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OA/ID Number: 13543
Folder ID Number: 13543-004

Folder Title:
Presidential Awards for Teacher Excellence in Science & Mathematics 10/2/90 [OA 5377]

Stack:	Row:	Section:	Shelf:	Position:
G	26	16	4	7

THE WHITE HOUSE
WASHINGTON

October 1, 1990

MEMORANDUM FOR THE PRESIDENT

FROM: CHRISS WINSTON^W

SUBJECT: PRESIDENTIAL AWARDS FOR TEACHER EXCELLENCE IN
 SCIENCE AND MATHEMATICS TEACHING

On Tuesday, October 2 at 1:30 p.m., you will address the recipients of the Presidential Awards for Teacher Excellence in Science and Mathematics Teaching. Awards will be presented to 107 science and math teachers for grades K-12. Your remarks, approximately 5-7 minutes in length, will be on cards.

Olson/Blymire
Title: Bromley
October 1, 1990
Draft 3

PRESIDENTIAL REMARKS: AWARDS FOR EXCELLENCE, ROSE GARDEN
1:30 p.m., Tuesday October 2, 1990

It's a great pleasure to be here with Secretary of Energy James Watkins, Under Secretary of Education Ted Sanders, and the Acting Director of the National Science Foundation, Fred Bernthal for this tremendous gathering.

I am pleased to have the opportunity to join you today and add my congratulations to those you have just received. Presidential Awards for Excellence in Science and Mathematics Teaching have been presented for the past eight years to secondary school teachers, but this is the first year that elementary school teachers have also received these awards. So you are the pioneers in what will be a continuing effort to honor the achievements of this nation's many outstanding school teachers.

You are a very select group: 107 teachers from the more than one-and-a-half million elementary school instructors in this country. For many students, you represent their first exposure to science and mathematics, which gives you a vital responsibility.

Most kids who go on to become scientists or engineers first became interested in those subjects in elementary school or junior high. And, most often, the reason they do is because they are exposed to a teacher like each of you; someone who can spark

their imagination and evoke the sense of wonder that is inherent in science and math.

Kids are natural-born scientists, but too many of them lose interest when their only exposure to science is through long lists of facts. You have discovered how to bring out the fun in science and mathematics; and, in doing so, you provide a model and an inspiration for elementary school teachers everywhere.

You are also helping to meet a crucial national need. We live in an increasingly complex and competitive world, 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 shortfalls of qualified scientists and engineers. The students who can fill those shortfalls are in classrooms right now. We must ensure that they are given the education and the encouragement they need.

Just a little over a year ago, I met with the nation's governors for an education summit - a first step toward building a strong partnership among this Administration, the governors, educators, parents and community leaders. This historic event resulted in a sense of direction and national goals for individual and collective efforts to improve the quality of education for all Americans.

Three of those goals directly involve science and mathematics. By the year 2000, American students must demonstrate competency in five critical subjects including

science and mathematics -- with their progress measured in grades four, eight, and twelve. We must also make American students the first in the world in science and mathematics achievement by the year 2000, and we must ensure that every adult American must be able to read and have the skills, including technological skills, to compete in a global economy.

These are ambitious goals but they are faithful to the ambitions of this country. As a people, we have set tough goals before -- to send men to the moon or to serve the cause of freedom abroad. And we know that when the challenge is great, great things happen in America.

Already, a great many things are happening at the federal, state and local level. The Department of Energy and NASA are opening up their research laboratories to students and teachers so that they can experience cutting-edge science first-hand. And the Department of Education and the National Science Foundation are working together and with the states on strengthening research, assessment and curricula.

Equally exciting things are happening in the states. But achieving the goals that I announced last January will require that everyone get involved. That means parents, teachers, school administrators, businesses and universities.

Parents are especially important. It is very difficult for you as teachers to do your jobs if you don't get help from parents, and that's why we want to see parental empowerment in education. We must make American education the best it can be

and that takes two things: greater parental involvement and greater choice in education.

Reading about your accomplishments makes me confident that we will succeed. The letters of recommendation that helped bring you to Washington give ample testimony to your ingenuity, determination and enthusiasm. In one letter, the parents of a boy named Woody write, "when we [used] to ask Woody what happened in school, he would tell us about recess. Now he tells us about science."

Another letter writes of a teacher who "studies with the mind of a scholar, perceives through the eyes of a child and communicates with the voice of an understanding, compassionate and energetic motivator." And all of the letters are unanimous about one thing: the enthusiasm that you bring to the classroom, an enthusiasm that touches everyone who knows you.

You are truly remarkable people. You are able to take children and inspire them, broaden their horizons, and point them in new directions. The country owes you an immense debt of gratitude. But your real rewards cannot be printed on a piece of paper. Your real rewards are the students who will remember you and what you have done for them for the rest of their lives.

Thank you for all you do and God bless the United States of America.

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I AM PLEASED TO HAVE THE OPPORTUNITY TO JOIN YOU TODAY AND ADD MY CONGRATULATIONS TO THOSE YOU HAVE JUST RECEIVED.

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YOU HAVE DISCOVERED HOW TO BRING OUT THE FUN IN SCIENCE AND MATHEMATICS; AND, IN DOING SO, YOU PROVIDE A MODEL AND AN INSPIRATION FOR ELEMENTARY SCHOOL TEACHERS EVERYWHERE.

