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Saturn School of Tomorrow - St. Paul, MN 5/22/91 [OA 8323] [2]

Stack:	Row:	Section:	Shelf:	Position:
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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

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0994

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.

EXECUTIVE OFFICE OF THE PRESIDENT

17-May-1991 05:40pm

TO: Mary K. Grant

FROM: Carolyn M. Cawley
Office of Communications

SUBJECT: CHECKER FINN

Mary Kate:

I just had the most interesting conversation with Checker Finn! I now have a really good feeling about the speech -- because he confirmed all the ideas we discussed and he enlightened me to some sensitivities:

Some things to note in the speech:

-- MN is a national leader in the movement for choice in education. They are the model to which other states and districts look (and will continue to look.)

-- Keep in mind that MN choice does not cover private schools, so it is not a "perfect" plan in the eyes of the Administration, which aims to incorporate both public and private schools.

-- Stress that one of the great things about choice schools (and Saturn) and is the kids WANT to be there. The teachers WANT to be there. The parents WANT their kids there. You might note here the 100% attendance at PTA meetings.

-- Lamar is courting Shanker -- take this with a grain of salt, but Checker says we need Shanker's support on this. We don't want to give him an explicit nod, but then again the Saturn school really was his idea. Checker suggests that the President recognize that the school represents a response to an idea which had many sources, etc.

-- Read carefully the material I gave you that outlines Track 2 of the Strategy -- and mentally run with some the visions: WHAT happens when you drop the traditional and assume away the old educational ideal....

Chester suggests a vivid description of the physical school -- it doesn't LOOK like a school. The desks don't LOOK like the desks we all had. It doesn't smell like a school...anyway, you get the idea. You could really have some soaring rhetoric here!

The point is that this is a school which takes risks, broke the mold, blah blah blah....maybe here is where you bring the

hearty pioneers of Minnesota: innovative, not afraid to move ahead with an idea, bold, etc.

-- Last but not least, the President must emphasize that this school is EXPERIMENTAL, we have to wait and see, not to expect too much soon. The very fact that it exists cries for applause, it's a step in the right direction, etc etc.....
but we have to wait and see. PRUDENCE!!!!!!!!!!!!

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.

THANK YOU.

IT'S MY PLEASURE TODAY TO SIGN A MESSAGE TRANSMITTING THE LEGISLATIVE PORTION OF OUR AMERICA 2000 STRATEGY TO THE CONGRESS. WE INTEND TO WORK WITH THE CONGRESS ON A BIPARTISAN BASIS. AS YOU KNOW HERE IN MINNESOTA, EDUCATION IS NOT A DEMOCRATIC ISSUE, NOR IS IT A REPUBLICAN ISSUE.

CC-

As per Senior Staff
this a.m., new ending added.

MLK GAV

**IT IS AN AMERICAN ISSUE WHICH IS IMPORTANT TO ALL
OUR CITIZENS -- TEACHERS, PARENTS, CIVIC AND BUSINESS
LEADERS, AMERICANS FROM EVERY WALK OF LIFE.**

AND NOW I WILL SIGN THE TRANSMITTAL MESSAGE.

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To TONY

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

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

Good afternoon. Thank you very much for that warm welcome. Our Secretary of Education, Lamar Alexander ((other Cabinet?)); Governor Perpich; distinguished Members of Congress; Mayor ((name)); community leaders, teachers, and my fellow students. ((possible computer joke.))

I've come here today, along with Secretary Alexander, to discuss with you 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 to do it is called "America 2000."**

With it, we challenge all the methods and means of the past. Here in St. Paul, you are sailing the country into the future. 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. The time for talk is long gone.

It's time we got down to the business of 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; third, ensure that every American student leaving the 4th, 8th and 12th grades can demonstrate competence in five core subjects; fourth, make our students first in the world in math and science; fifth, ensure that every American adult is literate and has the skills necessary to compete in the global economy; and sixth, 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 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 and build new schools -- not with bricks and mortar but with questions asked, and ideas proposed, and chances taken. We're looking at every possible way to make schools better.

That's why I've come here to Minnesota. Just down the river from this bluff, stands 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 soon transformed into a sprawling economy, built on rail lines and grain mills, the center of the agricultural empire called the Midwest.

