION, Municipal government and.—Education is not a branch of municipal government, but, like the other arts and sciences, an accident only.—To JOHN TAYLOR. vii, 17. FORD ED., x, 51. (M., 1816.)

— **EDUCATION, National University.**—See UNIVERSITY.

2406. EDUCATION, Neglect of.—If the children * * * are untaught, their ignorance and vices will, in future life cost us much dearer in their consequences, than it would have done, in their correction, by a good education.—To JOSEPH C. CABELL. FORD ED., x, 99. (1818.)

2407. EDUCATION, New York vs. Virginia.—Surely Governor Clinton's display of the gigantic efforts of New York towards the education of her citizens will stimulate the pride as well as the patriotism of our Legislature, to look to the reputation and safety

* Jefferson was the first to suggest military training in the schools.—EDITOR.

of their own country, to rescue it from the degradation of becoming the Barbary of the Union, and of falling into the ranks of our own negroes. To that condition it is fast sinking. We shall be in the hands of the other States, what our indigenous predecessors were when invaded by the science and arts of Europe. The mass of education in Virginia, before the Revolution, placed her with the foremost of her Sister Colonies. What is her education now? Where is it? The little we have we import, like beggars, from other States; or import their beggars to bestow on us their miserable crumbs. And what is wanting to restore us to our station among our confederates? Not more money from the people. Enough has been raised by them, and appropriated to this very object. It is that it should be employed understandingly, and for their greatest good.—To JOSEPH C. CABELL. vii, 186. FORD ED., x, 165. (P.F., 1820.)

2408. — — — Six thousand common schools in New York, fifty pupils in each, three hundred thousand in all; one hundred and sixty thousand dollars annually paid to the masters; forty established academies, with two thousand two hundred and eighteen pupils; and five colleges with seven hundred and eighteen students; to which last classes of institutions seven hundred and twenty thousand dollars have been given; and the whole appropriations for education estimated at two and a half millions of dollars! What a pigmy to this is Virginia become, with a population almost equal to that of New York! And whence this difference? From the difference their rulers set on the value of knowledge, and the prosperity it produces. But still, if a pigmy, let her do what a pigmy may do.—To JOSEPH C. CABELL. vii, 188. FORD ED., x, 167. (P.F., 1820.)

2409. EDUCATION, The People and.—Above all things, I hope the education of the common people will be attended to; convinced that on their good senses we may rely with the most security for the preservation of a due degree of liberty.*—To JAMES MADISON. FORD ED., iv, 480. (P., 1787.)

2410. — — — [To give] information to the people * * * is the most certain, and the most legitimate engine of government.—To JAMES MADISON. ii, 332. (1787.)

2411. — — — The diffusion of information, I deem [one] of the essential principles of our government and, consequently, [one] which ought to shape its administration.—FIRST INAUGURAL ADDRESS. viii, 4. FORD ED., viii, 5. (1801.)

2412. — — — Enlighten the people generally, and tyranny and oppressions of body and mind will vanish like spirits at the

* In Congress edition: (ii, 332.) "Educate and inform the whole mass of the people. Enable them to see that it is their interest to preserve peace and order and they will preserve them. And it requires no very high degree of education to convince them of this. They are the only sure reliance for the preservation of our liberty."—EDITOR.

dawn of day.—To DUPONT DE NEMOURS. vi. 592. FORD ED., x, 25. (P. F., 1816.)

2413. — — —. Nobody can doubt my zeal for the general instruction of the people. Who first started that idea? I may surely say, myself. Turn to the bill in the Revised Code, which I drew more than forty years ago, and before which the idea of a plan for the education of the people, generally, had never been suggested in this State. There you will see developed the first rudiments of the whole system of general education we are now urging and acting on: and it is well known to those with whom I have acted on this subject, that I never have proposed a sacrifice of the primary to the ultimate grade of instruction. Let us keep our eye steadily on the whole system.—To GENERAL BRECKENRIDGE. vii, 205. (M., 1821.) See PEOPLE.

2414. EDUCATION, Perversion of power and.—The most effectual means of preventing the perversion of power into tyranny are to illuminate, as far as practicable, the minds of the people.—DIFFUSION OF KNOWLEDGE BILL. FORD ED., ii, 221. (1799.)

2415. EDUCATION, Power and.—All the States but our own are sensible that knowledge is power. The Missouri question is for power. The efforts now generally making in all the States to advance their science is for power, while we are sinking into the barbarism of our Indian aborigines, and expect like them to oppose by ignorance the overwhelming mass of light and science by which we shall be surrounded. It is a comfort that I am not to live to see this.—To JOSEPH C. CABELL. FORD ED., x, 155. (M., 1820.)

2416. EDUCATION, Progress through.—I look to the diffusion of light and education as the resource most to be relied on for ameliorating the condition, promoting the virtue, and advancing the happiness of man.—To C. C. BLATCHLY. vii, 263. (M., 1822.) See 2386.

2417. EDUCATION, The Republic and.—I have two great measures at heart, without which no republic can maintain itself in strength. 1. That of general education, to enable every man to judge for himself what will secure or endanger his freedom. 2. To divide every county into hundreds, of such size that all the children of each will be within reach of a central school in it.—To JOHN TYLER. v, 525. FORD ED., ix, 277. (M., 1810.)

2418. EDUCATION, Safety in.—The information of the people at large can alone make them the safe, as they are the sole depository of our political and religious freedom.—To WILLIAM DUANE. v, 541. (M., 1810.)

2419. EDUCATION, Self-sufficiency and.—Our post-revolutionary youth are born under happier stars than you and I were. They acquire all learning in their mother's womb, and bring it into the world ready made. The information of books is no longer neces-

sary; and all knowledge which is not innate, is in contempt, or neglect at least. Every folly must run its round; and so, I suppose, must that of self-learning and self-sufficiency; of rejecting the knowledge acquired in past ages, and starting on the new ground of intuition.—To JOHN ADAMS. vi, 355. FORD ED., ix, 464. (M., 1814.)

2420. EDUCATION, Suffrage and.—There is one provision [in the new constitution of Spain] which will immortalize its inventors. It is that which, after a certain epoch, disfranchises every citizen who cannot read and write. This is new, and is the fruitful germ of the improvement of everything good, and the correction of everything imperfect in the present constitution. This will give you an enlightened people, and an energetic public opinion which will control and enchain the aristocratic spirit of the government.—To CHEVALIER DE OUIS. vi, 342. (M., 1814.)

2421. EDUCATION, Suitable.—Promote in every order of men the degree of instruction proportioned to their condition, and to their views in life.—To JOSEPH C. CABELL. vii, 189. FORD ED., x, 167. (P. F., 1820.)

2422. EDUCATION, System and.—The truth is that the want of common education with us is not from our poverty, but from the want of an orderly system. More money is now paid for the education of a part than would be paid for that of the whole, if systematically arranged.—To JOSEPH C. CABELL. vii, 188. FORD ED., x, 167. (P. F., 1820.)

2423. EDUCATION, Taxes for.—The tax which will be paid for the purpose of education is not more than the thousandth part of what will be paid to kings, priests and nobles who will rise up among us if we leave the people in ignorance.—To GEORGE WYTHE. ii, 7. FORD ED., iv, 269. (P., 1786.)

2424. — — —. If the Legislature would add to the literary fund a perpetual tax of a cent a head on the population of the State, it would set agoing at once, and forever maintain, a system of primary or ward schools, and an university where might be taught, in its highest degree, every branch of science useful in our time and country; and it would rescue us from the tax of torism, fanaticism, and indifferentism to their own State, which we now send our youth to bring from those of New England.—To CHARLES YANCEY. vi, 517. FORD ED., x, 4. (M., 1816.)

— EDUCATION, Technical.—See 2396.

2425. EDUCATION, Tyranny and.—Enlighten the people generally, and tyranny and oppressions of body and mind will vanish like evil spirits at the dawn of day.—To DUPONT DE NEMOURS. vi, 592. FORD ED., x, 25. (P. F., 1816.)

— EDUCATION vs. VICE.—See 2406.

2426. EDUCATION, The Wealthy and.—What will be the retribution of the wealthy individual [for his support of general educa-

F300
.2
.J43
1767
v.1
WHRC

THE
THE
Jeffersonian Cyclopedia

A COMPREHENSIVE COLLECTION OF THE
VIEWS OF

THOMAS JEFFERSON

Classified and Arranged in Alphabetical Order
Under Nine Thousand Titles

RELATING TO GOVERNMENT, POLITICS, LAW,
EDUCATION, POLITICAL ECONOMY, FINANCE,
SCIENCE, ART, LITERATURE, RELIGIOUS
FREEDOM, MORALS, ETC.

EDITED BY

JOHN P. FOLEY

WITH AN INTRODUCTION BY

JULIAN P. BOYD

VOLUME ONE

"I have sworn upon the altar of God eternal hostility against
every form of tyranny over the mind of man."—*Thomas Jefferson*

NEW YORK / RUSSELL & RUSSELL

ECONOMIC REFORM

of this country. This stability should not be fossilization. (Second Annual Message, Washington, December 2, 1902.) *Mem. Ed.* XVII, 167; *Nat. Ed.* XV, 144.

ECONOMIC REFORM. Economic reform must have a twofold object; first to increase general prosperity, because unless there is such general prosperity no one will be well off; and, second, to secure a fair distribution of this prosperity, so that the man of the people shall share in it. Introduction to *The Wisconsin Idea* by Charles McCarthy. (Macmillan Co., N. Y., 1912), p. x.

ECONOMICS. See MORALITY.

EDITORS. The editor, who stands as a judge in a community, should be one of the men to whom you would expect to look up, because his function as an editor makes him a more important man than the average merchant, the average business man, the average professional man can be. He wields great influence; and he cannot escape the responsibility of wielding it. If he wields it well, honor is his beyond the honor that comes to the average man who does well; if he wields it ill, shame should be his beyond the shame that comes to the average man who does ill. (At Milwaukee, Wis., September 7, 1910.) *Mem. Ed.* XV, 459; *Nat. Ed.* XIII, 546.

EDITORS. See also JOURNALIST; PRESS.

EDUCATED MEN—OBLIGATION OF. It is an evil thing for any man of education to forget that education should intensify patriotism, and that patriotism must not only be shown by striving to do good to the country from within, but by readiness to uphold its interests and honor, at any cost, when menaced from without. Educated men owe to the community the serious performance of this duty. (*The Bachelor of Arts*, March 1896.) *Mem. Ed.* XV, 236; *Nat. Ed.* XIII, 178.

_____ The educated man is entitled to no special privilege, save the inestimable privilege of trying to show that his education enables him to take the lead in striving to guide his fellows aright in the difficult task which is set to us of the twentieth century. (At University of Pennsylvania, Philadelphia, February 22, 1905.) *Mem. Ed.* XV, 348; *Nat. Ed.* XIII, 505.

EDUCATED MEN IN POLITICS. An educated man must not go into politics as such;

EDUCATION

he must go in simply as an American; and when he is once in, he will speedily realize that he must work very hard indeed, or he will be upset by some other American, with no education at all, but with much natural capacity. His education ought to make him feel particularly ashamed of himself if he acts meanly or dishonorably, or in any way falls short of the ideal of good citizenship, and it ought to make him feel that he must show that he has profited by it; but it should certainly give him no feeling of superiority until by actual work he has shown that superiority. In other words, the educated man must realize that he is living in a democracy and under democratic conditions, and that he is entitled to no more respect and consideration than he can win by actual performance. (*Atlantic Monthly*, August 1894.) *Mem. Ed.* XV, 52; *Nat. Ed.* XIII, 37.

EDUCATED MEN. See also CITIZENSHIP; CIVIC DUTY; DEMOCRACY.

EDUCATION. Education must be twofold. Of course if we do not have education in the school, the academy, the college, the university, and have it developed in the highest and wisest manner, we shall make but a poor fist of American citizenship. . . . But such education can never be all. It can never be more than half, and sometimes not that. Nothing can take the place of the education of the home; and that education must be largely the unconscious influence of character upon character. (Before Minnesota Legislature, St. Paul, April 4, 1903.) *Presidential Addresses and State Papers* I, 289.

_____ A literary education is simply one of many different kinds of education, and it is not wise that more than a small percentage of the people of any country should have an exclusively literary education. The average man must either supplement it by another education or else as soon as he has left an institution of learning, even though he has benefited by it, he must at once begin to train himself to do work along totally different lines. (At National University, Cairo, Egypt, March 28, 1910.) *Mem. Ed.* XVIII, 622; *Nat. Ed.* XVI, 451.

_____ A utilitarian education should undoubtedly be the foundation of all education. But it is far from advisable, it is far from wise, to have it the end of all education. Technical training will more and more be accepted as the prime factor in our educational system, a factor as essential for the farmer,

EDUCATION

the blacksmith, the seamstress, and the cook, as for the lawyer, the doctor, the engineer, and the stenographer. . . . Side by side with the need for the perfection of the individual in the technic of his special calling goes the need of broad human sympathy, and the need of lofty and generous emotion in that individual. Only thus can the citizenship of the modern state rise level to the complex modern social needs.

No technical training, no narrowly utilitarian study of any kind will meet this second class of needs. In part they can best be met by a training that will fit men and women to appreciate, and therefore to profit by, great poetry and those great expressions of the historian and the statesman which rivet our interest and stir our souls. (Presidential Address, American Historical Association, Boston, December 27, 1912.) *Mem. Ed.* XIV, 14; *Nat. Ed.* XII, 12-13.

—————. I doubt if there is any lesson more essential to teach in an industrial democracy like ours than the lesson that any failure to train the average citizen to a belief in the things of the spirit no less than the things of the body, must in the long run entail misfortune, shortcoming, possible disaster upon the Nation itself. . . . It is necessary that we should see that the children should be trained not merely in reading and writing, not merely in the elementary branches of learning strictly so defined; but trained industrially, trained adequately to meet the ever-increasing demands of the complex growth of our industrialism, trained agriculturally, trained in handicrafts, trained to be more efficient workers in every field of human activity. But they must be trained in more than that or the Nation will ultimately go down. They must be trained in the elementary branches of righteousness; they must be trained so that it shall come naturally to them to abhor that which is evil, or we never can see our democracy take the place which it must and shall take among the nations of the earth. (Before Religious Educational Association, White House, February 12, 1908.) *Presidential Addresses and State Papers* VII, 1652-1653.

EDUCATION—FUNCTION OF. Education should not confine itself to books. It must train executive power, and try to create that right public opinion which is the most potent factor in the proper solution of all political and social questions. Book learning is very important, but it is by no means everything; and we shall never get the right idea of education until we

EDUCATION

definitely understand that a man may be well trained in book-learning and yet, in the proper sense of the word, and for all practical purposes, be utterly uneducated; while a man of comparatively little book-learning may, nevertheless, in essentials, have a good education. (At semicentennial celebration, founding of Agricultural Colleges, Lansing, Mich., May 31, 1907.) *Mem. Ed.* XVIII, 185; *Nat. Ed.* XVI, 141.

EDUCATION—IMPROPER USE OF. Education is of good chiefly according to the use you put it to. If it teaches you to be so puffed with pride as to make you misestimate the relative values of things, it becomes a harm and not a benefit. There are few things less desirable than the arid cultivation, the learning and refinement which lead merely to that intellectual conceit which makes a man in a democratic community like ours hold himself aloof from his fellows and pride himself upon the weakness which he mistakes for supercilious strength. (At the Harvard Union, Cambridge, February 23, 1907.) *Mem. Ed.* XV, 488; *Nat. Ed.* XIII, 564.

EDUCATION—PROGRESS IN. Our progress in educational efficiency must come from two sources: from the great natural leader who happens to be an educator, and from the ordinary citizen who to common sense adds some power of vision, and who realizes the relation of the school to society. In pedagogy as in every other walk of life great natural leaders are scarce. Therefore the ordinary citizen of vision and common sense must concern himself with the changing problem of the school, and must insist that pedantic tradition does not keep our schools from performing their full public service. Foreword to *Democracy's High School* by William D. Lewis. (Houghton Mifflin Co., Boston, 1914), p. vi.