YOU ARE ALSO HELPING TO MEET A CRUCIAL NATIONAL NEED. WE LIVE IN AN INCREASINGLY COMPLEX AND COMPETITIVE WORLD, 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 SHORTFALLS OF QUALIFIED SCIENTISTS AND ENGINEERS. THE STUDENTS WHO CAN FILL THOSE SHORTFALLS ARE IN CLASSROOMS RIGHT NOW. WE MUST ENSURE THAT THEY ARE GIVEN THE EDUCATION AND THE ENCOURAGEMENT THEY NEED.

JUST A LITTLE OVER A YEAR AGO, I MET WITH THE NATION'S GOVERNORS FOR AN EDUCATION SUMMIT -- A FIRST STEP TOWARD BUILDING A STRONG PARTNERSHIP AMONG THIS ADMINISTRATION, THE GOVERNORS, EDUCATORS, PARENTS AND COMMUNITY LEADERS. THIS HISTORIC EVENT RESULTED IN A SENSE OF DIRECTION AND NATIONAL GOALS FOR INDIVIDUAL AND COLLECTIVE EFFORTS TO IMPROVE THE QUALITY OF EDUCATION FOR ALL AMERICANS.

THREE OF THOSE GOALS DIRECTLY INVOLVE SCIENCE AND MATHEMATICS. BY THE YEAR 2000, AMERICAN STUDENTS MUST DEMONSTRATE COMPETENCY IN FIVE CRITICAL SUBJECTS INCLUDING SCIENCE AND MATHEMATICS -- WITH THEIR PROGRESS MEASURED IN GRADES FOUR, EIGHT, AND TWELVE. WE MUST ALSO MAKE AMERICAN STUDENTS THE FIRST IN THE WORLD IN SCIENCE AND MATHEMATICS ACHIEVEMENT BY THE YEAR 2000, AND WE MUST ENSURE THAT EVERY ADULT AMERICAN MUST BE ABLE TO READ AND HAVE THE SKILLS, INCLUDING TECHNOLOGICAL SKILLS, TO COMPETE IN A GLOBAL ECONOMY.

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ALREADY, A GREAT MANY THINGS ARE HAPPENING AT THE FEDERAL, STATE AND LOCAL LEVEL.

THE DEPARTMENT OF ENERGY AND NASA ARE OPENING UP THEIR RESEARCH LABORATORIES TO STUDENTS AND TEACHERS SO THAT THEY CAN EXPERIENCE CUTTING-EDGE SCIENCE FIRST-HAND. AND THE DEPARTMENT OF EDUCATION AND THE NATIONAL SCIENCE FOUNDATION ARE WORKING TOGETHER AND WITH THE STATES ON STRENGTHENING RESEARCH, ASSESSMENT AND CURRICULA.

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THAT MEANS PARENTS, TEACHERS, SCHOOL ADMINISTRATORS, BUSINESSES AND UNIVERSITIES.

PARENTS ARE ESPECIALLY IMPORTANT. IT IS VERY DIFFICULT FOR YOU AS TEACHERS TO DO YOUR JOBS IF YOU DON'T GET HELP FROM PARENTS, AND THAT'S WHY WE WANT TO SEE PARENTAL EMPOWERMENT IN EDUCATION. WE MUST MAKE AMERICAN EDUCATION THE BEST IT CAN BE AND THAT TAKES TWO THINGS: GREATER PARENTAL INVOLVEMENT AND GREATER CHOICE IN EDUCATION.

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Document No. _____

WHITE HOUSE STAFFING MEMORANDUM

90 OCT 2 A8:41

DATE: 10/2/90 ACTION/CONCURRENCE/COMMENT DUE BY: -----

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ROSE GARDEN

SUBJECT: TUESDAY, OCTOBER 2, 1990
1:30 PM

	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 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"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<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"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input type="checkbox"/>	<input type="checkbox"/>	BROMLEY	<input type="checkbox"/>	<input checked="" type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	ANDERSON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
HOLIDAY	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

The attached has been forwarded to the President.

RESPONSE:

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

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90 OCT -1 PM 6:20

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Reading about your accomplishments makes me confident that we will succeed. The letters of recommendation that helped bring you to Washington give ample testimony to your ingenuity, determination and enthusiasm. In one letter, the parents of a boy named Woody write, "when we [used] to ask Woody what happened in school, he would tell us about recess. Now he tells us about science."

Another letter writes of a teacher who "studies with the mind of a scholar, perceives through the eyes of a child and communicates with the voice of an understanding, compassionate and energetic motivator." And all of the letters are unanimous about one thing: the enthusiasm that you bring to the classroom, an enthusiasm that touches everyone who knows you.

You are truly remarkable people. You are able to take children and inspire them, broaden their horizons, and point them in new directions. The country owes you an immense debt of gratitude. But your real rewards cannot be printed on a piece of paper. Your real rewards are the students who will remember you and what you have done for them for the rest of their lives.

Thank you for all you do and God bless the United States of America.

WHITE HOUSE STAFFING MEMORANDUM

DATE: 9/28/90 ACTION/CONCURRENCE/COMMENT DUE BY: Noon, Mon., Oct. 1, 1990

SUBJECT: PRESIDENTIAL REMARKS: AWARDS FOR EXCELLENCE (09/28 Draft 2)

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

REMARKS:

Please provide any comments/recommendations to Chriss Winston by NOON, MONDAY, OCTOBER 1, 1990, with a copy to my office. Thanks.

RESPONSE:

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

Olson/Dooley
Title: Bromley
September 28, 1990
Draft 2

30 SEP 28 P 5: 17

PRESIDENTIAL REMARKS: AWARDS FOR EXCELLENCE, ROSE GARDEN
1:30 p.m., Tuesday October 2, 1990

It's a great pleasure to be here with ~~Secretary of Education~~
~~Lauro Cavazos~~, ^{Under Secretary of Education} Secretary of Energy James Watkins, and the Acting ^{Ted} Director of the National Science Foundation, Fred Bernthal, for ^{Saunders} this tremendous gathering.