These days, Minnesota still is the land of opportunity for many: small business startups generate most jobs in the Twin Cities, from agriculture to medicine to transportation. It's called the "Brainpower State," and Minnesota remains a pioneer, leading the nation in educational choice -- guaranteeing that every family in the state has the choice of which public school their children will attend. Minnesotans know that **education means opportunity**, and teachers and students from all over the country are modeling classrooms after the ones in Minnesota.

Earlier today, I went to just such a classroom. They call it 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 fribbilating heart.))

Let me share with you the basic idea behind the Saturn School. Saturn is a city-wide magnet school, with 300 middle-school students coming from all over the district. Each morning, they arrive at an 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; alternative 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 the other, "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 realize that these kids and this school are amazing. It doesn't **look** like a regular school -- no old-fashioned desks, just 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 broke the mold in American education, and it is truly a school of the 21st Century.

Kids want to be there -- they've chosen the school themselves. **Parents want to participate** -- 100 percent attendance at the PTA so far. **And the community wants it to succeed** -- the idea for it came from a variety of sources, launching it was the result of much hard work by Saturn staff, businessmen, and teachers from other science magnet schools. And keeping it going depends on business community support, with its technical and human resources.

We don't know what tomorrow holds for the Saturn School, but so far, it looks pretty good. **Saturn has begun a voyage in the**

American experience. If it works, others will follow. When that happens, communities all across this country will begin opening many more New American Schools. The New Generation of Schools have have been born. And we will have begun a new chapter in our history.

"Nothing can happen unless first a dream," it's been said. The American dream is one of opportunity, freedom and leadership. Now it's time for us to make that Dream come true for all Americans.

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

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1 MAY 16 P4:07

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FAX COVER SHEET

MESSAGE

TO: AmyFAX NUMBER: 456-6218FROM: Kirk Winters

May 16, 1991

TO: White House Speech Writers

FROM: Kirk Winters
U.S. Department of Education

RE: Saturn School of Tomorrow

It would be good to recognize, in remarks to be made in St. Paul, that the success of the Saturn School of Tomorrow is due not only to its own efforts, but to efforts of other science magnet schools in St. Paul and Minneapolis. These other schools developed and tested some of the programs (Lego-Logo, for instance) now used by Saturn. These other schools also trained some of the teachers that were recruited for, and that now teach at, Saturn. Also, an array of corporations and universities-- including Honeywell, Sperry, 3M, IBM, Cargil, and MIT-- contributed to the development of technologies and instructional materials used by Saturn.

One way to recognize these contributions might be to say something like:

The Saturn School of Tomorrow represents efforts not only of its own staff, but of corporations and teachers in other science magnet schools in St. Paul and Minneapolis.

Please let me know if I can clarify this or anything else about Saturn. I've studied it some and visited it a year and a half ago.

may Kate
DRAFT

TO THE CONGRESS OF THE UNITED STATES:

I am pleased to transmit today for your immediate consideration and enactment the "AMERICA 2000 Excellence in Education Act," a bill to help America attain the National Education Goals. I believe that a bold and comprehensive campaign, involving all sectors of our society, is needed if we are to implement real educational reforms and reach the National Goals by the year 2000. The "AMERICA 2000 Excellence in Education Act" would authorize 13 specific legislative initiatives designed to support such a campaign.

Eight years ago, the National Commission on Excellence in Education reported to the Nation that our schools were failing, that the educational foundations of our society were being eroded by a "rising tide of mediocrity" that threatened our very future as a Nation and a people. Since that time, States and localities have enacted a number of school reforms, but these actions have been much too slow and too timid. In response, the strategy that I announced on April 18 would bring together Governors, business people, teachers, principals, parents, social service providers, civic and religious groups, and, to the greatest extent possible, every American in every community in a crusade to transform our educational system.

AMERICA 2000 is more than just a Federal effort; it is a truly national strategy. This is most appropriate, because only through a national effort, in which all sectors of society pitch in, will we be able to attain our goals. Further, AMERICA 2000 is not just a program, or a set of programs; rather, it is a national crusade. The 13 legislative proposals included in this bill are just components, albeit very important components, of some 44 planned actions, many of which would take place outside the Federal government.

