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Folder Title:
Science and Math Awards 10/24/89 [OA 3536]

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THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

October 24, 1989

REMARKS BY THE PRESIDENT
DURING PRESENTATION OF
EXCELLENCE IN SCIENCE AND MATH TEACHING AWARDS

The Rose Garden

10:02 A.M. EDT

THE PRESIDENT: Welcome to the White House on this glorious fall day. I'm sorry if I'm just a little bit late. I was sitting in there trying to solve a few quadratic equations. (Laughter.) Somewhat more difficult than balancing the budget, I might say. And then I thought it might be appropriate to have a moment of silence in memory of those substitute teachers back home. (Laughter.)

It really is a pleasure to have you all here. And to Erich Bloch, the Director of the National Science Foundation and to my colleague -- confidant, Dr. Bromley, our Science Advisor, and to the outstanding teachers we honor today. You've taken one of the nation's most vital, and yet too often unappreciated tasks. And because you've committed yourselves to excellence on the front lines of American education, you really do represent our best hope for the future.

So many Americans remember a special teacher who made a quiet but crucial difference in their lives. And it might have been the teacher who brought math to life or explaining ratios by using the gears of a bicycle. Or maybe it's a teacher who revealed the powerful drama in the life of a single cell or who sparked speculation about the expansion of the universe.

Of course, those of us who haven't been to school in a while get our scientific understanding from those Gary Larson cartoons. (Laughter.) Like the one where, after detailed calculations, Einstein discovers that time is actually money. (Laughter.)

Now, you've seen all the surveys about American students' poor performance in scientific knowledge, compared to their peers around the world. We've all seen them. We agonize over them. And it is a serious problem. But you are not just complaining about it. You're doing something about it. And you're showing that excellence is not just possible in American education; it ought to be the norm.

And you and the outstanding teachers across the country that you represent are creating centers of excellence in classrooms of every kind; setting standards for the rest of the country to follow and creating exceptional students.

This year a high school student from Denver named Steven Gubser won the 20th International Physics Olympiad in Warsaw. When the United States began competing in the tournament in 1986, some thought that our students wouldn't really have a chance against students from Europe and the Far East. But our teams have consistently distinguished themselves, capped by this gold medal performance. This is the standard of excellence that America's students and teachers should aspire to. And that more can attain. Our problem is not that we don't have American students excelling at science and math. We just don't see enough of them.

MORE

Of course, there were a few outstanding students in my time. I had a friend who was so smart once that he knew how to convert meters to gallons -- (laughter) -- in his head.

The work of outstanding teachers like yourselves has a profound impact. Not just on the students you teach, but on the nation as a whole. And the link between science and technology and our standard of living is stronger today than ever before. At a time when our international position in certain key industries is being challenged, we face impending shortages of qualified scientists and engineers. So your work is helping to meet a crucial need -- a national need.

Not every student will be a physics olympian or make a career as a scientist. But growing numbers will have jobs based on new technologies. Farm workers producing genetically-engineered crops; auto workers involved with robotics; cybernetic systems; electronic controls. Service people maintaining computers and telecommunication systems.

It'll be new skills and the ability to learn them quickly and adapt that will be crucial to their future. And America's future.

When I met with the nation's governors in Charlottesville last month at that educational summit, they told me, as the business community continues to tell me, that a clear consensus is emerging on the crucial need to improve math and science education in this country. And that's why we're establishing a National Science Scholars Program for top math and science students across the country. And for students of all abilities we're working to set national goals for math and science education.

We're going to be looking to you for advice and guidance on those goals, and the steps we can take together to attain them. I want to encourage you to work with this administration, and certainly with the governors in the 50 states to refine our approach to math and science education. All of you as teachers know the larger role that education plays in a free society.

Every student in America, even those who don't choose technical careers, will need enough scientific and mathematical understanding to make decisions about the technologies of the 21st century. You understand the importance of a literate and informed citizenry. And you're acting on that understanding. And for the sake of every student you teach every day.

You know, a few minutes ago I said that all of us -- just about all of us -- can think of special teachers -- teachers that touched our lives forever. But it's also true that the greatest minds in science and mathematics were inspired and directed by teachers of their own.

And that's worth remembering. What you're doing today has the potential to unleash the genius of an entire new generation. And for all that you've done and all that you will continue to do, we three here -- and I expect I speak for the two distinguished scientists that join us -- but I know I speak for Dan Quayle, our able Vice President, and Barbara, who is so committed to helping you all, especially in the field of literacy. For all you've done, we want to just thank you and congratulate you and urge you to keep it up. And may God bless this vital work that you do. Thank you so much for coming to the White House. (Applause.)

END

10:10 A.M. EDT

WHITE HOUSE STAFFING MEMORANDUM

DATE: 10/23/89 ACTION/CONCURRENCE/COMMENT DUE BY: -----

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

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PORTER	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DARMAN	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGICH	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BATES	<input type="checkbox"/>	<input checked="" type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PINKERTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	BROMLEY	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

The attached has been forwarded to the President.

RESPONSE:

89 OCT 23 P 1:24

James W. Cicconi
Assistant to the President
and Deputy to the Chief of Staff
Ext. 2702

THE WHITE HOUSE
WASHINGTON

1989 OCT 20 PM 5:49

OCTOBER 20, 1989

INFORMATION

MEMORANDUM FOR THE PRESIDENT

THROUGH: CHRISS WINSTON *CW*
FROM: MARK LANGE *ML*
SUBJECT: PRESIDENTIAL AWARDS FOR EXCELLENCE IN SCIENCE AND
 MATH TEACHING

Attached are brief remarks for a Rose Garden ceremony honoring 112 outstanding science and math teachers. The event takes place on Tuesday, October 24, at 10:00 a.m.

The audience will total about 300 people. Your remarks, which are about 8 minutes long, emphasize the importance of strong teaching in math and science.

You also encourage these teachers to offer guidance to the governors and this Administration as we craft national goals for math and science education.

(Lange/Martin)
October 20, 1989
5:30 p.m.
[SCIMAT.DOC]

PRESIDENTIAL REMARKS: SCIENCE & MATH TEACHING AWARDS
 THE ROSE GARDEN
 TUESDAY, OCTOBER 24, 1989
 10:00 A.M.

[[Welcome to the White House! Sorry if I'm a little late.
I was just in the Oval Office, trying to solve a few quadratic
equations... [PAUSE] Even tougher than balancing the budget...

Before we get started, I thought we ought to have a moment
of silence: in memory of those brave substitute teachers back
home.]]

It's a great honor to have you here today. You've taken on
one of the nation's most vital, yet too often unappreciated
tasks. Because you've committed yourselves to excellence on the
front lines of American education, you represent our best hope
for the future.

So many Americans remember a special teacher who made a
crucial difference in their lives. It might have been the
teacher who brought math to life -- explaining ratios by using
the gears of a bicycle. Maybe it was a teacher who revealed the
powerful drama behind the life of a single cell -- or who sparked
speculation about the expansion of the universe.

[[Of course, those of us who haven't been to school in a
while get our scientific understanding from those Gary Larson
cartoons. Like the one where, after detailed calculations,
Einstein discovers that Time is actually Money.]]

You've all seen the surveys about American students' poor standing on standardized math and science tests, compared to their peers around the world. It's a serious problem. But you're not just complaining about it -- you're doing something about it.

You're showing that excellence is not just possible in American education -- it can and should be the norm. You and all the outstanding teachers across the country that you represent are creating centers of excellence in classrooms of every kind -- setting standards for the rest of the country to follow -- and developing exceptional students.

This year I had the privilege of meeting a high school student from Denver named Steven Gubser. Steven won the 20th International Physics Olympiad in Warsaw. When the United States began competing in the tournament in 1986, some thought that our students wouldn't have a chance against students from Europe and the Far East. But our teams have consistently distinguished themselves -- capped by this gold medal performance.