I am pleased to have the opportunity to join you today and add my congratulations to those you have ^{just} already received. Presidential Awards for Excellence in Science and Mathematics Teaching have been presented for the past eight years, ^{to secondary school teachers} but this is the first year that elementary school teachers have ^{also received} been ^{these awards.} honored as a separate category. So you are the pioneers in what will be a continuing effort to honor the achievements of this nation's many outstanding school teachers.

You are a very select group: 107 teachers from the more than one-and-a-half million elementary school instructors in this country. For many students, you represent their first exposure to science and mathematics, which gives you a vital responsibility.

~~Studies have shown that~~ most kids who go on to become scientists or engineers ^{first became interested in those subjects} ~~decide to do so~~ in elementary school or junior high. And, most often, the reason they do is because they are exposed to a teacher like each of you; someone who can spark their imagination and evoke the sense of wonder that is inherent in science ^{and math.}

Kids are natural-born scientists, but too many of them lose interest when their only exposure to science is through long lists of facts. You have discovered how to bring out the fun in science and mathematics; and, in doing so, you provide a model and an inspiration for elementary school teachers everywhere.

You are also helping to meet a crucial national need. We live in an increasingly complex and competitive world, 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 shortfalls of qualified scientists and engineers. The students who can fill those shortfalls are in classrooms right now. We must ensure that they are given the education and the encouragement they need.

Just a little over a year ago, I met with the nation's governors for an education summit - a first step toward building a strong partnership among this Administration, the governors, educators, parents and community leaders. This historic event resulted in a sense of direction and national goals for individual and collective efforts to improve the quality of education for all Americans.

Three of those goals directly involve science and mathematics. By the year 2000, American students must be ^{demonstrate} competent ^{cy} in five critical subjects including science and mathematics -- with their progress measured in grades four, eight, and twelve. We must also make American students the first

in the world in science and mathematics ^{achievement} by the year 2000, and we must ensure that every adult American must be able to read and have the skills, including technological skills, to compete in a global economy.

These are ambitious goals but they are faithful to the ambitions of this country. As a people, we have set tough goals before -- to send men to the moon or to serve the cause of freedom abroad. And we know that when the challenge is great, great things happen in America.

Already, a great many things are happening at the federal, state and local level. The Department of Energy ^{and NASA are} ~~is~~ opening up ^{their research} its national laboratories to students and teachers so that they can experience cutting-edge science first-hand. ~~And the Department of Education plans to greatly expand its Dwight Eisenhower Mathematics and Science program to bring the best possible science and math teaching to schools throughout the country.~~ ^{And the Department of Education and the National Science Foundation are working together and with the states on strengthening research, assessment and curricula.}

Equally exciting things are happening in the states. But to ^{ing} achieve the goals that I announced last January will require that everyone get involved. That means parents, teachers, school administrators, businesses and universities.

Parents are especially important. It is very difficult for you as teachers to do your jobs if you don't get help from parents, and that's why we're ^{want to see} encouraging parental empowerment in education. We must make American education the best it can be and that takes ^{two things: educational choice and more greater} commitment.

^{greater parental involvement and greater choice in education.}

~~add~~
* In fact, NASA is

Reading about your accomplishments makes me confident that we will succeed. The letters of recommendation that helped bring you to Washington give ample testimony to your ingenuity, determination and enthusiasm. In one letter, the parents of a boy named Woody write, " when we [used] to ask Woody what happened in school, he would tell us about recess. Now he tells us about science."

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Thank you for all you do and God bless the United States of America.

#

WHITE HOUSE STAFFING MEMORANDUM

DATE: 9/28/90 ACTION/CONCURRENCE/COMMENT DUE BY: Noon, Mon., Oct. 1, 1990

PRESIDENTIAL REMARKS: AWARDS FOR EXCELLENCE ~~ROSE GARDEN~~
SUBJECT: ~~1:30 p.m., Tuesday, October 2, 1990~~
(09/28 Draft 2)

	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 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"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>Bromley</u>	<input type="checkbox"/>	<input type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
GRAY	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

~~Due: Mon., Oct. 1, 1990, NOON.~~

RESPONSE:

Pls provide any comment/recommendation to Chris Winston by noon Mon 10/1 with a copy to my office. THANKS

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

WHITE HOUSE STAFFING MEMORANDUM

88 OCT 1 3:14



DATE: 9/28/90 ACTION/CONCURRENCE/COMMENT DUE BY: Noon, Mon., Oct. 1, 1990

SUBJECT: PRESIDENTIAL REMARKS: AWARDS FOR EXCELLENCE (09/28 Draft 2)

	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 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"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<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"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input type="checkbox"/>	<input type="checkbox"/>	BROMLEY	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	ANDERSON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please provide any comments/recommendations to Chriss Winston by NOON, MONDAY, OCTOBER 1, 1990, with a copy to my office. Thanks.

RESPONSE:

Please see additional comment from NSF. Thanks. Holly Williamson 10-1-90

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

In addition to sponsoring this awards program, the National Science Foundation is actively engaged in efforts to expand excellence in science, mathematics, and engineering instruction at all levels, and ensure that students progress through school achieving competency in these subjects. In particular, it recently launched a Statewide Systemic Initiative to actively encourage and support broad-based, fundamental changes at the state and local levels to improve science and mathematics education.

