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OA/ID Number: 13757
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Folder Title:
Saturn School of Tomorrow - St. Paul, MN 5/22/91 [OA 8323] [1]

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Tom King
Charlie Burbach

THE WHITE HOUSE

WASHINGTON

May 20, 1991

MEMORANDUM FOR THE PRESIDENT

THROUGH: TONY SNOW *TS*
FROM: MARY KATE GRANT *MKG*
SUBJECT: VISIT TO THE SATURN SCHOOL OF TOMORROW
ST. PAUL, MINNESOTA

I. SUMMARY

Attached for your review are draft remarks to be delivered on Wednesday, May 22 at 1:45 p.m. outside the St. Paul Public Library. You will address a crowd of approximately 1000, mostly students, teachers, local education leaders, and elected officials. Afterwards, you will sign the transmittal letter for the America 2000 legislation.

II. DISCUSSION

Your remarks (11 minutes/speechcards) focus on the America 2000 strategy, particularly on its proposals for reinventing New American Schools. Immediately before the speech, you will tour the Saturn School of Tomorrow, a science magnet school. Minnesota has been a national leader in public school choice.

Grant/Cawley
May 20, 1991
A: SATURN / Draft three

**PRESIDENTIAL REMARKS: SATURN SCHOOL OF TOMORROW
ST. PAUL, MN
WEDNESDAY, MAY 22, 1991
1:45 P.M.**

Governor Arne Carlson will introduce.

Good afternoon. Thank you very much for that warm welcome. *Durenberger TBD*

Our Secretary of Education, Lamar Alexander; community leaders, teachers, and my fellow students. ((possible computer joke.))

I've come here today, along with Secretary Alexander, to discuss a vital subject: **American leadership**. For if we want America to remain a force for good in the world ... the home of free markets and free people ... the land of democracy and opportunity ... we must lead the way in educational innovation. Our strategy for achieving this leadership is called "**America 2000.**"

With America 2000, we challenge all the methods and means of the past. Here in Minnesota -- from St. Paul and Minneapolis to Cyrus and Miltona -- you are sailing the country into the future. You are creating public school choice.

Like you, other schools, businesses and communities all across America are all creating the New Generation of American Schools -- North Carolina's Project Genesis, Ted Sizer's Coalition of Essential Schools, Washington State's Schools for the 21st Century.

Oliver Wendell Homes once wrote: "I find the great thing in this world is not so much where we stand, as in what direction we

are moving: To reach the port of heaven, we must sail sometimes with the wind and sometimes against it -- but we must sail, and not drift, nor lie at anchor."

With America 2000, we are not simply standing at anchor. We've shoved off and set sail. From now on, business-as-usual will be very unusual. In cities across this nation, people have started changing the American school. They know that there have been enough studies and commissions and blue-ribbon panels.

It's time we got down to the business of inventing new schools for a new world. We took the first step when, with the Nation's Governors, we established the six National Education Goals and set the clock ticking for the end of this decade -- and the end of the status quo.

Those goals are: first, to ensure that every child starts school ready to learn; second, to raise the high school graduation rate to 90 percent without lowering standards; third, to ensure that every American student leaving the 4th, 8th and 12th grades can demonstrate competence in five core subjects; fourth, to make our students first in the world in math and science; fifth, to ensure that every American adult is literate and has the skills necessary to compete in the global economy; and sixth, to free every American school from drugs and violence so that learning can take place.

Our challenge now is one of reinventing the classroom -- I call it creating "New American Schools" -- for the year 2000 and beyond. It's just one part of our America 2000 strategy to meet

those six lofty goals. No one says it will be easy. But it's a battle for our future that we must -- and will -- win.

For today's students, we're designing better and more accountable schools ... for tomorrow's students, we're creating a new generation of schools ... for the rest of us -- today's workforce, and yesterday's students -- we're transforming America into a nation of students, lifelong learners who continue to grow and explore every day. And finally, all across this nation, parents, teachers and neighbors are getting together in communities where learning can happen.

We're talking about breaking the mold -- building for the Next American Century. Reinventing -- literally starting from the bottom up to build new schools -- not with bricks and mortar but with questions, ideas, and determination. We're looking at every possible way to make schools better while still keeping our eyes on results.

That's why I've come here to Minnesota. Just down the river from this bluff, stood St. Paul's first school -- a crowded one-room log cabin that Mrs. Rumsey first called to order nearly 150 years ago. Back then, Minnesota was a desolate wilderness, although settlers soon transformed it into a teeming center of growth and enterprise. Here, along the banks of this great river, rail lines and grain mills and hard-working pioneers forged the center of the agricultural empire called the Great Plains.

These days, Minnesota remains a land of opportunity for many: small business start-ups generate most jobs in the Twin Cities, and big business ranges from agriculture to medicine to transportation. Minnesota remains a pioneer, leading the nation in educational choice. You have guaranteed that every family in the state can choose which public school their children will attend. Minnesotans know that education means opportunity. Many people, in fact, Al Shanker of the American Federation of Teachers -- he was here last week, and I spoke to him the other day -- helped promote these great reforms.

I just came from the Saturn School of Tomorrow, right here in downtown St. Paul. Frankly, I was a bit surprised by the place ... so much technology, such young kids -- but then at my age, they all look young. ((In fact, someone asked me if I wanted to see a high-tech machine used for "HyperCard" -- I asked if that was something for my fibrillating heart.))

Let me share with you the basic idea behind the Saturn School -- one that could only have become reality because of the bipartisan support it received. Saturn is a city-wide magnet school, with over 200 middle-school students coming from all over the district. Each morning, they arrive at the old YWCA building ready to learn on state-of-the-art technologies: computers that teach reading and math; videodisc systems that access libraries and encyclopedias; off-site classrooms in science and art museums that give kids hands-on learning. The curriculum includes core subjects, yet is designed to respond to a changing world -- one

of global communications, computer programming, chemistry, personal wellness and community volunteering.

Let me tell you a true story that happened when the founder of Control Data, William Norris, stopped by the Saturn School to see the fourth and fifth graders at work. He noticed that one fifth grader was busy wiring a small motor to a model car he had built. A fourth grader nearby was on the computer connected to the model car. Mr. Norris asked him what was going on.

"I'm writing the computer program to make the car start and stop," said the fourth-grader. Mr. Norris asked him how that worked, and the boy explained the first few steps and stopped.

So Mr. Norris -- the head of Control Data, now -- asked him to keep going, so he could get a few more details. "Gosh," said the fourth grader to his partner, "What's the matter with this guy? He doesn't seem to understand anything about computers!"

While I've only had two computer lessons, it doesn't take the head of Control Data to see that Saturn doesn't look like a regular school -- no old-fashioned desks, but kids on the floor, playing with "mice" -- learned that term in my computer class. It doesn't sound like a regular school -- in fact, its motto is "High Tech. High Teach. High Touch." And that's because it isn't a regular school -- it's exploring new frontiers in American education.

Yet the school's director is realistic. He says: "We see it as a work in progress. We have as many questions as we have

answers. We don't hold it up as a solution; it's not something that can be cloned."

Like any new idea, we don't know what tomorrow holds for the Saturn School. And there may be aspects of its approach that generate controversy. But when we say "break the mold," we've got to give communities the power to experiment, think anew, be daring. Saturn may fail, but it may also succeed.

I like what works. I'm confident about the prospect of New American Schools in communities all across this country. The New Generation of Schools is but one part of our America 2000 strategy. With more accountability and choice in our schools, with a national commitment to lifelong learning, with the active engagement of our business community in the business of education, we will embark on a new voyage in the American experience.

It will take time. We can begin today by pulling up the anchor and hoisting the sails. We've set our sights on new horizons -- ones of opportunity, freedom and American leadership.

Again, thank you so much for having me here today. I wish you the best in your work. God bless each and every one of you.

[It's my pleasure to sign a message transmitting the legislative portion of our America 2000 strategy to the Congress.]

#

Saturn School of Tomorrow--St. Paul, Minnesota

RATIONALE: Saturn School of Tomorrow is a "break the mold" school. It uses differential staffing; it sends students off campus--to museums, libraries, and elsewhere in the community--for some of their lessons; it groups students by interest and ability (rather than by grade level); it employs an individual learning plan for each student. And it enjoys enthusiastic support from parents (100 percent attendance at PTA meetings).

PROJECT DESCRIPTION: The Saturn School of Tomorrow came into existence in response to a challenge made by Albert Shanker in his "What If" speech given in Minnesota in 1987. In that speech, Shanker asked, "If General Motors new Saturn plant can retool their industry and build a quality automobile, why not a transformed, quality-driven Saturn School in education?"

Excited by the challenge, Superintendent David Bennett and Tom King formulated plans of what a "Saturn School" could be and shared them with the St. Paul's teachers' union and the business community. Reflecting a true collaborative effort on the part of the teachers' union, parents and business community, the Saturn School Partnership was formed, a planning team assembled, and the next two years spent perfecting plans for the new Saturn School of Tomorrow.

In 1989 the school opened in temporary quarters. Today, the Saturn School is located in downtown St. Paul, where students can participate in on-site learning at the local museums, libraries, and community organizations. This school is an experimental magnet school serving 300 ethnically diverse students in grades 4 to 7, under the motto, "High Tech/High Teach/High Touch." ✓

Saturn is different from other schools. It's design incorporates state-of-the-art technology. The technology floor uses computers as instructional devices, for desk top publishing, individual and group learning, and for programming Lego-Lobo, which is elementary robotics where the children build machinery connected with wires and motors and then write the computer program to make them run. The curriculum, while including core subjects, is designed to respond to a changing world--global communications, computer programming, chemistry, personal wellness, community volunteer activities, cooperative learning, project-based work, and videography. Students choose their courses based on their individual interests and needs as determined by their Personal Growth Plan (PGP), which is put together by the staff, students, and their parents. Students are grouped by interest and ability level rather than by grades. Individual desks have been replaced by circular tables to encourage cooperative learning so students can help their peers who are having trouble with a subject. Report cards have been replaced by "portfolios" consisting of a student's work samples and attainment of goals in the PGP. Students are assisted by the same advisor from grades 4 - 7.

Staff in the Saturn School consists of a lead teacher, associate teachers, generalists, educational assistants, teacher's aides and interns. Saturn involves both parents and businesses. PTA meetings draw 100 percent attendance and support from the business community comes in the form of technical and human resources.

Planning for the Saturn School is still evolving. Yet, the first year of a three year evaluation suggests that overall progress is being made, specially in the following areas:

- o The Personal Growth Plan process is considered a success. The teachers were able to enlist participation from nearly all the parents, and the goals of the PGP seem to be linked to what the students actually learn in their courses.
- o The entire scheduling concept with seven or eight week terms is considered effective. Students and teachers were particularly enthusiastic about the "Writing Workshop" and "Partnerships" classes for their ability to teach students new knowledge, skills and attitudes.
- o The off-site learning program was found to enhance the practical application of particular subjects in addition to having the students feel more a part of the community.
- o Parents overwhelmingly supported the school and its program, which in turn allowed the teachers to accomplish many more objectives.

Suggests areas in need of improvement include:

- o Tracking of student progress. Parents would like to have more information to gauge academic student progress.
- o Consideration of a formal homework policy.
- o Finding more time in the school calendar for the teachers' professional growth and development.
- o Development of a better defined and consistent discipline policy.
- o Spending more time refining the use of technology, particularly deciding which system should focus on what students are learning and who learns best from what approach.

Contact person: Tom King, Project Director
(612) 293-5116

**Saturn School of Tomorrow
River Front Education Center
65 East Kellogg
St. Paul, MN 55101
(612) 290-8354**

STUDENT DIRECTED LEARNING PROJECT

APRIL, 1991

- DRAFT -

Student Directed Learning Project Question and Answer Sheet

What is the purpose of the Student Directed Learning Project?

"Nevertheless, so often our notions of what a child is able to understand are based on the capacity the child has displayed in a structured situation." (Robert Coles, 1990:23)

The purpose of the Student Directed Learning Project is to dispel these notions.

What Learner Outcome is addressed by the SDLP?

Saturn students will demonstrate responsibility for their own learning. They will work independently and/or in cooperation with others to set personal goals, manage themselves and their time, locate resources, plan and deliver a product or presentation, and reflect upon and evaluate their progress.

How will this be assessed?

Over time, Saturn students will compile a Portfolio of samples and self-reports that chronicle the development of their self-directed learning.

What learning opportunities and experiences will be provided to students in SDLP?

The opportunity to:

- validate learning that takes place in nonstructured contexts
- plan, execute, reflect upon and evaluate projects, experiences
- set, carry-out, review and modify personal goals
- reflect upon need for balance in day, in areas explored
- manage time and self
- locate information from a variety of real life sources
- work independently and/or in cooperation with peers and/or adults
- be both a teacher and a learner
- pursue in depth or in own fashion an area of personal interest
- use technology to enhance the product or presentation
- serve the community
- explore the possibility of working with a mentor or as an intern

What guidance will my child have in this process?