This is the standard of excellence that America's students and teachers should aspire to -- and that more can attain.

Our problem is not that we don't have American students excelling at science and math. We do. We just don't have enough of them.

But there's another reason why the work of outstanding teachers like yourselves has a profound impact -- not just on the students you teach, but on the nation as a whole. The link

between science and technology, and our standard of living, is stronger today than ever before.

At a time when our international position in certain key industries is being challenged, we face impending shortages of qualified scientists and engineers.

And even though every student cannot be a Physics Olympian, or make a career as a scientist, growing numbers will have jobs based on new technologies. Farm workers, producing genetically engineered crops. Auto workers, involved with robotics, cybernetic systems, and electronic controls. Service people, maintaining computers and telecommunications systems.

It will be new skills, and the ability to learn them quickly and adapt, that will be crucial to their future -- and America's future. So your work is helping us meet a crucial need -- a national need.

When I met with the nation's governors in Charlottesville last month, they told me -- as the business community continues to tell me -- that a clear concensus is emerging on the crucial need to improve math and science education in this country.

That's why we're proposing a National Science Scholars Program for top math and science students across the country. And for students of all abilities, we're working to develop national education goals.

We will be looking to you for advice and guidance on those goals -- and the steps we can take, together, to attain them. I want to encourage you to work with this Administration -- and

with the Nation's governors -- to refine our approach to math and science education.

All of you, as teachers, know the larger role that education plays in a free society. Every student in America will need enough scientific and mathematical understanding to make decisions about the technologies of the 21st century.

You understand the importance of a literate and informed citizenry, and you're acting on that understanding. For the sake of every student you teach. Every day.

You know, a few minutes ago, I said that just about all of us can remember a special teacher -- a teacher that touched each of our lives forever. But it's also true of the greatest minds in science and mathematics. They too were inspired and directed by stimulating and motivating teachers of their own.

That's worth remembering. What you're doing today has the potential to unleash the genius of a new generation.

For all that you've done -- and will continue to do -- I thank you, and congratulate you.

God bless you. And God bless the work you do.

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WHITE HOUSE STAFFING MEMORANDUM

DATE: 10/19/89 ACTION/CONCURRENCE/COMMENT DUE BY: 10/20/89 2:00 PM

SUBJECT: PRESIDENTIAL REMARKS: SCIENCE AND MATH TEACHING AWARDS

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PORTER <i>coming</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ROGICH <i>hasnt seen it. Cicconi called</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BATES <i>NYC</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON <i>→</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PINKERTON <i>NYC</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	BROMLEY	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please forward any comments directly to Chriss Winston, Rm. 122, x2930, no later than Friday, October 20, at 2:00 PM, with a copy to my office. Thank you.

RESPONSE:

James W. Cicconi
Assistant to the President
and Deputy to the Chief of Staff
Ext. 2702

(Lange/Martin)
October 19, 1989
6:30 p.m.
[SCIMAT.DOC]

1989 OCT 19 PM 6:41

PRESIDENTIAL REMARKS: SCIENCE & MATH TEACHING AWARDS
 THE ROSE GARDEN
 TUESDAY, OCTOBER 24, 1989
 10:00 A.M.

[[Welcome to the White House! Sorry if I'm a little late.
I was just in the Oval Office, trying to solve a few quadratic
equations... [PAUSE] Even tougher than balancing the budget...

Before we get started, I thought we ought to have a moment
of silence: in memory of those brave substitute teachers back
home.]]

It's a great honor to have you here today. You've taken on
one of the nation's most vital, yet too often unappreciated
tasks. Because you've committed yourselves to excellence on the
front lines of American education, you represent our best hope
for the future.

So many Americans remember a special teacher who made a
~~quiet but~~ crucial difference in their lives. It might have been
the teacher who brought math to life -- explaining ratios by
using the gears of a bicycle. Maybe it was a teacher who
revealed the powerful drama ^{behind} ~~in~~ the life of a single cell -- or
who sparked speculation about the expansion of the universe.

[[Of course, those of us who haven't been to school in a
while get our scientific understanding from those Gary Larson
cartoons. Like the one where, after detailed calculations,
Einstein discovers that Time is actually Money.]]

You've all seen the surveys about American students' poor ~~standing on standardized math and science tests,~~ performance ~~in scientific knowledge,~~ compared to their peers around the world. It's a serious problem. But you're not just complaining about it -- you're **doing** something about it.

You're showing that excellence is not just possible in American education -- it ~~ought to be~~ ^{can and should} the norm. You and ^{all} the outstanding teachers across the country ^{that} you represent are creating centers of excellence in classrooms of every kind -- setting standards for the rest of the country to follow -- and ~~creating~~ ^{developing} exceptional students.

This year, ^{I met} a high school student from Denver named Steven ^{Steve} Gubser, won the 20th International Physics Olympiad in Warsaw. When the United States began competing in the tournament in 1986, some thought that our students wouldn't have a chance against students from Europe and the Far East. But our teams have consistently distinguished themselves -- capped by this gold medal performance.

This is the standard of excellence that America's students and teachers should aspire to -- and that more can attain.

Our problem is not that we don't have American students excelling at science and math. ~~we do.~~ ^{we do.} we just don't ^{have} ~~see~~ enough of them.

~~[[Of course, there were a few outstanding students in my time. I had a friend once who was so smart, he knew how to convert meters to gallons... [PAUSE] In his head.]]~~

But there's another reason why

The work of outstanding teachers like yourselves has a profound impact -- not just on the students you teach, but on the nation as a whole. The link between science and technology, and our standard of living, is stronger today than ever before.

At a time when our international position in certain key industries is being challenged, we face impending shortages of qualified scientists and engineers. So your work is helping us meet a crucial need -- a national need.

And even though Not every student will be a Physics Olympian, or make a career as a scientist, *Comet* But growing numbers will have jobs based on new technologies. Farm workers, producing genetically engineered crops. Auto workers, involved with robotics, cybernetic systems, and electronic controls. Service people, maintaining computers and telecommunications systems.

It will be new skills, and the ability to learn them quickly and adapt, that will be crucial to their future -- and America's future. ←

When I met with the nation's governors in Charlottesville last month, they told me -- as the business community continues to tell me -- that a clear consensus is emerging on the crucial need to improve math and science education in this country.

That's why we're *Proposing* establishing a National Science Scholars Program for top math and science students across the country. And for students of all abilities, we're working to *develop* ~~set~~ national *education* goals. ~~for math and science education.~~

We will be looking to you for advice and guidance on those goals -- and the steps we can take, together, to attain them. I want to encourage you to work with this Administration -- and with the Nation's governors -- to refine our approach to math and science education.

All of you, as teachers, know the larger role that education plays in a free society. **Every** student in America -- ~~even those who don't choose technical careers~~ -- will need enough scientific and mathematical understanding to make decisions about the technologies of the 21st century.

You understand the importance of a literate and informed citizenry, and you're acting on that understanding. For the sake of every student you teach. Every day.

You know, a few minutes ago, I said that just about all of us can ~~think of~~ ^{remember a} special teachers -- ^a teachers that touched ^{each of} our ^{lives} ~~lives~~ forever. But it's also true ^{of} ~~that~~ the greatest minds in ^{They too} science and mathematics ^{stimulating and} were inspired and directed by ^{motivating} teachers of their own.

~~And~~ that's worth remembering. What you're doing today has the potential to unleash the genius of a new generation.

For all that you've done -- and will continue to do -- I thank you, and congratulate you.

God bless you. And God bless the work you do.

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SCIENCE & MATH TEACHING AWARDS \ THE ROSE GARDEN
TUESDAY, OCTOBER 24, 1989 \ 10:00 A.M.

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LITTLE LATE. I WAS JUST IN THE OVAL OFFICE, TRYING TO
SOLVE A FEW QUADRATIC EQUATIONS... [PAUSE] EVEN
TOUGHER THAN BALANCING THE BUDGET... BEFORE WE GET
STARTED, I THOUGHT WE OUGHT TO HAVE A MOMENT OF
SILENCE: IN MEMORY OF THOSE BRAVE SUBSTITUTE TEACHERS
BACK HOME.]]

