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Folder Title:
Elementary Awards for Excellence in Science & Math Teaching 10/4/91 [OA 6037]

Stack:	Row:	Section:	Shelf:	Position:
G	26	17	3	6

WHITE HOUSE STAFFING MEMORANDUM

DATE: 10/3/91 ACTION/CONCURRENCE/COMMENT DUE BY: ---

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

SUBJECT: _____

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	HORNER	<input type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input type="checkbox"/>	MCCLURE	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PETERSMEYER	<input type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PORTER	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGICH	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BROMLEY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SMITH	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SNOW	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input 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:

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

THE WHITE HOUSE
WASHINGTON

31 OCT 2 P4: 54

October 2, 1991

INFORMATION

MEMORANDUM FOR THE PRESIDENT

THROUGH: DAVE DEMAREST
TONY SNOW *TS*

FROM: MARY KATE GRANT *MKG*

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

I. SUMMARY

Attached for your review are brief remarks to be delivered on Friday, October 4, at 10 a.m. in the Rose Garden at the Presidential Elementary Awards for Excellence in Science and Math Teaching. The audience is composed of 108 winning elementary math and science teachers.

II. DISCUSSION

Your remarks (8 minutes/cards) pay tribute to the Nation's math and science teachers and highlight the challenge facing American education in light of the National Report Card results.

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Grant / Bunton
October 2, 1991
A:MATH-SCI
Draft four

01 OCT 3 All: 27

**BRIEF REMARKS: PRESIDENTIAL ELEMENTARY AWARDS
FOR EXCELLENCE IN SCIENCE & MATH TEACHING
THE ROSE GARDEN
FRIDAY, OCTOBER 4, 1991
10:00 A.M.**

Welcome to the White House. I understand we have teachers here from all fifty states, the District of Columbia, Puerto Rico, the U.S. territories and our Department of Defense Dependent Schools. From West Germany to Fairmont, West Virginia ... from Austin, Texas to Alpha, Illinois. Congratulations to all of you. ///

((Speaking of Illinois, I heard a story once about a school in Illinois that was named after the comedian Jack Benny. Every year, Jack Benny made a point of going to the school and visiting the children. One year, speaking to a group of twelve year-olds, he asked if there were any questions. A boy put up his hand. "Mr. Benny," he said, "Why did they name you after our school?"))

No matter where their school is -- or who it's named after -- I believe that our math and science teachers are blessed with a gift for inspiration. They possess the same drive that motivates their students to construct skyscrapers, crack DNA codes, craft racecars, create new computer models ... or climb aboard Space Shuttles. Not only are you adventurers, but you inspire your students to take their first steps in the adventure of their lives -- the adventure of becoming educated men and women.

Some teachers with us today -- each one a winner -- arrived here at the White House from Indian reservations, inner cities, and volcanic islands. And while the journey may have been long for some, it's been incredible for all -- because along the way you have ignited the spark of understanding, the power of curiosity, and the wonderful potential that lies latent in every child.

A teacher of young people and a student of man, the late Bart Giamatti, once observed, "Teaching is an **instinctual art**, mindful of **potential**, craving of **realizations**." His observation rings true today, for now we are relying on each of you to practice **the art of realizing potential**.

No one said this would be easy. Two years ago, I met with the Nation's governors and we agreed to establish an ambitious set of educational goals to be met by the turn of the century -- including first in the world in math and science. Some people say we can't do it. I say we can. Math and science education is one of our top priorities -- in fact, we've requested 1.9 billion dollars of federal spending on math and science education for fiscal year 1992, which translates into a 92 percent increase at the pre-college level since the start of this Administration. But it takes more than just money -- it takes a commitment to world-class standards community by community, all across America.

Just this week, we learned some important information on the math and science front -- some of which seems to surprise Americans. First, it appears that today's students know about as

much math and science as their parents did 20 years ago, when they were children. Rather than declining in skills -- as most people assume -- students are reversing the downward trend.

Secondly, however, five out of six 8th graders do not know what you math teachers think they ought to know about math. This presents an enormous challenge. For while our students' achievement is holding steady, the level of skills and knowledge required of them is skyrocketing.

There is encouraging news in all of this.

We are working together to set world-class standards for national assessments in math, science, English, history and geography -- to develop a better and clearer picture of where our strengths and weaknesses lie.

Our math teachers have already developed world-class curriculum standards. And just this month, the Department of Education granted half a million dollars to the National Academy of Science to do the very same thing with our science curriculum.