EDUCATION, INDUSTRIAL. Industrial training, training which will fit a girl to do work in the home, which will fit a boy to work in the shop if in a city, to work on a farm if in the country, is the most important of all training, aside from that which develops character; and it is a grave reproach to us as a nation that we have permitted our training to lead the children away from the farm and shop instead of toward them. We should try to provide the many with training in their professions, just as the few, the doctors, the ministers, the lawyers, are trained for their professions. In other words, the school system should be aimed primarily to fit the scholar for actual

EDUCATION

life rather than for a university. The exceptional individual, of the highest culture and most efficient training possible, is an important asset for the state. He should be encouraged and his development promoted; but this should not be done at the expense of all the other individuals who can do their work best on the farms and in the workshops; it is for the benefit of these individuals that our school system should be primarily shaped. (Letter to Herbert Myrick read at Springfield, Mass., November 12, 1908.) *Good Housekeeping*, December 1908, p. 626.

Our industrial development depends largely upon technical education, including in this term all industrial education, from that which fits a man to be a good mechanic, a good carpenter, or blacksmith, to that which fits a man to do the greatest engineering feat. The skilled mechanic, the skilled workman, can best become such by technical industrial education. The far-reaching usefulness of institutes of technology and schools of mines or of engineering is now universally acknowledged, and no less far-reaching is the effect of a good building or mechanical trades-school, a textile, or watchmaking, or engraving school. All such training must develop not only manual dexterity but industrial intelligence. In international rivalry this country does not have to fear the competition of pauper labor as much as it has to fear the educated labor of specially trained competitors; and we should have the education of the hand, eye, and brain which will fit us to meet such competition. (Sixth Annual Message, Washington, December 3, 1906.) *Mem. Ed.* XVII, 437-438; *Nat. Ed.* XV, 373.

To train boys and girls in merely literary accomplishments to the total exclusion of industrial, manual, and technical training, tends to unfit them for industrial work; and in real life most work is industrial.

The problem of furnishing well-trained craftsmen, or rather journeymen fitted in the end to become such, is not simple . . . and much care and forethought and practical common sense will be needed, in order to work it out in a fairly satisfactory manner. It should appeal to all our citizens.

I am glad that societies have already been formed to promote industrial education, and that their membership includes manufacturers and leaders of labor unions, educators and publicists, men of all conditions who are interested in education and in industry. It is such cooperation that offers most hope for a satisfactory solution of the question as to what is the best

EDUCATION

form of industrial school, as to the means by which it may be articulated with the public school system, and as to the way to secure for the boys trained therein the opportunity to acquire in the industries the practical skill which alone can make them finished journeymen. (At semicentennial celebration, founding of Agricultural Colleges, Lansing, Mich., May 31, 1907.) *Mem. Ed.* XVIII, 175; *Nat. Ed.* XVI, 132.

EDUCATION, LIBERAL. A cultural education must include the classics. It must not be based only on the classics. The Greek literature is one of the two noblest literatures in the world, the other being the English. Latin literature as such does not stand in the same rank with Greek; but it possesses an immense importance because the Latin civilization is the direct ancestor of modern Occidental civilization, and because the Latin tongue was for fifteen centuries the cultural tongue of Europe. With one or the other, and if possible with both, of these two classic languages and literatures every liberally educated man should be familiar. He should also be familiar with at least one of the great modern culture languages, such as French, Italian, German, Spanish or Portuguese, each of which has a noble literature. Every liberal course should include a wide sweep of general history and pre-history, for a liberal scholar should certainly have vividly in mind the tremendous drama of man's progress through the ages. A competent knowledge of science must also be part of any really liberal education. But this does not mean the science taught in order to turn out a commercial chemist, an engineer or an electrician. It means that the man of liberal education should be a man who in addition to a broad classical training also possesses so broad a scientific training that the primary facts of the universe in which we live are vivid in his mind and form an integral portion of his stock of knowledge. The man with such broad liberal training is perhaps not apt to be a technical expert in any special vocation; for his training stands outside the most direct line to pecuniary reward. Yet he has a great place to fill, for he has been fitted to become a leader in public thought, and a true interpreter to the people of the development and meaning of our civilization in its most important aspects. (Statement sent to Conference on Classical Studies, Princeton University, June 2, 1917.) *Value of the Classics*. (Princeton University Press, 1917), pp. 137-138.

EDUCATION, SUBSIDIZED—ABUSE OF. By gifts to colleges and universities they

EDUCATION

[wealthy men] are occasionally able to subsidize in their own interest some head of an educational body, who, save only a judge, should of all men be most careful to keep his skirts clear from the taint of such corruption. There are ample material rewards for those who serve with fidelity the Mammon of unrighteousness, but they are dearly paid for by that institution of learning whose head, by example and precept, teaches the scholars who sit under him that there is one law for the rich and another for the poor. (To Charles J. Bonaparte, January 2, 1908.) *Mem. Ed.* XXII, 515; *Nat. Ed.* XX, 443.

EDUCATION AND DEMOCRACY. A real democracy must see that the chance for an elementary education is open to every man and woman. This is the first essential. But it is also essential that there should be the amplest opportunity for every kind of higher education. The education of the mass, while the most important problem in democratic education, is in no way or shape by and of itself sufficient. Democracy comes short of what it should be just to the extent that it fails to provide for the exceptional individual the highest kind of exceptional training; for democracy as a permanent world force must mean not only the raising of the general level but also the raising of the standards of excellence to which only exceptional individuals can attain. The table land must be raised, but the high peaks must not be leveled down; on the contrary they too must be raised. Highly important though it is that the masons and bricklayers should be excellent, it is nevertheless a grave mistake to suppose that any excellence in the bricklayers will enable us to dispense with architects. *Outlook*, February 18, 1911, p. 344.

EDUCATION AND THE NATIONAL GOVERNMENT. The share that the National Government should take in the broad work of education has not received the attention and the care it rightly deserves. The immediate responsibility for the support and improvement of our educational systems and institutions rests and should always rest with the people of the several States acting through their State and local governments, but the nation has an opportunity in educational work which must not be lost and a duty which should no longer be neglected. (Eighth Annual Message, Washington, December 8, 1908.) *Mem. Ed.* XVII, 623; *Nat. Ed.* XV, 530.

EDUCATION FOR CITIZENSHIP. Education may not make a man a good citizen, but

EFFICIENCY

most certainly ignorance tends to prevent his being a good citizen. . . . No nation can permanently retain free government unless it can retain a high average of citizenship; and there can be no such high average of citizenship without a high average of education, using the word in its broadest and truest sense to include the things of the soul as well as the things of the mind. (At University of Pennsylvania, Philadelphia, February 22, 1905.) *Mem. Ed.* XV, 346; *Nat. Ed.* XIII, 504.

EDUCATION FOR LIFE. We of the United States must develop a system under which each individual citizen shall be trained so as to be effective individually as an economic unit, and fit to be organized with his fellows so that he and they can work in efficient fashion together. This question is vital to our future progress, and public attention should be focussed upon it. Surely it is eminently in accord with the principles of our democratic life that we should furnish the highest average industrial training for the ordinary skilled workman. But it is a curious thing that in industrial training we have tended to devote our energies to producing high-grade men at the top rather than in the ranks. Our engineering schools, for instance, compare favorably with the best in Europe, whereas we have done almost nothing to equip the private soldiers of the industrial army—the mechanic, the metal-worker, the carpenter. Indeed, too often our schools train away from the shop and the forge. (At semi-centennial celebration, founding of Agricultural Colleges, Lansing, Mich., May 31, 1907.) *Mem. Ed.* XVIII, 172; *Nat. Ed.* XVI, 130.

EDUCATION. See also CHINA; COLLEGE; LABOR—TRAINING OF; NORTHWEST ORDINANCE; PUBLIC SCHOOLS; SCHOOLS; TEACHERS; TEACHING; UNIVERSITY.

EDUCATION OF THE NEGRO. See NEGRO; TUSKEGEE INSTITUTE.

EFFICIENCY. We have no higher duty than to promote the efficiency of the individual. There is no surer road to the efficiency of the nation. (Before Ohio Constitutional Convention, Columbus, February 21, 1912.) *Mem. Ed.* XIX, 165; *Nat. Ed.* XVII, 121.

EFFICIENCY—REWARDS OF. Normally the man of great productive capacity who becomes rich by guiding the labor of many other men does so by enabling them to produce more than they could produce without his guidance; and both he and they share in the benefit,

50
248
W.P.R.C.

THEODORE ROOSEVELT
CYCLOPEDIA

EDITED BY
ALBERT BUSHNELL HART
Professor Emeritus, Harvard University

AND
HERBERT RONALD FERLEGER
Roosevelt Memorial Association

FOREWORD BY
WILLIAM ALLEN WHITE

ROOSEVELT MEMORIAL ASSOCIATION
ROOSEVELT HOUSE
NEW YORK CITY

deceit and sexual depravity tugged quietly against the public persona of the amiable 57-year-old.
 Mr. Albright, indicted in the third of the three slayings on April 18, is

sexual assault in connection with attacks on other prostitutes. The most recent indictment, one of aggravated sexual assault, was returned Thursday.
 Please see RECORDS on Page 6A.

The Dallas Morning News: Judy Wolgren

Slaying suspect Charles Albright (foreground) is shown in court April 8 for a pretrial hearing.

GENERAL INVESTIGATIVE DIVISION
 The epidemic, which appeared on Peru's northern coast in January, has spread to neighboring Ecuador, Colombia, Chile and Brazil.
 Four people in New Jersey who ate crab meat illegally imported from Ecuador contracted cho

Bush welcomes Pearce team



Associated Press

President Bush visits Thursday with members of the National Academic Decathlon championship team from Richardson's J.J. Pearce High School. The team was hon-

ored in a ceremony at the White House. The students are (front row, from left) Christine Liu, Eugene Cheng and (rear left) Francis Wilde. (Story on Page 21A.)

U.S. Iraq with

By Michael Wine
 New York Times News Service

WASHINGTON — officials expressed Thursday over President Hussein's accord with and said the Bush administration was committed to bring for Kurdish refugees in Iraq.

The American representative Iraqi-Kurdish agr announced Wednesday paralleled that of the gees themselves. Since to the mountains, the insisted that they will Iraq until Mr. Hussein power, and they repentance Thursday.

The American skepticism Hussein's intentions dent when the White had ordered about 30 to leave the vicinity northern Iraq town in lition forces are settling ven for Kurdish refugees

Chemical effects School dress co

Ustazudin, a 9-year-old patient at the Scottish Rite Hospital from Parin Village, Afghanistan, gets help Thursday from Tim Mason. The forward for the Southern Methodist University basketball team was with other athletes participating in games at the hospital.

Capitol Hill. Despite the large number of candidates, many of the campaign pronouncements about education center on common themes. In forums,

In addition, the candid speeches often depict the education crisis as a state and local problem requiring only minimal federal aid. Please see EDUCATION on Page 22A.

City's convention center expansion begins today

By David Jackson
Staff Writer of The Dallas Morning News

City officials will break ground Friday on a \$113.2 million project to enlarge the Dallas Convention Center, one of the city's costliest public works endeavors.

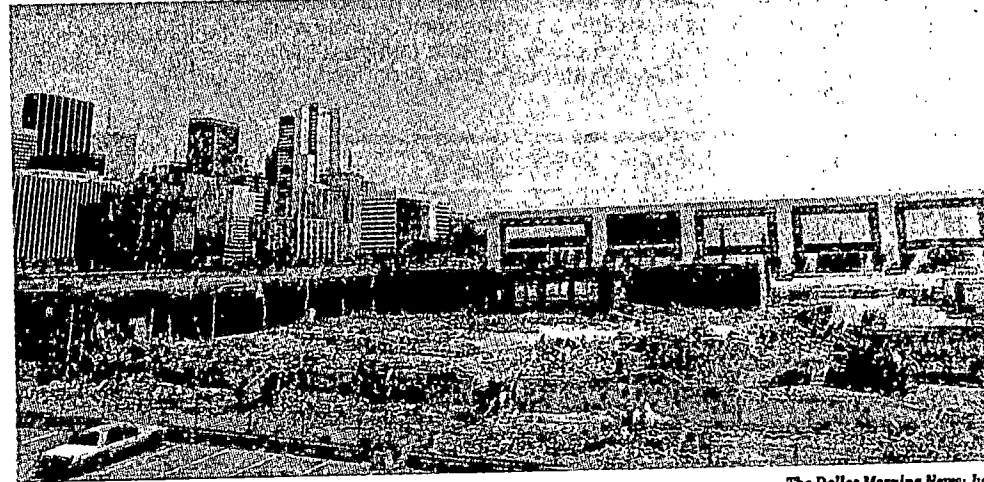
The \$92.2 million expansion will run to the west of the existing center along the Jefferson Street viaduct, opposite the Reunion Arena parking garage. The plan also calls for a \$21 million heliport.

The opening of the new part of the Convention Center is scheduled for

January 1994, just in time for a series of large conventions already scheduled, officials said.

City officials said the expansion is needed to keep Dallas competitive with other cities, such as San Francisco and New Orleans, that are enlarging their facilities to attract conventions.

"If we're going to keep the big ones, we're going to have to expand," said Assistant City Manager A.C. Gonzalez, who supervises operations at the Convention Center. Please see CONVENTION on Page 24A.



The Dallas Morning News: Joe...

The remains of the Austin Street Shelter will soon make way for the Dallas Convention Center expansion, a \$113.2 million project that includes a heliport. The new section of the Convention Center is set to open in January 1994, in time to host a series of large conventions already scheduled.

HAILED BY THE CHIEF

Bush honors Pearce's championship academic team at White House

By Carl P. Leubsdorf
Washington Bureau of The Dallas Morning News

WASHINGTON — President Bush on Thursday hailed the National Academic Decathlon championship team from Richardson's J.J. Pearce High School as "our newest American heroes," saying the students' success "stirs my Texas pride."

In a lighter moment at the White House Rose Garden ceremony, he told Pearce's students, teachers, sponsors and principal that he

■ Related photo. 1A

wished his son George's Texas Rangers baseball team "might be achieving the same kind of success in their field."

Richardson school district teams have won the competition six times in the past seven years. Five of those victories were by Pearce, which on Monday regained the crown it surrendered last year to district rival Lake Highlands.

The victorious students, who returned home after Thursday's ceremony to a rousing welcome from Pearce classmates at Dallas/Fort Worth International Airport, said their White House visit was worth the hard work.

"It's what we've been working for all year," said Wade McIntyre, one of several team members who also competed last year. He said the team "had been thinking, 'If we just Please see BUSH on Page 24A.

INSIDE

Fund for teen

Texas Commerce Bank has established an account to accept donations for Veronica Hinojosa, a 16-year-old Garland honor student who was seriously injured in an auto accident in February.

Page 22A.

Mayoral proposal

A bill that would create a strong-mayor system of government is referred to a House subcommittee after sponsoring Rep. Steve Wolens said that Dallas is "paralyzed" by its current form of government.

Page 22A.



Veronica Hinojosa is recovering from an accident.

high school. Cameron, was rs poised to go that Cameron aster morning, ng at the coun- s raised — and was held. st-to-goodness, s welcome. "It aid, "but what of the column rried it among his unit swept he sand collec- n Karen Gray atagon inviting f to join their - The Society of d, one of Gen. after entering bottle of souve- rote about Mr. as founder and ernational, the five.

o trickle in for utual search for ty. Thanks-Giv- rally in the vot- zed effort, I sus- vely spot. continues to and I still have kicking myself ay. this newspaper, oretum." s — what a time

Bush hails Pearce team

Continued from Page 21A.

keep studying some more and some more, we'll be able to win and then we'll be able to meet the president."

Another two-year team member, Craig Macaulay, agreed that meeting the president "was a lot of the incentive." The team knew that last year's winners went to the White House, he said.

The two seniors, who served as team spokesmen, said they enjoyed meeting Mr. Bush, who chatted with the group and autographed their championship banner after his formal remarks.

"On TV, he seems kind of detached," Craig said. "When you're right up with him, he's just a regular person."

Wade agreed, adding, "He was very charming and very nice."

The nine Pearce students, their two coaches and the principal were in the capital for three days after they won the competition Monday in Los Angeles. The victory capped a competition that included teams from 3,500 schools across the nation.

The Pearce group's Washington itinerary included meetings with Texas' two senators, Democrat Lloyd Bentsen and Republican Phil Gramm.

The president took the occasion to put in a plug for his newly

unveiled education strategy and to hail the "decathletes" as messengers for the cause of excellence in education.

"Your lives and your accomplishments speak to other kids the way no words from a government or even a teacher can," he said. "These kids look at each of you, and they see themselves. They look at you, and they see what they, too, can become."

The students, meanwhile, gave a lot of the credit for their success to their coaches, Dorcas Helms and Linda Berger.

Pearce's Christine Liu was voted the nation's outstanding varsity student in the competition, which includes both written and oral questions in a variety of academic fields.