- 2 -

IT'S A GREAT HONOR TO HAVE YOU HERE TODAY. [ERICH
BLOCH, DIRECTOR OF THE NATIONAL SCIENCE FOUNDATION; DR.
BROMLEY; AND THE OUTSTANDING TEACHERS WE HONOR TODAY:]
YOU'VE TAKEN ON ONE OF THE NATION'S MOST VITAL, YET TOO
OFTEN UNAPPRECIATED TASKS. BECAUSE YOU'VE COMMITTED
YOURSELVES TO EXCELLENCE ON THE FRONT LINES OF AMERICAN
EDUCATION, YOU REPRESENT OUR BEST HOPE FOR THE FUTURE.

*These
were
made
correct*

SO MANY AMERICANS REMEMBER A SPECIAL TEACHER WHO MADE A QUIET BUT CRUCIAL DIFFERENCE IN THEIR LIVES. IT MIGHT HAVE BEEN THE TEACHER WHO BROUGHT MATH TO LIFE -- EXPLAINING RATIOS BY USING THE GEARS OF A BICYCLE. MAYBE IT WAS A TEACHER WHO REVEALED THE POWERFUL DRAMA IN THE LIFE OF A SINGLE CELL -- OR WHO SPARKED SPECULATION ABOUT THE EXPANSION OF THE UNIVERSE.

[[OF COURSE, THOSE OF US WHO HAVEN'T BEEN TO SCHOOL IN A WHILE GET OUR SCIENTIFIC UNDERSTANDING FROM THOSE GARY LARSON CARTOONS. LIKE THE ONE WHERE, AFTER DETAILED CALCULATIONS, EINSTEIN DISCOVERS THAT TIME IS ACTUALLY MONEY.]]

YOU'VE ALL SEEN THE SURVEYS ABOUT AMERICAN STUDENTS' ~~POOR PERFORMANCE IN SCIENTIFIC KNOWLEDGE~~ *standing on standardized math + science tests* COMPARED TO THEIR PEERS AROUND THE WORLD.

- 5 -

IT'S A SERIOUS PROBLEM. BUT YOU'RE NOT JUST COMPLAINING ABOUT IT -- YOU'RE DOING SOMETHING ABOUT IT.

YOU'RE SHOWING THAT EXCELLENCE IS NOT JUST POSSIBLE IN AMERICAN EDUCATION -- IT ^{can and should be} OUGHT TO BE THE NORM. YOU AND THE OUTSTANDING TEACHERS ACROSS THE COUNTRY YOU REPRESENT ARE CREATING CENTERS OF EXCELLENCE IN CLASSROOMS OF EVERY KIND -- SETTING STANDARDS FOR THE REST OF THE COUNTRY TO FOLLOW -- AND CREATING EXCEPTIONAL STUDENTS.

- 6 -

THIS YEAR ^{I had the privilege of meeting} A HIGH SCHOOL STUDENT FROM DENVER NAMED ^{Steven} STEVEN GUBSER WON THE 20TH INTERNATIONAL PHYSICS OLYMPIAD IN WARSAW. WHEN THE UNITED STATES BEGAN COMPETING IN THE TOURNAMENT IN 1986, SOME THOUGHT THAT OUR STUDENTS WOULDN'T HAVE A CHANCE AGAINST STUDENTS FROM EUROPE AND THE FAR EAST. BUT OUR TEAMS HAVE CONSISTENTLY DISTINGUISHED THEMSELVES -- CAPPED BY THIS GOLD MEDAL PERFORMANCE.

THIS IS THE STANDARD OF EXCELLENCE THAT AMERICA'S STUDENTS AND TEACHERS SHOULD ASPIRE TO -- AND THAT MORE CAN ATTAIN.

OUR PROBLEM IS NOT THAT WE DON'T HAVE AMERICAN STUDENTS EXCELLING AT SCIENCE AND MATH -- WE JUST DON'T SEE ENOUGH OF THEM.

We do.

~~[[OF COURSE, THERE WERE A FEW OUTSTANDING STUDENTS IN MY TIME. I HAD A FRIEND ONCE WHO WAS SO SMART, HE KNEW HOW TO CONVERT METERS TO GALLONS... [PAUSE] IN HIS HEAD.]]~~

But there's another reason why the work of outstanding teachers like yourselves...

THE WORK OF OUTSTANDING TEACHERS LIKE YOURSELVES HAS A PROFOUND IMPACT -- NOT JUST ON THE STUDENTS YOU TEACH, BUT ON THE NATION AS A WHOLE. THE LINK BETWEEN SCIENCE AND TECHNOLOGY, AND OUR STANDARD OF LIVING, IS STRONGER TODAY THAN EVER BEFORE.

AT A TIME WHEN OUR INTERNATIONAL POSITION IN CERTAIN KEY INDUSTRIES IS BEING CHALLENGED, WE FACE IMPENDING SHORTAGES OF QUALIFIED SCIENTISTS AND ENGINEERS. ~~SO YOUR WORK IS HELPING US MEET A CRUCIAL NEED -- A NATIONAL NEED.~~

And even though cannot
~~NOT EVERY STUDENT WILL BE A PHYSICS OLYMPIAN, OR MAKE A CAREER AS A SCIENTIST,~~ ~~BUT~~ GROWING NUMBERS WILL HAVE JOBS BASED ON NEW TECHNOLOGIES. FARM WORKERS, PRODUCING GENETICALLY ENGINEERED CROPS.

AUTO WORKERS, INVOLVED WITH ROBOTICS, CYBERNETIC SYSTEMS, AND ELECTRONIC CONTROLS. SERVICE PEOPLE, MAINTAINING COMPUTERS AND TELECOMMUNICATIONS SYSTEMS.

IT WILL BE NEW SKILLS, AND THE ABILITY TO LEARN THEM QUICKLY AND ADAPT, THAT WILL BE CRUCIAL TO THEIR FUTURE -- AND AMERICA'S FUTURE.

So your work is helping us meet a crucial need -- a national need.

WHEN I MET WITH THE NATION'S GOVERNORS IN CHARLOTTESVILLE LAST MONTH, THEY TOLD ME -- AS THE BUSINESS COMMUNITY CONTINUES TO TELL ME -- THAT A CLEAR CONSENSUS IS EMERGING ON THE CRUCIAL NEED TO IMPROVE MATH AND SCIENCE EDUCATION IN THIS COUNTRY.

THAT'S WHY WE'RE ^{proposing} ESTABLISHING A NATIONAL SCIENCE SCHOLARS PROGRAM FOR TOP MATH AND SCIENCE STUDENTS ACROSS THE COUNTRY.



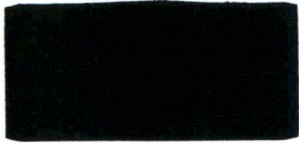
AND FOR STUDENTS OF ALL ABILITIES, WE'RE WORKING TO SET ^{develop} NATIONAL GOALS ^{education} FOR ~~MATH AND SCIENCE~~ EDUCATION.

WE WILL BE LOOKING TO YOU FOR ADVICE AND GUIDANCE ON THOSE GOALS -- AND THE STEPS WE CAN TAKE, TOGETHER, TO ATTAIN THEM. I WANT TO ENCOURAGE YOU TO WORK WITH THIS ADMINISTRATION -- AND WITH THE NATION'S GOVERNORS -- TO REFINE OUR APPROACH TO MATH AND SCIENCE EDUCATION.

ALL OF YOU, AS TEACHERS, KNOW THE LARGER ROLE THAT EDUCATION PLAYS IN A FREE SOCIETY. EVERY STUDENT IN AMERICA -- ~~EVEN THOSE WHO DON'T CHOOSE TECHNICAL CAREERS~~ -- WILL NEED ENOUGH SCIENTIFIC AND MATHEMATICAL UNDERSTANDING TO MAKE DECISIONS ABOUT THE TECHNOLOGIES OF THE 21ST CENTURY.