Math teachers already work side-by-side with Governors and Members of Congress in taking steps toward the American Achievement Tests. I've asked that the first phase of this American Achievement Test be ready for use by the 1993-94 school year.

And finally, if we are committed to raising math and science standards to world-class levels, we must help our educators prepare themselves to teach those skills. Therefore, I have proposed to Congress that we immediately establish Governor's

Academies for teachers of math and science -- as well as teachers in the other core subjects -- in every state in the Nation.

This week's Goals Report shows us how far we have to go. But to get there, we must revolutionize American education ... not just school by school, but beyond -- in community by community, family by family. In fact, in just a couple of hours I am going to Camp David to meet with **the Board of Directors of the New American Schools Development Corporation**. They are seeking nothing less than to reinvent American education. That's what our America 2000 education strategy is all about. **That's where we need your help.**

We all agree that we want to teach kids to think straight, to appreciate the past and look to the future, to serve others and the community. But you hold the key to instilling **intellectual excellence in your students and your colleagues**. Your vigor, tolerance, academic discipline will stretch young minds, but your **example** will also build know-how for other teachers. **In your classrooms and labs, you can begin the revolution in American education.**

A teacher I once had, a man named Claude Fuess, said a very interesting thing the day he retired after forty years of teaching. He said: "I was still learning when I taught my last class."

As we face the daunting task of redefining American education, let's remember: **the best teachers never stop learning**. The best ones learn constantly to **think anew**. And that **sense of**

innovation is the key to creating a new generation of **American schools**. If we are to make a difference in the schools, we must break the mold and see what works. We need to keep learning new ways and trying new ideas.

You won these awards because you experiment with new ideas and new teaching methods. For that, you have my congratulations and my best wishes. And what's even better -- you have the gratitude and admiration of the most important people in the world: **your students**.

Thank you again for coming to the White House, and God bless you all.

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**PRESIDENTIAL ELEMENTARY AWARDS FOR EXCELLENCE IN
SCIENCE & MATH TEACHING \ ROSE GARDEN \
FRIDAY, OCTOBER 4, 1991 \ 10:00 A.M.**

**WELCOME TO THE WHITE HOUSE. GOOD MORNING TO
ADMIRAL WATKINS AND DR. BROMLEY. I UNDERSTAND WE HAVE
TEACHERS HERE FROM ALL FIFTY STATES, THE DISTRICT OF
COLUMBIA, PUERTO RICO, THE U.S. TERRITORIES AND OUR
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NO MATTER WHERE THEIR SCHOOL IS -- OR WHO IT'S NAMED AFTER -- I BELIEVE THAT OUR MATH AND SCIENCE TEACHERS ARE BLESSED WITH A GIFT FOR INSPIRATION. THEY POSSESS THE SAME DRIVE THAT MOTIVATES THEIR STUDENTS TO CONSTRUCT SKYSCRAPERS, CRACK DNA CODES, CRAFT RACECARS, CREATE NEW COMPUTER MODELS ... OR CLIMB ABOARD SPACE SHUTTLES.

NOT ONLY ARE YOU ADVENTURERS, BUT YOU INSPIRE YOUR STUDENTS TO TAKE THEIR FIRST STEPS IN THE ADVENTURE OF THEIR LIVES -- THE ADVENTURE OF BECOMING EDUCATED MEN AND WOMEN.

SOME TEACHERS WITH US TODAY -- EACH ONE A WINNER -- ARRIVED HERE AT THE WHITE HOUSE FROM INDIAN RESERVATIONS, INNER CITIES, AND VOLCANIC ISLANDS.

AND WHILE THE JOURNEY MAY HAVE BEEN LONG FOR SOME, IT'S BEEN INCREDIBLE FOR ALL -- BECAUSE ALONG THE WAY YOU HAVE IGNITED THE SPARK OF UNDERSTANDING, THE POWER OF CURIOSITY, AND THE WONDERFUL POTENTIAL THAT LIES LATENT IN EVERY CHILD.

A TEACHER OF YOUNG PEOPLE AND A STUDENT OF MAN, THE LATE BART GIAMATTI, ONCE OBSERVED, "TEACHING IS AN INSTINCTUAL ART, MINDFUL OF POTENTIAL, CRAVING OF REALIZATIONS."

HIS OBSERVATION RINGS TRUE TODAY, FOR NOW WE ARE RELYING ON EACH OF YOU TO PRACTICE THE ART OF REALIZING POTENTIAL.

