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# FOIA MARKER

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

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**OA/ID Number:** 13564  
**Folder ID Number:** 13564-007

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**Folder Title:**  
Math Summit 4/24/91 [OA 6032]

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Stack:	Row:	Section:	Shelf:	Position:
<b>G</b>	<b>26</b>	<b>16</b>	<b>7</b>	<b>7</b>

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NAME OF SPEECH & DATE OF SPEECH Mathematics Assessment

4/24/91

NAME OF WRITER :

Lange

NAME OF RESEARCHER:

Simon

SPEECH SYNOPSIS:

POTUS outlines his plan to make American Students just in the world in Math & Science by the year 2000. POTUS states that this goal will only be realized when we all work together. In his plan POTUS wants to improve training for pre-college Math & Science Teachers as well as testing methods to see student's progress. POTUS asks for everyone's help in "renewing" the American school.

**MATHEMATICS ASSESSMENT SUMMIT \ NAT'L ACAD. OF SCIENCES  
WEDNESDAY, APRIL 24, 1991 \ 1:45 P.M.**

**[[ SECRETARY ALEXANDER, DR. ALLAN BROMLEY, DR. FRANK  
PRESS... YOU KNOW, WHEN I FIRST HEARD I WAS INVITED  
TO A MATH SUMMIT, I HAD IMAGES OF GORBACHEV AND ME,  
GOING HEAD-TO-HEAD IN LONG DIVISION. \\\ AT LEAST  
BOTH OF US MANAGED TO AVOID THE POP QUIZ YOU ALL HAD TO  
TAKE. ]]**

**BUT YOUR PURPOSE HERE TRANSCENDS PUBLIC FIGURES.  
IT CONCERNS OUR NATION'S FUTURE.**

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**- 2 -**

**OF THE SIX NATIONAL EDUCATION GOALS WE ESTABLISHED  
WITH THE NATION'S GOVERNORS LAST YEAR, YOU'RE HELPING  
TO REALIZE ONE OF THE MOST AMBITIOUS: THAT AMERICAN  
STUDENTS BE FIRST IN THE WORLD IN MATH AND SCIENCE  
ACHIEVEMENT BY THE YEAR 2000.**

**THIS CHALLENGING GOAL -- WORTHY OF A GREAT NATION  
AND ITS FUTURE AMBITIONS -- PLAYS AN IMPORTANT ROLE IN  
OUR AMERICA 2000 STRATEGY TO RE-INVENT THE AMERICAN  
SCHOOL.**

**WE CAN'T EXPECT KIDS TO MEET THE TEST OF WORLDWIDE COMPETITION -- UNLESS WE FIRST ESTABLISH WORLD-CLASS STANDARDS -- STANDARDS THAT DEFINE THE KNOWLEDGE AND SKILLS WE EXPECT STUDENTS TO LEARN AND MASTER. ONCE WE HAVE SET STANDARDS, WE MUST ASSESS OUR PROGRESS IN MEETING THEM.**

**I SALUTE THE MATHEMATICAL SCIENCES EDUCATION BOARD FOR HOSTING THIS CONFERENCE, THE NATIONAL EDUCATION GOALS PANEL, FOR THIS AFTERNOON'S FORUM -- AND ABOVE ALL, I THANK THE EDUCATORS AND POLICY-MAKERS HERE.**

**YOU HAVE LABORED FOR YEARS TO REACH CONSENSUS ON STANDARDS FOR MATHEMATICAL SKILLS AND PERFORMANCE. I COMMEND YOU FOR YOUR COMMITMENT -- AND YOUR ACHIEVEMENT.**

**WE CANNOT BLAZE A TRAIL TO THE FUTURE UNTIL WE KNOW WHERE WE STAND. THE VOLUNTARY AMERICAN ACHIEVEMENT TESTS, A CORNERSTONE OF OUR AMERICA 2000 STRATEGY, WILL MEASURE ACHIEVEMENT IN FIVE CORE SUBJECTS, INCLUDING MATHEMATICS.**

I HAVE CHALLENGED THE NATION TO HAVE A TEST READY FOR THE 4TH GRADERS OF 1993, AND TO PRODUCE TESTS FOR 8TH AND 12TH GRADERS SOON AFTER.

I ASK EACH OF YOU TO HELP THE PUBLIC UNDERSTAND THE PURPOSE OF STANDARDS AND ASSESSMENTS -- AND TO MAKE SURE OUR ACHIEVEMENT TESTS MOTIVATE AND INSPIRE OUR STUDENTS.

LET'S ALSO SEE THAT THESE TESTS MOTIVATE AND INSPIRE OUR SCHOOLS.

THAT THEY MAKE SCHOOLS MORE ACCOUNTABLE TO THE PEOPLE THEY SERVE. THAT THEY RESTORE THE KIND OF COMPETITION AND PRIDE ESSENTIAL FOR EDUCATIONAL EXCELLENCE. THAT THEY TELL US WHERE WE STAND -- SO WE MAY START THE JOURNEY TO WHERE WE WANT TO GO.

WE IN THE FEDERAL GOVERNMENT ARE PARTNERS WITH YOU IN ADVANCING THE CAUSE OF EDUCATIONAL EXCELLENCE.

**SECRETARY OF ENERGY JAMES WATKINS HAS CHAIRED A COMMITTEE THAT HAS PRODUCED THE FIRST INVENTORY OF FEDERAL ACTIVITIES THAT DIRECTLY INFLUENCE SCIENCE, MATH, ENGINEERING AND TECHNICAL EDUCATION.**

**AS YOU KNOW, WE MUST IMPROVE TRAINING FOR PRE-COLLEGE MATH AND SCIENCE TEACHERS. WE NEED TO ATTRACT MORE WOMEN AND MINORITIES INTO SCIENCE AND TECHNOLOGY.**

**THE BUDGET WE SENT TO CONGRESS THIS YEAR CALLS FOR A 13 PERCENT INCREASE FOR MATH AND SCIENCE EDUCATION; FOR A TOTAL OF NEARLY \$2 BILLION.**

**BUT YOU UNDERSTAND THAT THE FEDERAL GOVERNMENT CAN PLAY ONLY A LIMITED ROLE IN MAKING AMERICA'S STUDENTS FIRST IN MATH AND SCIENCE. DOLLARS ALONE WON'T DO THE JOB. REAL EXCELLENCE DEMANDS A COMMITMENT FROM US ALL.**