YOU UNDERSTAND THE IMPORTANCE OF A LITERATE AND INFORMED CITIZENRY, AND YOU'RE ACTING ON THAT UNDERSTANDING. FOR THE SAKE OF EVERY STUDENT YOU TEACH. EVERY DAY.

YOU KNOW, A FEW MINUTES AGO, I SAID THAT JUST ABOUT ALL OF US CAN THINK OF SPECIAL TEACHERS -- ^a TEACHERS THAT TOUCHED ^{each of} OUR LIVES FOREVER. BUT IT'S ALSO TRUE THAT THE GREATEST MINDS IN SCIENCE AND MATHEMATICS ^{they too} WERE INSPIRED AND DIRECTED BY TEACHERS OF THEIR OWN.



AND THAT'S WORTH REMEMBERING. WHAT YOU'RE DOING TODAY HAS THE POTENTIAL TO UNLEASH THE GENIUS OF A NEW GENERATION.

FOR ALL THAT YOU'VE DONE -- AND WILL CONTINUE TO DO -- I THANK YOU, AND CONGRATULATE YOU.

~~GOD BLESS YOU. AND GOD BLESS THE WORK YOU DO.~~

May God bless
###

→ these were made



**SCIENCE & MATH TEACHING AWARDS \ THE ROSE GARDEN
TUESDAY, OCTOBER 24, 1989 \ 10:00 A.M.**

**[[WELCOME TO THE WHITE HOUSE! SORRY IF I'M A
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TOUGHER THAN BALANCING THE BUDGET... BEFORE WE GET
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SILENCE: IN MEMORY OF THOSE BRAVE SUBSTITUTE TEACHERS
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- 2 -

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OFTEN UNAPPRECIATED TASKS. BECAUSE YOU'VE COMMITTED
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[[OF COURSE, THOSE OF US WHO HAVEN'T BEEN TO SCHOOL IN A WHILE GET OUR SCIENTIFIC UNDERSTANDING FROM THOSE GARY LARSON CARTOONS. LIKE THE ONE WHERE, AFTER DETAILED CALCULATIONS, EINSTEIN DISCOVERS THAT TIME IS ACTUALLY MONEY.]]

YOU'VE ALL SEEN THE SURVEYS ABOUT AMERICAN STUDENTS' POOR PERFORMANCE IN SCIENTIFIC KNOWLEDGE, COMPARED TO THEIR PEERS AROUND THE WORLD.

IT'S A SERIOUS PROBLEM. BUT YOU'RE NOT JUST COMPLAINING ABOUT IT -- YOU'RE DOING SOMETHING ABOUT IT.

YOU'RE SHOWING THAT EXCELLENCE IS NOT JUST POSSIBLE IN AMERICAN EDUCATION -- IT OUGHT TO BE THE NORM. YOU AND THE OUTSTANDING TEACHERS ACROSS THE COUNTRY YOU REPRESENT ARE CREATING CENTERS OF EXCELLENCE IN CLASSROOMS OF EVERY KIND -- SETTING STANDARDS FOR THE REST OF THE COUNTRY TO FOLLOW -- AND CREATING EXCEPTIONAL STUDENTS.

THIS YEAR A HIGH SCHOOL STUDENT FROM DENVER NAMED STEVEN GUBSER WON THE 20TH INTERNATIONAL PHYSICS OLYMPIAD IN WARSAW. WHEN THE UNITED STATES BEGAN COMPETING IN THE TOURNAMENT IN 1986, SOME THOUGHT THAT OUR STUDENTS WOULDN'T HAVE A CHANCE AGAINST STUDENTS FROM EUROPE AND THE FAR EAST. BUT OUR TEAMS HAVE CONSISTENTLY DISTINGUISHED THEMSELVES -- CAPPED BY THIS GOLD MEDAL PERFORMANCE.

THIS IS THE STANDARD OF EXCELLENCE THAT AMERICA'S STUDENTS AND TEACHERS SHOULD ASPIRE TO -- AND THAT MORE CAN ATTAIN.

OUR PROBLEM IS NOT THAT WE DON'T HAVE AMERICAN STUDENTS EXCELLING AT SCIENCE AND MATH -- WE JUST DON'T SEE ENOUGH OF THEM.

[[OF COURSE, THERE WERE A FEW OUTSTANDING STUDENTS IN MY TIME. I HAD A FRIEND ONCE WHO WAS SO SMART, HE KNEW HOW TO CONVERT METERS TO GALLONS... [PAUSE] IN HIS HEAD.]]

THE WORK OF OUTSTANDING TEACHERS LIKE YOURSELVES HAS A PROFOUND IMPACT -- NOT JUST ON THE STUDENTS YOU TEACH, BUT ON THE NATION AS A WHOLE. THE LINK BETWEEN SCIENCE AND TECHNOLOGY, AND OUR STANDARD OF LIVING, IS STRONGER TODAY THAN EVER BEFORE.

AT A TIME WHEN OUR INTERNATIONAL POSITION IN CERTAIN KEY INDUSTRIES IS BEING CHALLENGED, WE FACE IMPENDING SHORTAGES OF QUALIFIED SCIENTISTS AND ENGINEERS. SO YOUR WORK IS HELPING US MEET A CRUCIAL NEED -- A NATIONAL NEED.

NOT EVERY STUDENT WILL BE A PHYSICS OLYMPIAN, OR MAKE A CAREER AS A SCIENTIST. BUT GROWING NUMBERS WILL HAVE JOBS BASED ON NEW TECHNOLOGIES. FARM WORKERS, PRODUCING GENETICALLY ENGINEERED CROPS.

AUTO WORKERS, INVOLVED WITH ROBOTICS, CYBERNETIC SYSTEMS, AND ELECTRONIC CONTROLS. SERVICE PEOPLE, MAINTAINING COMPUTERS AND TELECOMMUNICATIONS SYSTEMS.

IT WILL BE NEW SKILLS, AND THE ABILITY TO LEARN THEM QUICKLY AND ADAPT, THAT WILL BE CRUCIAL TO THEIR FUTURE -- AND AMERICA'S FUTURE.

WHEN I MET WITH THE NATION'S GOVERNORS IN CHARLOTTESVILLE LAST MONTH, THEY TOLD ME -- AS THE BUSINESS COMMUNITY CONTINUES TO TELL ME -- THAT A CLEAR CONSENSUS IS EMERGING ON THE CRUCIAL NEED TO IMPROVE MATH AND SCIENCE EDUCATION IN THIS COUNTRY.

THAT'S WHY WE'RE ESTABLISHING A NATIONAL SCIENCE SCHOLARS PROGRAM FOR TOP MATH AND SCIENCE STUDENTS ACROSS THE COUNTRY.

AND FOR STUDENTS OF ALL ABILITIES, WE'RE WORKING TO SET NATIONAL GOALS FOR MATH AND SCIENCE EDUCATION.

WE WILL BE LOOKING TO YOU FOR ADVICE AND GUIDANCE ON THOSE GOALS -- AND THE STEPS WE CAN TAKE, TOGETHER, TO ATTAIN THEM. I WANT TO ENCOURAGE YOU TO WORK WITH THIS ADMINISTRATION -- AND WITH THE NATION'S GOVERNORS -- TO REFINE OUR APPROACH TO MATH AND SCIENCE EDUCATION.



- 15 -

AND THAT'S WORTH REMEMBERING. WHAT YOU'RE DOING
TODAY HAS THE POTENTIAL TO UNLEASH THE GENIUS OF A NEW
GENERATION.

FOR ALL THAT YOU'VE DONE -- AND WILL CONTINUE TO DO
-- I THANK YOU, AND CONGRATULATE YOU.
GOD BLESS YOU. AND GOD BLESS THE WORK YOU DO.