10-1-90

Chriss:

The National Science Foundation sent me the above insert for page 3, paragraph 3, end of first sentence. Thanks.

Holly

3

in the world in science and mathematics by the year 2000, and we must ensure that every adult American must be able to read and have the skills, including technological skills, to compete in a global economy.

These are ambitious goals but they are faithful to the ambitions of this country. As a people, we have set tough goals before -- to send men to the moon or to serve the cause of freedom abroad. And we knew that when the challenge is great, great things happen in America.

Already, a great many things are happening at the federal, state and local level. ^{INSERT} The Department of Energy is opening up its national laboratories to students and teachers so that they can experience cutting-edge science first-hand. And the Department of Education plans to greatly expand its Dwight Eisenhower Mathematics and Science program to bring the best possible science and math teaching to schools throughout the country.

Equally exciting things are happening in the states. But to achieve the goals that I announced last January will require that everyone get involved. That means parents, teachers, school administrators, businesses and universities.

Parents are especially important. It is very difficult for you as teachers to do your jobs if you don't get help from parents, and that's why we're encouraging parental empowerment in education. We must make American education the best it can be and that takes commitment.

WHITE HOUSE STAFFING MEMORANDUM
 90 OCT 1 P1:41

DATE: 9/28/90 ACTION/CONCURRENCE/COMMENT DUE BY: Noon, Mon., Oct. 1, 1990

SUBJECT: PRESIDENTIAL REMARKS: AWARDS FOR EXCELLENCE (09/28 Draft 2)

	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 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"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	UNTERMEYER	<input type="checkbox"/>	<input type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<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"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input type="checkbox"/>	<input type="checkbox"/>	BROMLEY	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	ANDERSON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please provide any comments/recommendations to Chriss Winston by NOON, MONDAY, OCTOBER 1, 1990, with a copy to my office. Thanks.

RESPONSE:

See Comments. Thank.
Holly Williamson
 10-1-90

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

DOE = Energy
 DOEd = Education

I am still waiting to hear from Bernthal.
 1:30 pm 10-1-90

Olson/Dooley
Title: Bromley
September 28, 1990
Draft 2

30 SEP 28 P 5: 17

PRESIDENTIAL REMARKS: AWARDS FOR EXCELLENCE, ROSE GARDEN
1:30 p.m., Tuesday October 2, 1990

It's a great pleasure to be here with ~~Secretary of Education~~
Secretary of Energy James Watkins, Under Secretary of Education Ed
~~Lauro Cavazos, Secretary of Energy James Watkins~~ and the Acting *Sandlin,*
(T)
Director of the National Science Foundation, Fred Bernthal, for
this tremendous gathering.

✓
(per DOE)
Also what about Bromley?

I am pleased to have the opportunity to join you today and
add my congratulations to those you have already received.

Presidential Awards for Excellence in Science and Mathematics

Teaching have been presented for the past eight years, but this *year*

✓
(DOE)
in

recognition of our National Educational Goals,
is the first year that elementary school teachers have been

honored as a separate category. So you are the pioneers in what
will be a continuing effort to honor the achievements of this
nation's many outstanding school teachers.

You are a very select group: 107 teachers from the more
than one-and-a-half million elementary school instructors in this
country. For many students, you represent their first exposure
to science and mathematics, which gives you a vital
responsibility.

Studies have shown that most kids who go on to become
scientists or engineers decide to do so in elementary school or
junior high. And, most often, the reason they do is because they
are exposed to a teacher like each of you; someone who can spark
their imagination and evoke the sense of wonder that is inherent

✓
(DOE)
in science and math.

Please see DOE IS ~~insert.~~ *insert.* The insert makes it sound as if the goals
prescribed a separate ceremony which *cannot* ~~be~~ *reworded* ~~omitted~~. Maybe
it could be ~~omitted~~ *reworded* to indicate a separate ceremony was particularly
important for the Math/Science ED level

Kids are natural-born scientists, but too many of them lose interest when their only exposure to science is through long lists of facts. You have discovered how to bring out the fun in science and mathematics; and, in doing so, you provide a model and an inspiration for elementary school teachers everywhere.

You are also helping to meet a crucial national need. We live in an increasingly complex and competitive world, 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 shortfalls of qualified scientists and engineers. The students who can fill those shortfalls are in classrooms right now. We must ensure that they are given the education and the encouragement they need.

Just a little over a year ago, I met with the nation's governors for an education summit - a first step toward building a strong partnership among this Administration, the governors, educators, parents and community leaders. This historic event resulted in a sense of direction and national goals for individual and collective efforts to improve the quality of education for all Americans.

Three of those goals directly involve science and mathematics. By the year 2000, American students must be competent in five critical subjects including science and mathematics -- with their progress measured in grades four, eight, and twelve. We must also make American students the first

in the world in science and mathematics by the year 2000, and we must ensure that every adult American must be able to read and have the skills, including technological skills, to compete in a global economy.

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Already, a great many things are happening at the federal, state and local level. The Department of Energy ^{and NASA are} ~~is~~ opening up ^{their research} ~~its national~~ laboratories to students and teachers so that they can experience cutting-edge science first-hand. ^{*} And the Department of Education plans to greatly expand its Dwight Eisenhower Mathematics and Science program to bring the best possible science and math teaching to schools throughout the country.

Equally exciting things are happening in the states. But to achieve the goals that I announced last January will require that everyone get involved. That means parents, teachers, school administrators, businesses and universities.

Parents are especially important. It is very difficult for you as teachers to do your jobs if you don't get help from parents, and that's why we're encouraging parental empowerment in education. We must make American education the best it can be and that takes ^{two things: choice and} commitment.