**EVERYONE MUST DECLARE: WE WILL RE-INVENT THE AMERICAN SCHOOL. WE WILL ACHIEVE OUR AMBITIOUS NATIONAL EDUCATION GOALS.**

**SO, AS YOU CONSIDER YOUR "PRINCIPLES, GOALS, AND ACTIONS" FOR MATH ASSESSMENT, I'D ASK YOU TO KEEP A FEW QUESTIONS IN MIND:**

**\* CONSIDER WHAT IT MEANS TO BE "BEST IN THE WORLD" -- AND THE KIND OF BALANCE OUR STUDENTS WILL NEED, BETWEEN THEORETICAL MATH, AND PRACTICAL, APPLIED SKILLS FOR LIFE.**

**\* HOW CAN WE CREATE TESTS TO ENSURE NOT JUST THAT OUR BEST STUDENTS ARE AS GOOD AS ANY IN THE WORLD, BUT THAT OUR AVERAGE STUDENTS ACHIEVE WORLD-CLASS STATUS?**

\* **HOW CAN WE EMPHASIZE TESTING THAT ENCOURAGES BETTER TEACHING -- THAT DOESN'T WEED KIDS OUT, BUT DEVELOPS BETTER MATH SKILLS FOR ALL?**

**EVERY STUDENT NEEDS GOALS AND CHALLENGES. EVERY SCHOOL NEEDS GOALS AND CHALLENGES. I HOPE YOUR WORK WILL HELP EVERY AMERICAN STUDENT, AND EVERY AMERICAN TEACHER, REACH OUR NATIONAL EDUCATION GOALS.**

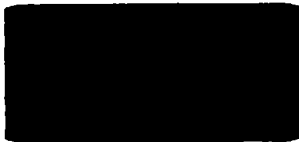
**MANY OF YOU ALREADY HAVE SHOWN THE WAY. CONSIDER ONE MEMBER OF TODAY'S AUDIENCE.**

**LARRY WILLIAMS, A MATH TEACHER AT EUTAW HIGH SCHOOL IN RURAL ALABAMA AND A MEMBER OF THE MATHEMATICAL SCIENCES EDUCATION BOARD -- HAS LIT A FIRE UNDER HIS STUDENTS, MANY OF WHOME COME FROM POOR OR DISADVANTAGED HOMES. HIS MATH TEAMS CAN COMPETE WITH ANY OTHER TEAMS IN ALABAMA AND THROUGHOUT THE SOUTHEAST.**

**WHEN PEOPLE ASK HOW AMERICA CAN BECOME FIRST IN THE WORLD IN MATH AND SCIENCE BY THE YEAR 2000, I POINT TO TEACHERS LIKE LARRY WILLIAMS -- DEDICATED PROFESSIONALS WHO HELP ALL OUR CHILDREN REACH THEIR POTENTIAL.**

ALL OF YOU HAVE HELPED SET OFF AN AMERICAN EDUCATIONAL  
RENAISSANCE. I THANK YOU FOR WHAT YOU'VE DONE -- AND  
FOR WHAT YOU WILL ACHIEVE. MAY GOD BLESS YOU AND THE  
UNITED STATES OF AMERICA.

# # #



(Lange/Simon)  
April 24, 1991  
10 A.M.  
[MATHSUM.TS]

PRESIDENTIAL REMARKS: MATHEMATICS ASSESSMENT SUMMIT  
THE NATIONAL ACADEMY OF SCIENCES  
WEDNESDAY, APRIL 24, 1991  
1:45 p.m.

[[ Secretary Alexander, Dr. Allan Bromley, Dr. Frank Press...

You know, when I first heard I was invited to a Math Summit, I had images of Gorbachev and me, going head-to-head in long division. \\ At least both of us managed to avoid the pop quiz you all had to take. ]]

But your purpose here transcends public figures. It concerns our nation's future.

Of the six National Education Goals we established with the nation's governors last year, you're helping to realize one of the most ambitious: that American students be first in the world in math and science achievement by the year 2000.

This challenging goal -- worthy of a great nation and its future ambitions -- plays an important role in our America 2000 program to re-invent the American school.

We can't expect kids to meet the test of worldwide competition -- unless we first establish world-class standards -- standards that define the knowledge and skills we expect students to learn and master. Once we have set standards, we must assess our progress in meeting them. After all, we can't make progress until we know how to measure progress.

I salute the Mathematical Sciences Education Board for ~~hosting~~ <sup>holding</sup> this conference, the National Education Goals Panel for holding today's forum -- and the educators and policymakers who are here. You have labored for years to create standards for mathematical skills and performance. You are among the many contributors to our American 2000 plan -- vital contributors.//

We cannot blaze a trail to the future until we know where we stand. The voluntary American Achievement Tests, a cornerstone of our America 2000 program, help us get our bearings. These tests would measure achievement in five core subjects, including mathematics. I have challenged the nation to give the test for 4th graders in September 1993, and produce tests for 8th and 12th graders soon after.

I ask each of you to help the public understand the purpose of standards and assessments -- and to make sure our achievement tests motivate and inspire our students.

Let's also see that these tests motivate and inspire our schools. That they make schools more accountable to the people they serve. That they restore the kind of competition and pride essential for educational excellence. That they tell us where we stand -- so we may start the journey to where we want to go.

Over the past year, Secretary of Energy James Watkins has chaired a committee charged with drafting that an integrated program designed to advance science and math education.

That committee has reiterated our desire to improve training for pre-college math and science teachers -- and to attract more

women and minorities into science and technology. It also has produced the very first inventory of federal activities that directly influence science, math, engineering, and technical education.

The budget we sent to Congress this year calls for a 13 percent increase for this purpose, for a total of nearly \$2 billion. But dollars alone won't do the job. While we've increased spending on education by 33 percent since 1981, I don't imagine anyone would claim education is 33 percent better. [[ In my mind, the numbers just don't add up. But I'm still puzzling over that Gary Larson cartoon -- where, after doing elaborate, complex calculations, Einstein discovers that Time is actually Money. Of course, we can't afford to waste a second. ]]

You understand that the federal government can play only a small role in making America's students first in math and science. Real excellence demands a commitment from us all. Everyone must declare: we will re-invent the American school. We will achieve our ambitious National Education Goals.

So, as you consider your "principles, goals, and actions" for math assessment, I'd ask you to keep a few questions in mind:

\* Consider what it means to be "best in the world" -- and the kind of balance our students will need, between theoretical math, and practical, applied skills for life.