#



THE WHITE HOUSE
WASHINGTON

October 20, 1989

MEMORANDUM FOR CHRISS WINSTON

Deputy Assistant to the President for
Communications

FROM:

JEFFREY R. HOLMSTEAD *JRH*
Assistant Counsel to the President

SUBJECT:

Presidential Remarks -- Science and Math Teaching
Awards

To confirm my telephone call to your office earlier today,
Counsel's office has reviewed the above-referenced draft and we
have no objections to it from a legal standpoint.

Thank you for the opportunity to review this matter.

cc: James W. Cicconi

89 OCT 23 P 5: 13

WHITE HOUSE STAFFING MEMORANDUM

DATE: 10/19/89 ACTION/CONCURRENCE/COMMENT DUE BY: 10/20/89 2:00 PM

SUBJECT: PRESIDENTIAL REMARKS: SCIENCE AND MATH TEACHING AWARDS

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BATES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PINKERTON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	BROMLEY	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please forward any comments directly to Chriss Winston, Rm. 122, x2930, no later than Friday, October 20, at 2:00 PM, with a copy to my office. Thank you.

RESPONSE:

Counsel's office has no legal objections. JWH 10/20/89

James W. Cicconi
Assistant to the President
and Deputy to the Chief of Staff
Ext. 2702

1989 OCT 19 PM 6:41

(Lange/Martin)
October 19, 1989
6:30 p.m.
[SCIMAT.DOC]

PRESIDENTIAL REMARKS: SCIENCE & MATH TEACHING AWARDS
THE ROSE GARDEN
TUESDAY, OCTOBER 24, 1989
10:00 A.M.

[[Welcome to the White House! Sorry if I'm a little late.
I was just in the Oval Office, trying to solve a few quadratic
equations... [PAUSE] Even tougher than balancing the budget...

Before we get started, I thought we ought to have a moment
of silence: in memory of those brave substitute teachers back
home.]]

It's a great honor to have you here today. You've taken on
one of the nation's most vital, yet too often unappreciated
tasks. Because you've committed yourselves to excellence on the
front lines of American education, you represent our best hope
for the future.

So many Americans remember a special teacher who made a
quiet but crucial difference in their lives. It might have been
the teacher who brought math to life -- explaining ratios by
using the gears of a bicycle. Maybe it was a teacher who
revealed the powerful drama in the life of a single cell -- or
who sparked speculation about the expansion of the universe.

[[Of course, those of us who haven't been to school in a
while get our scientific understanding from those Gary Larson
cartoons. Like the one where, after detailed calculations,
Einstein discovers that Time is actually Money.]]

You've all seen the surveys about American performance in scientific knowledge, compared to around the world. It's a serious problem. But you're complaining about it -- you're **doing** something about it.

You're showing that excellence is not just possible in American education -- it ought to be the norm. You're finding outstanding teachers across the country you're representing by creating centers of excellence in classrooms of excellence, setting standards for the rest of the country to follow, and creating exceptional students.

This year a high school student from Denver named Gubser won the 20th International Physics Olympiad. When the United States began competing in the tournament, some thought that our students wouldn't have a chance against students from Europe and the Far East. But our team consistently distinguished themselves -- capped by top medal performance.

This is the standard of excellence that American students and teachers should aspire to -- and that more can be achieved.

Our problem is not that we don't have American students excelling at science and math -- we just don't see enough of them.

[[Of course, there were a few outstanding students in my time. I had a friend once who was so smart, he knew how to convert **meters** to **gallons**... [PAUSE] In his head.

The work of outstanding teachers like yourselves has a profound impact -- not just on the students you teach, but on the nation as a whole. The link between science and technology, and our standard of living, is stronger today than ever before.

At a time when our international position in certain key industries is being challenged, we face impending shortages of qualified scientists and engineers. So your work is helping us meet a crucial need -- a **national** need.

Not every student will be a Physics Olympian, or make a career as a scientist. But growing numbers will have jobs based on new technologies. Farm workers, producing genetically engineered crops. Auto workers, involved with robotics, cybernetic systems, and electronic controls. Service people, maintaining computers and telecommunications systems.

It will be new skills, and the ability to learn them quickly and adapt, that will be crucial to their future -- and America's future.

When I met with the nation's governors in Charlottesville last month, they told me -- as the business community continues to tell me -- that a clear consensus is emerging on the crucial need to improve math and science education in this country.

That's why we're establishing a National Science Scholars Program for top math and science students across the country. And for students of all abilities, we're working to set national goals for math and science education.

We will be looking to you for advice and guidance on those goals -- and the steps we can take, together, to attain them. I want to encourage you to work with this Administration -- and with the Nation's governors -- to refine our approach to math and science education.

All of you, as teachers, know the larger role that education plays in a free society. **Every** student in America -- even those who **don't** choose technical careers -- will need enough scientific and mathematical understanding to make decisions about the technologies of the 21st century.

You understand the importance of a literate and informed citizenry, and you're acting on that understanding. For the sake of every student you teach. Every day.

You know, a few minutes ago, I said that just about all of us can think of special teachers -- teachers that touched our lives forever. But it's also true that the greatest minds in science and mathematics were inspired and directed by teachers of their own.

And that's worth remembering. What you're doing today has the potential to unleash the genius of a new generation.

For all that you've done -- and will continue to do -- I thank you, and congratulate you.

God bless you. And God bless the work you do.

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for the files

Document No. 083122SS

WHITE HOUSE STAFFING MEMORANDUM

✓ called in comment SB 10/23

DATE: 10/19/89 ACTION/CONCURRENCE/COMMENT DUE BY: 10/20/89 2:00 PM

SUBJECT: PRESIDENTIAL REMARKS: SCIENCE AND MATH TEACHING AWARDS

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input type="checkbox"/>	<input type="checkbox"/>
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DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BATES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PINKERTON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	BROMLEY	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS: Please forward any comments directly to Chriss Winston, Rm. 122, x2930, no later than Friday, October 20, at 2:00 PM, with a copy to my office. Thank you.

RESPONSE:

Good!

89 OCT 23 P 2:32
James W. Cicconi
Assistant to the President
and Deputy to the Chief of Staff
Ext. 2702

1989 OCT 19 PM 6:41

(Lange/Martin)
October 19, 1989
6:30 p.m.
[SCIMAT.DOC]

PRESIDENTIAL REMARKS: SCIENCE & MATH TEACHING AWARDS
THE ROSE GARDEN
TUESDAY, OCTOBER 24, 1989
10:00 A.M.

[[Welcome to the White House! Sorry if I'm a little late.
I was just in the Oval Office, trying to solve a few quadratic
equations... [PAUSE] Even tougher than balancing the budget...

Before we get started, I thought we ought to have a moment
of silence: in memory of those brave substitute teachers back
home.]]

It's a great honor to have you here today. You've taken on
one of the nation's most vital, yet too often unappreciated
tasks. Because you've committed yourselves to excellence on the
front lines of American education, you represent our best hope
for the future.

So many Americans remember a special teacher who made a
quiet but crucial difference in their lives. It might have been
the teacher who brought math to life -- explaining ratios by
using the gears of a bicycle. Maybe it was a teacher who
revealed the powerful drama in the life of a single cell -- or
who sparked speculation about the expansion of the universe.

[[Of course, those of us who haven't been to school in a
while get our scientific understanding from those Gary Larson
cartoons. Like the one where, after detailed calculations,
Einstein discovers that Time is actually Money.]]

You've all seen the surveys about American students' poor performance in scientific knowledge, compared to their peers around the world. It's a serious problem. But you're not just complaining about it -- you're **doing** something about it.

You're showing that excellence is not just possible in American education -- it ought to be the norm. You and the outstanding teachers across the country you represent are creating centers of excellence in classrooms of every kind -- setting standards for the rest of the country to follow -- and creating exceptional students.