1. Instructors have both formal and informal meetings with SDLP students to plan and revise goals and to coordinate them with the Personal Growth Plan.
2. Staff is available at all times for consultation and to help with locating materials and resources.
3. Completed projects and progress toward other goals are evaluated by the student and the instructor.

How will I be informed of student progress?

Students complete a weekly schedule and diary of their activities. These will be sent home at the end of each week with the student. Parents are requested to sign and return them. These are kept as a record for student use and as part of the evaluation. Copies of completed evaluation sheets are sent home. Parent consultation with staff is available at any time upon request.

What special opportunities are available to students who participate in the project during Term 4, April-June, 1991?

Students may register for SDLP during any period of the day, and as many periods as they wish. During each period of the day, a special focus is offered for students who wish to gain experience or develop projects in certain areas. Students don't need to be interested in the focus to join the project during a given period.

Period A1: Art focus
Dance workshop

Period B: Economics

Period A2: Music focus

Period C: Technology
Novels

How does my child register?

Write SDLP in the second choice box on the registration form for each period your child chooses to participate in SDLP. Do not circle any other choice for that period.

Student Directed Learning Project
Planning Form

Name _____
Advisor _____

A1 A2 B C
circle SDLP periods

-
1. Complete your daily schedule on the back of this sheet.
 2. Describe how you will be using your student directed learning time.

Your plan may include:

- project work
- independent work
- small or large group work
- ILS time
- mentorships/internships/off-site experience
- service activities

3. Complete the following statements.

I am meeting my reading needs by:

I am meeting my math needs by:

I am meeting my writing needs by:

Following are my planned SDLP activities:

-

-

-

-

What resources do you need help obtaining:

Materials:

People:

Experiences:

Due date: April 12, 1991

_____ I have signed up for a planning conference with David or Jane

Student signature _____ Parent signature _____

Schedule

Skills/Content/Subject areas

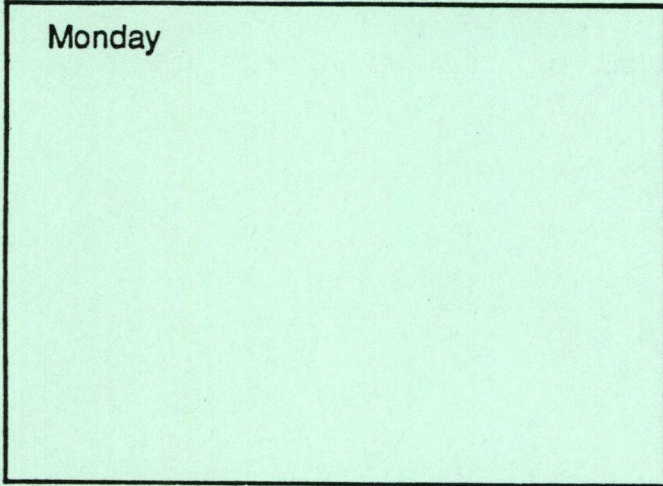
Name _____

Weekly Planning Sheet

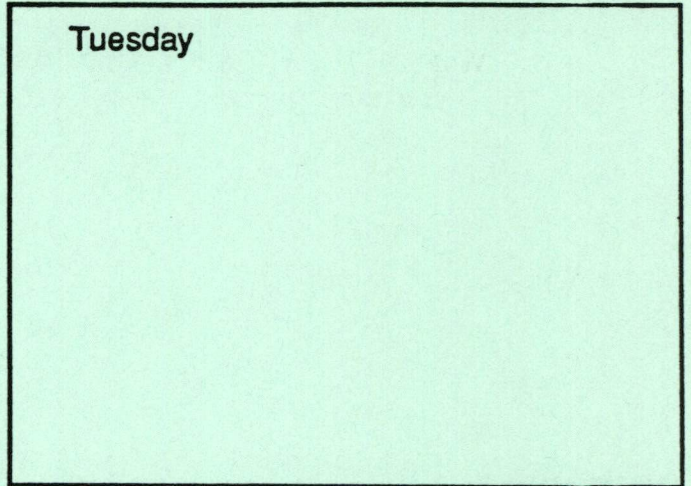
For the Week of _____

On this side of the planning sheet write down the activities you will be engaged in this week for each period you have student directed learning. Make sure you coordinate planning with your blue planning sheet.

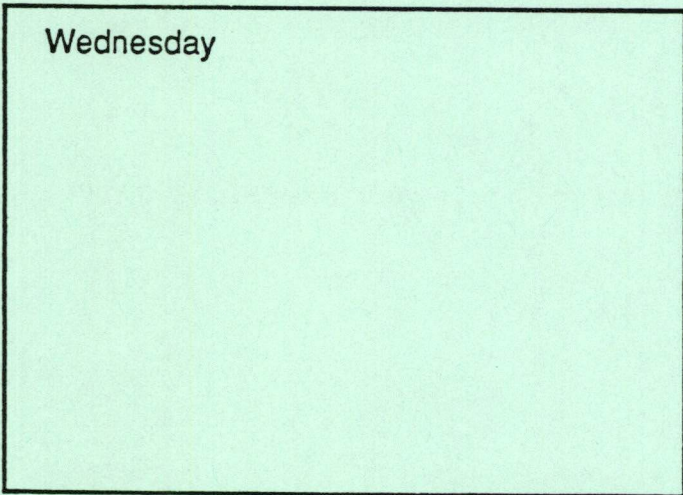
Monday



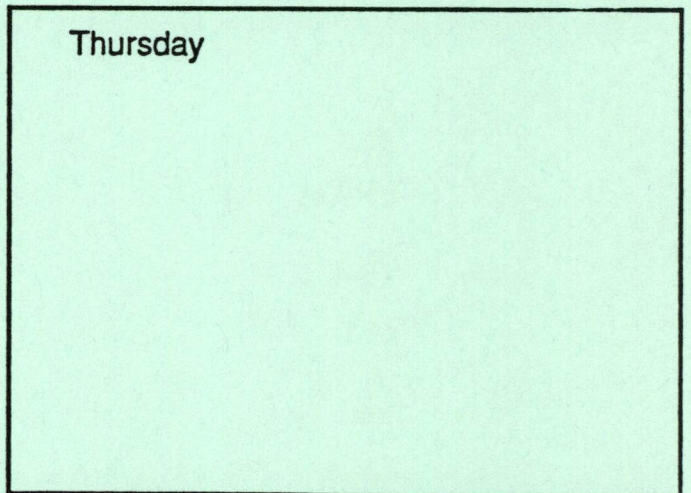
Tuesday



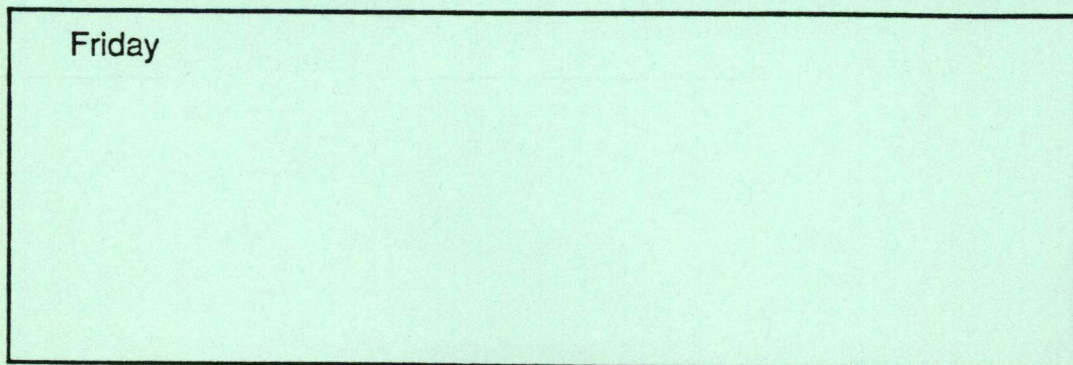
Wednesday



Thursday



Friday



Student Directed Learning Project
coordinated with
Personal Growth Plan

Student Name: _____ Date: _____

Advisor: _____

A1 A2 B C
(circle SDLP periods)

Current SDL Project(s): _____

1. What PGP goal(s) are you meeting with your SDL Project? Explain how you plan to meet these goals.

2. What goal(s) in your PGP do you want to work on in your next SDL Project?

Student Signature: _____ Teacher: _____

SATURN 2
Self Evaluation Sheet

Student Name: _____

Date: _____

Advisor: _____

A1 A2 Lunch B C
(circle SDLP periods)

For each category below, please write:

- what you learned or discovered
- the problem(s) you encountered
- how you solved the problem(s)

Planning your project:

Planning your weekly schedule:

Locating your own resources:

Managing your own time:

Staying on task:

Self:

Others:

Project(s):	Partner(s)	Completed yes/no
--------------------	-------------------	-----------------------------

If you have done a project(s) in a specific content/subject area or learned a new technology, please list **at least 3** things you learned while doing the project(s).

Please check the appearance/quality of your completed project(s).

What do you think is the best part of your project(s)?

What part is not so good?

What could you do to improve it?





What is the most valuable thing you have learned from the Saturn 2 course?

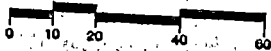
How will that help you as you continue your learning at Saturn?

SATURN SCHOOL OF TOMORROW

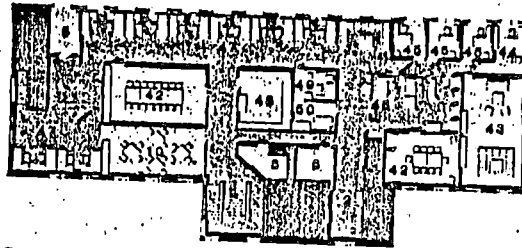
KEY

1. Main Stair
2. Elevator Core
3. Entry
4. Community
5. Storage
6. Auditorium
7. Video Production
8. Lavatories
9. Kitchen
10. Lounge
11. Pool
12. Pool Office
13. 1st and 2nd Grade
14. Conference Center
15. Kitchenette
16. Garden
17. Principal
18. Reception
19. Independent Learning Stations
20. Special Computer Lab
21. Apple IIGS Room
22. Gym
23. Gym Office
24. Discourse Room
25. Discourse Support
26. Student Study
27. Mac Learning Center
28. Learning Center
29. Reading
30. Teaching Station
31. Colonnade
32. Multipurpose
33. Newsroom
34. Media Center
35. Publishing
36. Art Learning Center
37. Science Learning Center
38. Writing East Learning Center
39. Music Practice
40. Music Learning Center
41. Writing West Learning Center
42. Conference
43. Faculty Study
44. Lead Teacher
45. Teacher
46. Administration
47. Faculty Correls
48. Work Room
49. Nurse
50. Col Room

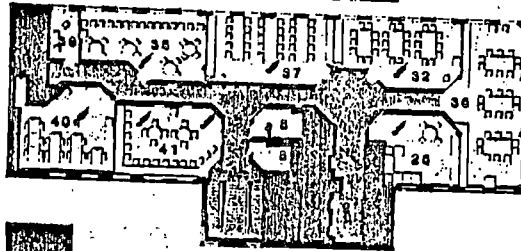
- Furniture 
- Utility Spaces 
- Circulation 
- Classrooms/ Administration 



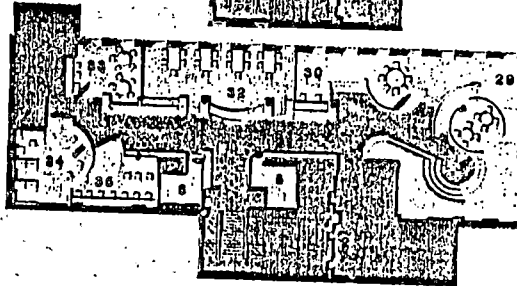
RAFFERTY RAFFERTY TOLLESON ARCHITECTS
 153 E. 4TH STREET ST. PAUL, MINNESOTA 55101 612 224-6831