NO ONE SAID THIS WOULD BE EASY. TWO YEARS AGO, I MET WITH THE NATION'S GOVERNORS AND WE AGREED TO ESTABLISH AN AMBITIOUS SET OF EDUCATIONAL GOALS TO BE MET BY THE TURN OF THE CENTURY -- INCLUDING FIRST IN THE WORLD IN MATH AND SCIENCE. SOME PEOPLE SAY WE CAN'T DO IT. I SAY WE CAN.

MATH AND SCIENCE EDUCATION IS ONE OF OUR TOP PRIORITIES -- IN FACT, WE'VE REQUESTED 1.9 BILLION DOLLARS OF FEDERAL SPENDING ON MATH AND SCIENCE EDUCATION FOR FISCAL YEAR 1992, WHICH TRANSLATES INTO A 92 PERCENT INCREASE AT THE PRE-COLLEGE LEVEL SINCE THE START OF THIS ADMINISTRATION. BUT IT TAKES MORE THAN JUST MONEY -- IT TAKES A COMMITMENT TO WORLD-CLASS STANDARDS COMMUNITY BY COMMUNITY, ALL ACROSS AMERICA.

JUST THIS WEEK, WE LEARNED SOME IMPORTANT INFORMATION ON THE MATH AND SCIENCE FRONT -- SOME OF WHICH SEEMS TO SURPRISE AMERICANS. FIRST, IT APPEARS THAT TODAY'S STUDENTS KNOW ABOUT AS MUCH MATH AND SCIENCE AS THEIR PARENTS DID 20 YEARS AGO, WHEN THEY WERE CHILDREN. RATHER THAN DECLINING IN SKILLS -- AS MOST PEOPLE ASSUME -- STUDENTS ARE REVERSING THE DOWNWARD TREND.

SECONDLY, HOWEVER, FIVE OUT OF SIX 8TH GRADERS DO NOT KNOW WHAT YOU MATH TEACHERS THINK THEY OUGHT TO KNOW ABOUT MATH. THIS PRESENTS AN ENORMOUS CHALLENGE. FOR WHILE OUR STUDENTS' ACHIEVEMENT IS HOLDING STEADY, THE LEVEL OF SKILLS AND KNOWLEDGE REQUIRED OF THEM IS SKYROCKETING.


THERE IS ENCOURAGING NEWS IN ALL OF THIS.

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OUR MATH TEACHERS HAVE ALREADY DEVELOPED WORLD-CLASS CURRICULUM STANDARDS.

AND JUST THIS MONTH, THE DEPARTMENT OF EDUCATION GRANTED HALF A MILLION DOLLARS TO THE NATIONAL ACADEMY OF SCIENCE TO DO THE VERY SAME THING WITH OUR SCIENCE CURRICULUM.

MATH TEACHERS ALREADY WORK SIDE-BY-SIDE WITH GOVERNORS AND MEMBERS OF CONGRESS IN TAKING STEPS TOWARD THE AMERICAN ACHIEVEMENT TESTS. I'VE ASKED THAT THE FIRST PHASE OF THIS AMERICAN ACHIEVEMENT TEST BE READY FOR USE BY THE 1993-94 SCHOOL YEAR.



AND FINALLY, IF WE ARE COMMITTED TO RAISING MATH AND SCIENCE STANDARDS TO WORLD-CLASS LEVELS, WE MUST HELP OUR EDUCATORS PREPARE THEMSELVES TO TEACH THOSE SKILLS. THEREFORE, I HAVE PROPOSED TO CONGRESS THAT WE IMMEDIATELY ESTABLISH GOVERNOR'S ACADEMIES FOR TEACHERS OF MATH AND SCIENCE -- AS WELL AS TEACHERS IN THE OTHER CORE SUBJECTS -- IN EVERY STATE IN THE NATION.

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THAT'S WHAT OUR AMERICA 2000 EDUCATION STRATEGY IS ALL ABOUT. THAT'S WHERE WE NEED YOUR HELP.

WE ALL AGREE THAT WE WANT TO TEACH KIDS TO THINK STRAIGHT, TO APPRECIATE THE PAST AND LOOK TO THE FUTURE, TO SERVE OTHERS AND THE COMMUNITY. BUT YOU HOLD THE KEY TO INSTILLING INTELLECTUAL EXCELLENCE IN YOUR STUDENTS AND YOUR COLLEAGUES. YOUR VIGOR, TOLERANCE, ACADEMIC DISCIPLINE WILL STRETCH YOUNG MINDS, BUT YOUR EXAMPLE WILL ALSO BUILD KNOW-HOW FOR OTHER TEACHERS.