\* How can we create tests to ensure not just that our best students are as good as any in the world, but that our average students achieve world-class status?

\* How can we emphasize testing that encourages better teaching -- that doesn't weed kids out, but develops better math skills for all?

Every student needs goals and challenges. Every school needs goals and challenges. I hope your work will help every American student, and every American teacher, reach our America 2000 goals.

Many of you already have shown the way. Consider one member of today's audience. Larry Williams, a math teacher at Eutaw High School in rural Alabama and a member of the Mathematical Sciences Education Board -- has lit a fire under his students, many of whom come from poor or disadvantaged homes. His math teams can compete with any other teams in Alabama and throughout the Southeast.

When people ask how America can become first in the world in math and science by the year 2000, I point to teachers like Larry Williams -- dedicated professionals who help all our children reach their potential. All of you have helped set off an American educational renaissance. I thank you for what you've done -- and for what you will achieve. May God bless you and the United States of America.

# # #

(Lange/Simon)  
April 23, 1991  
2:45 P.M.  
[MATHSUM.TS]

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THE NATIONAL ACADEMY OF SCIENCES  
WEDNESDAY, APRIL 24, 1991  
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Of the six National Education Goals we established with the nation's governors last year, you're helping to realize the most ambitious: that American students be first in the world in math and science achievement by the year 2000.

It's a challenging goal -- worthy of the future we want for our children. And it begins with the kind of work you've undertaken here.

In a competitive world, we can't expect kids to pass the test of international competition until we know how to test our kids. In our schools and among our teachers, we can't make progress, until we know how to measure progress.

I commend the National Education Goals Panel for convening this conference -- the Mathematical Sciences Education Board, for

holding its regional hearings -- and above all, I thank the educators and policy-makers here today.

Over the past year, an inter-agency Committee on Education and Human Resources, headed by Secretary of Energy James Watkins, has put together an integrated program designed to advance science and math education.

That committee wants to improve training for pre-college math and science teachers. It hopes to attract more women and minorities into science and technology. It has produced the very first inventory of federal activities that directly influence science, math, engineering, and technical education.

The budget we sent to Congress this year calls for a 13 percent increase for this program, for a total of nearly \$2 billion. But while we've increased spending on education by 33 percent since 1981, I don't imagine anyone in this room would claim education is 33 percent better.

[[ In my mind, the numbers just don't add up. But I'm still puzzling over that legendary Gary Larson cartoon -- where, after doing elaborate, complex calculations, Einstein discovers that Time is actually Money. ]]

You understand that the federal government alone cannot make America's students first in math and science by the end of this century. Everyone must declare: we will reinvent the American school. It will take all of us, working together, to achieve our ambitious National Education Goals.

Efforts like yours help show the way to that future, and they help highlight the importance of first-rate assessment. We cannot blaze a trail to the future until we know where we stand. I've called for voluntary American Achievement Tests, beginning with a test for 4th graders in September 1993, and tests for 8th and 12th graders soon after.

So, as you consider your "principles, goals, and actions" for math assessment, I'd ask you to keep a few questions in mind:

- \* Consider what it means to be "best in the world" -- and the kind of balance our students will need, between theoretical math, and practical, applied skills for life.

- \* It's generally agreed that our best are as good as the world's best -- but how will we create tests that ensure that our average students achieve world-class status?

- \* How can we emphasize testing that leads to better teaching -- using tests not to weed kids out, but to develop better math skills for all?

Finally, I ask each of you to help the public understand the purposes of tests and assessments -- and to make sure those tests are used the way they're designed and intended.

Every student needs goals and challenges. I hope your work on these tests will help every American student, and every American teacher, reach their fullest potential.

Your efforts today put you on the leading wave of an education renaissance. They assure that we will not simply reform our schools. We will reinvent the American school.

This is a great and exciting challenge, and I thank you for taking such an active role joining in our effort to revitalize all our schools. Thank you for everything you're doing to shape our future -- and may God bless the United States of America.

# # #

(Lange/Simon)  
April 24, 1991  
11:30 A.M.  
[MATHSUM.TS]

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This challenging goal -- worthy of a great nation and its future ambitions -- plays an important role in our America 2000 strategy to re-invent the American school.

We can't expect kids to meet the test of worldwide competition -- unless we first establish world-class standards -- standards that define the knowledge and skills we expect students to learn and master. Once we have set standards, we must assess our progress in meeting them.

I salute the Mathematical Sciences Education Board for hosting this conference, the National Education Goals Panel, for

this afternoon's forum -- and above all, I thank the educators and policy-makers here. You have labored for years to reach consensus on standards for mathematical skills and performance. I commend you for your commitment -- and your achievement.

We cannot blaze a trail to the future until we know where we stand. The voluntary American Achievement Tests, a cornerstone of our America 2000 strategy, will measure achievement in five core subjects, including mathematics. I have challenged the nation to have a test ready for the 4th graders of 1993, and to produce tests for 8th and 12th graders soon after.

I ask each of you to help the public understand the purpose of standards and assessments -- and to make sure our achievement tests motivate and inspire our students.

Let's also see that these tests motivate and inspire our schools. That they make schools more accountable to the people they serve. That they restore the kind of competition and pride essential for educational excellence. That they tell us where we stand -- so we may start the journey to where we want to go.

We in the federal government are partners with you in advancing the cause of educational excellence. Secretary of Energy James Watkins has chaired a committee that has produced the first inventory of federal activities that directly influence science, math, engineering and technical education.

As you know, we must improve training for pre-college math and science teachers. We need to attract more women and minorities into science and technology.

The budget we sent to Congress this year calls for a 13 percent increase for math and science education; for a total of nearly \$2 billion.

But you understand that the federal government can play only a limited role in making America's students first in math and science. Dollars alone won't do the job. Real excellence demands a commitment from us all. Everyone must declare: we will re-invent the American school. We will achieve our ambitious National Education Goals.

So, as you consider your "principles, goals, and actions" for math assessment, I'd ask you to keep a few questions in mind:

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# # #

WHITE HOUSE STAFFING MEMORANDUM



DATE: 4/23/91 ACTION/CONCURRENCE/COMMENT DUE BY: 4/24/91 9:00 AM

SUBJECT: PRESIDENTIAL REMARKS: MATHEMATICS ASSESSMENT SUMMIT

	ACTION FYI			ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE <i>n/c</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input type="checkbox"/>	PETERSMEYER	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT <i>n/c</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ROGICH <i>n/c</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BROMLEY	<input 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"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SNOW	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" 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:

Please forward your comments directly to Tony Snow, Rm. 122, x2930, no later than 9:00 AM, WEDNESDAY, APRIL 24, with a copy to this office. Thank you.