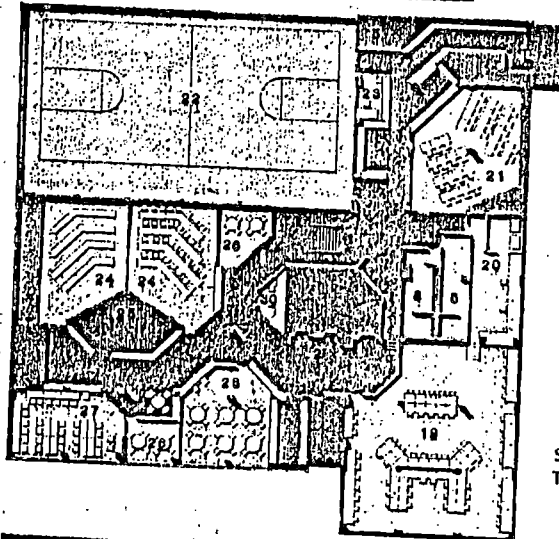
FIFTH FLOOR
ADMINISTRATIVE



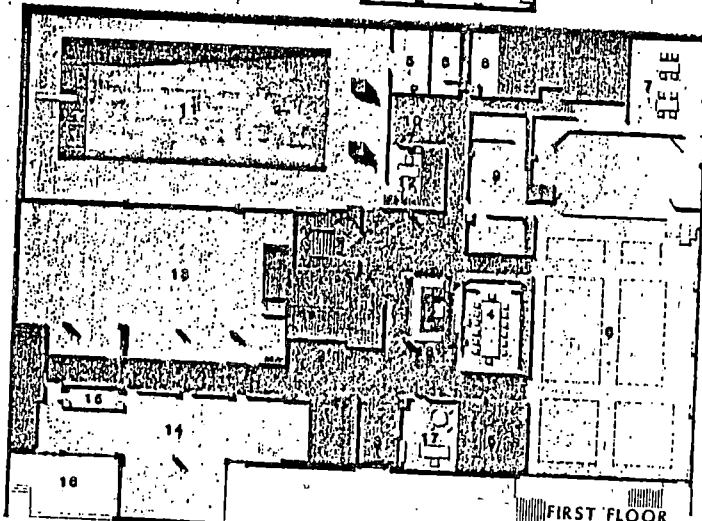
FOURTH FLOOR
LEARNING CENTER



THIRD FLOOR
CO-OP COLONNADE



SECOND FLOOR
TECH. LEVEL



FIRST FLOOR
RECEPTION LEVEL

SATURN SCHOOL OF TOMORROW
Personal Growth Plan Process
Spring 1991 Draft

To Whom It May Concern:

Attached are drafts of Saturn School's Personal Growth Plan process. The emphasis at Saturn is on interpersonal communication with student, family and advisor to assist students in becoming responsible for their learning.

In addition to the PGP, Saturn School maintains a Portfolio of Proficiencies for each student to measure growth and development in academic, social and psychomotor competencies and uses computerized instruction and records of mastery in reading and math skills.

We are developing process outcomes and documenting learner outcomes in curriculum areas to assist us in evaluation of student progress and program offerings.

Please note that these are all first year drafts! We hope that we will be able to keep the PGP process dynamic, responsive to student need and change. We are trying to avoid forms that drive the process. We see the form as merely a way to record the results of our interpersonal communication and planning with students and families.

Saturn staff would appreciate an opportunity to discuss your ongoing work in this area. Please call and/or share copies of any information you think might be helpful to us. We will be happy to do the same.

GOOD LUCK in this challenging endeavor.

Compiled by:
Jane Barton, Associate Teacher, Communications
Saturn School of Tomorrow
65 East Kellogg Blvd.
St. Paul, MN 55101
(612) 290-8354 X160

Important points:

1. Interpersonal process - beginning small group communication
between child - parent(s)
child - parent(s) - Advisor
2. **Primary Goal** - Student becoming responsible for his/her own learning.
3. Look at learning as a developmental process
 - progress measured by child's attainment of own goals
i.e., _____ movement
 - progress not measured against arbitrary standard
i.e., grade level attainment, teacher standard

NOTE: Each family is in unique stage of development in their ability to do small group communication at home and at school. Meet each family where they are in the process.

4. 3 areas - Academic
Interpersonal Skills
Wellness

Roles:

1. Student: Input - share own ideas, interests, needs
 - set goals that are owned/easily understood by child
2. Parent: Input - share ideas, needs, interests
 - support/clarify/negotiate
3. Advisor: Input - facilitate, model small group communication, problem-solving, add options, add resources
 - * Assist child to be at center of process immediately; work through this.

Forms:

1. PGP contract - merely a way to record the results of our interpersonal, small group communication and planning with students and their families.
2. Goals/steps - simple, easily measured
 - students actively involved in determining own progress
 - student owns goals
 - making modifications/additions as needed to chart individual progress

A word about the process: PGP is a dynamic process, not static.

The Personal Growth Plan

- captures the student's current status
- determines direction
- reflects individual growth and progress

Saturn School of Tomorrow (Draft)
Personal Growth Plan (PGP) Process
Spring 1990

At the heart of Saturn School of Tomorrow is the Personal Growth Plan (PGP) developed for each student. Student, family and advisor share in identifying a student's interests, strengths and needs and in developing goals and objectives unique to each student. The focus is upon the interpersonal process of sharing and planning together. The goals and objectives are kept simple and easily measured. Students are actively involved in determining their own progress and in making modifications and additions to their individual goals and objectives.

The information obtained through this highly, individualized interpersonal PGP process is also compiled and used to develop course offerings based on identified student interest and need. Curriculum offerings in Communications, Humanities, Science, Math & Technology, and Wellness & Health reflect students' active participation in designing the learning opportunities at Saturn School.

Because the Personal Growth Plan (PGP) is an ongoing process, the Saturn School expects that its form and substance will be responsive to change. Ongoing evaluation from students, families, and staff shape the process. The Personal Growth Plan (PGP) is a dynamic process for capturing current status, determining direction and reflecting individual growth and progress. The enclosures reflect the PGP process used during the 1989-90 academic year at Saturn School.

Enclosures:

- October, 1989, parent letter regarding PGP Conferences
- Personal Growth Plan Inventory (Fall)
- Personal Growth Plan Conference (Fall)
- 2 Samples of Personal Growth Plan (PGP)
- December, 1989, parent letter regarding PGP Approval
- January, 1990, follow-up parent letter re. PGP Approval
- February, 1990, parent letter regarding PGP Conferences
- Personal Growth Plan Inventory (Spring)
- Personal Growth Plan Conference (Spring)
- 2 Samples of Personal Growth Plan (PGP) with progress, additions
- March, 1990 parent letter regarding PGP Progress Note

**SATURN SCHOOL OF TOMORROW
65 EAST KELLOGG BLVD.
ST. PAUL, MN 55101
(612) 290-8354**

October 31, 1989

Dear Parents:

Conference time is here! Advisors are looking forward to sitting down with each student and family and jointly developing the first draft of the student's personal growth plan (PGP). The best way to prepare for this conference is to spend some time talking with your child about his/her experience at Saturn. Please complete the attached inventory with your child and bring it to the conference with you. We think this will help all of us to focus on your child's unique needs, interests and desires.

The PGP conference will include the following:

1. **Assessment/evaluation:** Advisors will share samples of student work, progress reports from the computerized math and reading instructional programs, SRA test results (if available), and observations related to the student's academic and social development. Parents and student will be encouraged to share information from the completed inventory to assist in developing an accurate picture of the current status of the student.
2. **Identification of needs and interests:** From the assessment information, advisor, student and parents will identify needs, strengths, interests and desires of the student. This information will assist staff, student and parents in planning individualized instruction and monitoring progress when needed. The information will also assist Saturn staff in developing 2nd semester curriculum offerings designed to reflect the interests of the student.
3. **Determination of goals and objectives:** Finally, advisor, family and student will set some common goals and objectives for the year, determine the resources necessary to accomplish the goals, and agree upon a way to monitor progress toward completion of the goals.

We are eager to have this opportunity to share and plan with you and your child. We hope to make this a personal process. The goals and objectives will be simple and easily measured. Students will be actively involved in determining their own progress.

Thank you for your support and trust in the development of SATURN SCHOOL. We look forward to talking with each of you soon.

Sincerely,

Mike Hopkins

Jane Barton

Mark French

David Haynes

PERSONAL GROWTH PLAN INVENTORY Fall 1989

Student Name: _____

Age: _____

Parent Name: _____

Advisor Name: _____

Date: _____

My strengths are:

I do my best when:

These things are hard for me:

I do better at hard things when:

I want to learn more about the following ideas, topics, subjects etc.:

By the end of the school year, I want to be able to:

Some goals I have set for myself are:
(Include short and long range goals)

PERSONAL GROWTH PLAN CONFERENCE

Student Name: _____

Age: _____

Parent Name: _____

Date: _____

Address: _____

Phone: _____

INTERESTS/STRENGTHS:

NEEDS:

PLAN FOR: **Academic Skills Health & Fitness Interpersonal Skills**

Personal Growth Plan Sample # 1

Student Name

Mon, Dec 11, 1989

Strengths and Interests

Physical education, math concepts, drawing, cooking, go-carts.

Needs

Reading & writing skills, assignment completion, independent work in class, friendship-making skills.

Plan

Academic skills:

Goal 1: Improve math skills.

Steps: - demonstrate mastery of math concepts/computation in daily work on I. L. S. at 75-80% level

Goal 2: Improve reading skills.

Steps: - demonstrate mastery of reading decoding/comprehension in daily work on I. L. S. at 75-80% level

Goal 3: Learn more about science.

Steps: - enroll in science course
- pursue project in Lego Logo

Goal 4: Improve writing skills.

Steps: - enroll in Writing Workshop
- participate in writing process through prewriting, first drafts and rewriting stages
- use available computer software programs to improve sentence and paragraph writing skills

Goal 5: Complete assignments on time.

Steps: - talk about a particular topic or interest area with another student or adult before beginning a project
- get ideas down in first draft through use of tape recorder or talking/dictating to another person

Goal 6: Improve study skills:

Steps: - increase amount of time on task in classroom, i.e., use study carrel or work space separate from group when necessary

Interpersonal skills:

Goal 1: Improve communication skills at home

- Steps: - take assignments & letters home
- share with mother right away

Goal 2: Improve friendship-making skills.

- Steps: - work cooperatively on some projects in science course, i.e. lego logo
- invite 4th grade peer to share interest, play and social activities

Student's Signature: _____

Parent's Signature: _____

Advisor's Signature: _____

Date: _____

Personal Growth Plan

Sample # 2

Student Name

Fri, Dec 8, 1989

Strengths and Interests

Sports, when I'm interested in something-how things work, computers, history. Friendly, curious, outgoing.

Needs

Staying on task, better study habits, listening & respect for peers and adults.

Plan

Academic skills:

Goal 1: Increase understanding of computer and available software

Steps: - choose a variety of computerized instructional programs in subject areas such as geography, drawing, problem-solving etc.

Goal 2: Improve writing skills.

Steps: - enroll in Writing Workshop

- participate in writing process through prewriting, first drafts and rewriting stages

- use available computer software programs to improve sentence and paragraph writing skills

- use available computer software programs to develop keyboarding and word processing skills

Goal 3: Improve study skills:

Steps: - increase amount of time on task in classroom, i.e., use study carrel or work space separate from group when necessary

Interpersonal skills:

Goal 1: Improve respect for students and teachers.

Steps: - practice listening skills during large group instruction

- listen the first time all the way through to adult or peer

- discuss and negotiate with others rather than challenge

- decrease frequency of Principal's intervention

Student's Signature: _____

Parent's Signature: _____

Advisor's Signature: _____

Date: _____

December 14, 1989

Dear Parents:

The results of the November Personal Growth Plan (PGP) conferences are now in print! Thank you and your child for your willing participation in this process. I am very happy to be part of this exciting effort to personalize your child's educational program. Teachers are currently involved in using the information regarding interests and needs to plan the curriculum for 2nd semester. You will receive specific information regarding course offerings and procedures for registration soon after Winter Break.

Enclosed you will find the following:

- your student's report card
- a current summary of daily progress in reading and math instruction on the Integrated Learning System (I. L. S.)
- your student's Personal Growth Plan, i.e., interests, needs and goals selected at the November conference.

Please read and discuss this PGP with your child.

If the plan is okay with you and your child, please sign in the appropriate places and return it to Jane Barton at Saturn School. I will sign the plan, return a copy to you and place the original plan in the student's PGP file.

If the plan is not okay, make the necessary additions, deletions and/or modifications right on this copy. Return the corrected plan to Jane Barton at Saturn School. I will make the necessary changes and send the new plan to you for your approval.

Thanks again for your patience and trust as we develop this unique aspect of SATURN SCHOOL. If you have any questions about your child's plan, please call me at 290-8354. I'll return your call as soon as possible.