^(COCA) * NASA wanted to insert: "NASA has just announced a program to integrate exciting space concepts into college programs ^{adapting our nation's future teachers."}

Reading about your accomplishments makes me confident that we will succeed. The letters of recommendation that helped bring you to Washington give ample testimony to your ingenuity, determination and enthusiasm. In one letter, the parents of a boy named Woody write, " when we [used] to ask Woody what happened in school, he would tell us about recess. Now he tells us about science."

Another letter writes of a teacher who "studies with the mind of a scholar, perceives through the eyes of a child and communicates with the voice of an understanding, compassionate and energetic motivator." And all of the letters are unanimous about one thing: the enthusiasm that you bring to the classroom, an enthusiasm that touches everyone who knows you.

You are truly remarkable people. You are able to take children and inspire them, broaden their horizons, and point them in new directions. The country owes you an immense debt of gratitude. But your real rewards cannot be printed on a piece of paper. Your real rewards are the students who will remember you and what you have done for them for the rest of their lives.

Thank you for all you do and God bless the United States of America.

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THE WHITE HOUSE

WASHINGTON

October 1, 1990

MEMORANDUM FOR CHRISS WINSTON

FROM: ROGER B. PORTER *RBP*
SUBJECT: Science and Mathematics Teaching Awards *12/*

The remarks for the Presidential Awards for Excellence in Science and Mathematics ceremony are well written and appropriate. I have several minor comments.

Page 2, para. 4

I suggest substituting "demonstrate competency" for "be competent" in lines 2 and 3.

Page 3, top

Please insert "achievement" to read "science and mathematics achievement" in line 1. Perhaps the following could be added after "by the year 2000" in line 1: "And we have a specific objective under this goal to 'strengthen math and science education throughout the system, especially in the early grades' where you are already making a difference."

Page 3, para. 2, lines 4-8

The example of the Eisenhower grants is good, but at the moment it is uncertain how the budget agreement will affect its allocation. Perhaps the following example could be substituted: "The Department of Education and the National Science Foundation are working together and with states on strengthening research, assessment, and curricula."

Page 3, para. 3

Please substitute "achieving" for "to achieve" in line 1.

Page 3, para. 4

Please substitute "want to see" for "we're encouraging" in line 4 and "dedication" for "commitment" in the last line.

Please let me know if you have any questions about these comments.

WHITE HOUSE STAFFING MEMORANDUM

DATE: 9/28/90 ACTION/CONCURRENCE/COMMENT DUE BY: Noon, Mon., Oct. 1, 19

SUBJECT: PRESIDENTIAL REMARKS: AWARDS FOR EXCELLENCE (09/28 Draft 2)

	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 type="checkbox"/>	NEWMAN	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	ROBERT →	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<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"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input type="checkbox"/>	<input type="checkbox"/>	BROMLEY	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	ANDERSON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please provide any comments/recommendations to Chriss Winston by NOON, MONDAY, OCTOBER 1, 1990, with a copy to my office. Thanks.

RESPONSE:

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

Olson/Dooley
Title: Bromley
September 28, 1990
Draft 2

30 SEP 28 P5:17

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1:30 p.m., Tuesday October 2, 1990

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I am pleased to have the opportunity to join you today and add my congratulations to those you have already received. Presidential Awards for Excellence in Science and Mathematics Teaching have been presented for the past eight years, but this is the first year that elementary school teachers have been honored as a separate category. So you are the pioneers in what will be a continuing effort to honor the achievements of this nation's many outstanding school teachers.

You are a very select group: 107 teachers from the more than one-and-a-half million elementary school instructors in this country. For many students, you represent their first exposure to science and mathematics, which gives you a vital responsibility.

Studies have shown that most kids who go on to become scientists or engineers decide to do so in elementary school or junior high. And, most often, the reason they do is because they are exposed to a teacher like each of you; someone who can spark their imagination and evoke the sense of wonder that is inherent in science.

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AND WE HAVE A SPECIFIC OBJECTIVE UNDER THIS GOAL TO "STRENGTHEN MATH AND SCIENCE EDUCATION THROUGHOUT THE SYSTEM, ESPECIALLY IN THE EARLY GRADES" WHERE YOU ARE ALREADY MAKING A DIFFERENCE.

3

ACHIEVEMENT

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Already, a great many things are happening at the federal, state and local level. The Department of Energy is opening up its national laboratories to students and teachers so that they can experience cutting-edge science first-hand. ^{THE DEPARTMENT OF} ~~And the~~ ^{EDUCATION AND THE NATIONAL SCIENCE FOUNDATION ARE WORKING} Department of Education plans to greatly expand its Dwight ^{TOGETHER AND WITH THE STATES ON RESEARCH AND} Eisenhower Mathematics and Science program to bring the best ^{ASSESSMENT AND STRENGTHENING CURRICULA.} possible science and math teaching to schools throughout the country.

Equally exciting things are happening in the states. But to ^{ACHIEVING} achieve the goals that I announced last January will require that everyone get involved. That means parents, teachers, school administrators, businesses and universities.

Parents are especially important. It is very difficult for you as teachers to do your jobs if you don't get help from parents, and that's why we ^{WANT TO SEE} ~~are encouraging~~ parental empowerment in education. We must make American education the best it can be and that takes ^{DEDICATION} ~~commitment~~.

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Thank you for all you do and God bless the United States of America.