RESPONSE:

PHILLIP D. BRADY  
 Assistant to the President  
 and Staff Secretary  
 Ext. 2702

91 APR 23 PM 3:45

(Lange/Simon)  
April 23, 1991  
2:45 P.M.  
[MATHSUM.TS]

PRESIDENTIAL REMARKS: MATHEMATICS ASSESSMENT SUMMIT  
THE NATIONAL ACADEMY OF SCIENCES  
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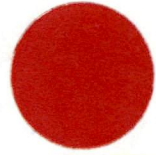
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RESPONSE:

no comment

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91 APR 23 PM 3:45

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I commend the National Education Goals Panel for convening this conference -- the Mathematical Sciences Education Board, for

holding its regional hearings -- and above all, I thank the educators and policy-makers here today.

Over the past year, an inter-agency Committee on Education and Human Resources, headed by Secretary of Energy James Watkins, has put together an integrated program designed to advance science and math education.

That committee wants to improve training for pre-college math and science teachers. It hopes to attract more women and minorities into science and technology. It has produced the very first inventory of federal activities that directly influence science, math, engineering, and technical education.

The budget we sent to Congress this year calls for a 13 percent increase for this program, for a total of nearly \$2 billion. But while we've increased spending on education by 33 percent since 1981, I don't imagine anyone in this room would claim education is 33 percent better.

[[ In my mind, the numbers just don't add up. But I'm still puzzling over that legendary Gary Larson cartoon -- where, after doing elaborate, complex calculations, Einstein discovers that Time is actually Money. ]]

You understand that the federal government alone cannot make America's students first in math and science by the end of this century. Everyone must declare: we will reinvent the American school. It will take all of us, working together, to achieve our ambitious National Education Goals.

Efforts like yours help show the way to that future, and they help highlight the importance of first-rate assessment. We cannot blaze a trail to the future until we know where we stand. I've called for voluntary American Achievement Tests, beginning with a test for 4th graders in September 1993, and tests for 8th and 12th graders soon after.

So, as you consider your "principles, goals, and actions" for math assessment, I'd ask you to keep a few questions in mind:

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- \* It's generally agreed that our best are as good as the world's best -- but how will we create tests that ensure that our average students achieve world-class status?

- \* How can we emphasize testing that leads to better teaching -- using tests not to weed kids out, but to develop better math skills for all?

Finally, I ask each of you to help the public understand the purposes of tests and assessments -- and to make sure those tests are used the way they're designed and intended.

Every student needs goals and challenges. I hope your work on these tests will help every American student, and every American teacher, reach their fullest potential.

Your efforts today put you on the leading wave of an education renaissance. They assure that we will not simply reform our schools. We will reinvent the American school.

This is a great and exciting challenge, and I thank you for taking such an active role joining in our effort to revitalize all our schools. Thank you for everything you're doing to shape our future -- and may God bless the United States of America.

# # #

4-19-91

TO: Tony Snow  
FROM: Kirk Winters

91 APR 19 P6:14

As I said on the phone, these are rough ideas--I didn't have time to read the stuff for the conference, so this is off the top. But I'm pretty familiar with education assessment trends and how they relate to AMERICA 2000. Perhaps the main point to make to this group is that it can contribute mightily to AMERICA 2000 by setting the pace for the other (4) core disciplines. The other disciplines should follow this groups lead and set standards and develop tests (as MSEB is doing).

If I can answer any questions or be of further assistance, don't hesitate to call.

401-3080  
544-5035 (h)

1. The national education goals were established in an effort to launch a renaissance in American education.
2. But there will be no renaissance without revolution. That is the aim of AMERICA 2000--to incite the revolt, to shatter assumptions that stand in the road to reaching our goals, to bring an end to the belief that America's education shortcomings are "someone else's problem." (The goals point to the path we know we must go; the strategy is designed to put us on that path.)
3. It is a national strategy, not a federal program. It is a bold, comprehensive, and long-term plan, consisting of four parts: (state the four parts)
4. Vital to all the parts is the establishing of what we call New World Standards. Standards for academic performance as high as standards anywhere in the world, in five core subjects. These New World Standards will identify what all American children must know and be able to do to live and work in the world. These new standards will be set in cooperation with the National Education Goals Panel and with the help of groups such as the Mathematics Sciences Education Board.
5. Setting rigorous--and clear--standards is only the first step. Coming up with ways to measure our progress toward those standards is the second, and equally essential, step.
6. I'm determined to have the first of these tests for 4th graders in place by the time school starts in September of 1993. I don't need to point out for this audience that that's just over two years away. I believe that it can be done. I think we have got to do it. And I am depending on you to figure out what has to be done to make it right, to make the tests good tests. Tests that measure authentic forms of student learning. Student

TO: Tony Snow  
FROM: Kirk Winters

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WHITE HOUSE STAFFING MEMORANDUM

91 APR 24 8:54

DATE: 4/23/91 ACTION/CONCURRENCE/COMMENT DUE BY: 4/24/91 9:00 AM

SUBJECT: PRESIDENTIAL REMARKS: MATHEMATICS ASSESSMENT SUMMIT

	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"/>	PETERSMEYER	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input checked="" 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"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BROMLEY	<input 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"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SNOW	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" 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:

Please forward your comments directly to Tony Snow, Rm. 122, x2930, no later than 9:00 AM, WEDNESDAY, APRIL 24, with a copy to this office. Thank you.

RESPONSE:

See comments. Thanks.  
 Holly Williamson  
 4-24-91

PHILLIP D. BRADY  
 Assistant to the President  
 and Staff Secretary  
 Ext. 2702

This is a really good speech!

91 APR 23 PM 3:45

(Lange/Simon)  
April 23, 1991  
2:45 P.M.  
[MATHSUM.TS]

PRESIDENTIAL REMARKS: MATHEMATICS ASSESSMENT SUMMIT  
THE NATIONAL ACADEMY OF SCIENCES  
WEDNESDAY, APRIL 24, 1991  
1:45 p.m.