**Jane Barton, Advisor
Group 1**

**SATURN SCHOOL OF TOMORROW
65 EAST KELLOGG BLVD.
ST. PAUL, MN 55101
(612) 290-8354**

February 13, 1990

Dear Parents:

Spring conference time is rapidly approaching! Advisors are eager to meet with each student and family to review the student's personal growth plan (PGP) developed at the November conference. Conferences will be held during the day and evening on Tuesday, February 27 and Wednesday, March 7. Please call Jacqui Caldwell, 290-8354, to schedule your conference. Again, the best way to prepare for this conference is to spend time talking with your child about his/her experience at Saturn. Please review your child's Personal Growth Plan (PGP) with him/her. Complete the attached inventory with your child and bring it to the conference with you. The inventory will help all of us focus on your child's individual progress toward accomplishment of his/her goals and objectives.

The Spring PGP conference will include the following:

1. Progress reports: Advisors will share progress reports from the computerized math and reading instructional programs, progress notes from each course your child has participated in during this term, and observations related to social and academic development. Parents and student will be encouraged to share information from the completed inventory to assist in developing an accurate picture of the progress of the student.
2. Portfolio information: Projects completed this term will be reviewed and placed in a portfolio. This portfolio will become your child's record of achievement at Saturn. Individual progress will be measured against the goals and objectives each child has set for him/herself.
3. Modifications to the Personal Growth Plan: Advisor, student and family will share in noting progress made on the specific goals and objectives for the year. Changes and additions to the goals and objectives will be made at this time.

We are pleased to be offering classes based on student interests and needs determined at the November PGP conferences. Encourage your child to continue to share his/her interests and needs with us. We want to keep our focus on curriculum derived from student interest and choice. We appreciate this opportunity to share and plan with you and your child.

We are all strengthened by the support, trust and participation of you and your child in this process we call Saturn School. We look forward to talking with each of you soon.

Sincerely,

Mike Hopkins

Jane Barton

Mark French

David Haynes

PERSONAL GROWTH PLAN INVENTORY Spring 1990

Student Name: _____

Age: _____

Parent Name: _____

Advisor Name: _____

Date: _____

REVIEW YOUR PERSONAL GROWTH PLAN (PGP) COMPLETED AT THE NOVEMBER CONFERENCES AND ANSWER THESE QUESTIONS.

1. What progress have you made toward completion of each of your goals? (Note the steps indicated for each of your goals.)

Which steps have you completed?

Note your progress on the steps that remain.

2. What goals do you want to change? (Indicate changes here.)

3. What goals do you want to add? (Indicate goal and steps here.)

PERSONAL GROWTH PLAN CONFERENCE Spring 1990

Student Name: _____

Age: _____

Parent Name: _____

Date: _____

Address: _____

Phone: _____

PROGRESS NOTED:

ADDITIONAL INTERESTS/NEEDS:

PLAN FOR: Academic Skills Health & Fitness Interpersonal skills

CHANGES:

ADDITIONS:

PGP PROGRESS NOTE

Sample # 1

Student Name Mon, Dec 11, 1989 Progress 3/90

Strengths and Interests

Physical education, math concepts, drawing, cooking, go-carts.

Needs

Reading & writing skills, assignment completion, independent work in class, friendship-making skills.

Plan

Academic skills:

Goal 1: Improve math skills.

Steps: - demonstrate mastery of math concepts/computation
in daily work on I. L. S. at 75-80% level

Progress: Daily work at 76% Completed Level 02EM0106

Goal 2: Improve reading skills.

Steps: - demonstrate mastery of reading
decoding/comprehension in daily work on I. L. S. at
75-80% level

Progress: Daily work at 87% Completed Level 01ER0707

Goal 3: Learn more about science.

Steps: - enroll in science course
- pursue project in Lego Logo

Progress: Register for Lego Logo 2nd Term

Goal 4: Improve writing skills.

Steps: - enroll in Writing Workshop
- participate in writing process through prewriting,
first drafts and rewriting stages
- use available computer software programs to improve
sentence and paragraph writing skills

**Progress: Writing on MAC. Add illustrations 2nd
Term. Use writing sample from 11/89 to write
book with illustrations about favorite things.**

Goal 5: Complete assignments on time.

Steps: - talk about a particular topic or interest area with another student or adult before beginning a project
- get ideas down in first draft through use of tape recorder or talking/dictating to another person

**Progress: Demonstrating responsibility in each class.
Continue goal.**

Goal 6: Improve study skills:

Steps: - increase amount of time on task in classroom, i.e., use study carrel or work space separate from group when necessary

Progress: Better attending skills noted. Continue goal.

Interpersonal skills:

Goal 1: Improve communication skills at home

Steps: - take assignments & letters home
- share with mother right away

Progress: Continue goal.

Goal 2: Improve friendship-making skills.

Steps: - work cooperatively on some projects in science course, i.e. lego logo
- invite 4th grade peer to share interest, play and social activities

**Progress: Has made friends with 4th grade peer.
Continue goal.**

3rd Term Registration Suggestions: Health, Civics, Partnerships.

PGP PROGRESS NOTE

Sample # 2

Student Name Dec 8, 1989 Progress 3/90

Strengths and Interests

Sports, when I'm interested in something-how things work, computers, history. Friendly, curious, outgoing.

Needs

Staying on task, better study habits, listening & respect for peers and adults.

Plan

Academic skills:

Goal 1: Increase understanding of computer and available software

Steps: - choose a variety of computerized instructional programs in subject areas such as geography, drawing, problem-solving etc.

Progress: Met 3/90. Remove from plan.

Goal 2: Improve writing skills.

Steps: - enroll in Writing Workshop

- participate in writing process through prewriting, first drafts and rewriting stages

- use available computer software programs to improve sentence and paragraph writing skills

- use available computer software programs to develop keyboarding and word processing skills

Progress: Writing on MAC. Beginning editing and proofing processes. Continue to Publication 2nd Term.

Goal 3: Improve study skills:

Steps: - increase amount of time on task in classroom, i.e., use study carrel or work space separate from group when necessary

Progress: Continue. Choose work space and partners carefully.

Interpersonal skills:

Goal 1: Improve respect for students and teachers.

Steps: - practice listening skills during large group instruction

- listen the first time all the way through to adult or peer

- discuss and negotiate with others rather than challenge

- decrease frequency of Principal's intervention

Progress: Continuous growth noted. Continue first 3 steps. Has had no Principal interventions since 12/89-remove this from plan.

March 30, 1990

Dear Parents:

During our recent Personal Growth Planning (PGP) Conference, you and your child helped to review progress made on his/her plan developed in November. I have recorded your child's progress on each goal and also made 3rd Term registration suggestions. This PGP PROGRESS NOTE is enclosed. I hope I have been able to capture the spirit of our conference and to accurately reflect your child's progress at Saturn. As you review this with your child, be sure to let me know if you want any clarification or changes. Thank you and your child for your willing participation in this process.

Enclosed you will find the following:

- your child's report card
- a current summary of daily progress in reading and math instruction on the Integrated Learning System (I. L. S.)
- progress notes from teachers of 1st Term courses
- your child's PGP PROGRESS NOTE indicating progress made on goals developed in the November Personal Growth Plan (PGP).

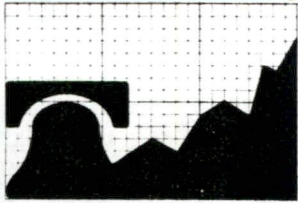
Please read and discuss this PGP PROGRESS NOTE with your child.

Thanks again for your patience and trust as we develop this unique aspect of SATURN SCHOOL. If you have any questions about your child's progress note, please call me at 290-8354. I'll return your call as soon as possible.

**Jane Barton, Advisor
Group 1**

Key Differences in the Saturn Program

- A primary program goal is students becoming responsible for their own learning.
- Most learning takes place in mixed age and ability groups.
- Textbooks are not used in most classes.
- Technology is used as a tool to support learning.
- *Course offerings are developed based on student interest and needs.*
- A personal growth plan is developed for each student.
- Grades are not given. Progress is measured by student attainment of goals.
- **Instructional focus is on developing learning processes.**



Business/Education INSIDER

How Business Can Reform Education

Educational Choice Gains Ground

In increasing numbers, business leaders embrace educational choice. Many others, however, fear the issue is too controversial for them to support. Such fears may have been warranted a year ago, when national media was rare. But no longer. One indication of the general acceptance of choice is the flurry of supportive articles and editorials in major newspapers and magazines in the past year, from the *New York Times* to *Business Week*. Another is the flood of calls to the new federal Center for Choice in Education, established by the U.S. Department of Education last December to provide information and assistance for Americans in-

terested in choice. The Center has logged nearly 1,000 calls from teachers, parents, and businessmen. Callers generally request information about the reform, and span the political spectrum. Significantly, many callers explain that they are beginning a drive for choice in their communities. One businessman said he was going to push his school board to endorse the concept, while a teacher said that she is so frustrated with bureaucracy that she plans to start her own school. With such broad-based support for education choice, the matter no longer is controversial. This creative use of the federal bully pulpit merits congratulations to those White House staffers responsible for suggesting creation of the center. While the Choice Center still has a few bugs, it will be an important addition to the resources available on choice. For more information, call the Center at 1-800-422-PICK. 🐘

Election Victories for Reform Proponents

One Michigan businessman who decided to make his support of education choice a major campaign issue won a seat on his state's Board of Education in the November elections. Richard DeVos, Jr., president of the Windquest Group, an investment management firm based in Grand Rapids, Michigan, won a landslide victory, using educational choice as his central campaign issue. Newly-elected

Michigan Governor John Engler also endorses choice. Both were praised for their support of choice in several of the state's newspapers, including the *Detroit News*.

These election victories are timely boosts for education choice in Michigan, following the formation last year of a large grass roots coalition that has begun a drive for a state constitutional amendment to permit parental choice among all the state's schools. The group, TEACH Michigan, is composed of business leaders and prominent members of the state's minority communities who believe choice is the key to education reform. 🐘

League Endorses Status Quo

The Louisiana League of Women Voters is calling for higher spending on education, apparently ignoring the clear evidence that more money does not lead to educational excellence. In a publication entitled "Educating Our Children Together, How Do We Solve the Puzzle?" funded by grants from the state's PTA and two teacher unions, the League says that "excellence requires adequate and reliable funding." In a remarkable line of argument, the League claims that reforms such as choice will not work because private schools are not "accountable," while the public schools are held accountable through public budget hearings, state oversight, and other forms of public scrutiny.

VOLUME 8 MARCH 1991

As our response to your enthusiasm for *The Business/Education Insider*, as of this issue it will be doubled in size to four pages. This allows us to offer you more information and extra features. We hope you will find our new format worth the delay. As always, editor Jeanne Allen looks forward to your comments and suggestions for future improvements in the *Insider*.

Faulty Assertions. Most parents and business leaders would counter the League's assertion. There is no evidence that budget hearings and state oversight of the schools have ensured quality or that they make public schools responsive to parental or teacher needs. The League recommends "increasing reliance" on taxes to funnel more money into the schools. Since Louisiana ranks 43rd in state spending for education, and is below the national average on major test scores, it might seem reasonable to the League that more spending on schools would raise standards. But studies on school spending conducted within the past two years find no correlation between student achievement and higher spending to reduce class sizes, raise teacher salaries, or construct new buildings. And private schools in America on average spend far less per pupil than do Louisiana's public schools yet have lower dropout rates and much higher student test scores. ■

Fortune Recognizes Reform

Fortune magazine evidently is concluding that business leaders concerned with education need to focus more on reform and less on raising spending. This is a significant shift.

In the past, *Fortune's* coverage of education has criticized reforms based on choice. Not so at the magazine's third annual Education Summit, held last October in Washington, D.C. The summit included a forum for business views on choice, and took seriously the proposition that money is not necessarily the answer to improving the schools. *Fortune's* editors deserve kudos for inviting prominent business leaders espousing choice-based reform to this year's summit; participants included Dillon, Read & Co. Managing Director Peter Flanigan and Basic American Foods Chairman Jerry Hume. Attendees were much more critical of the status quo than in past years, and far more inclined to consider choice as a reform that may well work for America's schools.

Fortune's December 17 issue summarizes the themes of the conference. The January 14 issue, meanwhile, highlights the Milwaukee choice program for low-income children and the Department of Education's new choice office. Since *Fortune* is must-reading for top executives, its reconsidered views on choice are yet another indication of a profound shift of opinion regarding reform among American business leaders. ■

Parents Sue For Vouchers


A major Illinois lawsuit for the first time pits two conflicting visions of the future of education against each other in court. Last November, 47 school districts (including Chicago) filed suit in Cook

County Circuit Court alleging that the state's allocation of tax dollars for education violates the state constitution's guarantee of an efficient and high-quality education system. The suit follows similar actions in eleven states, including Kentucky and Texas. In these states, the suits have led to massive, court-ordered tax increases to boost state school funding.