This year a high school student from Denver named Steven Gubser won the 20th International Physics Olympiad in Warsaw. When the United States began competing in the tournament in 1986, some thought that our students wouldn't have a chance against students from Europe and the Far East. But our teams have consistently distinguished themselves -- capped by this gold medal performance.

This is the standard of excellence that America's students and teachers should aspire to -- and that more can attain.

Our problem is not that we don't have American students excelling at science and math -- we just don't see enough of them.

[[Of course, there were a few outstanding students in my time. I had a friend once who was so smart, he knew how to convert **meters** to **gallons**... [PAUSE] In his **head**.]]

The work of outstanding teachers like yourselves has a profound impact -- not just on the students you teach, but on the nation as a whole. The link between science and technology, and our standard of living, is stronger today than ever before.

At a time when our international position in certain key industries is being challenged, we face impending shortages of qualified scientists and engineers. So your work is helping us meet a crucial need -- a **national** need.

Not every student will be a Physics Olympian, or make a career as a scientist. But growing numbers will have jobs based on new technologies. Farm workers, producing genetically engineered crops. Auto workers, involved with robotics, cybernetic systems, and electronic controls. Service people, maintaining computers and telecommunications systems.

It will be new skills, and the ability to learn them quickly and adapt, that will be crucial to their future -- and America's future.

When I met with the nation's governors in Charlottesville last month, they told me -- as the business community continues to tell me -- that a clear consensus is emerging on the crucial need to improve math and science education in this country.

That's why we're establishing a National Science Scholars Program for top math and science students across the country. And for students of all abilities, we're working to set national goals for math and science education.

We will be looking to you for advice and guidance on those goals -- and the steps we can take, together, to attain them. I want to encourage you to work with this Administration -- and with the Nation's governors -- to refine our approach to math and science education.

All of you, as teachers, know the larger role that education plays in a free society. **Every** student in America -- even those who **don't** choose technical careers -- will need enough scientific and mathematical understanding to make decisions about the technologies of the 21st century.

You understand the importance of a literate and informed citizenry, and you're acting on that understanding. For the sake of every student you teach. Every day.

You know, a few minutes ago, I said that just about all of us can think of special teachers -- teachers that touched our lives forever. But it's also true that the greatest minds in science and mathematics were inspired and directed by teachers of their own.

And that's worth remembering. What you're doing today has the potential to unleash the genius of a new generation.

For all that you've done -- and will continue to do -- I thank you, and congratulate you.

God bless you. And God bless the work you do.

#

THE WHITE HOUSE
WASHINGTON

OCTOBER 20, 1989

INFORMATION

MEMORANDUM FOR THE PRESIDENT

THROUGH: CHRISS WINSTON *cw*

FROM: MARK LANGE *ML*

SUBJECT: PRESIDENTIAL AWARDS FOR EXCELLENCE IN SCIENCE AND
MATH TEACHING

Attached are brief remarks for a Rose Garden ceremony honoring 112 outstanding science and math teachers. The event takes place on Tuesday, October 24, at 10:00 a.m.

The audience will total about 300 people. Your remarks, which are about 8 minutes long, emphasize the importance of strong teaching in math and science.

You also encourage these teachers to offer guidance to the governors and this Administration as we craft national goals for math and science education.

(Lange/Martin)
October 20, 1989
5:30 p.m.
[SCIMAT.DOC]

PRESIDENTIAL REMARKS: SCIENCE & MATH TEACHING AWARDS
 THE ROSE GARDEN
 TUESDAY, OCTOBER 24, 1989
 10:00 A.M.

[[Welcome to the White House! Sorry if I'm a little late.
I was just in the Oval Office, trying to solve a few quadratic
equations... [PAUSE] Even tougher than balancing the budget...

Before we get started, I thought we ought to have a moment
of silence: in memory of those brave substitute teachers back
home.]]

It's a great honor to have you here today. You've taken on
one of the nation's most vital, yet too often unappreciated
tasks. Because you've committed yourselves to excellence on the
front lines of American education, you represent our best hope
for the future.

So many Americans remember a special teacher who made a
crucial difference in their lives. It might have been the
teacher who brought math to life -- explaining ratios by using
the gears of a bicycle. Maybe it was a teacher who revealed the
powerful drama behind the life of a single cell -- or who sparked
speculation about the expansion of the universe.

[[Of course, those of us who haven't been to school in a
while get our scientific understanding from those Gary Larson
cartoons. Like the one where, after detailed calculations,
Einstein discovers that Time is actually Money.]]

You've all seen the surveys about American students' poor standing on standardized math and science tests, compared to their peers around the world. It's a serious problem. But you're not just complaining about it -- you're **doing** something about it.

You're showing that excellence is not just possible in American education -- it can and should be the norm. You and all the outstanding teachers across the country that you represent are creating centers of excellence in classrooms of every kind -- setting standards for the rest of the country to follow -- and developing exceptional students.

This year I had the privilege of meeting a high school student from Denver named Steven Gubser. Steven won the 20th International Physics Olympiad in Warsaw. When the United States began competing in the tournament in 1986, some thought that our students wouldn't have a chance against students from Europe and the Far East. But our teams have consistently distinguished themselves -- capped by this gold medal performance.

This is the standard of excellence that America's students and teachers should aspire to -- and that more can attain.

Our problem is not that we don't have American students excelling at science and math. We do. We just don't have enough of them.

But there's another reason why the work of outstanding teachers like yourselves has a profound impact -- not just on the students you teach, but on the nation as a whole. The link

between science and technology, and our standard of living, is stronger today than ever before.

At a time when our international position in certain key industries is being challenged, we face impending shortages of qualified scientists and engineers.

And even though every student cannot be a Physics Olympian, or make a career as a scientist, growing numbers will have jobs based on new technologies. Farm workers, producing genetically engineered crops. Auto workers, involved with robotics, cybernetic systems, and electronic controls. Service people, maintaining computers and telecommunications systems.

It will be new skills, and the ability to learn them quickly and adapt, that will be crucial to their future -- and America's future. So your work is helping us meet a crucial need -- a **national** need.

When I met with the nation's governors in Charlottesville last month, they told me -- as the business community continues to tell me -- that a clear concensus is emerging on the crucial need to improve math and science education in this country.

That's why we're proposing a National Science Scholars Program for top math and science students across the country. And for students of all abilities, we're working to develop national education goals.

We will be looking to you for advice and guidance on those goals -- and the steps we can take, together, to attain them. I want to encourage you to work with this Administration -- and

with the Nation's governors -- to refine our approach to math and science education.

All of you, as teachers, know the larger role that education plays in a free society. Every student in America will need enough scientific and mathematical understanding to make decisions about the technologies of the 21st century.

You understand the importance of a literate and informed citizenry, and you're acting on that understanding. For the sake of every student you teach. Every day.

You know, a few minutes ago, I said that just about all of us can remember a special teacher -- a teacher that touched each of our lives forever. But it's also true of the greatest minds in science and mathematics. They too were inspired and directed by stimulating and motivating teachers of their own.

That's worth remembering. What you're doing today has the potential to unleash the genius of a new generation.

For all that you've done -- and will continue to do -- I thank you, and congratulate you.

God bless you. And God bless the work you do.

#

Selected ~~from this nation's~~ Science and mathematics teachers on the basis of excellence for a Presidential Award.

(Lange/Martin)
October 19, 1989
6:30 p.m.
[SCIMAT.DOC]

1989 OCT 19 PM 6:41

PRESIDENTIAL REMARKS: SCIENCE & MATH TEACHING AWARDS
THE ROSE GARDEN
TUESDAY, OCTOBER 24, 1989
10:00 A.M.

(How about something like this?)