✓ [[ Secretary Alexander, Dr. Allan Bromley, Dr. Frank Press...  
✓ You know, when I first heard I was invited to a Math Summit,  
I had images of Gorbachev and me, going head-to-head in long  
division. \\\ At least both of us managed to avoid the pop  
quiz you all had to take. ]]

✓ But your purpose here transcends public figures. It  
concerns our nation's future.

✓ Of the six National Education Goals we established with the  
nation's governors last year, you're helping to realize the most  
ambitious: that American students be first in the world in math  
and science achievement by the year 2000.

✓ It's a challenging goal -- worthy of the future we want for  
our children. And it begins with the kind of work you've  
undertaken here.

✓ In a competitive world, we can't expect kids to pass the  
test of international competition until we know how to test our  
kids. In our schools and among our teachers, we can't make  
progress, until we know how to measure progress.

I commend the ~~National Education Goals Panel for convening~~  
this conference, ~~and the National Education Goals Panel for holding its forum~~  
~~the Mathematical Sciences Education Board, for today)~~

✓ (Education)  
there was some  
confusion on who is  
actually hosting  
this event. Ed.  
says it's the  
Math/Science Ed.  
Board.

Mathematical Sciences Education Board for hosting  
and the National Education Goals Panel for holding its forum  
today)

~~holding its regional hearings~~ -- and above all, I thank the educators and policy-makers here today.

✓ Over the past year, an inter-agency Committee on Education and Human Resources, headed by Secretary of Energy James Watkins, has put together an integrated program designed to advance science and math education.

✓ That committee wants to improve training for pre-college math and science teachers. It hopes to attract more women and minorities into science and technology. It has produced the very first inventory of federal activities that directly influence science, math, engineering, and technical education.

✓ The budget we sent to Congress this year calls for a 13 percent increase for this <sup>purpose</sup> ~~program~~, for a total of nearly \$2 billion. But while we've increased spending on education by 33 percent since 1981, I don't imagine anyone in this room would claim education is 33 percent better. Dollars alone won't do the job. ✓ led.

[[ In my mind, the numbers just don't add up. But I'm still puzzling over that legendary Gary Larson cartoon -- where, after doing elaborate, complex calculations, Einstein discovers that Time is actually Money. ]]

✓ You understand that the federal government alone cannot make America's students first in math and science by the end of this century. Everyone must declare: we will reinvent the American school. It will take all of us, working together, to achieve our ambitious National Education Goals.

See porter's comments - TS (Education)

Reason: the 1.9 billion in question is a total amount for a number of programs across the fed. gov't. If we say "program" people may wonder which program. Using "purpose" gets us around that.

✓ Efforts like yours help show the way to that future, and they help highlight the importance of first-rate assessment. We cannot blaze a trail to the future until we know where we stand. I've called for voluntary American Achievement Tests, beginning with a test for 4th graders in September 1993, and tests for 8th and 12th graders soon after.

✓ So, as you consider your "principles, goals, and actions" for math assessment, I'd ask you to keep a few questions in mind:

\* Consider what it means to be "best in the world" -- and the kind of balance our students will need, between theoretical math, and practical, applied skills for life.

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\* How can we emphasize testing that leads to better teaching -- using tests not to weed kids out, but to develop better math skills for all?

✓ Finally, I ask each of you to help the public understand the purposes of tests and assessments -- and to make sure those tests are used the way they're designed and intended.

Every student needs goals and challenges. I hope your work on these tests will help every American student, and every American teacher, reach their fullest potential.

✓ Your efforts today put you on the leading <sup>edge</sup> ~~wave~~ of an education renaissance. They assure that we will not simply reform our schools. We will reinvent the American school.

Education Insert -- See next page (about Larry Williams).

TS  
✓  
✓(OCA) (red.)  
Insert a paragraph on how tests make better, more accountable schools. This is an important theme in the Pres' initiative.

✓(OCA)

## Education Insert :

Larry Williams, a math teacher at Eutaw High School in rural Alabama and member of the Mathematical Sciences Education Board, is doing just that. He is having great success at helping the kids in his high school become excited about learning and excelling in mathematics. And even though his students there come overwhelmingly from poor and disadvantaged backgrounds, Eutaw High's math teams are competing with some of the best math schools in Alabama and the Southeast ... doing well in these competitions and often winning. So, when people question how America can become first in the world in math and science by the year 2000, I point them to teachers like Larry Williams ... teachers who are helping ALL of our children reach their full potential.

## Background :

Larry Williams is scheduled to be in the audience today. He is the black math teacher from rural Alabama who has done such wonders with the disadvantaged students in his school, leading his school's math teams to compete in (and frequently win) math competitions and tournaments. He comes highly recommended from Mary Hardy Knuter of the Board & was the 1989 winner of the Pres. Award for Excellence in Science & Math Training in Alabama.

✓ This is a great and exciting challenge, and I thank you for taking such an active role joining in our effort to revitalize all our schools. Thank you for everything you're doing to shape our future -- and may God bless the United States of America.

# # #

Will fix - TS

Jon - please also note that there is no mention of "America 2000."  
We really need to get the name of the program out so that it becomes a very common part of every American's vocabulary.

THE WHITE HOUSE

WASHINGTON

April 24, 1991

MEMORANDUM FOR THE PRESIDENT

THROUGH: TONY SNOW *TS*  
FROM: MARK LANGE *ML*  
SUBJECT: BRIEF REMARKS FOR THE MATH SUMMIT

I. SUMMARY

Today, at 1:45 p.m., you will give brief remarks at the National Summit on Mathematics Assessment. You will speak in the National Academy of Sciences auditorium. The audience will be about 450 education policy-makers and test designers who are meeting to find new ways to test math knowledge in furtherance of the National Education Goals.

II. DISCUSSION

The remarks (7 minutes, on cards) discuss the need for new ways of measuring student performance to improve schools.

PLEASE NOTE: The joke at the beginning of the remarks refers to a pop math quiz that all summit participants took last night.

(Lange/Simon)  
April 24, 1991  
10 A.M.  
[MATHSUM.TS]

PRESIDENTIAL REMARKS: MATHEMATICS ASSESSMENT SUMMIT  
THE NATIONAL ACADEMY OF SCIENCES  
WEDNESDAY, APRIL 24, 1991  
1:45 p.m.

[[ Secretary Alexander, Dr. Allan Bromley, Dr. Frank Press...