Rebutting Spending Myth. The Illinois case, however, may take a very different turn. The reason: In an effort to rebut the notion that spending more money is the way to achieve better schools, the Landmark Center for Civil Rights, a Washington-based public interest law firm, last December intervened in the lawsuit on behalf of 27 low-income Chicago parents and children. The Landmark action is supported by TEACH America, an education reform group which is a subsidiary of the business-led City Club of Chicago. Landmark argues that the children of low-income Chicago families are being cheated by the poor quality of public schooling. In saying this, Landmark agrees with the contention of those who filed the original suit. Where Landmark differs is in its contention that more money will not improve the quality of education for low-income children. Parents thus are demanding that they be allowed to opt out of poor-performing school districts and be given a choice to enroll their children elsewhere.

All of the lawsuits over school financing have been brought by the schools themselves, in an effort to force up taxes to allow for more spending on the public schools. Thus it is no surprise that the Landmark intervention is not welcome by Illinois education officials. Recognizing the significance of the Landmark action, major newspapers and magazines have covered the

The Heritage Foundation



Business/Education INSIDER

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suit. Stories have appeared in the *Chicago Tribune*, *The New York Times*, and elsewhere.

Business leaders seeking new solutions to the education crisis in financially-strapped states should examine the pioneering legal work of the Landmark Center for Civil Rights. (Clint Bolick, the attorney in the case, can be reached at 202-546-6045 or at Landmark, 216 G Street, N.E., Washington, D.C. 20002.)

"The Tyrannical Machine"

Business executives interested in learning more about how to improve American education should pick up a copy of *Tyrannical Machines: A Report on Educational Practices Gone Wrong and Our Best Hopes for Setting Them Right*, by National Endowment for the Humanities Chairwoman Lynne Cheney. The title comes from Philosopher William James' characterization of practices begun with the best of intentions, but that are soon "detached from their original purpose and even run counterproductive to them." Cheney writes that "Tyrannical machines dominate American education and have contributed to its failures." She reviews the effects of teacher education, textbooks, testing practices and research on America's schools. She then offers thoughtful analysis of several education issues. In discussing choice, for instance, Cheney points out that "healthy competition is anathema to tyrannical machines." She argues that choice by itself can spark other reforms in the way children are taught. And on higher education, Cheney bemoans the "publish or perish" mentality of today's university. After reading *Tyrannical Machines*, business leaders may consider inviting Cheney to address their next round table or city club meeting. She is an

excellent public speaker. Her book is available from the National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506 (202-786-0314).

Top CEO Urges National Test

A top CEO and head of a presidential advisory group on education has recommended that George Bush should press for clear achievement testing in schools. Paul H. O'Neill, chief executive officer of the Pittsburgh-based Aluminum Company of America, who chairs the President's Education Policy Advisory Council, pointed out in a council meeting in January that there are no tests that "tell you how your children do in comparison to international standards" of achievement. In saying this, O'Neill decries the lack of education standards.

The only national test of student achievement in America is the National Assessment of Educational Progress (NAEP), which assesses the achievement level of 9-, 13-, and 17-year-olds in ten subject areas. The test, however, does not establish a base standard of achievement and thus fails to compare what students know with what they should know at these age levels. Federal law, furthermore, restricts publication of NAEP data at the school, district or state level. The test thus does not allow parents to determine if their children are learning what they should or to see how their school or state compares with others.

Subjective Evaluations. American students, as a group, consistently score below their international counterparts on all measures of academic achievement. Yet, when asked how well they think they perform, American students rank their performance above average.

Japanese students, who rank first internationally in most subjects, give themselves a low grade and believe they could be performing better. While most parents believe that the nation's schools deserve a grade C and below, the same parents give their own schools grades of A or B. To enable parents to evaluate their schools accurately, O'Neill urges Bush to "get engaged in a discussion with the Governors on how to get the truth to people... we need to stop pounding ourselves on the chest about how great our schools are." The ALCOA chief believes one way to do this would be a national test providing parents and communities with hard data on student achievement.

Potential Danger. Of course there is a danger, as some critics note, that a national test would lead to a national curriculum. While few reformers want the federal government to intrude further in education, reformers who support national testing argue that it would establish standards, but not impose methods and rules on how a lesson must be taught, or its content. O'Neill and others believe that without standard achievement tests it is impossible to know whether any reform is actually producing results.


Alert: Plans are now complete for the Philadelphia conference, "How Business Can Save Education," on April 24. This Heritage event is the second in a series of state-based conferences targeted to the business community. Among the featured speakers are Brookings Institution Scholar John Chubb, Hudson Institute Senior Fellow Denis Doyle, former Delaware Governor Pete du Pont, and Milwaukee choice plan author State Representative Polly Williams. Contact the BEI Editor for further information.

Private Sector Initiatives In Education

One of the nation's largest districts is experimenting with a very different form of "public school." Dade County, Florida, hired Education Alternatives, Inc., a Minneapolis-based private, for-profit company, to operate the county's newest public elementary school. The firm will set its own curriculum and enter into performance contracts with each student. Significantly, the firm also has a waiver from the district's teacher-union contract, permitting it to hire first-year graduate students from a local university as teachers. Joseph Fernandez, now Chancellor of New York City schools, initiated this new venture when he was Miami Superintendent; he is reportedly considering a similar experiment in New York. While the Miami project has some problems, such as high costs, it is an experiment worth watching.

The Miami venture is the latest of several private sector experiments in public education. In Chicago, firms such as Sears, Roebuck and Company and The Quaker Oats Corporation joined to start their own "public" school in 1988, targeted to the educational and social needs of disadvantaged children. Called the Corporate/Community School of America, it operates 12 hours a day, providing children with meals, education, and other social services. The school is the result of business leaders' frustration over the problems plaguing Chicago public schools. Joseph Kellman, owner of Globe Glass and the school's primary sponsor says that he wants to show the public schools that "it [a successful school] can be done."


Contract Teachers. Another business lesson at work is teachers in "private practice" (who contract to

provide instruction in public and private schools). The brainchild of Ted Kolderie, a Senior Associate at the Minneapolis-based Center for Policy Studies, his program has sparked several groups of private practitioners across the country. Example: in Milwaukee, approximately 50 former teachers and other professionals have formed the American Association of Educators in Private Practice; they contract with local schools to teach certain courses, like science. While teacher unions have vowed to fight private contracting, supporters claim it will help bring quality education back to American schools by breaking the education establishment's monopoly. Kolderie's ideas are explained in the Washington, D.C.-based Progressive Policy Institute's Policy Report #8, entitled "Beyond Choice to New Public Schools: Withdrawing the Exclusive Franchise in Public Education." Write PPI at 316 Pennsylvania Avenue, S.E., Suite 555, Washington, D.C. 20003 (202-547-0001). 

New From Heritage


"Choice in Education: Part II; Legal Perils and Legal Opportunities." In this *Backgrounder* #809, Clint Bolick, Director of The Landmark Legal Foundation's Center for Civil Rights, explores the legal implications of choice plans, and recommends actions that can help ensure the viability of legislation. Bolick's Part I, published last spring as *Backgrounder* #760 is an overview of educational choice and provides evidence of its success.


"A Businessman's Guide to the Education Reform Debate," Heritage *Backgrounder* #801, debunks some of the most common myths of education reform and suggests ways business can improve education by avoiding mistakes of past reform efforts. The guide summarizes the latest research on education reform and is intended to arm business leaders with the data to improve education.


Both studies may be obtained from The Heritage Foundation's Publications Office. 

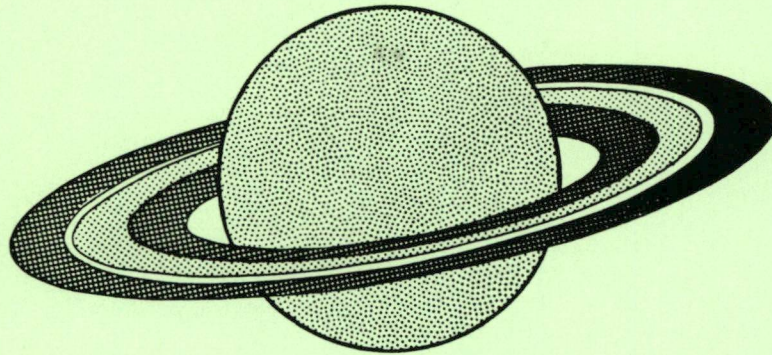
SPEAKER'S CORNER

Useful information on the status and quality of American teachers:

 According to the Washington, D.C.-based National Center for Education Information's *Profile of Teachers in the U.S.-1990*, one-third of all alternatively certified teachers hired since 1985 are willing to teach in the inner city while only 12 percent of those from traditional programs are willing to do so.

 The same study finds that since 1985 only 5 percent of the teachers hired through traditional teacher education programs are minority, while 27 percent of the teachers hired through alternative routes are. Yet education officials continue to oppose alternative routes.

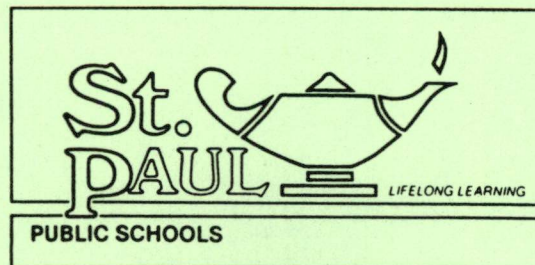
 Among all teachers surveyed, 84 percent support giving teachers more autonomy in what they teach but only 21 percent support the idea of "letting the market" determine teacher pay.



Saturn School of Tomorrow

COURSE DESCRIPTION BOOKLET

APRIL, 1991



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GENERAL INFORMATION

Saturn School continues its second year with courses based on the interests and goals expressed in students' Personal Growth Plans (PGPs).

Saturn moved to its new site at 65 E. Kellogg on Monday, January 7, 1991. The remainder of the academic year consists of one (1) Term approximately 45 days long and one final Summer Term of approximately 3 weeks. School ends for Saturn students Friday, June 28.

This Course Description Booklet contains information needed to register for courses for the 4th Term: April 2 - June 7, 1991.

Please read this booklet carefully. Consult your Personal Growth Plan (PGP) and discuss your options with family members and/or Advisor.

Courses required each term:

- I. L. S., or reading and math courses that meet this requirement.
- Writing Workshop or a course that meets the writing requirement.

Electives offered this term:

See Course Descriptions on pages 2 - 10.

REGISTRATION CHECKLIST:

- _____ 1. Circle your IDEAL schedule for the full day on the registration form on page 11.
- _____ 2. Enter your second (2nd) choice for each period in space at far right of the schedule.
- _____ 3. Keep this copy for your records.
- _____ 4. Copy your IDEAL schedule and your 2nd choices on the registration form on page 12. **Parent signature required.**
- _____ 5. **Detach and return the registration form on page 12 to your Advisor by Friday, March 15, 1991.**

ADVISORY & LUNCH ACTIVITIES WRITING

Required each Term:

Advisory Group: All students begin each day with their Advisor. Information about the content of this first period course will be sent home by Advisors at the beginning of each Term.

Lunch Activities: All students will have a lunch activities period. Students sign up by circling the lunch activity of their choice on the registration form. Please indicate a second choice also. Descriptions of the lunch activities are found on page 7.

WRITING: Students will participate in the writing process as an integrated activity in many of their other courses. This involves prewriting, drafting, conferencing, revising, editing and publishing. Grammar, spelling, punctuation and other language arts mechanics will be integrated into the revising and editing process. Available technologies will be used in the revising, editing and publishing process.

Attention: Students are to meet their writing requirement by signing up for one of the following:

**Period A1: Writing Workshop
Reading Allowed**

Period A2: Reading Allowed

**Period A1&A2: Exploring Our World
Drawing & Painting from Nature**

Period B: The Marketplace

**Period C: Small Group Math/Reading the Classics
Lit.-based History/ILS**

READING AND MATH OR ILS

Required each Term:

MATH & READING: It has become clear as our program develops that there are a variety of needs and interests among students concerning math and reading. In previous terms, these subjects were taught on computer using Integrated Learning System software and in specific courses like Manipulative Math and Literature-Based Reading, as well as being part of classes on other topics. This term we are working on integrating the ILS system into classes and offering options to fit individual students. Each student continues to be required to take some form of math and reading, and this may include work on the ILS, but it does not have to include a whole period in the lab.

Attention: Students can meet their reading or math requirement by signing up for the following courses.

Periods A1 & A2: Math: Conquering Whole Numbers
Reading & Writing: Reading Allowed

Period A2: Algebra & Geometry

Period C: Small Group Math/Reading the Classics
ILS/Number Sense

ILS: Students may meet their math and reading requirements by taking an ILS period as they have in previous terms. Skills and concepts instruction, practice and evaluation in reading and math delivered at each student's individual level through the use of Josten's Integrated Learning System and Computer Curriculum Corporation's Computer Assisted Instruction.