But she said the victory was "really a team effort."

Also on the winning Pearce team were Francis "Frank" Wilde, Misty Karin, Aime VonBriesen, Eugene Chen, Chen Pin "Dardy" Chang and Kevin Barenblat.

School principal Kirk London said Pearce's repeated success in the 10-year-old competition stemmed from several factors.

"We have a successful school district," Dr. London said. "Because of that, we attract a lot of business and industry. They tend to bring in smart children. And we have excellent faculty with a lot of stability."

schools and improper unprofessional" filings, the order said.

The judge ordered Ms. Hunter to appear at a May 10 hearing at which he will decide whether to fine her for violating federal rules of civil procedure and standards of legal practice.

Ms. Hunter said Thursday that she couldn't comment on the order. "I just have to stand by what I've filed," she said.

She is the state's lead attorney in the class-action lawsuit involving four of the state's 13 schools for the mentally retarded. The suit began in 1974 when attorneys for residents at those schools sued the Texas Department of Mental Health and Mental Retardation over their care and treatment.

In 1987, Judge Sanders held the state in contempt of a settlement agreement in the case. The judge directed the Florida sociologist monitoring the case to conduct annual reviews of the schools in Fort Worth, Denton, Austin and San Antonio.

Last year, a Philadelphia attorney representing the current 2,000 plaintiffs said the state was not complying with the agreement and asked the judge to again hold the department in contempt. A hearing on the matter is scheduled May 28 in Dallas.

"The issue of the assistant attorney general's conduct . . . must be resolved before the May 28 hearing," Judge Sanders' order said. "Zealous advocacy simply cannot be allowed to escalate into combative, oppressive behavior that undermines the system of justice."



arp

t persuaded we need ue. . . . Government at has an insatiable appe- l.

Bullock has pushed for a e tax, saying it is needed sential human services, education reform bill e sales and property is one of 10 states with- al state income tax.

ut, the state's chief reve- told the task force that s low in total tax burden ents. But he said that be- e relatively high sales ople are paying a larger ir income in taxes than

THE PLAINS

NEW VISIONS ON THE OLD FRONTIER

A Special Section on Sunday, April 28

ring the past year, Dallas Morning News photojournalist Catharine Krueger and reporters Steven H. Lee and Thomas G. atts have crossed nearly 15,000 miles of the Great Plains, interviewing and photographing more than 400 of its people. **E PLAINS: NEW VISIONS ON THE OLD FRONTIER**, a full-color special section in The Morning News on Sunday, April recounts those travels, showing a mosaic of economic distress and inspiring determination in the region that accounts for nearly one-third of the nation's agricultural products while supporting just five percent of its people.

Don't miss the enlightening articles and extraordinary photographs in this 20-page special section.

Only in

pls make
red file

THE WHITE HOUSE
WASHINGTON

~~JAN~~
JAN

MEMORANDUM

TO: SHERRIE ROLLINS

FROM: KATHY SUPER

SUBJECT: APPROVED PRESIDENTIAL ACTIVITY

EVENT: Ceremony for Academic Decathlon Champions

DATE: Thursday, April 23, 1992

TIME: 11:15 a.m.

DURATION: 15 minutes

LOCATION: Rose Garden

ATTIRE: Business Suit

REMARKS REQUIRED: Brief Remarks

MEDIA COVERAGE: Open

FIRST LADY PARTICIPATION: Is Invited

ADDITIONAL INFORMATION:

CONTACT: _____

TELEPHONE: _____

NOTE: PROJECT OFFICER, SEE ATTACHED CHECKLIST

Chief of Staff
 Deb Anderson
 Paul Bateman
 Phil Brady
 Sandy Bushue
 Nick Calio
 David Demarest
 Debra Dunn
 Bill Farish
 Laurie Firestone
 Marlin Fitzwater

John Gaughan
 C. Boyden Gray
 Ede Holiday
 Janet Johnson
 Ron Kaufman
 Bill Kristol
 Lower Press Office
 Tim McBride
 Ed Murnane
 Gregg Petersmeyer
 Patty Presock

Sherrie Rollins
 Susan Porter Rose
 Dorrance Smith
 Tony Snow
 USSS-PPD
 Davis Valdez
 Gary Walters
 WHCA Audio/Visual
 WHCA Operations
 Rose Zamaria

AJM 3/4/92

UNITED STATES ACADEMIC DECATHLON

SCHEDULE OF EVENTS - 1992: AS OF 2/14/92

THURSDAY, APRIL 9

REGISTRATION

1:00 p.m. - 8:00 p.m.

Red Lion Riverside - Ballroom Fireplace Foyer

"IDAHO WELCOMES YOU"

6:30 p.m. - 9:00 p.m.

Red Lion Riverside Ballroom

Strolling Dinner

State Directors Meeting

8:00 p.m. - 9:30 p.m.

Red Lion Riverside

FRIDAY, APRIL 10

CONTINENTAL BREAKFAST

7:00 a.m. - 8:30 a.m.

Red Lion Riverside - Northstar Room

REGISTRATION

8:00 a.m. - 10:00 a.m.

Red Lion Riverside - Ballroom Fireplace Foyer

MEDIA ROOM

8:00 a.m. - 8:00 p.m.

Red Lion Riverside

USAD BOARD OF DIRECTORS MEETING

8:30 a.m. - 3:00 p.m.

Red Lion Downtowner - Teton Room, + Albion and Aspen (8:30 - 10:00)

COACHES BRIEFING

9:30 a.m. - 10:30 a.m.

Red Lion Riverside - Northstar Room

STUDENT ESSAY WRITING

9:30 a.m. - 10:20 a.m.

Red Lion Riverside - Laurel, Ponderosa, and Tamarack Rooms

INTERVIEW JUDGES ORIENTATION

10:30 a.m. - 12:00 noon

Red Lion Riverside - Ponderosa Room

SPEECH JUDGES ORIENTATION

10:30 a.m. - 12:00 noon

Red Lion Riverside - Tamarack Room

BOARD OF DIRECTOR'S LUNCH

12:00 noon -

Red Lion Downtowner

VOLUNTEER LUNCH

12:00 noon - 12:45 p.m.

Red Lion Riverside - Juniper Room

SPEECH AND INTERVIEW CONTEST TIME SCHEDULE

1:00 p.m. - 2:10 p.m.	27 Speech rooms w/ 3 judges + timer
2:20 p.m. - 3:30 p.m.	27 Interview rooms w/ 3 judges
3:40 p.m. - 5:00 p.m.	

Red Lion Riverside and Red Lion Downtowner

Red Lion-Riverside---

<u>Speech Rooms (9)</u>	<u>Interview Rooms(18)</u>	<u>Speech Rooms (9)</u>
Emerald	336 103	387
Garnett	339 109	487
Opal	385 121	309
Topaz	378 123	708
Cinnabar	373 126	478
Clearwater	436 127	473
Delamar	439 128	511
Liberty	485 209	611
211	Northstar 210	114

Red Lion-Downtowner

<u>Interview Rooms(9)</u>	<u>Speech Rooms(9)</u>
Albion	Coeur d'Alene 261 262
Aspen	Suite 760 263 264
Spokane	Suite 770 265 266
Bannock	270 267 268
Cascade	269

STATE DIRECTORS MEETING

1:00 p.m. - 5:00 p.m.

Red Lion Downtowner - Selway

45 Directors

VOLUNTEER RECEPTION

5:00 p.m. - 7:00 p.m.

Red Lion Riverside - Tamarack Room

250 Volunteers, State Directors, USAD Personnel

SPEAKERS SHOWCASE

7:00 p.m. - 8:00 p.m.

Red Lion Riverside - Juniper, Ponderosa and Laurel Rooms

BREAK AREA

8:15 p.m. - 10:00 p.m.

Red Lion Riverside - Northstar Room

DIGNITARIES RECEPTION

8:30 p.m. - 10:00 p.m.

Red Lion Riverside - Clint Eastwood Suite 500

75 People: USAD Board, State Directors, Donors, Dignitaries

SATURDAY, APRIL 11

LEAVE HOTEL

7:30 a.m.

CONTINENTAL BREAKFAST & STUDENT ORIENTATION

8:00 a.m. - 8:45 a.m.

Boise State University - SUB Ballroom

INFORMATION CENTER

8:00 a.m. - 5:00 p.m.

Boise State University ...

MEDIA AREA

8:00 a.m. - 5:00 p.m.

Boise State University ...

USAD BOARD AND STATE DIRECTORS MEETING

10:30 a.m. - 12:00 noon

Boise State University ... Special Events Center

TESTROOM PROCTOR ORIENTATION

8:00 a.m. - 8:30 a.m.

Boise State University ...

TESTING

9:30 a.m. - 2:00 p.m.

Boise State University ...

Rooms: (9)

First Objective Test - 9:00 a.m. - 9:30 a.m.

Second Objective Test - 9:35 a.m. - 10:05 a.m.

Break - 10:05 a.m. - 10:30 a.m.

Third Objective Test - 10:30 a.m. - 11:00 a.m.

Fourth Objective Test - 11:05 a.m. - 11:35 p.m.

LUNCH

11:35 p.m. - 12:35 p.m.

Boise State University - Ballroom

Fifth Objective Test - 12:40 p.m. - 1:10 p.m.

Sixth Objective Test - 1:15 P.m. - 1:45 p.m.

SUPER QUIZ STUDENT ORIENTATION

1:45 p.m. - 2:00 p.m.

Boise State University - Ballroom

2:00 p.m. - 2:10 p.m.

Parade to Pavilion

2:10 p.m. - 2:30 p.m.

Team Lineup in Auxiliary Gym

SUPER QUIZ PROCTOR ORIENTATION

1:00 p.m. - 1:30 p.m.

Boise State University Pavilion

SUPER QUIZ

2:30 p.m. - 4:30 p.m.

Boise State University Pavilion

BARBECUE AND DANCE

6:30 p.m. - 10:00 p.m.

Old Penitentiary

SUNDAY, APRIL 12

CONTINENTAL BREAKFAST

7:00 a.m. - 7:45 a.m.

Red Lion Riverside - ...

TOURS: See attached Schedule

USAD "THANK YOU" RECEPTION

4:30 p.m. - 5:30 p.m.

Boise Convention Center - Cottonwoods

AWARDS BANQUET

6:00 p.m. - 9:00 p.m.

Boise Convention Center

Golden Eagle and Flying Hawk Eyries

49

April 15, 1991

I am pleased to send greetings to all those gathered to celebrate the Tenth Anniversary and National Finals of the United States Academic Decathlon. Congratulations to all those students who participated in this year's competition and especially to the 1991 USAD National Championship Team.

The message that this Decathlon sends to all young Americans is a very important one -- it says that personal dedication, diligent effort, and teamwork lead to success. Indeed, such academic competition has created a new kind of hero among American youth today. It is heartening to see youngsters wearing varsity letters for scholastic achievement, and I am delighted to hear of students gathering to cheer on classmates who are striving to excel in the educational arena. These developments suggest that we have begun to see positive changes in attitudes toward scholastic endeavors at every level.

Vital to reaching our National Education Goals is a strong commitment -- by students, parents, teachers, and public officials alike -- to maximizing the potential of every student. You, our State and National champions in the Academic Decathlon, have obviously made such a commitment, and I commend your example. I also thank your parents, your coaches, and the generous sponsors who made this exciting event possible.

Mrs. Bush joins me in sending our best wishes for your continued success. God bless you.

GEORGE BUSH

U S A
APR 15 1991

910415

041095
ME002

May 4, 1989

Dear Young Friends:

I am pleased to add my congratulations to those of your parents, teachers, classmates, and friends on winning the National Academic Decathlon. You can be proud of your achievement which reflects hard work, respect for learning, and self-discipline.

Your school and community share in the joy of your triumph. I'm certain that in the days to come your example will inspire others to follow in your academic footsteps.

Mrs. Bush joins me in sending our warmest wishes for every future success.

Sincerely,

AB

GEORGE BUSH

The National Academic Decathlon Winners
Taft High School
5461 Winnetka Avenue
Woodland Hills, California 91364

GB:NT:CH:jt (5PMNA)

TO BE FAXED AS SOON AS POSSIBLE:

To: Mr. Gary Chiate (213) 552-7542
FAX - (213) 552-7648

890504

COPY
from ORCA



January 9, 1992

RECEIVED

JAN 13 REC'D
SCHEDULING
OFFICE

Kathy Super
Deputy Assistant to the President
for Appointments and Scheduling
The White House
Washington D.C. 20500

Dear Ms. Super:

It was a great honor to the United States Academic Decathlon last April when President Bush welcomed the national championship team from J. J. Pearce High School in Richardson, Texas to the White House Rose Garden. The United States Academic Decathlon, the largest and most prestigious scholastic competition for high school teams in the country, is particularly proud of its non-elitist nature. (Teams are made up of 3 A students, 3 B students, and 3 C or below students.) The President's welcome, therefore, reinforced the underlying message of the Decathlon to all students: that great things can be accomplished by commitment, perseverance, and teamwork.

In April of 1992, the National Finals of the United States Academic Decathlon will be held in Boise, Idaho, where we will be celebrating our eleventh successful year. We are very hopeful that our national championship team may once again visit the White House to meet the President. The announcement of the championship team will be made at 3:00 p.m. on Sunday April 12, 1992. We would be able to have the students in Washington at anytime on or after April 15th.

We sincerely appreciate your consideration of this request.

Very truly yours,

Ann Joynt
Executive Director

→ April 23
11:15 A.M.
→ APA
(Fran Sherman)

April 12, 1992

MEMORANDUM FOR BETH HINCHLIFFE

FROM: MICHELE NIX

SUBJECT: ACADEMIC DECATHLON CEREMONY

On Thursday, April 23, at 11:15 a.m., POTUS will address approximately 200 people at a Rose Garden ceremony for the National Academic Decathlon Champions.

We should mention that America was launched a year ago this month -- April 18, 1991. Mention the goals. Mention the failing education system that needs our help. Mention Teacher of the Year as an example of the power of education. Mention number of states adopting America 2000. Perhaps a reference to the futures of these kids (i.e., Think about the futures that you want for yourselves. Think where will you be in the year 2020? Will you be driving in a solar-powered car that doesn't rob the ozone? Will our nations schools be good enough when you enroll your 10-year old for her first day of fourth grade? etc.)

We need to think of jokes early. Maybe a final line for the Pres can be: "Remember, study hard and one day you'll grow up to be President." (Or some twist on that.)

I've included the following:

- Past speech (1991 remarks)
- Background on Decathlon organization

Withdrawal/Redaction Sheet

(George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
01. Memo	Michele Nix to Beth Hinchliffe, re: Academic Decathlon Ceremony; personal information redacted. (1 pp.)	04/12/92	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: Academic Decathlon Champions 4/23/92 [2]

Date Closed: 11/29/2004	OA/ID Number: 07572
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>
--	--

MORE INFO

Expected to be at the ceremony: Mr. William Tokishi, VP of American Honda Corp.; Ken Barun, Executive Director of McDonald's Children Whatever; Jill Von Dalden, Community Relations Director for TRW; Linda Tucker, VP of Motorola Corp in Chicago

These people are reps of corporate sponsors (Dalden is director of the Ac Decath group). They provide money for trips, hotel costs, etc. for the competitions.

This year's winner of the Kristen Caperton Award for Inspiration and Courage goes to Rhondee Johnson, a junior at Benjamin Banneker HS in Washington, DC.

[REDACTED]

She participated in the Nationals. She also participated in a speech showcase at the event and impressed one of the judges - who recommended she be a candidate for the award.

Rhondee won the Kristen Caperton Award and receives a \$10,000 scholarship from Morris-Knutson (I have to verify that corp name).

The Decathlon group doesn't really have an official slogan or motto. They use a few -- Reach for the Stars. A New Kind of Campus Hero. (And the most well-known) Cheering for Academics

The theme of this year's Super Quiz was Habitat Earth (Ecology and the Environment).

I talked to the coordinators of the competition and she is faxing me some anecdotal material later today. She's also faxing sample questions from the competition, names of winners, etc.

P-6,
(b)(6)

\$5 hrs 30,000

9 steam

5 repairs -

750/155
1 small side

UNN. Sect of Milwaukee, WI

N.S. - ^{S.E.} Narcon Valley, Rogers, Old Tappan, NJ

S.E. - ^{S.E.} Delaware - Ardor Springs, S.E. Fedham

M.W. - Willoughby South H.S., Ohio

Central - Nebraska, Papillon - La Vista H.S., Papillon
West - CA, 21 Camino Road, Woodland Hills, CA

5 identity unknown - (see other)

\$3,000 | Tapes, MS mit Robertson
\$5,000
art 982

Corporate

- Ken Bowen, Exec. Dir. Jersey
Med. Affairs, Clinics

- Willy Tokeshi, Am. Home Mktg Co.