You know, when I first heard I was invited to a Math Summit, I had images of Gorbachev and me, going head-to-head in long division. \\ At least both of us managed to avoid the pop quiz you all had to take. ]]

But your purpose here transcends public figures. It concerns our nation's future.

Of the six National Education Goals we established with the nation's governors last year, you're helping to realize one of the most ambitious: that American students be first in the world in math and science achievement by the year 2000.

This challenging goal -- worthy of a great nation and its future ambitions -- plays an important role in our America 2000 program to re-invent the American school.

We can't expect kids to meet the test of worldwide competition -- unless we first establish world-class standards -- standards that define the knowledge and skills we expect students to learn and master. Once we have set standards, we must assess our progress in meeting them. After all, we can't make progress until we know how to measure progress.

I commend the Mathematical Sciences Education Board for hosting this conference, and the National Education Goals Panel, for holding its forum today -- and above all, I thank the educators and policy-makers here. You have labored for years to create standards for mathematical skills and performance. You are among the many contributors to our American 2000 plan -- vital contributors.//

We cannot blaze a trail to the future until we know where we stand. The voluntary American Achievement Tests, a cornerstone of our America 2000 program, help us get our bearings. These tests would measure achievement in five core subjects, including mathematics. I have challenged the nation to give the test for 4th graders in September 1993, and produce tests for 8th and 12th graders soon after.

I ask each of you to help the public understand the purpose of standards and assessments -- and to make sure our achievement tests motivate and inspire our students.

Let's also see that these tests motivate and inspire our schools. That they make schools more accountable to the people they serve. That they restore the kind of competition and pride essential for educational excellence. That they tell us where we stand -- so we may start the journey to where we want to go.

Over the past year, Secretary of Energy James Watkins has chaired a committee charged with drafting ~~that~~ an integrated program designed to advance science and math education.

That committee has reiterated our desire to improve training for pre-college math and science teachers -- and to attract more women and minorities into science and technology. It also has produced the very first inventory of federal activities that directly influence science, math, engineering, and technical education.

The budget we sent to Congress this year calls for a 13 percent increase for this purpose, for a total of nearly \$2 billion. But dollars alone won't do the job. While we've increased spending on education by 33 percent since 1981, I don't imagine anyone would claim education is 33 percent better. [[ In my mind, the numbers just don't add up. But I'm still puzzling over that Gary Larson cartoon -- where, after doing elaborate, complex calculations, Einstein discovers that Time is actually Money. \\ Of course, we can't afford to waste a second. ]]

You understand that the federal government can play only a limited role in making America's students first in math and science. Real excellence demands a commitment from us all. Everyone must declare: we will re-invent the American school. We will achieve our ambitious National Education Goals.

So, as you consider your "principles, goals, and actions" for math assessment, I'd ask you to keep a few questions in mind:

\* Consider what it means to be "best in the world" -- and the kind of balance our students will need, between theoretical math, and practical, applied skills for life.

\* How can we create tests to ensure not just that our best students are as good as any in the world, but that our average students achieve world-class status?

\* How can we emphasize testing that encourages better teaching -- that doesn't weed kids out, but develops better math skills for all?

Every student needs goals and challenges. Every school needs goals and challenges. I hope your work will help every American student, and every American teacher, reach our America 2000 goals.

Many of you already have shown the way. Consider one member of today's audience. Larry Williams, a math teacher at Eutaw High School in rural Alabama and a member of the Mathematical Sciences Education Board -- has lit a fire under his students, many of whom come from poor or disadvantaged homes. His math teams can compete with any other teams in Alabama and throughout the Southeast.

When people ask how America can become first in the world in math and science by the year 2000, I point to teachers like Larry Williams -- dedicated professionals who help all our children reach their potential. All of you have helped set off an American educational renaissance. I thank you for what you've done -- and for what you will achieve. May God bless you and the United States of America.

# # #

91 APR 23 PM 3:45

(Lange/Simon)  
April 23, 1991  
2:45 P.M.  
[MATHSUM.TS]

PRESIDENTIAL REMARKS: MATHEMATICS ASSESSMENT SUMMIT  
THE NATIONAL ACADEMY OF SCIENCES  
WEDNESDAY, APRIL 24, 1991  
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✓ It's a challenging goal -- worthy of <sup>A GREAT NATION AND</sup> the future we want for  
our children. And it begins with the kind of work you've  
undertaken here.

✓ In a competitive world, we can't expect <sup>OUR STUDENTS TO MEET</sup> kids to pass the  
test of international competition <sup>WITHOUT OUR HAVING ESTABLISHED WORLD-CLASS STANDARDS</sup> until we know how to test our  
kids. ~~In our schools and among our teachers, we can't make~~  
~~progress, until we know how to measure progress.~~

<sup>SALUTE</sup>  
I commend the National Education Goals Panel for convening  
this conference -- the Mathematical Sciences Education Board, for

Reconciling w/  
OCA comments.  
-TS

STANDARDS THAT DEFINE THE KNOWLEDGE AND SKILLS WE EXPECT OUR  
STUDENTS TO LEARN AND TO MASTER. THEN WE MUST ACCURATELY ASSESS  
OUR PROGRESS IN ACHIEVING THOSE STANDARDS.

Yes & No: Reconciling w/ OCA recommendations.

holding its regional <sup>FORUMS</sup> ~~hearings~~ -- and above all, I thank the educators and policy-makers here today. \*

~~WE IN THE FEDERAL GOVERNMENT ARE PARTNERS WITH YOU IN ADVANCING OVER THE PAST YEAR, AN INTER-AGENCY COMMITTEE ON EDUCATION THE CAUSE OF EDUCATIONAL EXCELLENCE. AND HUMAN RESOURCES, HEADED BY SECRETARY OF ENERGY JAMES WATKINS, HAS CHAIRED A COMMITTEE THAT HAS PUT TOGETHER AN INTEGRATED PROGRAM DESIGNED TO ADVANCE SCIENCE AND MATH EDUCATION.~~

~~WE MUST~~ That committee wants to improve training for pre-college math and science teachers. ~~IT HOPES TO~~ <sup>AND WE MUST</sup> attract more women and minorities into science and technology. ~~IT~~ has produced the very first inventory of federal activities that directly influence science, math, engineering, and technical education.