Attention: Students can meet their reading and math requirement by signing up for one of the following courses that includes ILS:

Period B: The Marketplace

Period C: ILS/Number Sense
Lit.-based History/ILS

PERIOD A1 AND A2

PERIOD A1

Shake, Rattle and Roll: Telecommunications Hypercard Geography: Study geography by telecommunicating with the US Geographical Service to plot earthquake data and create hypercard presentations. Students will utilize research skills and learn to add sound, graphics and video to their presentations. This class will explore science, geography, social studies, multimedia and telecommunications.

Conquering Whole Numbers: Math: This class will focus on the processes of describing, classifying, comparing, and patterning as a means to understanding subtraction, multiplication, division and general problem solving. We will explore attributes like shape, angle, and parallelness and use them in creating geometrical designs. This course includes ILS.

Reading Allowed: Reading & Writing: Students will read books such as: *The Dark is Rising*, *Roll of Thunder Hear My Cry*, *The Pinballs*, *Dear Mr. Henshaw*, *My Side of the Mountain*, *Number the Stars*, *The Indian in the Cupboard*, *Stuart Little*, *James and The Giant Peach*, *The Borrowers*. Students may form reading teams and take turns reading aloud. Students will be involved in a variety of writing assignments such as writing a summary or review of the book and presenting it to the class. Presentations may include "dramatic readings" of selections from the books read. Teacher and students will also discuss and select activities to improve spelling. This course includes ILS and meets the writing requirement. (Also offered Period A2)

The Write Stuff: Writing Workshop: Students will participate in the writing process. This involves prewriting, drafting, conferencing, revising, editing and publishing. Grammar, spelling, punctuation and other language arts mechanics will be integrated into the revising and editing process. Available technologies will be used in the revising, editing and publishing process.

Introduction to Keyboard: Using the Casio CT-470 students will create music of their own as well as learn to re-create music of others by rote and with beginning note reading. They will also explore the connections between the electronic keyboard and the Macintosh computers.

Swimming: Students will learn Red Cross swimming strokes. Water safety techniques and various water activities will be covered. Class size is limited to 30 students. Please note: Students who signed up for swimming last term will get first chance at entering the swimming classes. If the pool is not ready for this term, the class will be held in the gym. We will play games such as badminton, capture the flag, elbow tag, scooter activities and many other games. THIS IS NOT A TEAM SPORTS TYPE CLASS. (Also offered Period A2)

PERIOD A2

Reading Allowed: Reading & Writing: Same as course offered Period A1

Swimming: Same as course offered Period A1

Algebra and Geometry: This course will explore mathematical concepts related to algebra and geometry such as factoring, solving equations, measurement, polygons and problem solving. Students will work on class activities, computer applications in the Apple II GS lab, and may work on the Integrated Learning Systems in the areas of middle school math and algebra topics.

Pieces and Parts: Math: In addition to developing advanced multiplication and division skills, students in this class will use materials to understand fraction and decimal concepts. We will also work with the attributes of length, weight, and volume and how they are measured. This course includes ILS.

Out Here on My Own: Independent Study: This class presents unlimited opportunities for students to use their skills, explore their ideas, and find new interests. With the help of the instructor, each student will plan and complete one major project of their own choosing. During the independent study period, students may choose to work on their project, or they may work on prepared individual and small group projects. These include Futures study center, Geothemes, the Voyage of the Mimi, Sunburst Newbery Adventures and interactive video discs.

French: Parlez-vous français? Would you like to learn? Travel around the world and study the language, geography, artists, and foods of French-speaking countries. The focus of this course will be learning basic vocabulary and sentence structure along with other cultures. This course will include opportunities for cultural-related fieldtrips.

Period A1 and A2: Two courses are offered both periods.

They are:

Drawing & Painting from Nature: Art at the MMA & Saturn:

Spring is just around the corner! Now you can explore, draw and/or paint nature and wildlife whether it be landscapes, plants, flowers, animals or birds. You will explore various techniques and materials, practice in the style of your favorite artist(s) and interpret your art through written stories. We will have the opportunity to take field trips to nature centers to do outside sketches and/or drawings and paintings.

At the MMA, students will tour at least 2 exhibitions, **BODY LANGUAGE** and **THE FIGURE IN AMERICAN ART**, learn how we reside in our own bodies within the larger world; and learn to communicate feelings and thoughts to others through artmaking of combining painting, drawing, and sculpture. Each Saturn artist will make choices about which material to use and means of expression. **This course meets the writing requirement.**

Exploring our World: Through field experiences to Wilder Farm, Horner Waldorf recycling plant, Fort Snelling State Park, the farmer's market and other places we will strive to understand how we make a difference on this planet. We will learn to appreciate the contributions of others. A school store providing alternative products will be one of our goals. We will also develop an awareness of the food we eat and it's impact on how we feel.

A bi-weekly newspaper will be a group record of our experiences and feelings. Personal journal keeping and letter writing skills will be developed. Other possible forms of communication will be explored; photography, cartooning, or video.

Together we will begin to see the "big picture" of woman/mankind as co-inhabitants of this planet. (This course meets the writing requirement.)

Period A2 and Lunch: One course is offered during Period A2 and continued as a Lunch Activity. If you register for this class for Period A2, you do not need to pick a lunch activity.

Down the Drain: Internship at SMM: Is your mind in the sewer? If you answered yes, then this class is for you. Students will investigate the water quality in St. Paul's rivers, lakes, and storm sewers and will present their findings to Science Museum visitors. Saturn students will become part of the Science Museum volunteer staff and will use the Tozer classroom for activities and a new laboratory in the *Our Minnesota* exhibit for sharing with visitors. Students interested in this opportunity need to pick up an application from Mark French and return it by March 15, 1991. Interested students will be interviewed by Saturn School and Science Museum staff. (This class is limited to 12 people and will also include the lunch activity)

LUNCH ACTIVITIES

Mac Lab: During this lunch activity you will have the opportunity to independently explore Macintosh applications such as word processing, hypercard, and computer games. Working with a partner, you will be expected to cooperate with others.

Apple IIGS Lab: If you are interested in exploring Apple IIGS software, join the Apple lab lunch activity. You may take some time to learn about the MECC and Sunburst software on the network, or try out other graphic or animation software.

Coop: In the Coop lunch activity you will have the opportunity to work on independent exploration, continue Student Directed Learning projects, or use the time as best suits your needs.

Organized Games: In this lunch activity you may be playing football or basketball in the gym. There will also be opportunities for you to play other types of games.

Movies: In this lunch activity you will be watching video movies. The selection of movies will be made by the students with input from the instructors. Some recent titles include: Problem Child, Time Bandits and Rain Man.

Jewelry Making: Create one of a kind jewelry for yourself and your friends. We will begin by designing jewelry to be made with clay, cardboard and paint. Based on student interest and need, other media will be explored.

Cartooning: In this lunch activity there will be a variety of "How to" cartooning books available for you to use to learn how to draw cartoon figures. Students who "master" the drawing of the cartoon figure or who invent their own are welcome to teach the rest of the group (including the teacher) how to draw it. You may make comic strips, your own comic books, political cartoons, etc.

Calligraphy: During this lunch activity you will learn calligraphy, artistic lettering. It can add beauty, grace and tasteful ornamentation to the traditional letterforms. It is truly a fine art, pleasing to the beholder and enriching to those who practice it. This is open to new students and some advanced calligraphers.

Internship at SMM: Please note: If you registered for the Science Museum Internship Period A2, you do not need to select a lunch activity.

PERIOD B

Super Logo: Have you ever wanted to make something that did just what you told it to do? This course lets you make machines and write computer programs that follow your instructions. You will learn to create computer programs which combine LogoWriter's word-processing, graphics, animation, music and interactive programming capabilities. In addition, you will learn to write computer programs to control machines built with LEGO blocks, gears, pulleys, motors and sensors. New students can learn the basics, while experienced students take on advanced projects. This class presents an opportunity to learn planning and problem-solving skills while working on both Lego and Logo projects.

Plants: Science at the SMM: Learn about plants--inside and out. We will take a close-up look at plants and their parts to discover how they work. We will also see how plants fit together with other plants and animals into ecosystems. Grow your own plants and mold gardens. Visit some of Minnesota's native habitats such as marshes, forests, prairies, and maybe a bog. You may have a chance to do a service project such as planning a garden for Saturn or the Science Museum.

The Marketplace: A Consumer Life, Business Education and Life Skills Project:

This Project will be team directed and planned by a dozen members of the Saturn staff.

Circle this course on your registration form and have the opportunity to:

- Create your own businesses and market the products
- Learn about advertising and propoganda techniques
- Practice applied mathematics; learning how to make budgets, balance checkbooks, adapt recipes
- Investigate the business world through projects, reports and site visits
- Manage an imaginary stock portfolio
- Learn about proper nutrition and the skills needed to prepare food
- Keep journals and write stories about experiences
- Participate in the Junior Achievement Business Basics program
- Become better consumers by investigating consumer products
- Do many other things as well

This course meets the ILS and writing requirement.

PERIOD C

Computers in the World of Art: Use computers as an art tool and find out their potential for exploring creative expression and creating new visual images. Discover how computers are used by **graphic designers** for creating graphics, particularly in business and industry, and for the creation of special effects and animation. You'll be given problems to solve such as: design a poster advertising a play at a local theater, develop a travel brochure, make a sign for a new organization or business. You come up with a design solution by combining visual and verbal elements through visualization and sketching. You will prepare your product for printing, broadcasting, etc.

Chemistry and Biochemistry: Science at SMM: This course will cover some of the basic concepts of matter, chemical reactions and how chemistry shapes the world in which we live. We will investigate the chemistry of life, learning some of the basics of how living organisms use chemicals (food, air and water) to make other chemicals and energy. We will do some lab experiments, reading and writing on the subject.

Small Group Math/Reading the Classics: Students in this class will work on a variety of math topics in a smaller class setting--suitable for those who need more individualized help. The class will also read the following Step Up Classics: *King Kong*, *Dracula*, *20,000 Leagues Under the Sea*, *Frankenstein*, *Dr. Jekyll and Mr. Hyde*, *Mysteries of Sherlock Holmes* and *The Vampire*. Students, with the instructor, will read one classic a week. When possible, the movie version of the classic will be viewed by the class. Writing assignments will be derived from the stories and will be highly motivational. Students and teacher will discuss and decide upon activities to improve spelling and language arts skills. **This course meets the reading and math and writing requirement.**

ILS and Number Sense: Math: This course will focus on developing deeper understandings of basic operations, fractions and decimal concepts as well as working with ratios, percents and probability. **This course meets the ILS requirement.**

ILS and Literature-based History: Young People of Courage: In this course you will be reading and discussing historical fiction about the lives of courageous young people. Teachers will lead discussion groups and mini lessons to introduce a variety of time periods from differing perspectives. Students will research information for independent or group history projects. Each student will also be required to keep an ongoing reactionary journal. Possible books will include: *Sadako and the Thousand Paper Cranes*, *Amos Fortune: Free Man*, *Eighth Moon*, *The Double Life of Pocahontas*, and *Across Five Aprils* and other books that look at the lives of young people during the Civil War Period and slavery, WWII, and the Cultural Revolution in China. **This course includes ILS and meets the writing requirement.**

Period C Continued:

Physical Education & Health: This course will include physical activities along with fundamental skills needed to participate in team sports. This class is recommended for those who are NOT READY FOR TEAM SPORTS ACTIVITIES. THIS CLASS SHOULD BE TAKEN PRIOR TO TEAM SPORTS. The HEALTH and WELLNESS aspect of the course will involve studying first aid, safety, drug education, nutrition, physical fitness concepts, and body functions.

Athletics at Monroe: Girl's softball & boy's baseball are the two sports in season this term. They are open to 6th and 7th grader's only. They will take place at Monroe Community School. You may sign up for Athletics as your Period C course. A parent permission form and a physical are required to participate. The season will start on April 1st and run through May 23rd. See John Valdez before signing up for this class.

Student Name _____

Parent/Student Copy

Parent Signature _____

Keep for your records

REGISTRATION FORM

PERIOD											2ND CHOICE
1	ADVISORY										
A-1		Shake, Rattle and Roll	Conquering Whole Numbers	Reading Allowed	Writing Workshop	Keyboards	Swimming	Drawing & Painting from Nature	Exploring Our World		
A-2		Algebra & Geometry	Pieces & Parts	Reading Allowed	Ind. Study	French	Swimming	Saturn & MMA		Science (Internship) at SMM	
	LUNCH/ ACTIVITIES	Mac Lab	Apple IGS Lab	Coop	Org. Games	Movies	Jewelry Making	Cartooning	Calligraphy		
B		Super Logo	Science (Plants) at SMM	Economics-The Marketplace: A Consumer Life, Business Education & Life Skills Project							
C		Computers in the World of Art	Science (Chemistry) at SMM	Sm. Group Math & Reading the Classics	ILS & Number Sense	Lit. Based History & ILS	Phy. Ed. & Health	Athletics			

Circle your ideal schedule for a full day.
 Notice some courses are two periods in length.
 Indicate your second choice for each period in the far right column.