IN YOUR CLASSROOMS AND LABS, YOU CAN BEGIN THE REVOLUTION IN AMERICAN EDUCATION.

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THE PRESIDENT HAS SEEN
10-4-91

THE WHITE HOUSE
WASHINGTON

31 OCT 2 P4:54

October 2, 1991

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MEMORANDUM FOR THE PRESIDENT

THROUGH: DAVE DEMAREST
TONY SNOW *TS*

FROM: MARY KATE GRANT *MKG*

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*OK
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Just this week, we learned some important information on the math and science front -- some of which seems to surprise Americans. First, it appears that today's students know about as

much math and science as their parents did 20 years ago, when they were children. Rather than declining in skills -- as most people assume -- students are reversing the downward trend.

Secondly, however, five out of six 8th graders do not know what you math teachers think they ought to know about math. This presents an enormous challenge. For while our students' achievement is holding steady, the level of skills and knowledge required of them is skyrocketing.

There is encouraging news in all of this.

We are working together to set world-class standards for national assessments in math, science, English, history and geography -- to develop a better and clearer picture of where our strengths and weaknesses lie.

Our math teachers have already developed world-class curriculum standards. And just this month, the Department of Education granted half a million dollars to the National Academy of Science to do the very same thing with our science curriculum.

Math teachers already work side-by-side with Governors and Members of Congress in taking steps toward the American Achievement Tests. I've asked that the first phase of this American Achievement Test be ready for use by the 1993-94 school year.

And finally, if we are committed to raising math and science standards to world-class levels, we must help our educators prepare themselves to teach those skills. Therefore, I have proposed to Congress that we immediately establish Governor's

Academies for teachers of math and science -- as well as teachers in the other core subjects -- in every state in the Nation.

This week's Goals Report shows us how far we have to go. But to get there, we must revolutionize American education ... not just school by school, but beyond -- in community by community, family by family. In fact, in just a couple of hours I am going to Camp David to meet with **the Board of Directors of the New American Schools Development Corporation**. They are seeking nothing less than to reinvent American education. That's what our America 2000 education strategy is all about. **That's where we need your help.**

We all agree that we want to teach kids to think straight, to appreciate the past and look to the future, to serve others and the community. But you hold the key to instilling **intellectual excellence in your students and your colleagues**. Your vigor, tolerance, academic discipline will stretch young minds, but your **example** will also build know-how for other teachers. In your classrooms and labs, you can begin the **revolution in American education**.

An educator and teacher, a man who taught me a lot about this real business of life
~~A teacher I once had~~, a man named Claude Fuess, said a very interesting thing the day he retired after forty years of teaching. He said: "I was still learning when I taught my last class."

As we face the daunting task of redefining American education, let's remember: **the best teachers never stop learning**. The best ones learn constantly to **think anew**. And that sense of

innovation is the key to creating a new generation of American schools. If we are to make a difference in the schools, we must break the mold and see what works. We need to keep learning new ways and trying new ideas.

You won these awards because you experiment with new ideas and new teaching methods. For that, you have my congratulations and my best wishes. And what's even better -- you have the gratitude and admiration of the most important people in the world: **your students.**

Thank you again for coming to the White House, and God bless you all.

#

THE WHITE HOUSE
WASHINGTON

October 2, 1991

INFORMATION

MEMORANDUM FOR THE PRESIDENT

THROUGH: DAVE DEMAREST
 TONY SNOW *TS*

FROM: MARY KATE GRANT *MKG*

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

I. SUMMARY

Attached for your review are brief remarks to be delivered on Friday, October 4, at 10 a.m. in the Rose Garden at the Presidential Elementary Awards for Excellence in Science and Math Teaching. The audience is composed of 108 winning elementary math and science teachers.

II. DISCUSSION

Your remarks (8 minutes/cards) pay tribute to the Nation's math and science teachers and highlight the challenge facing American education in light of the National Report Card results.

[PLEASE NOTE: There is a reference on page three, paragraph three, to a teacher at Phillips Andover, Claude M. Fuess, who retired in 1952 after 40 years of teaching. We didn't know if you actually had him as a teacher, but we thought perhaps you'd remember him. Please feel free to edit this as you see fit.]