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WHITE HOUSE STAFFING MEMORANDUM

DATE: 9/28/90 ACTION/CONCURRENCE/COMMENT DUE BY: Noon, Mon., Oct. 1, 1990

PRESIDENTIAL REMARKS: AWARDS FOR EXCELLENCE, BOSE GARDEN
SUBJECT: 1:30 p.m., Tuesday, October 2, 1990

(09/28 0942)

	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 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"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>Bromley</u>	<input type="checkbox"/>	<input type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
GRAY	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Due: Mon., Oct. 1, 1990, NOON.

RESPONSE:

Pls provide any comments/recommen to Chris Winston by noon, Mon. 10/1 with a copy to my office. Thanks

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

Document No. 178703

90 OCT 1 1:02 WHITE HOUSE STAFFING MEMORANDUM

DATE: 9/28/90 ACTION/CONCURRENCE/COMMENT DUE BY: Noon, Mon., Oct. 1, 199

SUBJECT: PRESIDENTIAL REMARKS: AWARDS FOR EXCELLENCE (09/28 Draft 2)

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WAGNER →	<input type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input 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"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<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"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input type="checkbox"/>	<input type="checkbox"/>	BROMLEY	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	ANDERSON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please provide any comments/recommendations to Chriss Winston by NOON, MONDAY, OCTOBER 1, 1990, with a copy to my office. Thanks.

RESPONSE:

No Comments 10/1/90


90 OCT 1 1:02

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

THE WHITE HOUSE
WASHINGTON

October 1, 1990

MEMORANDUM FOR CHRISS WINSTON

FROM: JIM PINKERTON 
SUBJECT: Math/Science Educational Excellence Draft

pg. 3, para. 5, line 3 "It is very difficult for you as teachers to do your jobs if you don't get help from parents, and that's why we're encouraging parental empowerment in education. We must make American education the best it can be and that takes commitment."

We cannot allow the fact that this is an audience of teachers to dissuade us from mentioning choice in education. Such references to choice were included in the last two such events (in fact, both mentioned Polly Williams): The National Teacher of the Year ceremony in April, and the very recent School Recognition Ceremony.

The phrase "parental empowerment" can mean the same thing as parental choice in education, nevertheless it is too oblique; we should politely (i.e., without criticizing teachers or teachers' unions) call a spade a spade, e.g., "...and that's why we're encouraging the nationwide, grassroots movement toward greater parental involvement and greater parental choice in education."

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WHITE HOUSE STAFFING MEMORANDUM

90 SEP 31 10:29

DATE: 9/28/90 ACTION/CONCURRENCE/COMMENT DUE BY: Noon, Mon., Oct. 1, 1990

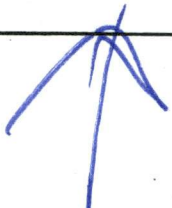
SUBJECT: PRESIDENTIAL REMARKS: AWARDS FOR EXCELLENCE (09/28 Draft 2)

	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 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"/>
<i>BROMLEY</i> CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<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"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input type="checkbox"/>	<input type="checkbox"/>	<i>BROMLEY</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	ANDERSON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please provide any comments/recommendations to Chriss Winston by NOON, MONDAY, OCTOBER 1, 1990, with a copy to my office. Thanks.

RESPONSE:



*(Ext. 2734)
Comments by Steve Olson for D. Allan Bromley.*

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

Olson/Dooley
Title: Bromley
September 28, 1990
Draft 2

30 SEP 28 P5:17

PRESIDENTIAL REMARKS: AWARDS FOR EXCELLENCE, ROSE GARDEN
1:30 p.m., Tuesday October 2, 1990

It's a great pleasure to be here with Secretary of Education Lauro Cavazos, Secretary of Energy James Watkins and the Acting Director of the National Science Foundation, Fred Bernthal, for this tremendous gathering.

I am pleased to have the opportunity to join you today and add my congratulations to those you have ^{just} ~~already~~ received. Presidential Awards for Excellence in Science and Mathematics Teaching have been presented ^{to secondary school teachers,} for the past eight years, but this is the first year that elementary school teachers have ~~been~~ ^{also received these awards.} honored as a ~~separate~~ category. So you are the pioneers in what will be a continuing effort to honor the achievements of this nation's many outstanding school teachers.

You are a very select group: 107 teachers from the more than one-and-a-half million elementary school instructors in this country. For many students, you represent their first exposure to science and mathematics, which gives you a vital responsibility.

~~Studies have shown that~~ most kids who go on to become scientists or engineers ^{first become interested in those subjects} ~~decide to do so~~ in elementary school or junior high. And, most often, the reason they do is because they are exposed to a teacher like each of you; someone who can spark their imagination and evoke the sense of wonder that is inherent in science.

Cavazos + Watkins not yet confirmed. Will know Monday P.M.

Kids are natural-born scientists, but too many of them lose interest when their only exposure to science is through long lists of facts. You have discovered how to bring out the fun in science and mathematics; and, in doing so, you provide a model and an inspiration for elementary school teachers everywhere.

You are also helping to meet a crucial national need. We live in an increasingly complex and competitive world, 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 shortfalls of qualified scientists and engineers. The students who can fill those shortfalls are in classrooms right now. We must ensure that they are given the education and the encouragement they need.

Just a little over a year ago, I met with the nation's governors for an education summit - a first step toward building a strong partnership among this Administration, the governors, educators, parents and community leaders. This historic event resulted in a sense of direction and national goals for individual and collective efforts to improve the quality of education for all Americans.

Three of those goals directly involve science and mathematics. By the year 2000, American students must be competent in five critical subjects including science and mathematics -- with their progress measured in grades four, eight, and twelve. We must also make American students the first

We need to mention NSF. They do the most in math. + sci. educ. + run the awards program.