Remember: -choose one course that meets the writing requirement.
 -choose one course that meets the ILS or Reading & Math requirement.

SATURN SCHOOL COPY--RETURN BY FRIDAY, MARCH 15, 1991

Student Name _____

Advisor _____

Parent Signature _____

Date returned _____

REGISTRATION FORM

PERIOD												2ND CHOICE		
1	ADVISORY													
A-1		Shake, Rattle and Roll	Conquering Whole Numbers	Reading Allowed	Writing Workshop	Keyboards	Swimming	Drawing & Painting from Nature	Exploring Our World					
A-2		Algebra & Geometry	Pieces & Parts	Reading Allowed	Ind. Study	French	Swimming	Saturn & MMA		Science (Internship) at SMM				
	LUNCH/ ACTIVITIES		Mac Lab	Apple IIGS Lab	Coop	Org. Games	Movies	Jewelry Making	Cartooning	Calligraphy				
B		Super Logo	Science (Plants) at SMM	Economics-The Marketplace: A Consumer Life, Business Education & Life Skills Project										
C		Computers in the World of Art	Science (Chemistry) at SMM	Sm. Group Math & Reading the Classics	ILS & Number Sense	Lit. Based History & ILS	Phy. Ed. & Health	Athletics						

Circle your ideal schedule for a full day.
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Remember: -choose one course that meets the writing requirement.
 -choose one course that meets the ILS or Reading & Math requirement.

May 17, 1991

MEMORANDUM

TO: TONY SNOW
MARY KATE GRANT

FROM: CAROLYN CAWLEY

RE: PREADVANCE TO ST. PAUL, MN

Events: Visit Saturn School of Tomorrow
Speech in front of the St. Paul Public Library

Date: Wednesday, May 22

Time: Approximately 1:45 p.m.

Attendees: Approximately 1,000

Prompter: Yes

SATURN SCHOOL OF TOMORROW, ST. PAUL, MN

o Basic Information ((See attached summary as well))

-- Model of choice schools in Minnesota

-- A magnet school in the city public school system. Parents shop around to find the school most suited to their child -- students are picked by lottery. No academic criteria -- has a very diverse student body. About 40% minority population.

-- It was formed by a collaborative effort of the teachers union, parent, and business community.

-- Only one of its kind in the nation

-- The school just opened in January. Currently serves grades 4-7 -- plans to add up to grade 12

-- 100% attendance at PTA meetings.

o About the curriculum

-- a "break the mold" teaching model

-- an integral part of the schools rationale is its downtown location. It's aim is to include downtown resources -- IE: art classes are held at the museum, science classes are held at the science museum, reading is taught at the public library. These are not field trips, but alternative classrooms.

-- students are grouped by interest and individual ability rather than grade level. Each student develops a personal growth plan in conjunction with his or her teacher and parents; it consists of decisionmaking in their class schedule and what they want to take -- lessons in goal setting. They are not graded.

-- the architecture of the place is very modern, wide open spaces for "group" stuff. Very non traditional. Each room has a computer for each student, and they are all proficient users. They learn the traditional lessons -- math, geography, etc. with new fangled computer programs with color and sound. They say the stuff is "technology intensive, but not technology intrusive." It has been fully financed with public school funds.

-- the school slogan, which advance discussed as the backdrop: "High Tech. High Teach. High Touch."

-- computer designed signs hang all over the hallways: "Respect All People at Saturn".

THE SPEECH

- o The speech will be delivered on the steps/lawn of the St. Paul Public Library. It faces the Mississippi River and Pigs Eye Island, the first settlement of St. Paul.
- o There was some concern about an explicit Presidential endorsement of this school. While it does exemplify school choice and new teaching methods (preparing students for a technology oriented world, etc.), some of their ideas were considered a bit radical...and because it has only been in existence a short time, they have no track record.

The President will visit 3 rooms at the school -- watching a computer design for moveable Lego projects, and participating in a classroom brainstorming session done via computers. He will then go the Library, a few blocks away to deliver the speech. It is suggested that he not detail the school as much as national education -- perhaps referring to his visit at the school in a rather benign way, then go on to the big picture.

Factcheck Retail

TS: Commerce

Saturn
April 18

NBC Affiliates - 1 1/2 on comms / 100 days (Mar 6)

- Boston ex.
- Braintree Award

Express train to moon
30° angle steep
exp of g/s - 1990: \$672.8

89: 626

88: 548

87: 449

86: 396

85: 370

84: 38

83: 252

current \$

> 100% in 1 yr

of \$300B in 5 yrs

85-90
81% ↘

= 3/1 of dis economy
growth
40% since 82

auto parts
cons. dur.
computers
software
industrial supplies

d.c.'s (Mexico)
88% growth

our fastest growing mkt's

total volume in w. m.
biggest exporter
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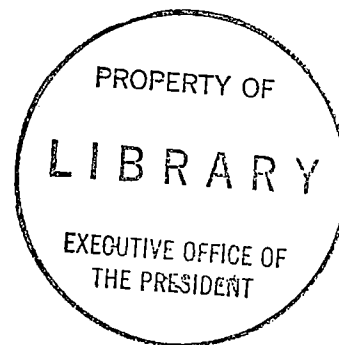
Tony Vitale
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WH

Respectfully Quoted

A Dictionary of Quotations
Requested from the
Congressional Research Service

edited by **Suzy Platt**
Congressional Reference Division



Action

1 I do not believe in a fate that falls on men however they act; but I do believe in a fate that falls on them unless they act.

G. K. CHESTERTON, *Generally Speaking*, chapter 20, p. 137 (1929).

2 A man who waits to believe in action before acting is anything you like, but he's not a man of action. It is as if a tennis player before returning a ball stopped to think about his views of the physical and mental advantages of tennis. You must act as you breathe.

GEORGES CLEMENCEAU, conversation with Jean Martet, December 18, 1927.—*Clemenceau, The Events of His Life as Told by Himself to His Former Secretary, Jean Martet*, trans. Milton Waldman, chapter 11, p. 67 (1930).

3 When a man asks himself what is meant by action he proves that he isn't a man of action. Action is a lack of balance. In order to act you must be somewhat insane. A reasonably sensible man is satisfied with thinking.

GEORGES CLEMENCEAU, conversation with Jean Martet, January 1, 1928.—*Clemenceau, The Events of His Life as Told by Himself to His Former Secretary, Jean Martet*, trans. Milton Waldman, chapter 12, p. 78 (1930).

4 Come! Let us lay a lance in rest,
And tilt at windmills under a wild sky!
For who would live so petty and unblest
That dare not tilt at something ere he die;
Rather than, screened by safe majority,
Preserve his little life to little end,
And never raise a rebel cry!

JOHN GALSWORTHY, "Errantry," stanza 1, *The Collected Poems of John Galsworthy*, p. 1 (1934).

5 I find the great thing in this world is not so much where we stand, as in what direction we are moving: To reach the port of heaven, we must sail sometimes with the wind and sometimes against it,—but we must sail, and not drift, nor lie at anchor.

OLIVER WENDELL HOLMES, *The Autocrat of the Breakfast-Table*, p. 93 (1891).

Josephus Daniels, ambassador to Mexico, sent this quotation to President Franklin D. Roosevelt, January 1, 1936, in a note of New Year greetings, with this comment: "Here is an expression from Holmes which, if it has missed you, is so good you may find a use for it in one of your 'fireside' talks."—*Roosevelt and Daniels*, ed. Carroll Kilpatrick, p. 159 (1952).

6 The point I wish to make is this: [President William] McKinley gave Rowan a letter to be delivered to Garcia; Rowan took the letter & did not ask, "Where is he at?" By the Eternal! there is a man whose form should be cast in deathless bronze & the statue placed in every college of the land. It is not book-learning young men need, nor instruction about this and that, but a stiffening of the vertebrae which will cause them to be loyal to a trust, to act promptly, concentrate their energies: do the thing—"Carry a message to Garcia!"

ELBERT HUBBARD, "A Message to Garcia," originally published without title in Hubbard's magazine, *The Philistine*, March 1899, p. 110, and later widely reprinted and distributed.

The message "asked the Cuban insurgent general how much cooperation our army could hope for from his forces in the forthcoming campaign against the Spaniards in Cuba. His reply, with its accompanying plans and military information, was of the greatest infor-

Censorship

hold, I would regret in a crisis like the one through which we are now passing to lose the benefit of patriotic and intelligent criticism.

President WOODROW WILSON, letter to Arthur Brisbane, April 25, 1917.—Ray Stan-
nard Baker, *Woodrow Wilson, Life and Letters*, vol. 6, p. 36 (1946).

Certainty

- 172** There is no such uncertainty as a sure thing.
Attributed to ROBERT BURNS. Unverified.

Chance

- 173** Chance is the pseudonym of God when he did not want to sign.
(Le hasard, c'est peut-être le pseudonyme de Dieu, quant il ne veut pas signer.)
THÉOPHILE GAUTIER.—Théophile Gautier, Jules Sandeau, Mme. de Girardin, and
Méry, *La Croix de Berny*, p. 29 (1895).
The four authors used pseudonyms to write the letters which compose the book.
Gautier wrote the letters signed Edgard de Meilhan.
- 174** In the fields of observation chance favors only those minds which are prepared.
LOUIS PASTEUR, inaugural lecture as professor and dean of the faculty of science,
University of Lille, Douai, France, December 7, 1854.—*A Treasury of the World's Great
Speeches*, ed. Houston Peterson, p. 473 (1954).

Change

- 175** When it is not *necessary* to change, it is necessary *not* to change.
LUCIUS CARY, VISCOUNT FALKLAND, "A Speech Concerning Episcopacy," delivered in
1641.—Falkland, *A Discourse of Infallibility*, p. 3 (1660).
While the exact date and audience of this speech are uncertain, the speech is known
to deal with the Root and Branch Petition, which proposed doing away with bishops in the
church (the episcopal system). Some historians consider this issue as the beginning of the
definition of parties in Parliament.—J. A. R. Marriott, *The Life and Times of Lucius Cary,
Viscount Falkland*, pp. 179–80 (1907).
- 176** In a progressive country change is constant; . . . change . . . is inevitable.
BENJAMIN DISRAELI, speech on Reform Bill of 1867, Edinburgh, Scotland, October
29, 1867.—*Selected Speeches of the Late Right Honourable the Earl of Beaconsfield*, ed. T.
E. Kebbel, vol. 2, part 4, p. 487 (1882).
- 177** There is a certain relief in change, even though it be from bad to worse! As I have
often found in travelling in a stagecoach, that it is often a comfort to shift one's position, and
be bruised in a new place.
WASHINGTON IRVING (Geoffrey Crayon, pseud.), *Tales of a Traveller*, Preface, p. 7
(1825? reprinted 1972).
- 178** I am not an advocate for frequent changes in laws and Constitutions. But laws and
institutions must go hand in hand with the progress of the human mind. As that becomes

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Kentucky

The landscape is the grandest—
And politics—the damnedest
In Kentucky.

JAMES H. MULLIGAN, "In Kentucky," stanza 7.—John W. Townsend, "In Kentucky" and its Author, "Jim" Mulligan, pp. 8-9 (1935).

Kings

965 His hands would plait the priest's guts, if he had no rope, to strangle kings.
(Et ses mains ourdiraient les entrailles du prêtre,
Au défaut d'un cordon pour étrangler les rois.)

DENIS DIDEROT, "Les Éleuthéromanes," *Poésies Diverses*, p. 16 (1875).

Another version frequently cited is: "Let us strangle the last king with the guts of the last priest." (Et des boyaux du dernier prêtre / Serrons le cou du dernier roi.)—Attributed to Diderot by Jean-François de La Harpe, *Cours de Littérature Ancienne et Moderne*, vol. 3, book 4, chapter 3, p. 415 (1840).

Knowledge

966 The trouble with people is not that they don't know but that they know so much that ain't so.

Attributed to JOSH BILLINGS (Henry Wheeler Shaw) by *The Oxford Dictionary of Quotations*, 3d ed., p. 491 (1979). Not verified in his writings, although some similar ideas are found in *Everybody's Friend, or Josh Billings's Encyclopedia and Proverbial Philosophy of Wit and Humor* (1874). Original spelling is corrected:

"What little I do know I hope I am certain of" (p. 502).

"Wisdom don't consist in knowing more that is new, but in knowing less that is false" (p. 430).