- Don Treban, ^{Contract} Audited Life Ins.

- Linda Tucker, MetLife

- Anthony, TRU - Sam Estellans

Donna McGrath

511 Van - West Cm. @ TRU

Mark, H1bn, - West



UNITED STATES ACADEMIC DECATHLON

FAX COVER SHEET

FAX: (310) 809-4111

DATE: 4/20/92

TO: THE WHITE HOUSE

ATTN: BETH HINCHCLIFFE

FROM: FRANK SHERMET

WE ARE TRANSMITTING 1 PAGE(S) TO YOU INCLUDING THIS PAGE. IF YOUR COPY IS UNCLEAR, PLEASE TELEPHONE OR FAX.

MESSAGE: ADDITIONAL CORPORATE SPONSOR

ALSO USAAD BOARD MEMBER

LARRY GANZELL

SCANTRON CORP.

THANK YOU

**UNITED STATES ACADEMIC DECATHLON****FAX COVER SHEET****FAX: (310) 809-4111**DATE: 4/20/92TO: THE WHITE HOUSEATTN: BETH HINCH CLIFFFROM: FRANK SHERMET

WE ARE TRANSMITTING 4 PAGE(S) TO YOU INCLUDING THIS PAGE. IF YOUR COPY IS UNCLEAR, PLEASE TELEPHONE OR FAX.

MESSAGE: THIS IS RHONDEE JOHNSONS' SPEECH
FOR WHICH MARY CUNNINGHAM AREE'S FOUNDATION
AWARDED HER A \$10,000 SCHOLARSHIP. SHE IS
FROM MANNEKER HIGH IN D.C. BUT
WILL BE UNABLE TO ATTEND ON THURSDAY

Jeanie sat on the edge of the tub washing out some clothes. Suddenly, a man pulled out his gun and shot her in the head. Jeanie's killer carried her out of the bathroom to the hall of her apartment. Her children were asleep at the time and her mother was watching TV, so no one heard the shot. A neighbor saw Jeanie's killer placing her body in the hallway. She was rushed to the hospital. Jeanie lived only for another week.- Philadelphia, 1983.

Jeanie, whom I barely knew, was my aunt who had just died and left four beautiful children behind. I was eight years old at the time and one hundred miles away, oblivious to the pain my cousins were bearing and the drastic changes that would come into my life. It was decided that the four children would live with by grandmother. However, several months later she died. The doctors said she had been extremely depressed and had given up on life. No one in my family wanted the additional responsibility of four children and rather than leave them to the foster care system, my mother opened up our home to them.

I now accepted the fact that we had nine permanent children in our household. In a characteristic child-like way, I began to feel selfish. I couldn't have as much of my mother's attention and I didn't want to accept added responsibility. Somehow, I sensed my mother's worry that maybe there wouldn't be enough to support all of us. I even told my cousins that I wished they would go back home. Angry and self-centered as only a child could be, I can't begin to imagine how much I had hurt my cousins after all they had been through. Then came

APR-20-92 MON 18:22

COLLEGE OF ARTS & SCIENCES

FAX NO. 2028084562

P. 04

the crushing blow, which seemed to have ended my once happy life. My father left home. I blamed my cousins for this because I knew he had discouraged my mother from inviting them to live with us. I became increasingly angry at my mother and threatened to run away.

This is the rippling effect of drugs and violence in our community. It goes beyond what the public sees on the evening news. Violence does not end with death. A family's life is touched in every way. Every time there is a violent death, society pays for it either through the foster care system or through education. Taxpayers must pay for jails and for more policemen to patrol the streets.

My aunt's killer without ever meeting me has affected every aspect of my life. The addition of four children has caused significant financial strain, not to mention the emotional drain on my mother. However, the verdict isn't in yet. What will we learn from this cruel twist of fate? Will we children all be marked for life because we feel cheated? Or will we someday be able to look at my mother's totally selfless response and know that we have truly witnessed love in its finest sense. However, I will always be curious about the personal and long-lasting effects that will grow out of one person's willful and mindless act. WAKE UP AMERICA!! Realize that drugs and violence affect everyone in our community. We cannot continue to ignore the problem. We cannot continue to support cosmetic solutions. We must all join forces quickly to resolve this dilemma for who knows, directly or indirectly, the next tragedy could strike

APR-20-92 MON 16:23

COLLEGE OF ARTS & SCIENCES

FAX NO. 2028064562

P.05

you, or you, or you!



UNITED STATES ACADEMIC DECATHLON

FAX COVER SHEET

FAX: (310) 809-4111

DATE:

4/20/92

TO:

THE WHITE HOUSE

ATTN:

BETH HINCHCLIFFE

FROM:

FRANN SHERMET

WE ARE TRANSMITTING 3 PAGE(S) TO YOU INCLUDING THIS PAGE. IF YOUR COPY IS UNCLEAR, PLEASE TELEPHONE OR FAX.

MESSAGE: HOW THE REGIONALS ARE

CONFIGURED AND TOP TEN

SCHOLARSHIP WINNERS - ALL OF

WHOM WILL BE PRESENT.

UNITED STATES ACADEMIC DECATHLON

**NATIONAL FINALS
APRIL 10-12, 1992
BOISE, IDAHO**

REGIONAL DIVISIONS FOR OVERALL TEAM AWARDS

NORTHEAST

Maine
Vermont
New Hampshire
Massachusetts
Connecticut
Rhode Island
New York
Pennsylvania
New Jersey

SOUTHEAST

Maryland
West Virginia
Virginia
North Carolina
South Carolina
Georgia
Alabama
Kentucky
Tennessee
District of Columbia

MIDWEST

Minnesota
Wisconsin
Iowa
Illinois
Indiana
Ohio
Michigan
Missouri
North Dakota

CENTRAL

Mississippi
Louisiana
Nebraska
Kansas
Arkansas
Oklahoma
Colorado
Texas
New Mexico
Wyoming

WEST

Alaska
Hawaii
Washington
Oregon
California
Nevada
Idaho
Montana
Utah
Arizona

APR 15, 1992
10:30 am

ACADEMIC DECATHLON
UNITED STATES COMPETITION

Page 1

***** OVERALL WINNERS *****

*** OVERALL STUDENT WINNERS ***

Based on 10 events

HONOR DIVISION

Gold	9,100	Tyson Rogers	Arizona Mountain View H.S.

Silver	8,895	Mit Robertson	Mississippi Tupelo H.S.

Bronze	8,875	Massoud Javadi	Texas J. Frank Dobie

SCHOLASTIC DIVISION

Gold	8,460	Andrea Jackson	Arizona Mountain View H.S.

Silver	8,450	Renee Larson	Arizona Mountain View H.S.

Bronze	8,430	Brian Lazarus Jonathan Brumley	California El Camino Real H.S. Alabama Indian Springs H.S.

VARSITY DIVISION

Gold	8,265	Joshua Mathis	Texas J. Frank Dobie

Silver	8,205	Gregory Rudnick	Illinois Whitney Young Magnet

Bronze	7,900	Daniel Ramirez	Texas J. Frank Dobie

Withdrawal/Redaction Sheet

(George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
02. List	Re: Attendees from United States Academic Decathlon at Rose Garden Ceremony; Social Security information. (7 pp.)	04/21/92	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: Academic Decathlon Champions 4/23/92 [2]

Date Closed: 11/29/2004	OA/ID Number: 07572
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. Memo	Re: Spelling Corrections on [Adademic Decathlon winner] names; 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: Academic Decathlon Champions 4/23/92 [2]

Date Closed: 11/29/2004	OA/ID Number: 07572
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>
--	--

Speech to acknowledge

Student spokespersons from the top three teams:

For Texas: Danny Ramirez

For Arizona: Chris Roorda

For Illinois: Greg Rudnick

Miss -
some id?

[RUR-da]

The President accompanied by David Kerns

Rhoads?
Platte?

Fran - annual meet to 10:35
- Ann Joint
- Scholarship?

1st, 2nd, 3rd place teams

WAVES

- Kerns - S Requiring?

Scheduling
re- 4/23/92



Hi Beth -
4/22-6PM I just received this & thought you may be interested in seeing it.
Jane

PASADENA INDEPENDENT SCHOOL DISTRICT
J. FRANK DOBIE HIGH SCHOOL
11111 BEAMER ROAD, HOUSTON, TX 77089

FAX COVER SHEET
FAX # (713) 481-1125

TO: President Bush Scheduler
COMPANY NAME: _____
DATE SENT: 4-21-92
FROM: Cathy Haney - Coach National Academic Decathlon
NUMBER OF PAGES INCLUDING COVER SHEET: 3 WINNERS
REMARKS: Might be beneficial for President Bush presentation to students in Rose Garden ceremony on April 23, 1992 at 11:00 A.M.
Any further information please advise
IF INFORMATION IS NOT RECEIVE OR IS NOT LEGIBLE, PLEASE CONTACT:
NELEISSA CREEL AT (713) 481-3000.

Coach Catherine Haney, United States History Teacher, tried a different motivation after the state win. Each student wore a button with the message, "ROSE GARDEN OR BUST," in Dobie's orange and white colors with a longhorn, the school mascot. We gave these pins to family and friends for additional support.

While driving to the regional competition, team members were shocked to see a dead cow in a field along the road, an unusual sight for suburban Pasadena, Texas. Another dead cow was spotted on the drive to the state competition at A & M, and the students called it a lucky charm. Imagine the team's shock to see a dead cow on the city streets of Boise on the day of the awards banquet! They decided it must be a lucky sign, for sure!

Whether potatoes, pins, cows, or simply lots of dedicated study time, the Dobie team is proud to be tops in the nation in 1992!

MASSOUD JAVADI plans to study international relations at either Rice University or Harbard. SCOTT SEAGO plans to become a chemist at either MIT, University of California at Berkeley, or Rice. WAYNE VUONG will major in computer science at Rice University. LARRY TOOLEY will major in art and creative writing at De Pauw University. PAUL LAPUYADE will major in law at the University of Texas. JEFFREY CHUNG will major in computer science at the University of Pennsylvania. JOSHUA MATHIS will study political science at Le Tourneau College. DANIEL RAMIREZ will study law or medicine at Texas A & M University. DAVID NORMAN will study family counseling at Abilene Christian College.

J. FRANK DOBIE HIGH SCHOOL ACADEMIC DECATHLON
TEAM - 1992 NATIONAL CHAMPIONS!!!!!!!!!!

The first place national winner of the Academic Decathlon competition for 1992 is a team from J. Frank Dobie High School in Houston, Texas. The school, while located in Houston city limits, is a part of the Pasadena Independent School District. The school was named for folk writer and Texas historian J. Frank Dobie, also an English professor at the University of Texas at Austin. Since winning the national competition, the school has received a letter from Dudley R. Dobie, Jr., representing the Dobie family. He wrote that the inscription on J. Frank Dobie's tombstone in the state Cemetery in Austin states, "I have come to believe that a liberated mind is the supreme good of life on Earth," and called the Dobie students' academic honors a tribute to this concept.

Dobie High School, home to 2100 students in a middle class area of southeast Houston, has a diverse population. The 1992 Academic Decathlon Team is quite international in spirit, with 2 Chinese members, one Hispanic, one Iranian, and one son of a French immigrant.

Coach Richard Golenko, Latin teacher, gave each team member a large Idaho potato as "inspiration" after the big win at the regional competition in Port Arthur, Texas in January. Each team member was to carry the potato at all times as a reminder that we wanted to reach the national level of competition in Boise, Idaho. It must have worked, because the team defeated last year's national championship team at the state competition at Bryan and Texas A & M University in February.

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

April 23, 1992

REMARKS BY THE PRESIDENT
TO ACADEMIC DECATHLON CHAMPIONS

The Rose Garden

11:18 A.M. EDT

THE PRESIDENT: Welcome all. And first, may I greet our distinguished number two over at the Energy Department, David Kearns, coming down here from a fantastic leadership role in American business to help us in this important America 2000 education program. So I'm delighted he's with us here today.

I want to salute the President and the Board of Directors of the U.S. Academic Decathlon -- all of them -- thank particularly all of the corporate sponsors who make so much of this possible. And also single out Danny Ramirez, Chris Roorda, and Greg Rudnick, standing up here with me today; salute the coaches and the friends. And most of all, a warm Rose Garden welcome to our newest American champs, newest American heroes, if you will -- the 1992 Academic Decathlon Champs, the team from J. Frank Dobie High in, yes, you guessed it, Houston, Texas. Now, where are they? Stand up. (Applause.) And they've got a good front-row seat, too. Thank you, guys, and welcome.

It's a great feat for my hometown -- the highest score, I'm told, in the history of the competition. And I'm very proud to welcome you all here. I hear that you wore "Rose Garden or Bust" pins. They work. And I'm wondering if you have an extra one for the fall. (Laughter.)

Congratulations also to our Silver and Bronze medalists from Mountain View High in Mesa, Arizona; Whitney Young Magnet High in Chicago; our regional winners from New Jersey, Alabama, Ohio, Nebraska and California; our small school winner from Wisconsin; and our 10 individual student scholarship winners -- nine from our top three winning schools, and then Mit Robertson here from Tupelo, Mississippi. Welcome all.

I want to send special good-luck wishes to those who will represent us at the International Decathlon in a couple of weeks -- the Academic Decathlon, that is. And since you're the star decathletes, tell me who is going to win at Barcelona -- Dan or Dave? (Laughter.)

You've all done something remarkable. And this year's contest began with 30,000 -- more than 30,000 students at 3,500 schools coast to coast. And now it's just you. And not only did you work all year to conquer environmental science in a range of 10 categories, you also survived the blizzard of 25,000 pieces of test paper out in Boise. And I was impressed by your Habitat Earth Super Quiz questions like this one: "In a molecule of methane, the carbon atom is at the center of what?" For you out there in the press -- (laughter) -- the answer is "a tetrahedron with four s-p-three bonds." Did you get that one down? I'll be glad to repeat the question -- never mind. (Laughter.)

That was easy. Not! Actually, pretty tough. But I know a category I could enter: computers. I was just in there with Secretary Kearns talking about it. I've been learning how to work

MORE

one because one of our education goals is that nobody is too old to learn. I wrote my first program a while ago. I'm not sure what happened to it. It was called "Michelangelo." (Laughter.)

Now, you kids here today represent every team member from across the country. And I want to tell you and them what all of you have done for America. You've shown that great things can be achieved by commitment, perseverance, hard work and, yes, teamwork. And I salute you, and I envy you. And you've found the sheer joy of learning, beginning to understand the world.

One day a scientist will discover the cure for cancer, the cure for AIDS. Other people will find new ways to feed the hungry. And there will be writers whose wisdom will touch lives. And right now, those men and women are kids in our classrooms or maybe even sitting right here in the Rose Garden.

Remember, study hard and one day one of you might grow up to be president. But let's face it, even then you'll never make as much money as your dog. (Laughter.) Millie, who normally comes to events like this, but she used to just roll over on the grass, and now all she rolls over is her money market account with -- in the street.

But, look, you've shown your peers that it is as exciting to root for an academic team as an athletic one. And that's a point I wanted to make for our entire country. You've shown that it takes skill, stamina and intensity to achieve in the classroom as well as in the stadium. And you've given them a priceless gift, your peers: the belief in their ability to reach out and shape their own lives.

There is a new century coming, one with absolutely unlimited horizons. And we must make sure all our children enter this new world equipped with the skills that will let them dream dreams and know they can make them come true.

One of the things that impresses me most about this Decathlon is that each team is made up of A, B and C students. And there's a great lesson there. What matters is simply that each kid be the best that he or she can be. As George Patton said, "If a man has done his best, what else is there?" We don't want the moon for our kids. We want something more important: a future.

And so one year ago, I unveiled America 2000, our long-range strategy to achieve our six national education goals. And it's a challenge posed to each of us in communities throughout America to literally reinvent American education. It urges us to reach deep within ourselves to find answers so that our kids can reach for the stars.

Changing our attitudes about education is too important to wait or waste a generation. To be competitive in this changing world, we must realize that we succeed economically at home; if we're to do that, we must lead economically abroad. Open markets, free trade, they mean jobs for American workers and economic growth for American companies. But we must be prepared to compete, ready to take advantage of these high-tech opportunities in the global marketplace.