~~[[Welcome to the White House! Sorry if I'm a little late. I was just in the Oval Office, trying to solve a few quadratic equations... [PAUSE] Even tougher than balancing the budget... Before we get started, I thought we ought to have a moment of silence: in memory of those brave substitute teachers back home.]]~~
You 112 secondary school teachers have ~~at~~ been

It's a great honor to have you here today. You've taken on one of the nation's most vital, yet too often unappreciated tasks. Because you've committed yourselves to excellence on the front lines of American education, you represent our best hope for the future.

So many Americans remember a special teacher who made a quiet but crucial difference in their lives. It might have been the teacher who brought math to life -- explaining ratios by using the gears of a bicycle. Maybe it was a teacher who revealed the powerful drama ^{behind} in the life of a single cell -- or who sparked speculation about the expansion of the universe.

[[Of course, those of us who haven't been to school in a while get our scientific understanding from those Gary Larson cartoons. Like the one where, after detailed calculations, Einstein discovers that Time is actually Money.]]

This makes fun of science & teachers of science!

1. Absolutely unacceptable to start the speech this way
2. The President with not say these words!

why quiet

NO!

Gary Larson who is he?

You've all seen the surveys about American students' poor performance in scientific knowledge, compared to their peers around the world. It's a serious problem. But you're not just complaining about it -- you're **doing** something about it.

You're showing that excellence is not just possible in American education -- it **ought** to be the norm. You and the outstanding teachers across the country you represent are creating centers of excellence in classrooms of every kind -- setting standards for the rest of the country to follow -- and **developing** exceptional students.

This year a high school student **✓** from Denver named Steven Gubser, **who I had the privilege of meeting,** won the 20th International Physics Olympiad in Warsaw. When the United States began competing in the tournament in 1986, some thought that our students wouldn't have a chance against students from Europe and the Far East. But our teams have consistently distinguished themselves -- capped by this gold medal performance.

This is the standard of excellence that America's students and teachers should aspire to -- and that more can attain.

Our problem is not that we don't have American students excelling at science and math **we do** -- we just don't **have** see enough of them.

[[Of course, there were a few outstanding students in my time. I had a friend once who was so smart, he knew how to convert meters to gallons... [PAUSE] In his head.]]

L see implies they are unusang -- not that they don't exist.

↳ poor joke, in bad taste for the President to say!

The work of outstanding teachers like yourselves has a profound impact -- not just on the students you teach, but on the nation as a whole. The link between science and technology, and our standard of living, is stronger today than ever before.

At a time when our international position in certain key industries is being challenged, we face impending shortages of qualified scientists and engineers. So your work is helping us meet a crucial need -- a national need.

Not every student will be a Physics Olympian, or make a career as a scientist, ~~But~~ growing numbers will have jobs based on new technologies. Farm workers, producing genetically engineered crops; Auto workers, involved with robotics, cybernetic systems, and electronic controls; Service people, maintaining computers and telecommunications systems.

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That's why we're establishing a National Science Scholars Program for top math and science students across the country. And for students of all abilities, we're working to set national goals for math and science education.

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All of you, as teachers, know the larger role that education plays in a free society. **Every** student in America -- even those who **don't** choose technical careers -- will need enough scientific and mathematical understanding to make decisions about the technologies of the 21st century.

You understand the importance of a literate and informed citizenry, and you're acting on that understanding. For the sake of every student you teach. Every day.

You know, a few minutes ago, I said that just about all of us ~~can think of~~ ^{*Sonderly*} special teachers -- teachers that touched our lives forever. ~~But it's also true that~~ ^{*That is*} the greatest minds in science and mathematics ^{*they too,*} were inspired and directed by teachers ^{*of*} ~~their own.~~ ^{*stimulating and motivating teachers*}

~~And~~ that's worth remembering. What you're doing today has the potential to unleash the genius of a new generation.

For all that you've done -- and will continue to do -- I thank you, and congratulate you.

God bless you. And God bless the work you do.

Exceptionally Good.

WHITE HOUSE STAFFING MEMORANDUM

DATE: 10/19/89 ACTION/CONCURRENCE/COMMENT DUE BY: 10/20/89 2:00 PM

SUBJECT: PRESIDENTIAL REMARKS: SCIENCE AND MATH TEACHING AWARDS

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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BATES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PINKERTON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	BROMLEY	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please forward any comments directly to Chriss Winston, Rm. 122, x2930, no later than Friday, October 20, at 2:00 PM, with a copy to my office. Thank you.

RESPONSE:

JK
JW

89 OCT 20 P 5:30

James W. Cicconi
Assistant to the President
and Deputy to the Chief of Staff
Ext. 2702

WHITE HOUSE STAFFING MEMORANDUM

DATE: 10/19/89 ACTION/CONCURRENCE/COMMENT DUE BY: 10/20/89 2:00 PM

SUBJECT: PRESIDENTIAL REMARKS: SCIENCE AND MATH TEACHING AWARDS

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BATES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PINKERTON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	BROMLEY	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS: Please forward any comments directly to Chriss Winston, Rm. 122, x2930, no later than Friday, October 20, at 2:00 PM, with a copy to my office. Thank you.

RESPONSE:

*No Comment
10/20/89*

89 OCT 20 4:18 PM

James W. Cicconi
Assistant to the President
and Deputy to the Chief of Staff
Ext. 2702

WHITE HOUSE STAFFING MEMORANDUM

DATE: 10/19/89 ACTION/CONCURRENCE/COMMENT DUE BY: 10/20/89 2:00 PM

SUBJECT: PRESIDENTIAL REMARKS: SCIENCE AND MATH TEACHING AWARDS

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input type="checkbox"/>	<input type="checkbox"/>
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CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PINKERTON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	BROMLEY	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

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RESPONSE: *See comments, pp. 2 and 3.*

89 OCT 20 P2:13

James W. Cicconi
Assistant to the President
and Deputy to the Chief of Staff
Ext. 2702



EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF MANAGEMENT AND BUDGET
WASHINGTON, D.C. 20503

NOTICE:

Enclosed are comments from staff members of the Office of Management and Budget (OMB). Such comments do not necessarily represent the official position of the Director of OMB or of the Office of Management and Budget. If you wish to have the Director's personal comments, please let me know -- and contact me if you have any questions.

A handwritten signature in black ink, appearing to read "David J. Haun". The signature is fluid and cursive, with a long horizontal stroke at the end.

David J. Haun
Executive Assistant
to the Director

1989 OCT 19 PM 6:41

(Lange/Martin)
October 19, 1989
6:30 p.m.
[SCIMAT.DOC]

PRESIDENTIAL REMARKS: SCIENCE & MATH TEACHING AWARDS
THE ROSE GARDEN
TUESDAY, OCTOBER 24, 1989
10:00 A.M.

[[Welcome to the White House! Sorry if I'm a little late.
I was just in the Oval Office, trying to solve a few quadratic
equations... [PAUSE] Even tougher than balancing the budget...

Before we get started, I thought we ought to have a moment
of silence: in memory of those brave substitute teachers back
home.]]

It's a great honor to have you here today. You've taken on
one of the nation's most vital, yet too often unappreciated
tasks. Because you've committed yourselves to excellence on the
front lines of American education, you represent our best hope
for the future.

So many Americans remember a special teacher who made a
quiet but crucial difference in their lives. It might have been
the teacher who brought math to life -- explaining ratios by
using the gears of a bicycle. Maybe it was a teacher who
revealed the powerful drama in the life of a single cell -- or
who sparked speculation about the expansion of the universe.

[[Of course, those of us who haven't been to school in a
while get our scientific understanding from those Gary Larson
cartoons. Like the one where, after detailed calculations,
Einstein discovers that Time is actually Money.]]

You've all seen the surveys about American students' poor performance in scientific knowledge, compared to their peers around the world. It's a serious problem. But you're not just complaining about it -- you're **doing** something about it.

You're showing that excellence is not just possible in American education -- it ought to be the norm. You and the outstanding teachers across the country you represent are creating centers of excellence in classrooms of every kind -- setting standards for the rest of the country to follow -- and creating exceptional students.