"I honestly believe it is better to know nothing than to know what ain't so" (p. 286).

Walter Mondale echoed the words above in his first debate with President Ronald Reagan, October 7, 1984, in Louisville, Kentucky: "I'm reminded a little bit of what Will Rogers once said of Hoover. He said it's not what he doesn't know that bothers me, it's what he knows for sure just ain't so."—Transcript, *The New York Times*, October 8, 1984, p. B4. This has not been found in Rogers's work.

967 If a man empties his purse into his head no one can take it away from him. An investment in knowledge always pays the best interest. ✓

Attributed to BENJAMIN FRANKLIN, *Poor Richard*, in *The Home Book of Quotations*, ed. Burton Stevenson, 10th ed., p. 1054 (1967), and in *The Home Book of American Quotations*, ed. Bruce Bohle, p. 220 (1967). Unverified.

968 Perplexity is the beginning of knowledge.

KAHLIL GIBRAN, *The Voice of the Master*, trans. Anthony R. Ferris, p. 87 (1958).

969 A popular Government, without popular information, or the means of acquiring it, is but a Prologue to a Farce or a Tragedy; or, perhaps both. Knowledge will forever govern ignorance: And a people who mean to be their own Governors, must arm themselves with the power which knowledge gives.

THE WHITE HOUSE

Office of the Press Secretary

EMBARGOED FOR RELEASE
UNTIL 2:00 P.M. EDT
APRIL 18, 1991

AMERICA 2000: THE PRESIDENT'S EDUCATION STRATEGY

FACT SHEET

The President today outlined his strategy to move the Nation toward achieving the national education goals and educational excellence for all Americans. The President believes we must restructure and revitalize America's education system by the year 2000.

Emphasizing that this effort is a national challenge, the President asked all Americans to take part in "the crusade that counts most -- the crusade to prepare our children and ourselves for the exciting future that looms ahead."

AMERICA 2000 builds on four related themes:

- Creating better and more accountable schools for today's students;
- Creating a New Generation of American Schools for tomorrow's students;
- Transforming America into a Nation of Students; and
- Making our communities places where learning will happen.

**I. CREATING BETTER AND MORE ACCOUNTABLE SCHOOLS
FOR TODAY'S STUDENTS**

The President called on all Americans to help create better and more accountable schools based on world class standards and the principle of accountability. He encouraged all elements of our communities -- families, businesses, unions, places of worship, neighborhood organizations and other voluntary associations -- to work together with our schools to help the Nation achieve educational excellence.

A. World Class Standards in Five Core Subjects

The President believes the time has come to establish world class standards for what our children should know and be able to do in five core subjects: English, mathematics, science, history, and geography:

- Through the National Education Goals Panel, and working with interested parties throughout the Nation, the President and the Governors will develop a timetable for establishing national standards in these five subjects, and in September 1991, and each year thereafter, the panel will report to the Nation on progress toward the national education goals.
- The standards are intended to lift the entire education system and improve the learning achievement of all students. The President and the Governors oppose a national curriculum or federalizing our education system.

B. A System of Voluntary National Examinations

Through the efforts of the National Education Goals Panel, a system of voluntary examinations will be developed and made available for all fourth, eighth, and twelfth grade students in the five core subjects.

- These American Achievement Tests will challenge all students to strive to meet the world class standards and ensure that, when they leave school, students are prepared for further study and the workforce. The tests will measure higher order skills (i.e., they will not be strictly multiple choice tests).
- The President, working with the Nation's Governors, will seek Congressional authorization for State-level National Assessment of Educational Progress assessments and for optional use of these assessments at district and school levels.
- Students who distinguish themselves on the American Achievement Tests will receive a Presidential Citation for Educational Excellence in recognition of their outstanding achievement.
- The President will seek authorization for Presidential Achievement Scholarships to reward academic excellence among low income students pursuing postsecondary education opportunities. These financial awards will be based on superior high school and college performance.

C. Schools as the Site of Reform

The Administration will help strengthen the capacity of elementary and secondary schools to improve results and to innovate by increasing flexibility in decisionmaking at the State, district, and school levels and encouraging report cards on performance.

- In addition to an annual National Report Card, the President will encourage schools, school districts, and States to issue regular report cards on their education performance. These report cards will measure results and progress toward achieving the national education goals.
- As part of his AMERICA 2000 Excellence in Education Act of 1991, the President will again seek legislation that will allow greater flexibility in the use of Federal resources for education in exchange for enhanced accountability for results.
- To stimulate reform in mathematics and science education, the AMERICA 2000 Excellence in Education Act of 1991 will include \$40 million for new grants to school districts that show significant gains in student achievement. Awards will be used for continued improvements in these vital subjects.
- The AMERICA 2000 Excellence in Education Act of 1991 also will seek funds for a Merit Schools Program for States to award individual schools that demonstrate significant progress toward the national education goals. States may "bank" funds over several years to create even more incentives for successful schools.

D. Providing and Promoting School Choice

The President believes that educational choice for parents and students is critical to improving our schools.

- The President will promote State and local choice programs as part of his AMERICA 2000 Excellence in Education Act of 1991.
 - A \$200 million Education Certificate Program Support Fund will provide incentive grants to local school districts with qualified education certificate programs that enhance parental choice.
 - National school choice demonstration projects will be supported through a \$30 million initiative.
- The Administration also will seek ways to ensure that Federal education programs are more supportive of choice.

E. Teachers and Principals

America's teachers and principals are on the front lines of transforming our schools. As part of his AMERICA 2000 Excellence in Education Act of 1991, the President will propose several initiatives to promote outstanding leadership in our schools.

- Presidential Awards for Excellence in Education will recognize and reward outstanding teachers across America.
- The President will encourage States and communities to provide alternative routes of certification through one-time grants to States to support implementation of alternative certification.
- In order to improve the training of school principals and other school leaders, the President will propose establishing Governors' Academies in every State with Federal seed money to enhance principal training through instructional and mentoring programs.
- The President will seek to establish Governors' Academies for America's teachers with Federal seed money to offer advanced instruction focusing on the five core academic disciplines.

The President also encouraged States to consider differential pay and financial and other awards for those who excel in teaching, teach core subjects, teach in challenging settings, and serve as mentors for new teachers.

II. CREATING A NEW GENERATION OF AMERICAN SCHOOLS FOR TOMORROW'S STUDENTS

The President today challenged the best minds in America to design -- and help communities create -- the best schools in the world.

A. Research and Development

A series of Research and Development Teams, funded by contributions from the business community, will help design a New Generation of American Schools.

- America's business leaders will establish and mobilize private resources for the New American Schools Development Corporation, a new non-profit organization that will award contracts in 1992 to between three and seven Research and Development Teams. These teams may consist of

corporations, universities, think tanks, school innovators and others. The teams' products will be available to the American people.

- The mission of these teams is to help communities create schools that will reach the national education goals, including world class standards in the five core subjects for all students, as monitored by the American Achievement Tests and similar measures.
- The President will ask his Education Policy Advisory Committee, as well as the Department of Education, to examine the work of these Research and Development Teams and to report on their progress.

B. New American Schools

The President will ask Congress to provide \$550 million in one-time start-up funds to create at least 535 New American Schools that "break the mold" of existing school designs.

- These funds will provide up to \$1 million for each New American School to underwrite special staff training, instructional materials, or other support the school needs. The goal is to have at least one New American School operating in each Congressional district by September 1996.
- Once the schools are launched, the operating costs of the New American Schools will be no more than those of conventional schools.
- The President also will ask Congress for start-up funds to help design state-of-the-art technology appropriate for New American Schools.
- A New American School does not necessarily mean new bricks-and-mortar. Nor does a New American School have to rely on technology; the quality of learning is what matters.

C. AMERICA 2000 Communities

The President called on every community in the country to do four things:

- Adopt the six national education goals;
- Establish a community-wide strategy for achieving the goals;
- Develop a report card for measuring its progress; and
- Demonstrate its readiness to create and support a New American School.

Communities that accept this challenge will be designated, by the Governors of their States, as "AMERICA 2000 Communities."

- Governors, in conjunction with the Secretary of Education, will review community-developed plans with the assistance of a distinguished advisory panel and will determine which AMERICA 2000 Communities in each State will receive Federal financial support in starting New American Schools.
- The Governors and the Secretary will ensure that many such schools serve communities with high concentrations of children at risk.

D. Leadership at All Levels

Transforming American education and creating a New Generation of American Schools will require the commitment of America's leaders at all levels.

- The President welcomes the commitment by American business to contribute \$150-\$200 million to support the Research and Development effort.
- The President asked the Nation's Governors to lead the New American Schools effort in their States.
- The President challenged State legislatures to: support the creation and operation of New American Schools; embrace the world class standards and adopt the American Achievement Tests; and work toward school, district, and State-level report cards.
- The President encouraged civic leaders to help organize community plans all across the country to seek designation as an AMERICA 2000 Community, and to help plan and operate New American Schools. Business can encourage local schools to use the world class standards and American Achievement Tests, and encourage schools to issue report cards on their performance.
- The President called on educators to accept new roles and to take risks. Teachers, principals, and other educators are asked to work to develop a consensus on the world class standards and to determine what it would take to create a New American School in each community.

E. Families and Children Devoted to Learning

The President called on parents to urge use of world class standards, American Achievement Tests, and report cards by local schools. Parents must play a key

role in creating New American Schools in their own communities and must work with children in the home to improve children's performance in school.

III. TRANSFORMING AMERICA INTO "A NATION OF STUDENTS"

The President believes that learning is a life-long challenge. Approximately 85 percent of America's workers for the year 2000 are already in the workforce. Improving schools for today's and tomorrow's students is not sufficient to ensure a competitive America in the year 2000. The President called on Americans to move from "A Nation at Risk" to "A Nation of Students" by continuing to enhance the knowledge and skills of all Americans.

A. Strengthening the Nation's Education Effort for Yesterday's Students, Today's Workers

To advance the goal of improving literacy for all Americans:

- The President will push for greater accountability and choice in the Adult Education Act, and will advance these twin principles in new adult literacy activities proposed under the new AMERICA 2000 Excellence in Education Act of 1991.
- The Department of Education will provide regular, timely, and reliable information by expanding the National Adult Literacy Survey and collecting information about literacy efforts on a regular basis.

B. Establishing Standards for Job Skills and Knowledge

The President urged business and labor cooperatively to develop -- and then to use -- world class standards and core proficiencies for each industry. Federal resources will be sought to provide start-up assistance for this effort.

C. Creating Business and Community Skill Clinics

Today's workers will be assisted through Skill Clinics -- one-stop service centers located in businesses and communities across America where adults can get job skill diagnosis and referral services.

- The Administration will urge businesses to make Skill Clinics available to their employees and encourage AMERICA 2000 Communities to establish community Skill Clinics.

- Federal departments and agencies will be encouraged to establish such Skill Clinics and, working with the Office of Personnel Management, will be encouraged to undertake activities to upgrade their employees' skills.

D. Enhancing Job Training Opportunities

The Domestic Policy Council Job Training 2000 Working Group will review current Federal job training efforts and identify successful ways of motivating and enabling individuals to receive the comprehensive services, education, and skills necessary to achieve economic independence.

E. Mobilizing A "Nation of Students"

The President will work to transform "A Nation at Risk" into "A Nation of Students."

- The President called on the Secretary of Education and the Secretary of Labor to convene business and labor leaders, education and training experts, and Federal, State, and local government officials at a national conference on the education of adult Americans to launch a national effort to transform adult America into a "Nation of Students."

IV. MAKING OUR COMMUNITIES PLACES WHERE LEARNING WILL HAPPEN

The President called on communities to adopt the six national education goals as their own; set a community strategy to meet them; produce a report card to measure results; and agree to create and support a New American School.

The President believes that it is essential to reaffirm such enduring values as personal responsibility, individual action, and other core principles that must underpin life in a democratic society. The aim of the AMERICA 2000 Community campaign is to make our communities places where learning will happen.

A. Greater Parental Involvement

The President urged parents to become more involved in their children's education and in the work of the New American Schools.

- Parents and teachers should encourage children to study more, learn more, and strive to meet higher academic standards.
- The President encouraged parents to read aloud daily to their children, especially their younger children.

B. Enhanced Program Effectiveness for Children and Communities

The President is committed to making government work better to improve programs for America's children and communities.

- Working through the Domestic Policy Council Economic Empowerment Task Force and with the Nation's Governors and other officials, the Administration will undertake better coordination of existing Federal programs with corresponding State and local activities.
- As part of this effort, existing program eligibility requirements will be reviewed in order to streamline them and reduce Federal red tape. Wherever possible, States will be afforded maximum flexibility to design and implement integrated State, local, and Federal programming.