We know our economic health, our economic survival, depend on how we educate ourselves to face the challenges of a new century. So we've set these six education goals to reach by the year 2000 -- when today's third and fourth graders will be taking part in this event, this Academic Decathlon by then -- and you all know these goals.

One of them, the first one: Our kids will start school ready to learn. That's more than Head Start. Head Start's a part of that. Our high school graduation rate must be 90 percent. The third

one: Our students will be achieving world-class standards. And then fourth: We'll be first in the world in science and math, a particularly important one. And then the fifth one: Every adult will be literate. No one is too old to learn. And sixth: Every American school must be safe, must be disciplined, must be drug-free. In other words, an environment where people can learn.

You will help us meet those challenges. Real excellence demands commitment from everyone as we create a new generation of American schools that demands more of the same choices of schools -- public, private or religious -- for middle class and poor Americans that wealthier families already have. Give them a chance to choose. It demands new creative partnership among parents, teachers, businesses and kids like the community involvement that encourages this Decathlon and the local and national corporate partnerships that fund it.

And by the way, I want to give a special note to the corporate sponsors with us today, whose leadership and vision make this Decathlon possible. This bond, really -- I referred to it earlier -- but this bond between industry and the individual is the keystone of the American spirit. The country needs to follow this decathlon's example in all these areas because for our future every citizen must now help every community develop a plan of action.

All ready 43 states and over 1,000 communities across this country have answered the call and have joined America 2000. This isn't Democrat or Republican or Liberal or Conservative. It is literally a move to revolutionize education. And together we are reinventing American education, neighborhood by neighborhood, community by community all across this country. And at the heart of it are you students, you kids, a new kind of campus hero. With the good values you learn from discipline determination. From a sharp mind that is not wasted on drugs and from the confidence and pride that comes from proving yourselves. And you will help this America 2000 dream come true.

For a great example of this we don't have to look further than a woman who is not with us today, D.C.'s Rhondee Johnson, a junior at Benjamin Banneker High who just won the National Academic Decathlon's Kristen Caperton Award for Inspiration and Courage. She takes her school responsibilities so seriously that she's helping her team at a track meet right now instead of joining us. And we all hope she wins the blue ribbon, but she's certainly winning it in life with her example.

Rhondee's lived with the tragedy of violence. When her aunt was killed, her four children came to live with Rhondee's family, making eight year-old Rhondee the oldest of nine kids in a single-parent household. She takes on a parent's duties and she still manages a 4.0 average. She is an inspiration, accepting responsibilities and challenges and still striving to excel.

She and all of you give a 1990's example of how Abraham Lincoln defined his own life when he said, "I do the very best I know how, the very best I can. And I mean to keep on doing so until the end."

I am proud of the message all of you winning decathletes send, that personal dedication, effort and teamwork lead to success. And when one of you bright young people solve the problem of who created "Michelangelo," just remember -- my name is Dana Carvey.

Thank you all very much for coming. Congratulations, and may God bless you all. (Applause.)

END

11:31 A.M. EDT

1991 – 1992



STUDY GUIDE

UNITED STATES

ACADEMIC DECATHLON

SUPER QUIZ TOPIC

HABITAT EARTH



**FORM THE TEAM THAT MAKES
A DIFFERENCE IN YOUR SCHOOL.**

An
**ACADEMIC
DECATHLON
TEAM**

- ✓ **Creates a positive school image**
- ✓ **Creates academic role models**
- ✓ **Changes student attitudes**
- ✓ **Involves the community**



**A DECATHLON TEAM IS
MADE UP OF**

- 3 A HONOR students
 - 3 B SCHOLASTIC students
 - 3 C VARSITY students
- in junior or senior year. All students compete in all ten events. Students in each category compete only against students in that category.

**PROGRAMS ARE IN 44 STATES
AND WASHINGTON, D.C.**

TEN EVENTS

- | | |
|-------------|-------------------------|
| Mathematics | Science |
| Economics | Language and Literature |
| Fine Arts | Social Science |
| Speech | Interview |
| Essay | Super Quiz |

**SKILLS THAT WORK IN
CORPORATE AMERICA**

- Teamwork
- Competitiveness
- Communication
- Self-Assurance

NATIONAL FINALS

- 1991 — California
- 1992 — Idaho
- 1993 — Arizona

A BROAD ARRAY OF AWARDS

In each event, there are gold, silver, and bronze medals in each category. There are also team awards in the Super Quiz and for overall ranking. In addition, there is a small-schools division.

**OVER 30,000 STUDENTS
COMPETE NATIONWIDE.**

ANNUAL SCHEDULE

MAY	Study Guide released
JUNE, JULY, AUG	Research and reading by large group
SEPT	Practice Test Booklet released; teams formed
NOV	Local competitions
FEB	Regional competitions
MAR	State competitions
APR	National finals

Academic Decathlon National Championship Team from Richardson, Texas, receives congratulations from President and Mrs. Bush. Photo: Susan Biddle, The White House



AMERICA'S #1 SCHOLASTIC COMPETITION FOR HIGH SCHOOL TEAMS

- Each team is made up of nine students: 3 A students, 3 B students, and 3 C students.
- The Academic Decathlon works to motivate *all* students by conveying this message: Study and perseverance bring rewards.



Photo: Don Bernstein

HOW CAN YOU GET INVOLVED IN THE ACADEMIC DECATHLON?

Students, Teachers, Schools

1. Call your state director (see opposite page) for an application form and competition dates and locations.
2. If there is no director in your state, call the USAD office.
3. Select a coach.
4. Contact the USAD office to order Study Guides at \$1.00 each.
5. Get together interested junior and senior students with a range of grade point averages.
6. Begin general research and reading according to Study Guide outlines.
7. Recruit faculty and community co-coaches.
8. Select the nine students for the team.
9. Prepare and practice.
10. Compete.



Business and Community Leaders

1. Call your state director to volunteer your service and support.
2. Ascertain dates and locations of competitions and schools involved.
3. Volunteer by
 - a. helping with the competition as a judge, proctor, or chairperson;
 - b. helping to coach a team;
- c. helping to support the competition by sponsoring a banquet table, trophies, or medals;
- d. becoming a board member and regular ongoing sponsor of the Academic Decathlon in your area.
4. If you or your company would like to be involved at the national level, call the USAD office or send in the coupon below.



PLEASE SEND ME INFORMATION ABOUT THE UNITED STATES ACADEMIC DECATHLON

Name _____

Address _____

City, State, ZIP _____

Phone _____

PLEASE CHECK student educator
 business community person

SEND TO United States Academic Decathlon
 P.O. Box 5169
 Cerritos, CA 90703-5169

OR CALL (213) 809-4995

ACADEMIC DECATHLON STATE ASSOCIATIONS AND DIRECTORS

ALABAMA

Dale Hill
1001 George Wallace Drive
Gadsden State College
Gadsden, AL 35999
(205) 549-8375

ALASKA

Gladys Foris
Alaska Acad. Dec. Assoc.
P.O. Box 301
Juneau, AK 99802
(907) 463-5812

ARIZONA

Anita Lohr
Pima County Schs.
130 W. Congress St.
Tucson, AZ 85701
(602) 740-8451

CALIFORNIA

Judy Combs
California Acad. Dec. Assoc.
P.O. Box 28859
Santa Ana, CA 92799
(714) 755-1423

COLORADO

Kay Lorenz
Colo. Acad. Dec. Assoc.
Box 11
Black Hawk, CO 80422
(303) 582-5550

CONNECTICUT

William P. Coan
Conn. Acad. Dec. Assoc.
Weston H.S.
Weston, CT 06883
(203) 222-2535

DELAWARE

Peggy Dee
Dept. of Public Inst.
P.O. Box 1402
Dover, DE 19903
(302) 739-4667

DISTRICT OF COLUMBIA

Doris Trabue
Washington, D.C., Public Schools
45th & Lee Sts. NE
Washington, D.C. 20019
(202) 724-4934

FLORIDA

Peggy Cole/Ron Dennis
Putnam County Schools
200 S. 7th St.
Palatka, FL 32177
(904) 329-0605

GEORGIA

Howard Stroud
Clark County School Dist.
500 College Ave.
Athens, GA 30610
(404) 546-7721

HAWAII

Joan Yanagi
State Dept. of Education
P.O. Box 2360
Honolulu, HI 96804
(808) 396-2530

IDAHO

Jerry Helgeson
Idaho Acad. Dec. Assoc.
4600 McMillan Rd.
Meridian, ID 83642
(208) 939-1404

ILLINOIS

Roger Prietz
Illinois Acad. Dec. Assoc.
211 S. Laflin
Chicago, IL 60607
(312) 997-3712

INDIANA

Gerald Kolter
Indiana Sec. Sch. Admin. Assoc.
7960 Castleway Dr.
Indianapolis, IN 46250
(317) 576-5400

IOWA

Dick Wiederhold
Winterset Comm. Schs.
302 W. South St.
Winterset, IA 50273
(515) 462-2718

KANSAS

Rosemary Moran
Wyandotte County
3600 Springfield
Kansas City, KS 66103
(913) 677-2232

LOUISIANA

Barbara Gillis
Louisiana Acad. Dec. Assoc.
Northwestern St. Univ.
Natchitoches, LA 71497
(318) 357-5246

MAINE

Ron Moody
Maine Acad. Dec. Assoc.
Blue Rd.
Monmouth, ME 02459
(207) 933-2948

MASSACHUSETTS

Henry Lukas, Principal
Massachusetts Acad. Dec. Assoc.
Marblehead H.S.
Marblehead, MA 01945
(508) 631-0900

MICHIGAN

Tim Quinn
Northwest Michigan College
1701 E. Front St.
Traverse City, MI 49684
(616) 922-1010

MINNESOTA

Dee Steele
Owatonna Public Schools
515 W. Bridge St.
Owatonna, MN 55060
(507) 451-9513

MISSISSIPPI

Buddy Wagner
Mississippi College
P.O. Box 4063
Clinton, MS 39058
(601) 925-3353

MISSOURI

Randy Wortman
Southwest H.S.
6512 Wornall Rd.
Kansas City, MO 64113
(816) 871-0900

MONTANA

Rich Wilson
Fergus H.S.
201 Casino Creek Dr.
Lewistown, MT 59457
(406) 538-2321

NEBRASKA

John Anstey
Nebraska Acad. Dec. Assoc.
2175 N. 124th Ave. Cr.
Omaha, NE 68164
(402) 554-2534

NEW HAMPSHIRE

Walter Borkowski
Exeter H.S.
30 Linden St.
Exeter, NH 03833
(603) 778-7772

NEW JERSEY

William Cobb
Acad. Dec. of New Jersey
125 John St.
Ridgewood, NJ 07450
(201) 652-3350

NEW MEXICO

Toni Martorelli
Albuquerque Public Schs.
725 University Blvd., SE
Albuquerque, NM 87125
(505) 842-3758

NEW YORK

Nancy Lederer
BOCES #1
41 O'Connor Rd.
Fairport, NY 14450
(716) 377-4660

NORTH CAROLINA

Riley Bratton
Independence H.S.
1967 Patriot Dr.
Charlotte, NC 28212
(704) 343-6900

OHIO

Bill Kraus
Lakeland Comm. College
Rts. 90 & 306
Mentor, OH 44060
(216) 953-7106

OKLAHOMA

Ivalene Neptune
Eisenhower H.S.
5201 W. Gore Blvd.
Lawton, OK 73505
(405) 355-9144

OREGON

William Lakes
Oregon Acad. Dec.
26908 Hwy 20 at Cline Creek
Eddyville, OR 97343
(503) 265-9281

PENNSYLVANIA

David Emery
Methacton Senior H.S.
Kriebel Mill Rd.
Fairview Village, PA 19403
(215) 489-5043

RHODE ISLAND

Judy Edsal
Rhode Island Dec. Assoc.
3288 Post Rd.
Warwick, RI 02886
(401) 732-1100

SOUTH CAROLINA

Neal Martin
South Carolina Acad. Dec. Assoc.
Coker College
Hartsville, SC 29550
(803) 383-8126

SOUTH DAKOTA

John Christiansen
South Dakota Acad. Dec.
Supt. of Public Schs.
Mitchell, SD 57301
(605) 995-3010

TENNESSEE

James Swain
State Dept. of Education
Cordell Hull Building
Nashville, TN 37243
(615) 741-0878

TEXAS

Lee Meyer
Harris County Dept. of Educ.
6300 Irvington B
Houston, TX 77022
(713) 694-6300

UTAH

Carla Brooks
Dixie H.S.
350 E. 700 South
St. George, UT 84770
(801) 673-4682

VIRGINIA

Bob Marshall
Fairfax County Sch. Dist.
3705 Crest Dr.
Annandale, VA 22003
(703) 698-7500

WASHINGTON

Dick Kistler
Timberline H.S.
6120 Mullen Rd.
Lacey, WA 98503
(206) 493-2941

WEST VIRGINIA

Connie Strickland
West Virginia Acad. Dec. Assoc.
668 Elk Estates
Elkview, WV 25071
(304) 548-6238

WISCONSIN

Meg Olejniczak
CESA #7
2280A S. Broadway
Green Bay, WI 54304
(414) 448-5355

WYOMING

Greg Tatham
University of Wyoming
P.O. Box 3066
Laramie, WY 82071
(307) 766-3763

CANADA

Aileen Munro
Memorial Comp. H.S.
Box 760, 5116 55th Ave.
Stony Plain, AL
Canada TOE 2G0
(403) 963-2255

UNITED STATES ACADEMIC DECATHLON

Ann Joynt
Executive Director
11145 183rd St.
Cerritos, CA 90701
Frann Shermet
Executive Coordinator
P.O. Box 5169
Cerritos, CA 90703-5169
(213) 809-4995

“ The Academic Decathlon is one of the finest examples of an effective corporate-education partnership that exists today. Utilizing very reasonable dollars, the United States Academic Decathlon has created a program that stimulates learning and the promotion of skills critical for the business world throughout the high schools of America. ”

Bruce W. Ferguson
President, United States Academic Decathlon
Director of Human Resources
Kenneth Leventhal & Co.

UNITED STATES ACADEMIC DECATHLON BOARD OF DIRECTORS

Dr. Alex Aloia
Loyola Marymount University

Robert Broaddus
CappCare

Marilyn Bush
Los Angeles U.S.D.

Dr. Arnold Chandler
Wisconsin Department of Education

Dr. Richard Cooper
Occidental College

Louis Davis
Los Angeles

Bruce W. Ferguson
Kenneth Leventhal & Co.

John H. Foley
Foristall Co.

Lawrence Ganzell
Scantron

Joe Johnson
The Telein Group

Anita Lohr
Arizona Academic Decathlon

Dr. C. Lee Meyer
Texas Academic Decathlon

John J. Moeling, Jr.
Scientific American

Dr. Arnold C. Oates
Texas A & M University

Dr. Alfonso B. Perez
Los Angeles

John S. Peterson, Esq.
Victory Holding Co.

Dr. Robert Peterson
Founder

Dr. Paul Possemato
Los Angeles U.S.D.

B. Franklin Reinauer II
New Jersey

Suzanne Roberts
Santa Monica

Robert Suarez
Raytheon Company

Jill von Delden
TRW, Inc.

Franklin R. Wurtzel, Esq.
Home Savings of America

Ann Joynt
Executive Director

UNITED STATES ACADEMIC DECATHLON CORPORATE SPONSORS



American Airlines



Lennox Heating and Air Conditioning



Ronald McDonald Children's Charities



The Psychological Corporation



D. C. Heath and Company

The Krausz Companies, Inc.

Krausz Companies, Inc.

Raytheon

Raytheon Company



A Company Called TRW

TRW, Inc.

ACKNOWLEDGMENTS The United States Academic Decathlon and D.C. Heath and Company would like to thank the many artists and photographers whose work appears on the pages of the Study Guide. Much of the artwork and photography that is shown within can be found in the following D.C. Heath textbooks: Math CONNECTIONS, ALGEBRA I, Health SOCIAL STUDIES, Health BIOLOGY, Health CHEMISTRY, Health ENGLISH, ECONOMICS FOR DECISION MAKING, THE CHALLENGE OF DISCOVERY Series.

Cover photography for the Study Guide was created by Ralph Mercer of Boston. The bird on the cover was used courtesy of Timothy J. Santel, U.S. Fish and Wildlife Service. "Clouds" on pages 2-23 are from WestLight.