This year a high school student from Denver named Steven Gubser won the 20th International Physics Olympiad in Warsaw. When the United States began competing in the tournament in 1986, some thought that our students wouldn't have a chance against students from Europe and the Far East. But our teams have consistently distinguished themselves -- capped by this gold medal performance.

This is the standard of excellence that America's students and teachers should aspire to -- and that more can attain.

Our problem is not that we don't have American students excelling at science and math -- we just don't see enough of them.

[[Of course, there were a few outstanding students in my time. I had a friend once who was so smart, he knew how to convert **meters** to **gallons**... [PAUSE] In his **head**.]]

*Do you mean "meters" or "liters" ? Damme
x 0044*

The work of outstanding teachers like yourselves has a profound impact -- not just on the students you teach, but on the nation as a whole. The link between science and technology, and our standard of living, is stronger today than ever before.

At a time when our international position in certain key industries is being challenged, we face impending shortages of qualified scientists and engineers. So your work is helping us meet a crucial need -- a **national** need.

Not every student will be a Physics Olympian, or make a career as a scientist. But growing numbers will have jobs based on new technologies. Farm workers, producing genetically engineered crops. Auto workers, involved with robotics, cybernetic systems, and electronic controls. Service people, maintaining computers and telecommunications systems.

It will be new skills, and the ability to learn them quickly and adapt, that will be crucial to their future -- and America's future.

When I met with the nation's governors in Charlottesville last month, they told me -- as the business community continues to tell me -- that a clear consensus is emerging on the crucial need to improve math and science education in this country.

That's why we're ^{proposing} ~~establishing~~ a National Science Scholars Program for top math and science students across the country. And for students of all abilities, we're working to set national goals for math and science education.

Holan
x5178

We will be looking to you for advice and guidance on those goals -- and the steps we can take, together, to attain them. I want to encourage you to work with this Administration -- and with the Nation's governors -- to refine our approach to math and science education.

All of you, as teachers, know the larger role that education plays in a free society. **Every** student in America -- even those who **don't** choose technical careers -- will need enough scientific and mathematical understanding to make decisions about the technologies of the 21st century.

You understand the importance of a literate and informed citizenry, and you're acting on that understanding. For the sake of every student you teach. Every day.

You know, a few minutes ago, I said that just about all of us can think of special teachers -- teachers that touched our lives forever. But it's also true that the greatest minds in science and mathematics were inspired and directed by teachers of their own.

And that's worth remembering. What you're doing today has the potential to unleash the genius of a new generation.

For all that you've done -- and will continue to do -- I thank you, and congratulate you.

God bless you. And God bless the work you do.

#

staffed

(Lange/Martin)
October 19, 1989
6:30 p.m.
[SCIMAT.DOC]

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#

WHITE HOUSE STAFFING MEMORANDUM



DATE: 10/19/89 ACTION/CONCURRENCE/COMMENT DUE BY: 10/20/89 2:00 PM

SUBJECT: PRESIDENTIAL REMARKS: SCIENCE AND MATH TEACHING AWARDS

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BATES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PINKERTON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	BROMLEY	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please forward any comments directly to Chriss Winston, Rm. 122, x2930, no later than Friday, October 20, at 2:00 PM, with a copy to my office. Thank you.

RESPONSE:

Judy Bostock
 X3840
 Rm 357

89 OCT 20 12:59 PM

James W. Cicconi
 Assistant to the President
 and Deputy to the Chief of Staff
 Ext. 2702

WHITE HOUSE STAFFING MEMORANDUM

DATE: 10/19/89 ACTION/CONCURRENCE/COMMENT DUE BY: 10/20/89 2:00 PM

SUBJECT: PRESIDENTIAL REMARKS: SCIENCE AND MATH TEACHING AWARDS

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BATES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PINKERTON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	BROMLEY	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS: Please forward any comments directly to Chriss Winston, Rm. 122, x2930, no later than Friday, October 20, at 2:00 PM, with a copy to my office. Thank you.

RESPONSE: Counsel's office has no legal objections.
JRH 10/20/89

James W. Cicconi
Assistant to the President
and Deputy to the Chief of Staff
Ext. 2702

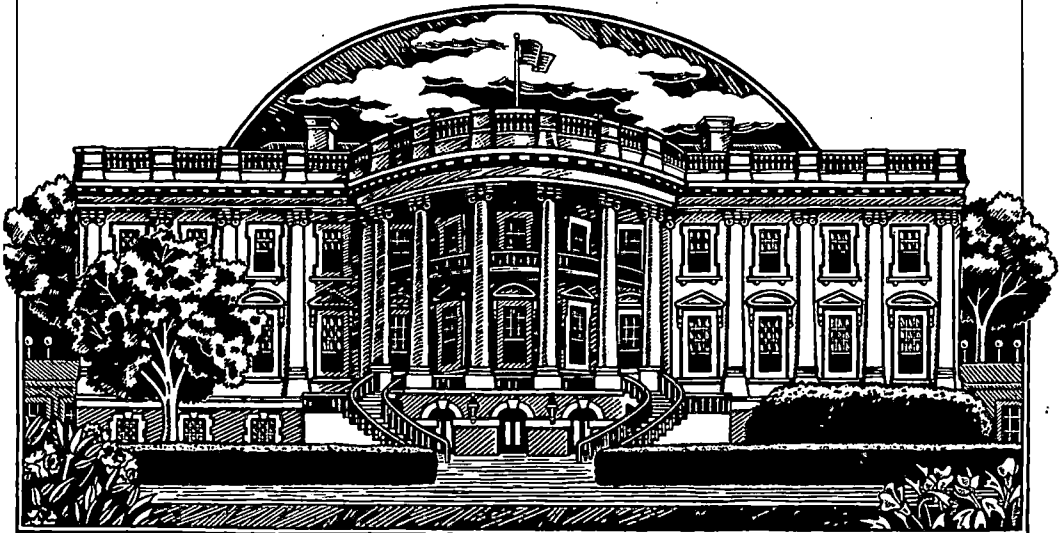
• Kim Newsom •

~~Nat Sue Found~~

357-9859

Name of this director

Mr. Erich Bloch



THE WHITE HOUSE
WASHINGTON

October 20, 1989

MEMORANDUM FOR CHRISS WINSTON

FROM: ROGER B. PORTER *RBP*
SUBJECT: Presidential Remarks: Science and Math Teaching Awards

We have a couple of comments on the remarks prepared for the President's speech on science and math awards. These suggestions are included in the attached draft.

If you have any questions, please let me know.

cc: James W. Cicconi

89 OCT 23 48:42

WHITE HOUSE STAFFING MEMORANDUM

DATE: 10/19/89 ACTION/CONCURRENCE/COMMENT DUE BY: 10/20/89 2:00 PM

SUBJECT: PRESIDENTIAL REMARKS: SCIENCE AND MATH TEACHING AWARDS

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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BATES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PINKERTON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	BROMLEY	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

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RESPONSE:

James W. Cicconi
Assistant to the President
and Deputy to the Chief of Staff
Ext. 2702

1989 OCT 19 PM 6:41

(Lange/Martin)
October 19, 1989
6:30 p.m.
[SCIMAT.DOC]

PRESIDENTIAL REMARKS: SCIENCE & MATH TEACHING AWARDS
THE ROSE GARDEN
TUESDAY, OCTOBER 24, 1989
10:00 A.M.

[[Welcome to the White House! Sorry if I'm a little late.
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of silence: in memory of those brave substitute teachers back
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one of the nation's most vital, yet too often unappreciated
tasks. Because you've committed yourselves to excellence on the
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quiet but crucial difference in their lives. It might have been
the teacher who brought math to life -- explaining ratios by
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standing
 ^
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[[Of course, there were a few outstanding students in my time. I had a friend once who was so smart, he knew how to convert **meters** to **gallons**... [PAUSE] In his **head**.]]

*NO
 Recommend
 not include*

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#