Grant / Bunton
October 2, 1991
A:MATH-SCI
Draft three

**BRIEF REMARKS: PRESIDENTIAL ELEMENTARY AWARDS
FOR EXCELLENCE IN SCIENCE & MATH TEACHING
THE ROSE GARDEN
FRIDAY, OCTOBER 4, 1991
10:00 A.M.**

Welcome to the White House. I understand we have teachers here from all fifty states, the District of Columbia, Puerto Rico, the U.S. territories and our Department of Defense Dependent Schools. From West Germany to Fairmont, West Virginia ... from Austin, Texas to Alpha, Illinois. Congratulations to all of you. ///

((Speaking of Illinois, I heard a story once about a school in Illinois that was named after the comedian Jack Benny. Every year, Jack Benny made a point of going to the school and visiting the children. One year, speaking to a group of twelve year-olds, he asked if there were any questions. A boy put up his hand. "Mr. Benny," he said, "Why did they name you after our school?"))

No matter where their school is -- or who it's named after -- I believe that our math and science teachers are blessed with a gift for inspiration. They possess the same drive that motivates their students to construct skyscrapers, crack DNA codes, craft racecars, create new computer models ... or climb aboard Space Shuttles. Not only are you adventurers, but you inspire your students to take their first steps in the adventure of their lives -- the adventure of becoming educated men and women.

Some teachers with us today -- each one a winner -- arrived here at the White House from Indian reservations, inner cities, and volcanic islands. And while the journey may have been long for some, it's been incredible for all -- because along the way you have ignited the spark of understanding, the power of curiosity, and the wonderful potential that lies latent in every child.

A teacher of young people and a student of man, the late Bart Giamatti, once observed, "Teaching is an **instinctual art**, mindful of **potential**, craving of **realizations**." His observation rings true today, for now we are relying on each of you to **practice the art of realizing potential**.

No one said this would be easy. Two years ago, I met with the Nation's governors and we agreed to establish an ambitious set of educational goals to be met by the turn of the century. Since then, we've been hard at work. Just this week the National Education Goals Panel issued its first annual "Report Card." We also released the results of the first nationwide standards set for math proficiency in the 4th, 8th and 12th grades. These results -- while disappointing -- give us our first snapshot of the challenge we face.

There is encouraging news in all of this.

As we work together to set world-class standards for national assessments in math, science, English, history and geography, we will develop a better and clearer picture of where our strengths and weaknesses lie. We'll know what we need to

learn. **These standards give us a starting point ... something to build on.**

And our National Education Goals set forth a challenge. First, they show us how important our America 2000 strategy has become. As I said earlier, the National Education Goals are ambitious. The goals report shows us how far we have to go. But to get there, we must revolutionize American education ... community by community, school by school, and family by family. That's what our America 2000 education strategy seeks. That's where we need your help.

We all agree that we want to teach kids to think straight, to appreciate the past and look to the future, to serve others and the community. **But you hold the key to instilling intellectual excellence in your students and your colleagues.** Your vigor, tolerance, academic discipline will stretch young minds, but your **example** will also build know-how for other teachers. **In your classrooms and labs, you can begin the revolution in American education.**

A teacher I once had, a man named Claude Fuess, said a very interesting thing the day he retired after forty years of teaching. He said: "I was still learning when I taught my last class."

As we face the daunting task of redefining American education, let's remember: **the best teachers never stop learning.** The best ones learn constantly to think anew. And that **sense of innovation** is the key to creating a new generation of American

schools. If we are to make a difference in the schools, we must break the mold and see what works. We need to keep learning new ways and trying new ideas.

You won these awards because you experiment with new ideas and new teaching methods. For that, you have my congratulations and my best wishes. And what's even better -- you have the gratitude and admiration of the most important people in the world: **your students.**

Thank you again for coming to the White House, and God bless you all.

#



UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

October 2, 1991

*also - clear
w/Porter*

MEMORANDUM FOR DAVID DEMAREST

FROM: LAMAR ALEXANDER

Here are some obvious educational points that should be considered for inclusion in any speech to math and science teachers on October 4. Wouldn't the better way to approach this be for the Department to suggest what the substance should be, and then let the speech writers go to work turning it into something exciting? What we are doing now is trying to make changes in a speech that begins without appropriate substance. Many thanks.

The points that should be made in this speech (although not necessarily in these words) on October 4:

1. There is ~~important news on the math and science~~ front this week that seems to surprise Americans. The first surprise is that it would appear that ~~today's students know about as much~~ math and science as their parents did 20 years ago when they were children. I think ~~most Americans would have guessed that today's children know less than they did 20 years ago.~~ We seem to have reversed a downward trend in achievement that was evident in the 1970's. And all of us know that it takes a greater amount of effort to learn today than it did in the 1970's because there are so many more obstacles in the way of learning -- moms and dads both away from home, a lot more TV to watch, more drugs. It's harder to be a good student. It's harder to be a good parent. It's harder to be a good teacher.