Maryanne Curran **Project Coordinator**

Marianna Frew Palmer **Editorial Services**

Lisa Fowler **Designer**

Peggy Curtis **Production Coordinator**



BOISE: AN ENVIRONMENT TO EXPERIENCE

Experience Boise's unique environment at the 1992 United States Academic Decathlon competition. As Idaho's capital city, Boise enjoys a rare blend of exciting urban activities and the easily accessible great outdoors. A scenic 20-mile riverfront pathway through the heart of the city is the perfect place for walking, running, biking, skating, and skateboarding. A city of the 90's, Boise's urban amenities include such sights and attractions as the World Center for Birds of Prey, the Morrison Center for the Performing Arts, and the sprawling high-tech complexes and numerous corporate headquarters. The state of Idaho also offers outstanding opportunities for white-water rafting, hiking, and fishing and is home to Sun Valley, Hells Canyon, and the Bruneau Sand Dunes.

THE COMPETITION SITE

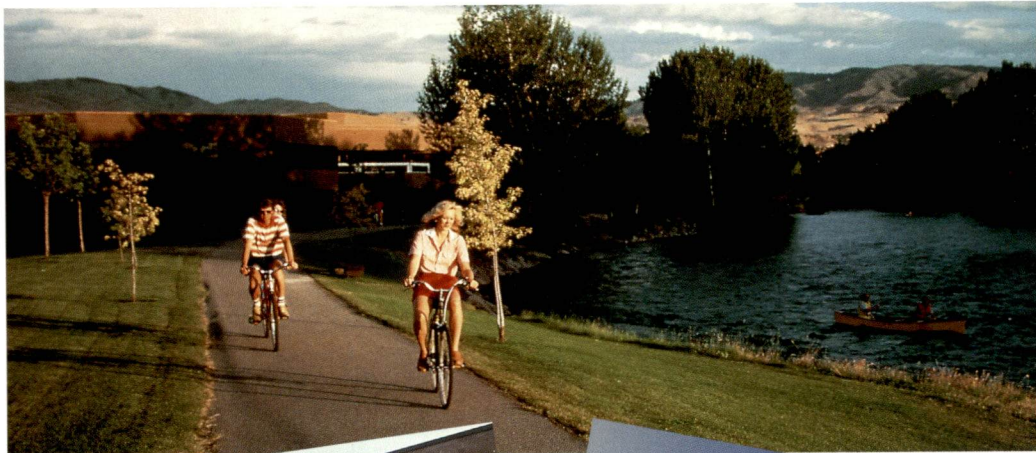
Idaho's largest university is ideally located along the banks of the scenic Boise River.

HOST HOTEL

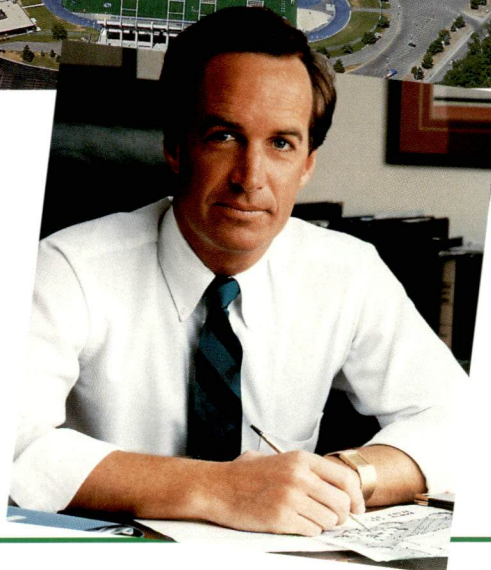
Situated on the banks of the Boise River and the city's renowned Greenbelt, the Red Lion Riverside offers great river views, fine restaurants, a full fitness center, and a swimming pool.

"The city of Boise is proud to be the host city for the 1992 United States Academic Decathlon national championships. The Academic Decathlon is an outstanding program, and the commitment and dedication necessary to achieve your goals in this competition will serve you well in future activities and careers. Good luck to each participant, and I look forward to seeing you in Boise!"

Mayor Dirk Kempthorne



Boise State University



Mayor Dirk Kempthorne



ECONOMICS

I. Basic concepts **26%**

- A. Scarcity**
 - 1. Four basic questions
 - 2. Factors of production
- B. Production possibilities frontier**
 - 1. Trade-offs
 - 2. Opportunity costs
- C. Characteristics of a market economy**
 - 1. Economic freedom
 - 2. Private property
 - 3. Economic incentives
 - 4. Competitive markets
 - 5. Limited role of government
- D. U.S. business**
 - 1. Sole proprietorship
 - 2. Partnership
 - 3. Corporation
- E. Market structure**
 - 1. Pure competition
 - 2. Pure monopoly
 - 3. Oligopoly
 - 4. Monopolistic competition

II. Microeconomics **30%**

- A. Law of demand**
 - 1. Demand curves
 - 2. Factors affecting demand curves
- B. Law of supply**
 - 1. Supply curves
 - 2. Factors affecting supply curves
- C. Equilibrium price and quantity**
 - 1. Surpluses and shortages
 - 2. Shifts in supply and/or demand curves

III. Macroeconomics **30%**

- A. Circular flow**
 - 1. Households and firms
 - 2. Factor and product markets
- B. Money and business**
 - 1. Money supply
 - 2. Federal Reserve
 - 3. Monetary policy

Paul Silverman/Fundamental Photographs



- C. Fiscal policy**
 - 1. Government spending
 - 2. Taxes
 - 3. Gross national product
 - 4. Business cycle
 - 5. Inflation

IV. International economics **14%**

- A. International trade**
 - 1. Comparative advantage
 - 2. U.S. trade partners
 - 3. Trade restrictions and protectionism
- B. Other economic systems**
 - 1. Socialism
 - 2. Communism



James Holland/Stock, Boston



MATHEMATICS

- I. General math 10%**
- A.** Applications involving integers, fractions, decimals, and percent
 - B.** Basic counting techniques
 - 1. Multiplication principle
 - 2. Permutations and combinations
 - C.** Probability of equally likely events
- II. Algebra 36%**
- A.** Solving equations — polynomial
 - 1. Linear and quadratic
 - 2. Higher order
 - a. Quadratic form
 - b. Remainder and factor theorem
 - c. Rational roots theorem
 - B.** Solving inequalities
 - 1. Linear and quadratic
 - 2. Absolute value
 - C.** Functions: rational, exponential, and logarithmic
 - 1. Domain range
 - 2. Composition
 - 3. Inverses
 - 4. Graphing
- D. Complex numbers**
- 1. Operations with complex numbers
 - 2. Complex numbers as roots of equations
- III. Geometry 34%**
- A.** Right triangles
 - 1. Pythagorean theorem
 - 2. Special triangles
 - B.** Coordinate geometry
 - 1. Midpoint
 - 2. Slope
 - 3. Distance formula
 - 4. Parallel and perpendicular lines
 - 5. Quadrilateral properties
 - C.** Plane and solid figures
 - 1. Area of triangles, quadrilaterals, and circles
 - 2. Area and volume of prisms, pyramids, cylinders, spheres, and cones
 - 3. Properties of similar figures
 - 4. Properties of circles
 - a. Angle measures
 - b. Tangents, secants, and intersecting chords
 - 5. Images under rotations, reflections, translations, and dilations
- IV. Trigonometry 10%**
- A.** Right triangle relationships
 - B.** Trigonometric functions
 - C.** Inverse trigonometric functions
 - D.** Graphs
 - E.** Identities
 - F.** Equations
- V. Differential calculus 10%**
- A.** Basic limits
 - B.** First and second derivatives and their graphical interpretation
 - C.** Equation of tangent line
 - D.** Velocity and acceleration
 - E.** Maxima and minima



The use of calculators will be permitted.



FINE ARTS

MUSIC AND ART ASSOCIATED WITH NATURE, RESOURCES, AND THE ENVIRONMENT

- I. General knowledge about music **10%**
 - A. Properties of a musical tone
 1. Pitch
 2. Duration
 3. Volume
 4. Tone quality
 - B. Elements of a piece of music
 1. Rhythm
 2. Melody
 3. Texture
 4. Tone color
 5. Form



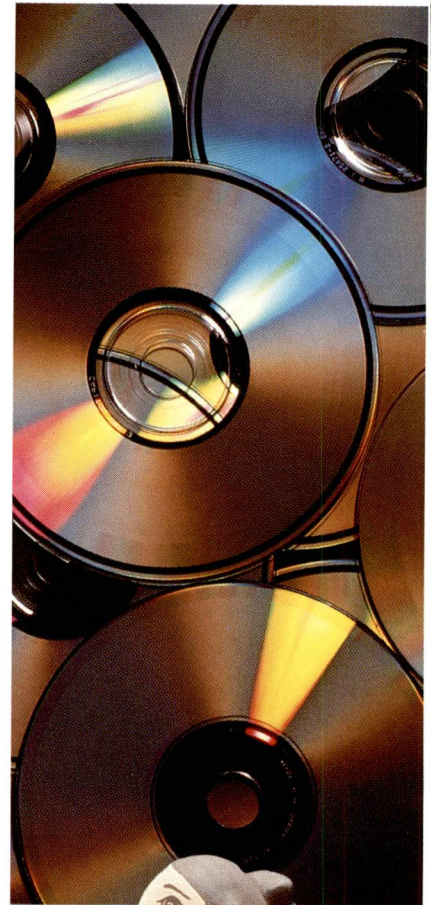
Adrian Boot/Retna

- C. Voices and orchestral instruments
- D. Definitions
 1. Programmatic music
 2. Absolute music

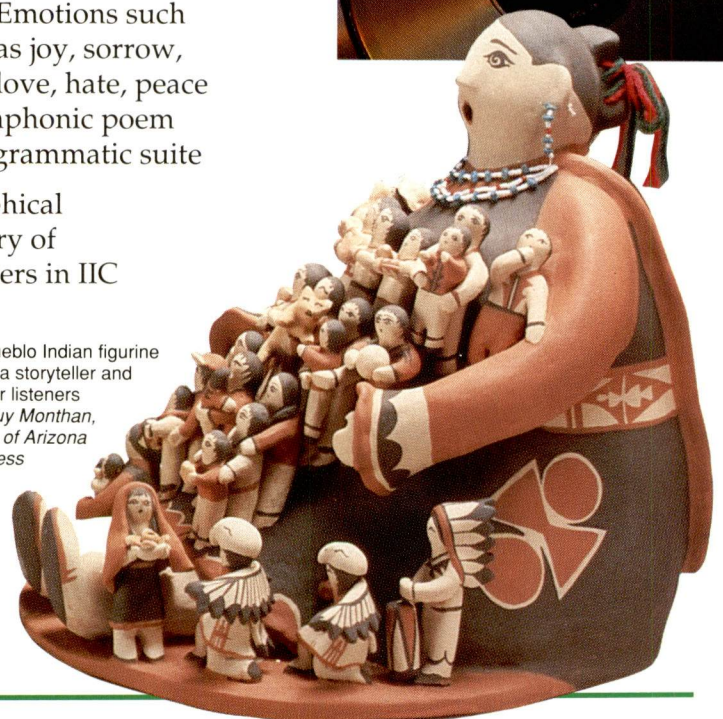
- II. Area of concentration: music associated with nature, landscape, and environment **40%**

- A. Romantic ideal in music: programmatic music
 1. Composers' stated use of nonmusical associations through the following:
 - a. Title
 - b. Story
 - c. Literary inspiration
 - d. Place or people
 - e. Myth or legend
 - f. Nature: birds, trees, animals, water, storm, etc.
 - g. Emotions such as joy, sorrow, love, hate, peace
 2. Symphonic poem
 3. Programmatic suite
- B. Biographical summary of composers in IIC

Pete Saloutos/The Stock Market



Pueblo Indian figurine of a storyteller and her listeners
Guy Monthan,
U. of Arizona
Press



C. Background and recognition of selected works*

1. Claude Debussy (1862–1918): *La Mer — Dialogue of the Wind and the Sea*
2. Ferde Grofé (1892–1972): *Grand Canyon Suite*
3. Alan Hovhaness (1911–): *And God Created Great Whales*
4. Ottorino Respighi (1879–1936): *Pines of Rome*
5. Jean Sibelius (1865–1957): *The Swan of Tuonela*
6. Bedrich Smetana (1824–1884): *The Moldau*
7. Igor Stravinsky (1882–1971): *Three Japanese Lyrics*

D. Recognition of selected works

1. Neil Diamond: *Captain Sunshine*
2. Manhattan Transfer: *Jungle Pioneer*
3. Rush: *Red Tide*

* Any or all of the music may be ordered on cassette from the Wherehouse in Hollywood, California. A price list and order form may be obtained from your state director.

III. General knowledge about art

10%

A. Elements of composition and design

1. Line
2. Shape/form
3. Color
4. Texture

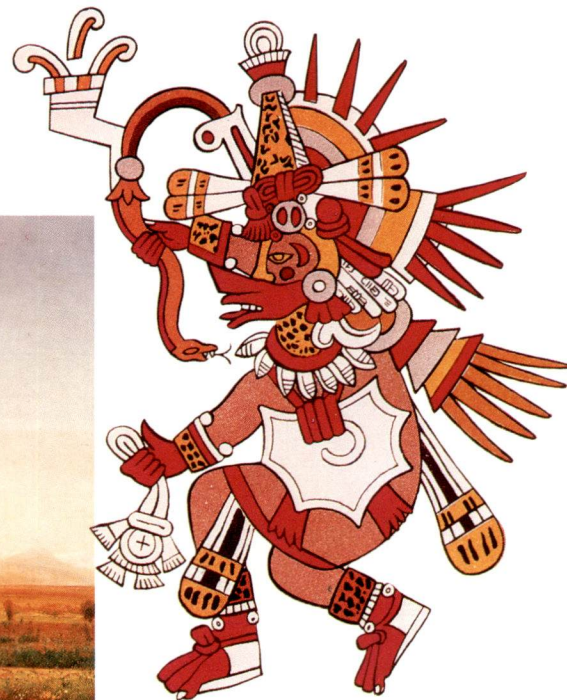
5. Space
6. Perspective/dimension
7. Variation
8. Light
9. Contrast
10. Emphasis
11. Balance

B. Techniques and processes

1. Painting — oil, watercolor
2. Photography — zone, tonal system
3. Graphic arts — woodcut
4. Open-air painting



Crossing the Ford, Platte River, Colorado, by Thomas Worthington Whittredge. The Century Association



Many legends have been written about Quetzalcóatl, this Aztec Indian god. Laurie Platt, Winfrey, Inc.