The budget we sent to Congress this year calls for a 13 percent increase <sup>IN MATH AND SCIENCE EDUCATION</sup> ~~for this program~~, for a total of nearly \$2 billion. But while we've increased spending on education by 33 percent since 1981, I don't imagine anyone in this room would claim education is 33 percent better.

No: This is language from the ed. rollout. Ed. Dept. likes it. -TS

[[ In my mind, the numbers just don't add up. But I'm still puzzling over that legendary Gary Larson cartoon -- where, after doing elaborate, complex calculations, Einstein discovers that Time is actually Money. ]]

COULD BE DELETED Yes! Hence, brackets

You understand that the federal government alone cannot make America's students first in math and science by the end of this century. <sup>WE MUST ALL WORK TOGETHER TO MEET THE WORLD CLASS STANDARDS WE ARE SETTING FOR OURSELVES.</sup> ~~Everyone must declare: we will reinvent the American school. It will take all of us, working together, to achieve our ambitious National Education Goals.~~

\* I AM AWARE OF THE YEARS OF WORK YOU HAVE INVESTED IN PRODUCING CONSENSUS ON STANDARDS FOR WHAT OUR STUDENTS SHOULD KNOW AND BE ABLE TO DO IN MATHEMATICS. I COMMEND YOU FOR YOUR COMMITMENT AND FOR WHAT YOU HAVE PRODUCED.

Efforts like yours help show the way to that future, and they help highlight the importance of first-rate assessment. We cannot blaze a trail to the future until we know where we stand. I've called for voluntary American Achievement Tests, beginning with a test for 4th graders in September 1993, and tests for 8th and 12th graders soon after.

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\* How can we emphasize testing that leads to better teaching -- using tests not to weed kids out, but to develop better math skills for all?

*LAST WEEK I CALLED FOR VOLUNTARY NATIONAL ASSESSMENTS IN 4TH, 8TH AND 12TH GRADES IN FIVE CORE SUBJECTS INCLUDING MATHEMATICS.*

Finally, I ask each of you to help the public understand the purposes of <sup>STANDARDS</sup> tests and assessments -- and to make sure <sup>OUR ACHIEVEMENT</sup> ~~these~~ tests are used ~~the way they're designed and intended.~~ <sup>TO MOTIVATE AND INSPIRE OUR STUDENTS.</sup>

Every student needs goals and challenges. I hope your work ~~on these tests~~ will help every American student, and every American teacher, reach their fullest potential.

<sup>YOU ARE HELPING TO PRODUCE</sup> ~~Your efforts today put you on the leading wave of an~~ <sup>IN OUR LAND.</sup> education renaissance, ~~They assure that we will not simply reform our schools. We will reinvent the American school.~~

*Suggested by Ed. Dept. Who's right?*

*DELETE*

*Yes TD*

*?! ?!*

This is a great and exciting challenge, and I thank you for taking such an active role joining in our effort to revitalize all our schools. Thank you for everything you're doing to shape our future -- and may God bless the United States of America.

# # #

WHITE HOUSE STAFFING MEMORANDUM



DATE: 4/23/91

ACTION/CONCURRENCE/COMMENT DUE BY: 4/24/91 9:00 AM

SUBJECT: PRESIDENTIAL REMARKS: MATHEMATICS ASSESSMENT SUMMIT

	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"/>	PETERSMEYER	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input checked="" 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"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BROMLEY	<input 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"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SNOW	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" 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:

Please forward your comments directly to Tony Snow, Rm. 122, x2930, no later than 9:00 AM, WEDNESDAY, APRIL 24, with a copy to this office. Thank you.

RESPONSE:

*These are Porter's - they are good early changes*  
*Also work in American 2000 line*  
*AD*

PHILLIP D. BRADY  
 Assistant to the President  
 and Staff Secretary  
 Ext. 2702

WHITE HOUSE STAFFING MEMORANDUM

91 APR 24 9:13

DATE: 4/23/91

ACTION/CONCURRENCE/COMMENT DUE BY: 4/24/91 9:00 AM

SUBJECT: PRESIDENTIAL REMARKS: MATHEMATICS ASSESSMENT SUMMIT

	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"/>	PETERSMEYER	<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"/>
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BROMLEY	<input 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"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SNOW	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" 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:

Please forward your comments directly to Tony Snow, Rm. 122, x2930, no later than 9:00 AM, WEDNESDAY, APRIL 24, with a copy to this office. Thank you.

RESPONSE:

*See Comments*

PHILLIP D. BRADY  
 Assistant to the President  
 and Staff Secretary  
 Ext. 2702

91 APR 23 PM 3:45

(Lange/Simon)  
April 23, 1991  
2:45 P.M.  
[MATHSUM.TS]

PRESIDENTIAL REMARKS:        MATHEMATICS ASSESSMENT SUMMIT  
                                 THE NATIONAL ACADEMY OF SCIENCES  
                                 WEDNESDAY, APRIL 24, 1991  
                                 1:45 p.m.

[[ Secretary Alexander, Dr. Allan Bromley, Dr. Frank Press...

    You know, when I first heard I was invited to a Math Summit,  
I had images of Gorbachev and me, going head-to-head in long  
division.   \\   At least both of us managed to avoid the pop  
quiz you all had to take.  ]]

    But your purpose here transcends public figures.  It  
concerns our nation's future.

    Of the six National Education Goals we established with the  
nation's governors last year, you're helping to realize the most  
ambitious:  that American students be first in the world in math  
and science achievement by the year 2000.

    It's a challenging goal -- worthy of the future we want for  
our children.  And it begins with the kind of work you've  
undertaken here.

    In a competitive world, we can't expect kids to pass the  
test of international competition until we know how to test our  
kids.  In our schools and among our teachers, we can't make  
progress, until we know how to measure progress.

    I commend the National Education Goals Panel for convening  
this conference -- the Mathematical Sciences Education Board, for

holding its regional hearings -- and above all, I thank the educators and policy-makers here today.

Over the past year, an inter-agency Committee on Education and Human Resources, headed by Secretary of Energy James Watkins, has put together an integrated program designed to advance science and math education.

That committee wants to improve training for pre-college math and science teachers. It hopes to attract more women and minorities into science and technology. It has produced the very first inventory of federal activities that directly influence science, math, engineering, and technical education.