There is a second piece of surprising news, this one an enormous challenge. ~~Five out of six 8th graders do not know what you math teachers think they ought to know about math.~~ That is a ~~skills and knowledge gap of enormous proportions.~~

2. Two years ago we mapped out the goals -- including first in the world in math and science. Some people wonder if America can reach that goal. Some people just say we can not. Well, you and I know differently. If a family, a school, even an entire community were to sit down today and resolve that its children would know and be able to do math and science to a world class standard by the year 2000, that would happen. And ~~it is the only way it will happen -- community by community, across America.~~

Mr. David Demarest
October 2, 1991
Page Two

3. To reach those goals will take a lot of hard, imaginative work and fortunately our teachers are leading the way. Our math teachers have already developed for us curriculum standards, telling us what it means to be world class in math. And just this month the Department of Education granted a half million dollars to the National Academy of Science to do the very same thing with the sciences: work with teachers and others to establish world class curriculum standards in the sciences. Math teachers are represented on the panels currently working with Governors and Congress to take steps toward the American Achievement Tests, so that families and communities can have the same information about their children and their schools that we received about the nation's progress in the national reports this week. I have asked that the first phase of this American Achievement Test be ready for use by the 1993-1994 school year.

4. One of the most important steps we must take is massive teacher retraining. We cannot establish different and higher curriculum standards and then not take the necessary steps to help our professional educators prepare themselves to teach those skills. That's why I have proposed to Congress that we immediately establish Governor's Academies for teachers of math and science -- as well as teachers in the other core subjects -- in every state in the nation.

5. In just a couple of hours I am going to Camp David to meet with the Board of Directors of the New American Schools Development Corporation. Their work is exciting. They are talking about nothing less than re-inventing American education, school-by-school. Giving educators like you a chance to do what many of you have always dreamed of doing: taking that bold, first in the world goal for math and science, giving educators a chance to start from scratch, break the mold and create one of the best schools in the world to help children meet those goals. Then, do it again and again and again until we transform our system of education and help it become truly the model and envy of the world and the steps our children use to move to the front of the line.

91 OCT 2 P2:32
WHITE HOUSE STAFFING MEMORANDUM

DATE: 9/30/91 ACTION/CONCURRENCE/COMMENT DUE BY: WED. 10/2/91 3:00 p.m.

PRESIDENTIAL REMARKS: PRESIDENTIAL ELEMENTARY AWARDS FOR EXCELLENCE IN SCIENCE & MATH TEACHING - FRIDAY, 10/4/91
SUBJECT:

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	HORNER	<input type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PETERSMEYER	<input type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BROMLEY	<input type="checkbox"/>	<input type="checkbox"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SNOW	<input type="checkbox"/>	<input checked="" 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 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 3:00 p.m., WEDNESDAY, OCTOBER 2nd, with a copy to this office. Thank you.

RESPONSE:

See comments. Thanks
PK
Paul Korfonta
10/02/91.

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

Grant / Bunton
September 30, 1991
A:MATH-SCI
Draft two

01 SEP 30 P6:25

**BRIEF REMARKS: PRESIDENTIAL ELEMENTARY AWARDS
FOR EXCELLENCE IN SCIENCE & MATH TEACHING
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FRIDAY, OCTOBER 4, 1991
10:00 A.M.**

Welcome to the White House. I understand we have teachers here from all fifty states, the District of Columbia, Puerto Rico, the U.S. territories and our Department of Defense Dependent Schools. From West Germany to Fairmont, West Virginia ... from Waco, Texas to Winetka, Illinois. Congratulations to all of you. ///

((Speaking of Illinois, I heard a story once about a school in Illinois that was named after the comedian Jack Benny. Every year, Jack Benny made a point of going to the school and visiting the children. One year, speaking to a group of twelve year-olds, he asked if there were any questions. A boy put up his hand. "Mr. Benny," he said, "Why did they name you after our school?"))

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There is good news in all of this.

National Assessment

(Education) As the ~~Governing Board~~ ^{world class} continues to set standards for national testing in math, science, reading, writing, history and geography, we will have a better and clearer picture of where our strengths and weaknesses lie. We'll know what we need to know.

The standards give us a starting point ... something to build on.