IV. Area of concentration:
art associated with
nature, landscape,
and environment

40%

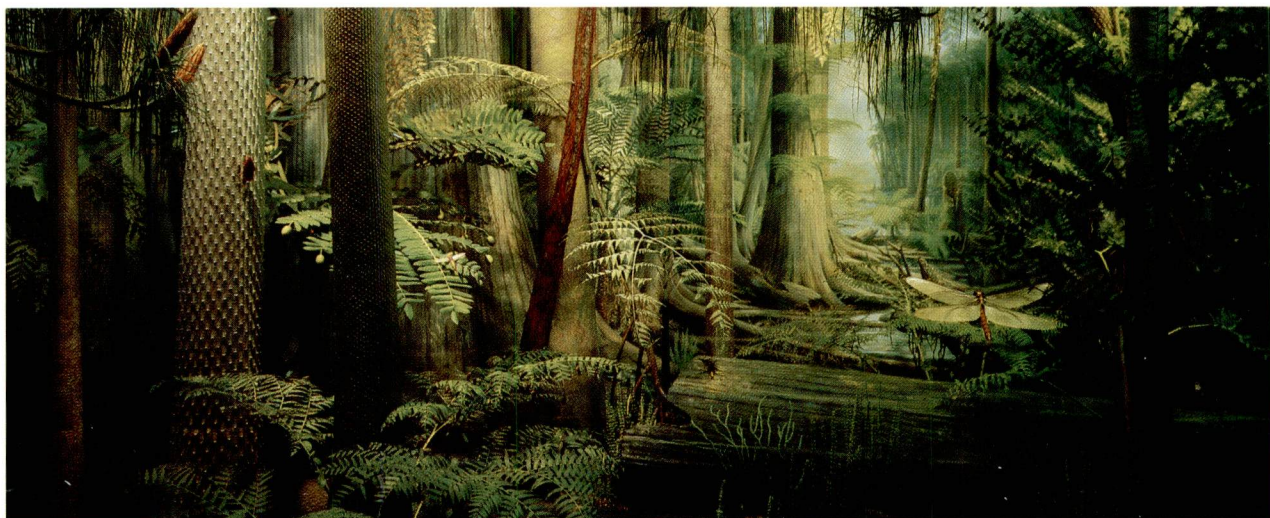
- A.** Major art movements
and historical
perspectives relative to
artists in IVC
1. Environmental
sculpture/earth art
 2. Mannerism
 3. Realism
 4. Impressionism
 5. Postimpressionism
 6. Fauvist
 7. Hudson River School
- B.** Biographical summary
of artists in IVC
- C.** Selected works
1. *Nevada Falls*, Albert
Bierstadt (1830–1902)
 2. *The Trees (Les Arbes)*,
Andre Derain, (1880–
1954)

3. *View of Toledo*, El
Greco (1541–1614)
4. *Nichols Canyon*,
David Hockney
(1937–)
5. *Great Wave off
Kanagawa*,
Katsushika
Hokusai
(1760–1849)
6. *Grainstack at
Sunset*,
Claude Monet
(1840–1926)
7. *The Starry Night*,
Vincent Van Gogh
(1853–1890)
8. *Half Dome and Moon*,
Ansel Adams
(1902–1984)
9. *Mist on Coast, Big
Sur, California*, Eliot
Porter (1901–1990)
10. *Spiral Jetty*, Robert
Smithson (1938–1973)



An Aztec
Indian calendar
Norman Prince

11. *Rain, Steam, and Speed:
The Great Western
Railway*, Joseph Mallord
William Turner
(1775–1851)
12. *View of Salisbury
Cathedral*, John
Constable (1776–1837)



Field Museum of Natural History, Chicago



LANGUAGE AND LITERATURE

NONFICTION: BIOGRAPHY/ AUTOBIOGRAPHY/ESSAY

I. Features of the nonfiction genre **16%**

A. Style

1. Thesis
2. Focus
3. Coherence
4. Diction
5. Sentence structure

B. Reader's perspective

1. Author's bias
2. Date of writing
3. Scope
4. Significance
5. Purpose
6. Author's credibility

C. Biography

1. Reconstruction of the life of a real person
2. Life history



Dian Fossey Peter Veit/DRK Photo

D. Autobiography

1. Story of a person's life written by himself or herself
2. Individual's interpretation of his or her own life

E. Essay

1. Formal
2. Informal

III. Essay: Henry David

Thoreau, *Walden: Solitude; The Ponds; Baker Farm*

10%

IV. Biography: Farley Mowat, *Woman in the Mists*

40%

Warner Books, Inc.
666 Fifth Avenue
New York, NY 10103
(212) 484-3186 \$8.21

II. Major environmentalist authors **20%**

A. Buckminster Fuller

B. Rachel Carson

C. Jacques Cousteau

D. Jane Goodall

E. John Muir

F. Henry David Thoreau

V. Feature film:

Robert Redford, *The Milagro Beanfield War*

14%

Movies Unlimited
6736 Castor Avenue
Philadelphia, PA 19149
(800) 523-0823 \$19.95



John Muir Holt Atherton Ctr. for Western Studies, U. of the Pacific, ©1984, Muir-Hanna Trust



SCIENCE

BIOLOGY AND CHEMISTRY: FUNDAMENTAL CONCEPTS RELATED TO THE ENVIRONMENT

I. Ecosystems **40%**

A. Structure

1. Abiotic and biotic factors
2. Biological organization
3. Biomes
 - a. Terrestrial
 - b. Aquatic
4. Succession

B. Function

1. Feeding relationships
 - a. Food chains and webs
 - b. Symbiotic relationships
 - c. Pyramids
 - (1.) Energy
 - (2.) Biomass
2. Material cycles

C. Balance and imbalance

1. Self-sustaining requirements
2. Imbalance
 - a. Air
 - b. Water
 - c. Soil
 - d. Population
3. Human influences
 - a. Positive
 - b. Negative

II. Diversity **20%**

A. Classification

1. Systems
2. Nomenclature

B. Monerans and protists

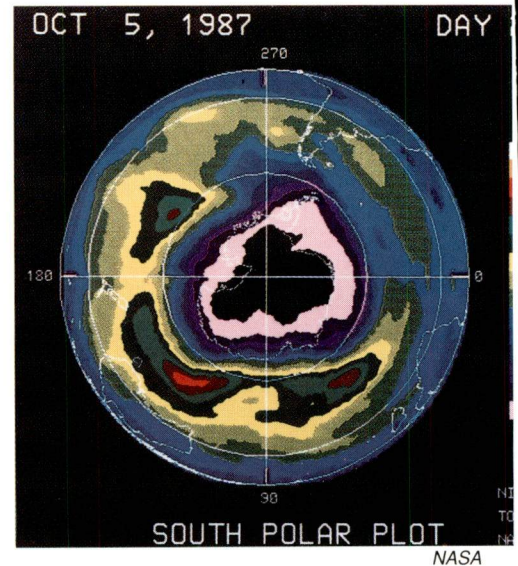
C. Fungi

D. Plants

1. Bryophytes
2. Tracheophytes

E. Animals

1. Sponges and coelenterates
2. Worms and mollusks
3. Echinoderms and arthropods
4. Chordates



III. Organic chemistry **40%**

A. Classification of hydrocarbons

1. Aliphatic
 - a. Alkanes
 - b. Alkenes
 - c. Alkynes
2. Cyclic
 - a. Cycloalkanes
 - b. Cycloalkenes
 - c. Aromatic hydrocarbons

B. Other organic compounds

1. Compounds containing halogens
2. Compounds containing oxygen
 - a. Alcohols
 - b. Aldehydes
 - c. Carboxylic acids
 - d. Esters
 - e. Ketones
 - f. Ethers

3. Compounds containing nitrogen

- a. Amines
- b. Amino acids

C. Organic reactions

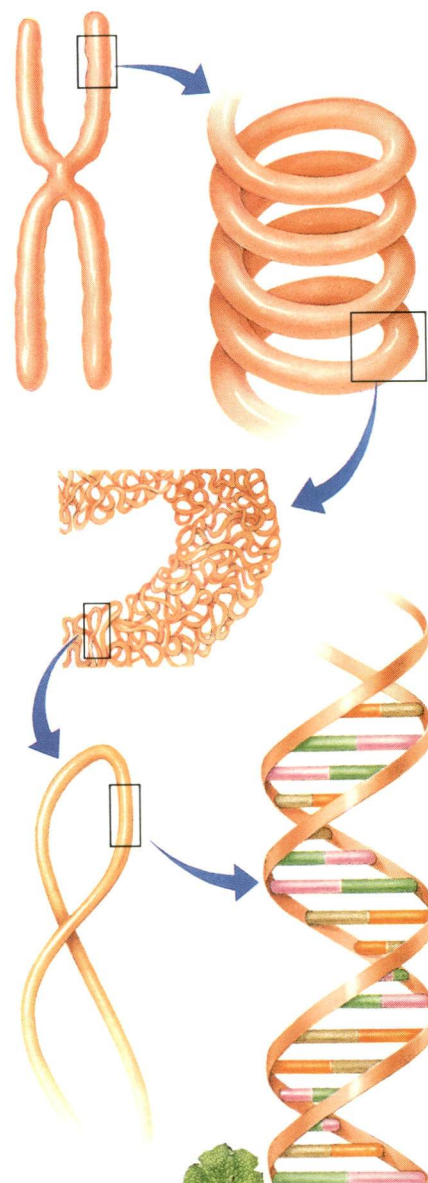
1. Oxidation, combustion
2. Substitution
3. Addition
4. Esterification
5. Saponification
6. Fermentation
7. Polymerization
 - a. Addition
 - b. Condensation
8. Cracking

D. Petroleum products and synthetics

1. Petroleum products
2. Plastics
3. Synthetic rubber

E. Biochemistry

1. Carbohydrates
2. Lipids
3. Proteins
4. Nucleic acids



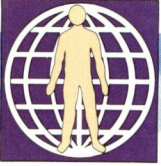
Rod Planck/Photo Researchers, Inc.



Steve Kraesmann/
Peter Arnold, Inc.



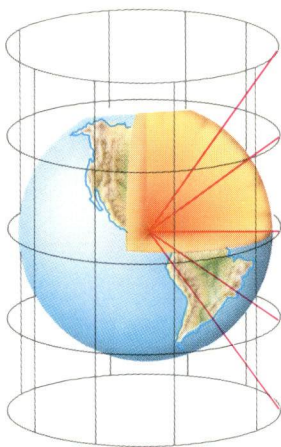
Rod Planck/Tom Stack & Assoc.



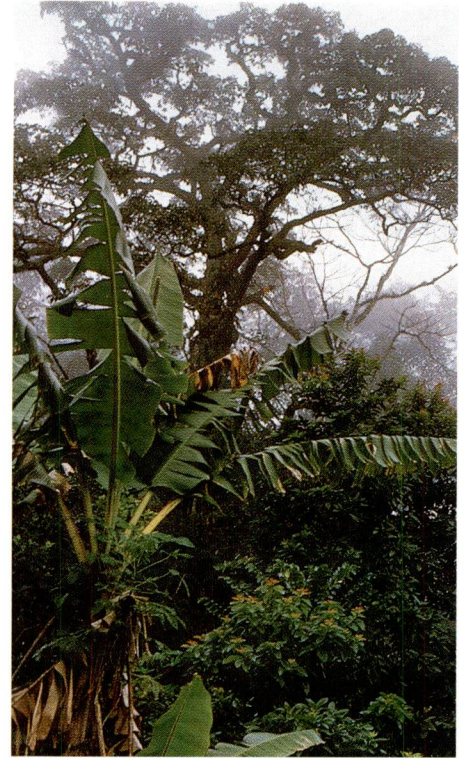
SOCIAL STUDIES

GEOGRAPHY OF THE WORLD

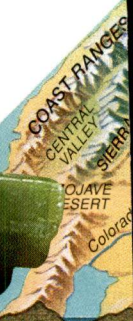
- I. Basic concepts in geography **10%**
 - A. Map reading
 - 1. Scale
 - 2. Longitude and latitude
 - 3. Symbols
 - 4. Legend
 - B. Terminology



- II. Physical geography of the world **10%**
 - A. Elevation regions throughout the world
 - B. Major landforms
- III. Climatology **10%**
 - A. Climate regions throughout the world
 - B. Natural vegetation regions
- IV. Political geography **50%**
 - A. Continents
 - B. Countries
 - C. All capital cities and other major world centers



Carl Purcell/Photo Researchers, Inc.



Breck P. Kent

V. Oceania **20%**

- A. All oceans, seas, bays, and gulfs
- B. Major waterways, rivers, and lakes
- C. Major ports



Donnelley Cartographic Services



SPEECH

The students will be scored on their ability to do the following:

1. Organize ideas in a clear and logical pattern that is appropriate for the speaker's purpose and is convincing to the audience
2. Express ideas using effective vocabulary and the structures of the English language appropriate to formal usage
3. Present a physical image that aids the audience in the acceptance of the spoken ideas
4. Use voice (pitch, volume, and flexibility) to establish and maintain maximum attention

In addition, the speech will be judged on the following:

1. Ideas, originality of thought, and sense of value
2. Overall impression

At a scheduled time during the competition, each student will report to a speech room in which the student will remain for a 7-minute period. A chairperson of the judges will give a brief explanation of the procedures to be followed.

First, there is a presentation of a 4-minute prepared speech.

Rules:

1. Note cards may be used.
2. The speech may not be read.
3. The speech must be given while standing before the judges.
4. The speech must be no less than 3 1/2 minutes or more than 4 minutes.
5. No props may be used during the speech.

Point System: A maximum of 700 points can be earned.

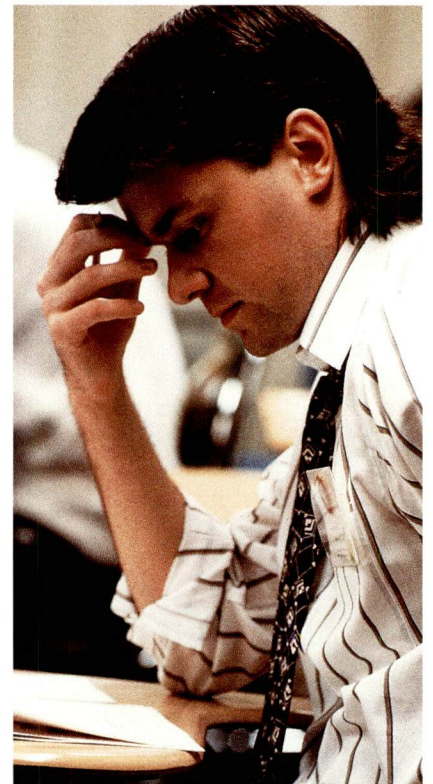
Second, there is a presentation of a 1 1/2- to 2-minute impromptu speech on one of three topics that will be given to each student following the prepared speech. (Upon receipt of topics, one minute will be allowed for mental preparation prior to the presentation.)

Rules:

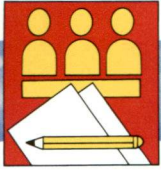
1. The speech must be given while standing before the judges.
2. The student may use notes made on note cards.
3. The speech should last between 1 1/2 and 2 minutes.

Point System: A maximum of 300 points can be earned.

Speeches must be the original work of the student performing the speech and may have been used for no other competition other than this year's Academic Decathlon. At the national finals, there is no required speech topic. At state and local competitions, the determination of speech topics is made by the competition manager. Coaches should check with the appropriate competition manager for possible topic designations or other local rules.



Rob Carlson



INTERVIEW

The students will be judged on their ability to do the following:

1. Informally and orally present ideas that are appropriate to the problems being considered
2. Listen to the ideas of others, evaluate the ideas, and adjust their responses accordingly
3. Establish and maintain rapport with members of a conversational group through voice, gesture, and attitudinal posture
4. Use voice, vocabulary, and language structures appropriate to informal oral communication

At a scheduled time during the competition, each student will report to a designated interview room with a panel of two or three judges. There the student will remain for a 7-minute period. The head judge will make introductions and welcome the contestant. Questions and conversation with the contestant will be generally limited to the following areas:

1. Extracurricular activities
2. Selecting a college
3. Career goals and college study
4. Preparation for the Decathlon
5. Experiences in the Decathlon
6. Values
7. Most influential person

In many competitions, the students are asked to complete an extracurricular activity form that is then transmitted to the judges and is used to formulate positive and insightful questions.

The students are scored in the following categories:

VOICE PROJECTION

- Volume
- Directness
- Flexibility
- Appropriateness

NONVERBAL LANGUAGE

- Movement
- Rapport
- Appearance
- Gesture
- Involvement

LANGUAGE USAGE

- Grammar
- Enunciation
- Appropriateness

LISTENING SKILLS

- Appropriateness of responses
- Attentiveness

ANSWERING SKILLS

- Skills in answering questions
- Clearness and completeness

OVERALL EFFECTIVENESS

- Achievement of purpose
- Interest
- Reception

Point System: A maximum of 1,000 points can be earned by each team member in the interview.

ESSAY

At a designated time during the competition, contestants will write an essay in response to a given prompt. They will be allowed 50 minutes for the essay, which will be scored by trained essay graders in accordance with a published rubric. Traditionally the essay portion of the Academic Decathlon has been left entirely to the local competition manager for determination of topic and rubric. While the actual prompts will never be released prior to the competition, the general topic area and the scoring rubric to be used should be made available to coaches and students during the preparation period. At the national finals, the essay topic will be associated with the Super Quiz topic. Students will have a choice between either two or three prompts. At many local competitions, the essay topic is based on the Decathlon literature selections or is based on generic, universal truth prompts. Coaches should check with the appropriate competition manager for the topic and rubric designations and other local rules for the essay event.