The National Science Foundation is starting a major new program to help revamp science education at the state level.

3

in the world in science and mathematics by the year 2000, and we must ensure that every adult American must be able to read and have the skills, including technological skills, to compete in a global economy.

These are ambitious goals but they are faithful to the ambitions of this country. As a people, we have set tough goals before -- to send men to the moon or to serve the cause of freedom abroad. And we know that when the challenge is great, great things happen in America.

Already, a great many things are happening at the federal, state and local level. ^S The Department of Energy is opening up its national laboratories to students and teachers so that they can experience cutting-edge science first-hand. And the Department of Education plans to greatly expand its Dwight Eisenhower Mathematics and Science program to bring the best possible science and math teaching to schools throughout the country.

Equally exciting things are happening in the states. But to achieve the goals that I announced last January will require that everyone get involved. That means parents, teachers, school administrators, businesses and universities.

Parents are especially important. It is very difficult for you as teachers to do your jobs if you don't get help from parents, and that's why we're encouraging parental empowerment in education. We must make American education the best it can be and that takes commitment.

Reading about your accomplishments makes me confident that we will succeed. The letters of recommendation that helped bring you to Washington give ample testimony to your ingenuity, determination and enthusiasm. In one letter, the parents of a boy named Woody write, " when we [used] to ask Woody what happened in school, he would tell us about recess. Now he tells us about science."

Another letter writes of a teacher who "studies with the mind of a scholar, perceives through the eyes of a child and communicates with the voice of an understanding, compassionate and energetic motivator." And all of the letters are unanimous about one thing: the enthusiasm that you bring to the classroom, an enthusiasm that touches everyone who knows you.

You are truly remarkable people. You are able to take children and inspire them, broaden their horizons, and point them in new directions. The country owes you an immense debt of gratitude. But your real rewards cannot be printed on a piece of paper. Your real rewards are the students who will remember you and what you have done for them for the rest of their lives.

Thank you for all you do and God bless the United States of America.

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WHITE HOUSE STAFFING MEMORANDUM

DATE: 9/28/90 ACTION/CONCURRENCE/COMMENT DUE BY: Noon, Mon., Oct. 1, 1990

PRESIDENTIAL REMARKS: AWARDS FOR EXCELLENCE ~~ROSE GARDEN~~
SUBJECT: ~~1:30 p.m., Tuesday, October 2, 1990~~
(09/28 Draft 2)

	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 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"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>Bromley</u>	<input type="checkbox"/>	<input type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
GRAY	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

~~Due: Mon., Oct. 1, 1990, NOON.~~

RESPONSE:

Pls provide any comment/recommendations to Chris W. by noon, Mon. 10/1 with a copy to my office. Thanks

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

WHITE HOUSE STAFFING MEMORANDUM

90 OCT 1 All: 49

DATE: 9/28/90 ACTION/CONCURRENCE/COMMENT DUE BY: Noon, Mon., Oct. 1, 1990

SUBJECT: PRESIDENTIAL REMARKS: AWARDS FOR EXCELLENCE (09/28 Draft 2)

	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 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"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	UNTERMEYER	<input type="checkbox"/>	<input type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<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"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input type="checkbox"/>	<input type="checkbox"/>	BROMLEY	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	ANDERSON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please provide any comments/recommendations to Chriss Winston by NOON, MONDAY, OCTOBER 1, 1990, with a copy to my office. Thanks.

RESPONSE: *See comments*

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

Olson/Dooley
Title: Bromley
September 28, 1990
Draft 2

90 SEP 28 P5: 17

PRESIDENTIAL REMARKS: AWARDS FOR EXCELLENCE, ROSE GARDEN
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Studies have shown that most kids who go on to become scientists or engineers decide to do so in elementary school or junior high. And, most often, the reason they do is because they are exposed to a teacher like each of you; someone who can spark their imagination and evoke the sense of wonder that is inherent in science.

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Parents are especially important. It is very difficult for you as teachers to do your jobs if you don't get help from parents, and that's why we're encouraging parental empowerment in education. We must make American education the best it can be and that takes commitment.

Note:
We don't
know how
the
summit
may
limit
this.
Scully
45178

Scully
45178

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90 OCT 1 AM: 48

WHITE HOUSE STAFFING MEMORANDUM

DATE: 9/28/90 ACTION/CONCURRENCE/COMMENT DUE BY: Noon, Mon., Oct. 1, 1990

SUBJECT: PRESIDENTIAL REMARKS: AWARDS FOR EXCELLENCE (09/28 Draft 2)

	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 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"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	UNTERMEYER	<input type="checkbox"/>	<input type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<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"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input type="checkbox"/>	<input type="checkbox"/>	BROMLEY	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	ANDERSON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please provide any comments/recommendations to Chriss Winston by NOON, MONDAY, OCTOBER 1, 1990, with a copy to my office. Thanks.