They set forth a challenge. First, they show us how important our America 2000 strategy has become. As I said earlier, the National Education Goals are ambitious. These recent test results show us how far we have to go. But to get there, we must revolutionize American education ... community by community, school by school, and family by family. That's what our America 2000 education strategy seeks. That's where we need your help.

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A teacher I once had, a man named Claude Fuess, said a very interesting thing the day he retired from forty years of teaching. He said: "I was still learning when I taught my last class."

As we face the daunting task of redefining American education, let's remember: **the best teachers never stop learning.** The best ones learn constantly to **think anew.** And that **sense of innovation** is the key to creating a new generation of **American schools.** If we are to make a difference in the schools, we must

break the mold and see what works. We need to keep learning new ways and trying new ideas.

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Thank you again for coming to the White House, and God bless you all.

#

WHITE HOUSE STAFFING MEMORANDUM

DATE: 9/30/91 ACTION/CONCURRENCE/COMMENT DUE BY: WED. 10/2/91 3:00 p.m.

PRESIDENTIAL REMARKS: PRESIDENTIAL ELEMENTARY AWARDS FOR
EXCELLENCE IN SCIENCE & MATH TEACHING - FRIDAY, 10/4/91

SUBJECT: _____

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	HORNER	<input type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input type="checkbox"/>	MCCLURE <i>Mc</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PETERSMEYER	<input type="checkbox"/>	<input type="checkbox"/>
DARMAN <i>Mc</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BROMLEY	<input type="checkbox"/>	<input type="checkbox"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SNOW	<input type="checkbox"/>	<input checked="" 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 Mc	<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 3:00 p.m., WEDNESDAY, OCTOBER 2nd, with a copy to this office. Thank you.

RESPONSE:

MASTER

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

Mc Someone in Bromley's shop has concerns that the places in ~~the~~ P 1
don't all have representatives--will get back w/ us.

Grant / Bunton
September 30, 1991
A:MATH-SCI
Draft two

01 SEP 30 P6:25

**BRIEF REMARKS: PRESIDENTIAL ELEMENTARY AWARDS
FOR EXCELLENCE IN SCIENCE & MATH TEACHING
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((Speaking of Illinois, I heard a story once about a school in Illinois that was named after the comedian Jack Benny. Every year, Jack Benny made a point of going to the school and visiting the children. One year, speaking to a group of twelve year-olds, he asked if there were any questions. A boy put up his hand. "Mr. Benny," he said, "Why did they name you after our school?"))

No matter where their school is -- or who it's named after -- I believe that our math and science teachers are blessed with a gift for inspiration. They possess the same drive that motivates their students to construct skyscrapers, crack DNA codes, craft racecars, create new computer models ... or climb aboard Space Shuttles. Not only are you adventurers, but you inspire your students to take their first steps in the adventure of their lives -- the adventure of becoming educated men and women.

Some teachers with us today -- each one a winner -- arrived here at the White House from Indian reservations, inner cities, and volcanic islands. And while the journey may have been long for some, it's been incredible for all -- because along the way you have ignited the spark of understanding, the power of curiosity, and the wonderful potential that lies latent in every child.

(TRAN) Yale President and baseball commissioner

A teacher of young people and a student of man, Bart Giamatti, once observed, "Teaching is an instinctual art, mindful of potential, craving of realizations." His observation rings true today, for now we are relying on each of you to practice the art of realizing potential.

No one said this would be easy. Two years ago, I met with the Nation's governors and mapped out an ambitious set of educational goals to be met by the turn of the century. Since then, we've been hard at work. Just this week the National Educational Goals Panel issued its first annual "Report Card." We also released the results of the first standardized tests on math proficiency in the 4th, 8th and 12th grades. These results -- while disappointing -- give us our first snapshot of the challenge we face.

There is good news in all of this. As the Governing Board continues to set national standards for national testing in math, science, reading, writing, history and geography, we will have a better and clearer picture of where our strengths and weaknesses lie. We'll know what we need to know.

(PORTER) encouraging
(PORTER) we work together
(PORTER) National Assessment
(PORTER) develop
(PORTER) english
(PORTER) (OCA) World Class
(TRAN) learn know

(PORTER) math X NO
 The standards give us a starting point ... something to build on.

(PORTER) Our national education goals:

They set forth a challenge. First, they show us how

important our America 2000 strategy has become. As I said

earlier, the National Education Goals are ambitious. These

(PORTER) The goals report

~~recent test results~~ shows us how far we have to go. But to get

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#

WHITE HOUSE STAFFING MEMORANDUM

91 SEP 31 12:29

DATE: 9/30/91 ACTION/CONCURRENCE/COMMENT DUE BY: WED. 10/2/91 3:00 p.m.