SUPER QUIZ

HABITAT EARTH

The interdependence of organisms and their environment

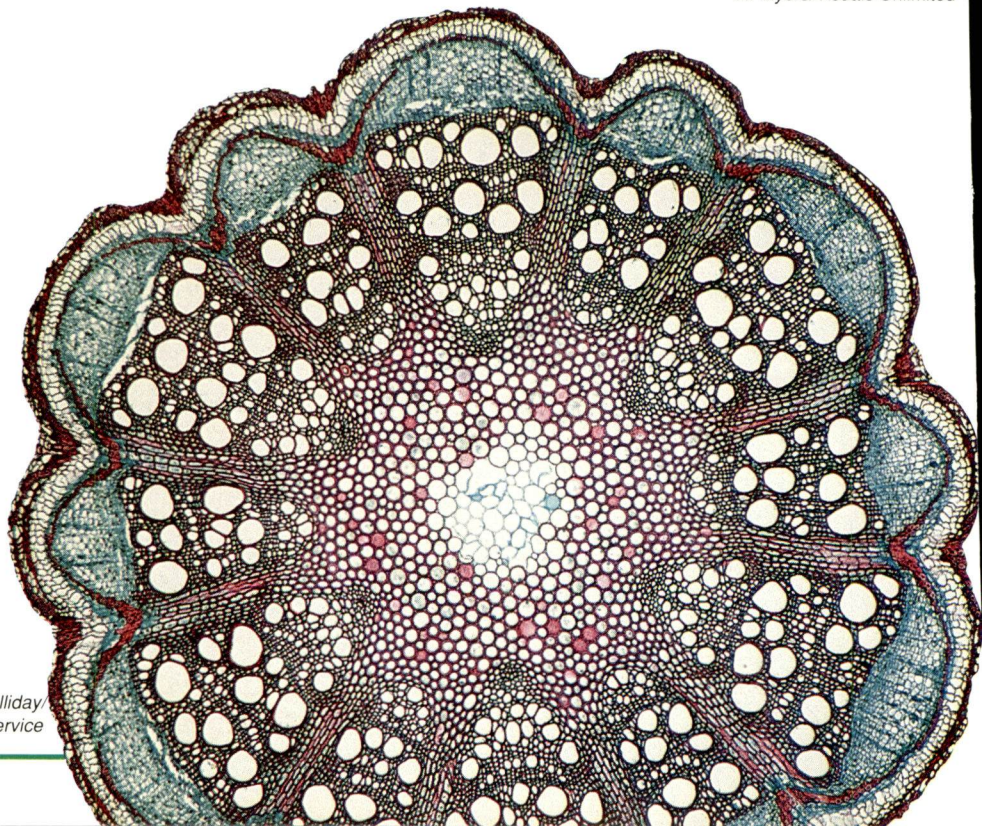
- I. Development versus a sustainable society
 - A. Air quality **10%**
 1. Acid rain
 2. Urban areas
 3. Indoor air
 4. Health effects
 5. Air pollution control
 - B. Land use **20%**
 1. Forests
 2. Soils and agriculture
 3. Wetlands
 4. Mineral resources
 5. Rangeland
 6. Wilderness
 - C. Water quality and quantity **20%**
 1. Hydrological cycle
 2. Oceans
 3. Rivers and lakes
 4. Groundwater
 - D. Climate **5%**
 1. Global warming
 2. Ozone depletion
 3. Microclimate change
 - E. Waste management and cleanup **15%**
 1. Solid waste/ domestic
 2. Nuclear
 3. Hazardous
 4. Medical
 5. Waste reduction and recycling



R. Myers/Visuals Unlimited



Jim McNee/Tom Stack & Assoc.



Jim Solliday/
Biological Photo Service

II. Energy **15%**

A. Traditional sources

1. Fossil fuels
2. Hydroelectric power
3. Nuclear

B. Alternative sources

1. Solar
2. Wind
3. Biomass
4. Conservation

III. Plants and animals **15%**

A. Endangered and threatened species

1. Habitat
2. Exploitation

B. Pest and predator control

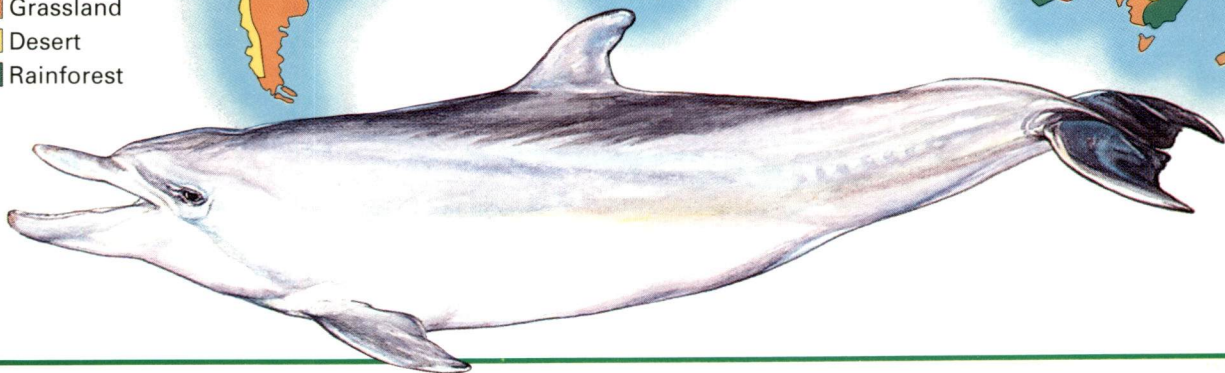
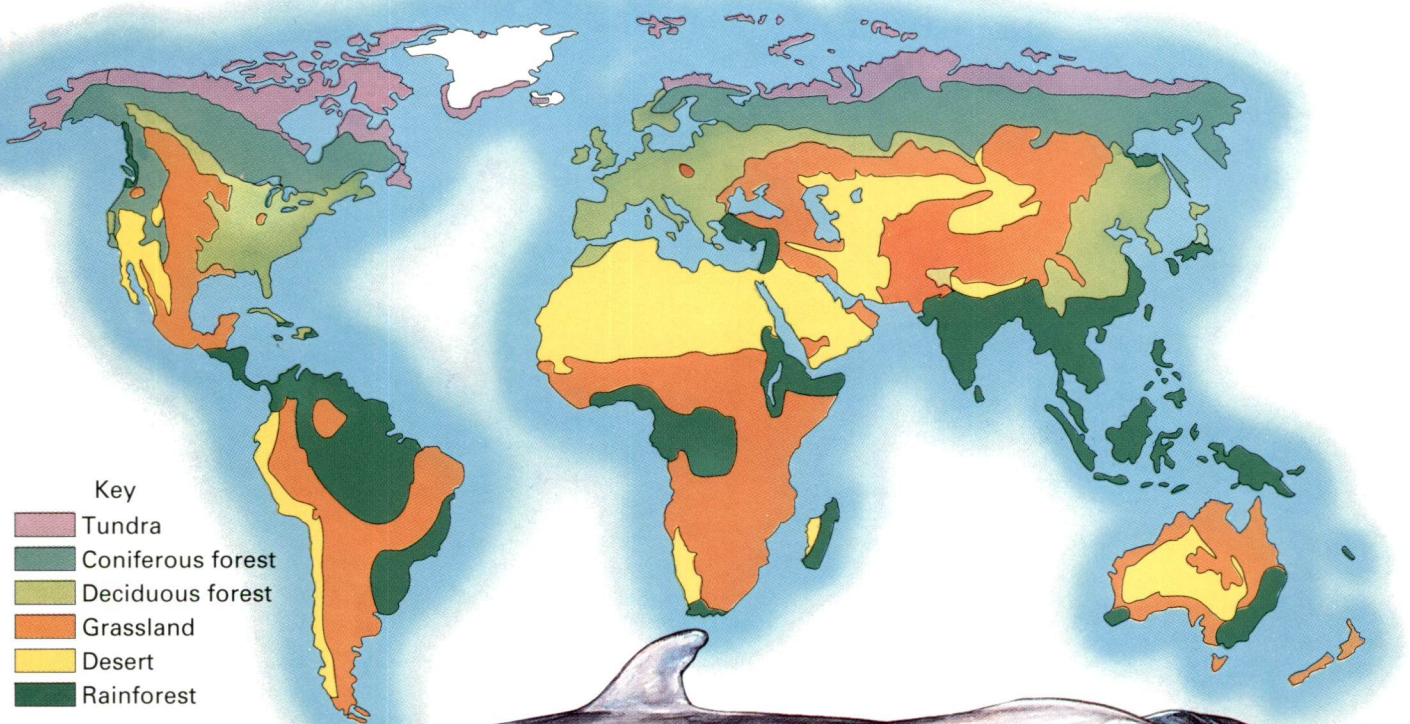
C. Ecosystems and biodiversity

Bibliography:

Daniel D. Chiras, *Environmental Science*, Addison-Wesley, 1991.
Addison-Wesley Higher Education Publishing Group
One Jacob Way
Reading, MA 01867
(800) 447-2226 \$34.36

Scientific American Reader,
"Managing Planet Earth."
W. H. Freeman and Company
4419 W. 1980 South
Salt Lake City, UT 84104
(801) 973-4660 \$6.00

All orders must be marked
U.S. Academic Decathlon.





TEAM SELECTION PROCESS

The Team

A team consists of nine full-time students from the eleventh and/or twelfth grades of the same high school. A full-time student is defined as a student who is enrolled in four or more class periods per day. Each team is made up of three Honor students, three Scholastic students, and three Varsity students as indicated by the following grade point average definition:

Honor	3.75–4.00 GPA
Scholastic	3.00–3.74 GPA
Varsity	0.00–2.99 GPA

Contestants may compete in a higher division than their own grade point average category but not in a lower division.

Each team member competes in all ten events of the Decathlon and is eligible for individual medals in all ten events. Only six scores count for the final team standing in the competition—the top two Honor scores, the top two Scholastic scores, and the top two Varsity scores. Therefore, schools may enter with fewer than nine members and still be eligible for team awards as long as there are at least two Honor, two Scholastic, and two Varsity members.

Computation of Grade Point Averages

Twelfth graders' GPA's will be based on the fall and spring semesters of tenth and eleventh grades, including summer sessions preceding the tenth and eleventh grades. Eleventh graders' GPA's will be based on the fall and spring semesters of tenth grade, including summer school preceding the tenth and eleventh grades.

Considerations in the Academic Decathlon GPA Computations

The following guidelines have been adopted for USAD competitions and are to be used to compute the official Decathlon grade point average. Regardless of the system used or the GPA

determined locally, these criteria must be followed to ensure uniformity and equity among all participants in the United States Academic Decathlon.

1. If a student receives an F in any academic course, the F is counted in averaging the student's grades even though no credit is given. When a course has been failed during ninth grade but repeated prior to graduation, only the repeat grade is counted. When a course is failed in the tenth grade or later and is repeated, **both** grades will be counted in the GPA.
2. Incomplete or pass/fail grades are **not** counted in computing the GPA. Once a grade is given to remove an incomplete, then that grade will be used to determine the student's GPA.
3. Grades for the following academic courses shall be used in grade point computation for competition purposes: academic business courses, art appreciation, art history, computer science, economics, English/language arts, foreign language, humanities, journalism, mathematics, music theory, music appreciation, music history, science, speech, and social studies. Grades for all other courses shall be excluded from the GPA compilation unless written approval is obtained from the USAD Board of Directors.
4. Community or college courses are included in the GPA only if high school credit is given and the course is listed on the official school transcript.
5. A grade, regardless of whether it is honors, regular, or remedial classification, will count the face value of the final grade as reflected on the official transcript. No weighting of grades for honors classes will be included even if this is the local district policy. The letter grade shown on the transcript will be used in computing GPA regardless of whether a plus or a minus.

For numerical grades or alpha grades with numerical equivalents, the following conversion scale will be used:

90–100 =	4 points
80–89 =	3 points
70–79 =	2 points
60–69 =	1 point
Under 60 =	0 points

If a school or district varies drastically from this scale in its normal conversion

table, the school should contact the Executive Director with full documentation for a ruling.

For alpha grades without numerical equivalents, all A's will count 4.0 points, all B's will count 3.0, all C's will count 2.0, all D's will count 1.0. Anything below will be 0 points.

Verification of Eligibility

Each high school will submit official transcripts to verify eligibility of team members. A committee at each competition level will verify all transcripts and notify schools of any discrepancies.

The deadline for transmittal of these documents will be determined for each contest.

Only students whose transcripts have been received by the contest deadline will be eligible for participation in the competition.

The winning team at each level within a state becomes eligible for the next level of competition. Local competition managers will certify the winning team and the members' eligibility under the GPA guidelines above. The championship team from each state is eligible to participate in the national finals. The members of the team that participates in the national finals must be the same members who participated at the state event. If for any reason a member is unable to participate, the state director should contact the USAD office for a ruling.

Exceptions

Any exceptions to these eligibility requirements must be approved in writing by the United States Academic Decathlon Board of Directors in advance of the submission date for entries.

Participation in the United States Academic Decathlon is open to all students regardless of race, sex, religion, or national origin.

The National Board of Directors of USAD has approved the preceding selection process for teams participating in Academic Decathlon events. Questions should be directed to Ann B. Joynt (213) 809-4995.

UNITED STATES ACADEMIC DECATHLON PRODUCTS, 1991-1992

Product	Cost Per Item/Set	Shipping Per Item/Set
---------	-------------------	-----------------------

FOR COMPETITION MANAGERS ONLY

Medal Specify Gold, Silver, or Bronze; allow 6 to 8 weeks for delivery.	\$ 6.50	\$.50
Pencils (set of 100)	25.00	4.00*
Seals (set of 50)	25.00	1.50
Certificates (set of 100)	50.00	4.00*
Participation		
Appreciation		
Procedure Manual 1991	35.00	4.00*

Scantrons—Contact 1-800-SCANTRON or 1-714-259-8887 or your local Scantron representative.

Scoring Software—Contact 1-805-665-9172.

FOR COACHES AND TEAM MEMBERS

Study Guides (min. of 10) Avail. 5/1/91	\$ 1.00	\$ 4.00*
Practice Test Booklet 1991 Avail. 9/1/91	35.00	4.00*
Two-Pocket folders	2.50	.25
Pin	4.00	.25

*\$4.00 for first item or set; \$2.00 for each additional item or set



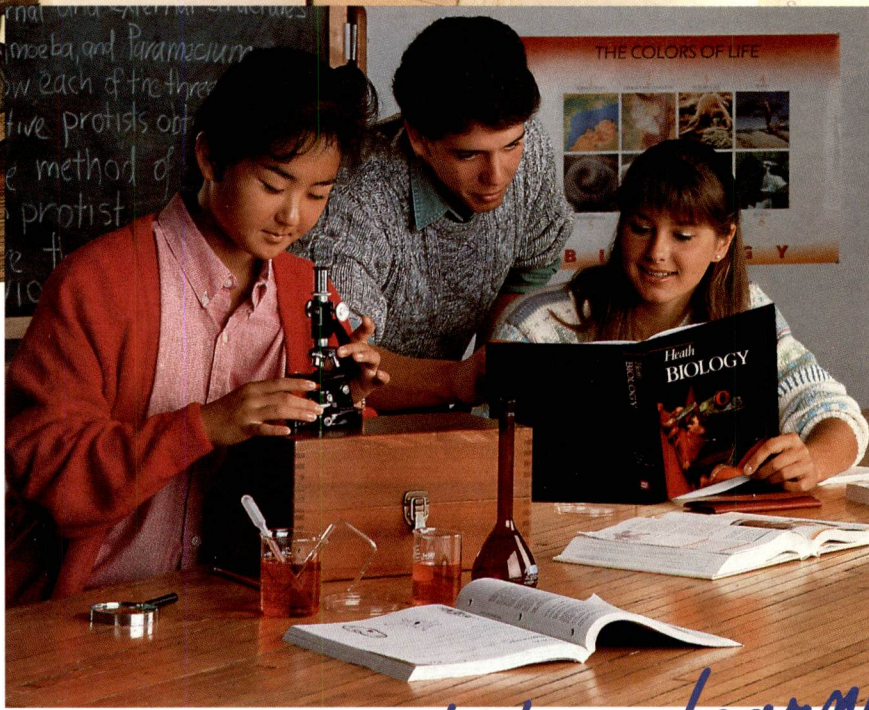
Ron Bouley

Item	Cost Per Item/Set	No. of Items	Total
			SUBTOTAL
			California only — TAX
			SHIPPING
			TOTAL

Use additional sheet if necessary.

Return with check or purchase order to
United States Academic Decathlon
 P.O. Box 5169
 Cerritos, CA 90703-5169
 1-213- 809-4995

Learning takes time.



Winning takes learning.



It takes time to learn something well, to become the best. That's something everyone who participates in the United States Academic Decathlon knows and appreciates.

Happily, it's time well spent. The rewards of academic excellence are available to all who are willing to test their concentration and stamina, to take the time needed to be the best. To win *at* learning, to win *by* learning.

D.C. Heath and Company
125 Spring Street,
Lexington, MA 02173
1-800-235-3565

DCHeath
A Raytheon Company