RESPONSE:

No Comments

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

Olson/Dooley
Title: Bromley
September 28, 1990
Draft 2

90 SEP 28 P5: 17

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WHITE HOUSE STAFFING MEMORANDUM

DATE: 9/28/90 ACTION/CONCURRENCE/COMMENT DUE BY: Noon, Mon., Oct. 1, 1990

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 SUBJECT: ~~1:30 p.m., Tuesday, October 2, 1990~~
 (09/28 Draft 2)

	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 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"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>Bromley</u>	<input type="checkbox"/>	<input type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
GRAY	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

~~Due: Mon., Oct. 1, 1990, NOON.~~

RESPONSE:

Pls provide any comment/recommendation to Chris Winstan by noon Mon 10/1 with a copy to my office. THANKS

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

WHITE HOUSE STAFFING MEMORANDUM
90 SEP 31 A10:46

DATE: 9/28/90 ACTION/CONCURRENCE/COMMENT DUE BY: Noon, Mon., Oct. 1, 1990

SUBJECT: PRESIDENTIAL REMARKS: AWARDS FOR EXCELLENCE (09/28 Draft 2)

	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 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"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	UNTERMEYER	<input type="checkbox"/>	<input type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<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"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input type="checkbox"/>	<input type="checkbox"/>	BROMLEY	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	ANDERSON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please provide any comments/recommendations to Chriss Winston by NOON, MONDAY, OCTOBER 1, 1990, with a copy to my office. Thanks.

RESPONSE:

[Handwritten signature]
 10/1/90

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

Olson/Dooley
Title: Bromley
September 28, 1990
Draft 2

90 SEP 28 P 5: 17

PRESIDENTIAL REMARKS: AWARDS FOR EXCELLENCE, ROSE GARDEN
1:30 p.m., Tuesday October 2, 1990

It's a great pleasure to be here with Secretary of Education Lauro Cavazos, Secretary of Energy James Watkins and the Acting Director of the National Science Foundation, Fred Bernthal, for this tremendous gathering.

I am pleased to have the opportunity to join you today and add my congratulations to those you have already received. Presidential Awards for Excellence in Science and Mathematics Teaching have been presented for the past eight years, but this is the first year that elementary school teachers have been honored as a separate category. So you are the pioneers in what will be a continuing effort to honor the achievements of this nation's many outstanding school teachers.

You are a very select group: 107 teachers from the more than one-and-a-half million elementary school instructors in this country. For many students, you represent their first exposure to science and mathematics, which gives you a vital responsibility.

Studies have shown that most kids who go on to become scientists or engineers decide to do so in elementary school or junior high. And, most often, the reason they do is because they are exposed to a teacher like each of you; someone who can spark their imagination and evoke the sense of wonder that is inherent in science.

Kids are natural-born scientists, but too many of them lose interest when their only exposure to science is through long lists of facts. You have discovered how to bring out the fun in science and mathematics; and, in doing so, you provide a model and an inspiration for elementary school teachers everywhere.

You are also helping to meet a crucial national need. We live in an increasingly complex and competitive world, 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 shortfalls of qualified scientists and engineers. The students who can fill those shortfalls are in classrooms right now. We must ensure that they are given the education and the encouragement they need.

Just a little over a year ago, I met with the nation's governors for an education summit - a first step toward building a strong partnership among this Administration, the governors, educators, parents and community leaders. This historic event resulted in a sense of direction and national goals for individual and collective efforts to improve the quality of education for all Americans.

Three of those goals directly involve science and mathematics. By the year 2000, American students must be competent in five critical subjects including science and mathematics -- with their progress measured in grades four, eight, and twelve. We must also make American students the first

in the world in science and mathematics by the year 2000, and we must ensure that every adult American must be able to read and have the skills, including technological skills, to compete in a global economy.

These are ambitious goals but they are faithful to the ambitions of this country. As a people, we have set tough goals before -- to send men to the moon or to serve the cause of freedom abroad. And we know that when the challenge is great, great things happen in America.

Already, a great many things are happening at the federal, state and local level. The Department of Energy is opening up its national laboratories to students and teachers so that they can experience cutting-edge science first-hand. And the Department of Education plans to greatly expand its Dwight Eisenhower Mathematics and Science program to bring the best possible science and math teaching to schools throughout the country.

Equally exciting things are happening in the states. But to achieve the goals that I announced last January will require that everyone get involved. That means parents, teachers, school administrators, businesses and universities.

Parents are especially important. It is very difficult for you as teachers to do your jobs if you don't get help from parents, and that's why we're encouraging parental empowerment in education. We must make American education the best it can be and that takes commitment.

Reading about your accomplishments makes me confident that we will succeed. The letters of recommendation that helped bring you to Washington give ample testimony to your ingenuity, determination and enthusiasm. In one letter, the parents of a boy named Woody write, " when we [used] to ask Woody what happened in school, he would tell us about recess. Now he tells us about science."

Another letter writes of a teacher who "studies with the mind of a scholar, perceives through the eyes of a child and communicates with the voice of an understanding, compassionate and energetic motivator." And all of the letters are unanimous about one thing: the enthusiasm that you bring to the classroom, an enthusiasm that touches everyone who knows you.

You are truly remarkable people. You are able to take children and inspire them, broaden their horizons, and point them in new directions. The country owes you an immense debt of gratitude. But your real rewards cannot be printed on a piece of paper. Your real rewards are the students who will remember you and what you have done for them for the rest of their lives.

Thank you for all you do and God bless the United States of America.

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WHITE HOUSE STAFFING MEMORANDUM

DATE: 9/28/90 ACTION/CONCURRENCE/COMMENT DUE BY: Noon, Mon., Oct. 1, 1990

PRESIDENTIAL REMARKS: AWARDS FOR EXCELLENCE, ~~ROSE GARDEN~~
 SUBJECT: ~~1:30 p.m., Tuesday, October 2, 1990~~
 (09/28 Draft 2)

	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 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"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>Bromley</u>	<input type="checkbox"/>	<input type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
GRAY	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:
~~Due: Mon., Oct. 1, 1990, NOON.~~

RESPONSE: PLS provide any comment/recommendation to Chris W. by noon Mon. 10/1 with a copy to my office. THANKS

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Of course!
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