PRESIDENTIAL REMARKS: PRESIDENTIAL ELEMENTARY AWARDS FOR EXCELLENCE IN SCIENCE & MATH TEACHING - FRIDAY, 10/4/91
 SUBJECT: _____

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	HORNER	<input type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PETERSMEYER	<input type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BROMLEY	<input type="checkbox"/>	<input type="checkbox"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SNOW	<input type="checkbox"/>	<input 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 3:00 p.m., WEDNESDAY, OCTOBER 2nd, with a copy to this office. Thank you.

RESPONSE: *NOTE: WE SHOULD RECOGNIZE THAT IT IS ALWAYS THE NATIONAL EDUCATION GOALS PANEL.*

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

Grant / Bunton
September 30, 1991
A:MATH-SCI
Draft two

01 SEP 30 P6:25

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WHITE HOUSE STAFFING MEMORANDUM

91 SEP 31 P4:11

DATE: 9/30/91 ACTION/CONCURRENCE/COMMENT DUE BY: WED. 10/2/91 3:00 p.m.

PRESIDENTIAL REMARKS: PRESIDENTIAL ELEMENTARY AWARDS FOR EXCELLENCE IN SCIENCE & MATH TEACHING - FRIDAY, 10/4/91
 SUBJECT: _____

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	HORNER	<input type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PETERSMEYER	<input type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BROMLEY	<input type="checkbox"/>	<input type="checkbox"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SNOW	<input type="checkbox"/>	<input checked="" 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 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 3:00 p.m., WEDNESDAY, OCTOBER 2nd, with a copy to this office. Thank you.

RESPONSE:

*Good - a few thoughts.
 BT for SR*

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

Grant / Bunton
September 30, 1991
A:MATH-SCI
Draft two

91 SEP 30 P6:25

**BRIEF REMARKS: PRESIDENTIAL ELEMENTARY AWARDS
FOR EXCELLENCE IN SCIENCE & MATH TEACHING
THE ROSE GARDEN
FRIDAY, OCTOBER 4, 1991
10:00 A.M.**

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((Speaking of Illinois, I heard a story once about a school in Illinois that was named after the comedian Jack Benny. Every year, Jack Benny made a point of going to the school and visiting the children. One year, speaking to a group of twelve year-olds, he asked if there were any questions. A boy put up his hand. "Mr. Benny," he said, "Why did they name you after our school?"))

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THE WHITE HOUSE
WASHINGTON

91 SEP 31 P5: 51

October 1, 1991

MEMORANDUM FOR TONY SNOW

Deputy Assistant to the President for
Communications and Director of Speechwriting

FROM:

JANET REHNQUIST *JK*
Associate Counsel to the President

SUBJECT:

Presidential Remarks -- Presidential Elementary
Awards for Excellence in Science and Math Teaching
-- Friday, October 4, 1991

At your request, Counsel's Office has reviewed the above-
referenced matter. We have no legal objections.

Thank you for the opportunity to review this matter

cc: Phil Brady

*1st para: Winnetka
(two n's)*

91 OCT 2

✓ P1: A3

PORTER'S
COMMENTS

Grant / Bunton
September 30, 1991
A:MATH-SCI
Draft two

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There is ~~good~~ ^{encouraging} news in all of this.

As the ~~Governing Board continues to set~~ ^{we work together} standards for ~~national testing in~~ ^{World Class} math, science, ~~reading, writing,~~ ^{english} history and geography, we will ~~have~~ ^{develop} a better and clearer picture of where our strengths and weaknesses lie. We'll know what we need to know.

^{Math} The standards give us a starting point ... something to build on.

~~They~~ ^{our National Education Goals} set forth a challenge. First, they show us how important our America 2000 strategy has become. As I said earlier, the ~~National Education Goals~~ ^{are} ambitious. ~~These~~ ^{The} ~~recent test results~~ ^{goals report} shows us how far we have to go. But to get there, we must revolutionize American education ... community by community, school by school, and family by family. That's what our America 2000 education strategy seeks. That's where we need your help.

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91 OCT 2 AIO: 19

DATE: 9/30/91 ACTION/CONCURRENCE/COMMENT DUE BY: WED. 10/2/91 3:00 p.m.

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	ACTION	FYI		ACTION	FYI
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RESPONSE:

No comment

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 Ext. 2702

Grant / Bunton
September 30, 1991
A:MATH-SCI
Draft two

31 SEP 30 P6:25

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