The budget we sent to Congress this year calls for a 13 percent increase for this program, for a total of nearly \$2 billion. But while we've increased spending on education by 33 percent since 1981, I don't imagine anyone in this room would claim education is 33 percent better.

of  
B

[ [ In my mind, the numbers just don't add up. But I'm still puzzling over that legendary Gary Larson cartoon -- where, after doing elaborate, complex calculations, Einstein discovers that Time is actually Money. ] ] THAT'S WHY WE CAN'T WASTE A SECOND.

You understand that the federal government alone cannot make America's students first in math and science by the end of this century. Everyone must declare: we will reinvent the American school. It will take all of us, working together, to achieve our ambitious National Education Goals.

Efforts like yours help show the way to that future, and they help highlight the importance of first-rate assessment. We cannot blaze a trail to the future until we know where we stand. I've called for voluntary American Achievement Tests, beginning with a test for 4th graders in September 1993, and tests for 8th and 12th graders soon after.

So, as you consider your "principles, goals, and actions" for math assessment, I'd ask you to keep a few questions in mind:

- \* Consider what it means to be "best in the world" -- and the kind of balance our students will need, between theoretical math, and practical, applied skills for life.

- \* It's generally agreed that our best are as good as the world's best -- but how will we create tests that ensure that our average students achieve world-class status?

- \* How can we emphasize testing that leads to better teaching -- using tests not to weed kids out, but to develop better math skills for all?

Finally, I ask each of you to help the public understand the purposes of tests and assessments -- and to make sure those tests are used the way they're designed and intended.

Every student needs goals and challenges. I hope your work on these tests will help every American student, and every American teacher, reach their fullest potential.

Your efforts today put you on the leading wave of an education renaissance. They assure that we will not simply reform our schools. We will reinvent the American school.

This is a great and exciting challenge, and I thank you for taking such an active role joining in our effort to revitalize all our schools. Thank you for everything you're doing to shape our future -- and may God bless the United States of America.

# # #

Question

Yes  
is

IF WE HAVE DECIDED TO USE "AMERICA 2000"  
AS OUR STAPLE FOR OUR EDUCATION PROGRAM  
SHOULD WE CONTINUE TO HAMMER THIS  
PHRASE INTO SPEECHES LIKE THIS.  
DS



APR 24 10:24  
UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF THE DEPUTY UNDER SECRETARY FOR PLANNING, BUDGET AND EVALUATION

## FAX COVER SHEET

TO : Mark Lange

White House (Speechwriting)

FROM: Randolph Beales

U.S. Department of Education

Name and telephone number of sender Randolph Beales  
telephone number 401-0085 or 401-0094

No. of pages 3 including cover sheet.

Our fax number is (202) 401-2837

Your fax number is 456-6218

91 APR 24 10:19

April 23, 1991

MEMO FOR: WADE T. DYKE  
FROM : RANDOLPH A. BEALES **RAB**  
SUBJECT : PRESIDENTIAL SPEECH AT THE MATH SUMMIT

The speech is a good one. Someone has done a good deal of work. I just have the following comments.

The National Education Goals Panel is not convening this conference. The Mathematical Sciences Education Board is hosting it. The National Education Goals Panel is holding a forum in conjunction with the Math Summit. Therefore, I would change the last paragraph on the first page to read:

I commend the Mathematical Sciences Education Board for hosting this conference and the National Education Goals Panel for holding its forum today -- and above all, I thank the educators and policy-makers here.

On page 2, I suggest changing the first sentence in the third paragraph to read, "The budget we sent to Congress this year calls for a 13 percent increase for this purpose, for a total of nearly \$2 billion." According to our budget staff, the \$1.9 billion in question is a total amount for a number of programs across the federal government. Consequently, if we use the term, "program," people may wonder, "Which program?" Using "purpose" gets us around that. At the end of that paragraph, we could also add the sentence as transition (and to drive home the point), "Dollars alone just won't do the job."

You may want to consider deleting the next paragraph with the Gary Larson cartoon example. I am not sure that this makes your point as well as you want it to do so.

On page 3, before the beginning of the last paragraph, after you have talked about helping every American student reach their fullest potential, you may wish to cite Larry Williams, the black math teacher from rural Alabama who has done such wonders with the disadvantaged students in his school, leading his school's math teams to compete in (and frequently win) mathematics competitions and tournaments. He comes highly recommended from Mary Harly Kruter of the Mathematical Sciences Education Board and was the 1989 winner of the Presidential Award for Excellence in Science and Mathematics Teaching for mathematics teachers in the State of

Alabama. He will be present for the speech tomorrow. If you do want to include something on him, following is a suggested insert:

... will help every American student, and every American teacher, reach their fullest potential.

Larry Williams, a math teacher at Eutaw High School in rural Alabama and member of the Mathematical Sciences Education Board, is doing just that. He is having great success at helping the kids in his high school become excited about learning and excelling in mathematics. And even though his students there come overwhelmingly from poor and disadvantaged backgrounds, Eutaw High's math teams are competing with some of the best math schools in Alabama and the Southeast ... doing well in competitions and often winning. So, when people question how America can become first in the world in math and science by the year 2000, I point them to teachers like Larry Williams ... teachers who are helping ALL of our children reach their full potential.

Your efforts today put you on the leading wave ....

It is a well-written speech. However, the speech might also wish to emphasize the importance of setting high standards in testing and assessments since setting high standards is an important theme in the President's Education Reform Plan. The speech might also mention the words, "America 2000."

3032

Document No. 232230SS

# WHITE HOUSE STAFFING MEMORANDUM

APR 24 9:51



DATE: 4/23/91 ACTION/CONCURRENCE/COMMENT DUE BY: 4/24/91 9:00 AM

SUBJECT: PRESIDENTIAL REMARKS: MATHEMATICS ASSESSMENT SUMMIT

	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"/>	PETERSMEYER	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input checked="" 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"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BROMLEY	<input type="checkbox"/>	<input type="checkbox"/>	UNTERMEYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SNOW	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" 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"/>

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RESPONSE:

April 24, 1991

TO: TONY SNOW

The NSC concurs with the attached statement.

*Brent Scowcroft*  
Brent Scowcroft

PHILLIP D. BRADY  
Assistant to the President  
and Staff Secretary  
Ext. 2702

cc: Phillip Brady

RECEIVED

91 APR 23 P 4: 43

12: 84 45: 21

91 APR 23 PM 3:45

(Lange/Simon)  
April 23, 1991  
2:45 P.M.  
[MATHSUM.TS]

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# # #

Stuffed

(Lange/Simon)  
April 23, 1991  
2:45 P.M.  
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# # #