The "AMERICA 2000 Excellence in Education Act" includes the following specific legislative initiatives aimed at fulfilling the principles described below:

- 1) Two initiatives focus on the individual school as the site of reform.
 - The Merit Schools program would reward schools that make notable progress toward achievement of the National Education Goals, particularly the goal of ensuring that all students leave grades four, eight, and twelve having demonstrated competence in the core academic subjects. At least 20 percent of each State's funding would be used for awards to schools that have made outstanding progress in mathematics and science education. This program would provide a powerful incentive for all schools to improve their educational performance.
 - The New American Schools program would provide seed money for the start-up of "break-the-mold" schools that employ the best that is known about teaching and learning; make use, as appropriate, of the latest technologies; and are tailored to meet the needs and characteristics of individual communities. At least one school would be established in each U.S. Congressional District in communities designated as "AMERICA 2000 Communities."
- 2) Because attainment of the National Education Goals will depend heavily on the preparation and performance of teachers, principals, and other school leaders, three initiatives focus on the training of teachers and school leaders and on the development of alternative teacher and principal certification programs in the States.
 - Governors' Academies for Teachers would be established in each State to provide experienced teachers with opportunities for renewal and enhancement of their knowledge and teaching skills in

the core academic disciplines of English, mathematics, science, history, and geography. Each academy would use a minimum of 10 percent of its funding to reward and recognize outstanding teachers.

- Governors' Academies for School Leaders would operate in each State to provide current and prospective principals and other school leaders with training in instructional leadership, school-based management, school reform strategies, and other skills necessary for effective educational administration.
 - The Alternative Certification of Teachers and Principals program would assist States interested in broadening the pool of talent from which to recruit teachers and principals. Funds would assist States to develop and implement, or expand and improve, flexible certification systems so that talented professionals, and others who have demonstrated subject matter competence or leadership in fields outside of education, might be drawn into teaching or the principalship.
- 3) The Educational Reform through Flexibility and Accountability part of the legislation would authorize projects involving educational strategies that focus on improving student outcomes through increased flexibility in using Federal, State, and local categorical funds and services to achieve specific goals.
 - 4) Educational choice is one of the most important tools that communities can embrace in their pursuit of educational improvement. Four components of the "AMERICA 2000 Excellence in Education Act" address the need for encouragement and testing of different methods for enhancing educational choice.
 - The bill would amend the Chapter 1 Compensatory Education program to ensure that it does not stand in the way of parents making educational choices for their children. The bill would require that Chapter 1 services "follow the child" who exercises choice by enrolling in a new school or district. Services would be made available by the child's school district of residence or, if this is not feasible, through a cash grant redeemable for compensatory education services.
 - The Assistance for Parental Choice initiative would provide payments to local educational agencies that have implemented programs in which parents are permitted, and given sufficient financial incentives, to select among a variety of public and private educational programs.
 - Educational Choice Programs of National Significance would make grants to demonstrate and evaluate selected types of educational choice programs.
 - The bill would also improve the Chapter 2 State grant program by requiring that more funds be reserved at the State level, where more significant educational reform activities can be carried out, and by explicitly authorizing the use of those funds to support enhancement of parental choice.
 - 5) In order to provide for more frequent monitoring, at the State level, that is needed in measuring progress toward the National Education Goals, the bill would amend the authority for the National Assessment of Educational Progress to authorize State-level data collection in grades four, eight, and 12 beginning in 1994. The legislation would

also permit the use of National Assessment tests at district and school levels by States that wish to do so.

- 6) Because Americans need to know how much time their children should spend learning and how that time should be used, the bill would authorize creation of a National Commission on Time, Study, Learning and Teaching.
- 7) In support of the National Education Goal that every adult American be literate by the year 2000, the bill would authorize establishment of Regional Adult Literacy Resource Centers to provide technical assistance to, and enhance coordination among, State and local providers of literacy services.

I urge the Congress to take prompt and favorable action on this legislation. Taken together, these 13 initiatives would spur action, on a wide range of fronts, that is essential if we are to attain the National Education Goals by the year 2000.

THE WHITE HOUSE

FACT SHEET

AMERICA 2000 Excellence in Education Act

The President today forwarded to Congress a legislative program for fostering excellence in education and attaining the National Education Goals by the year 2000. This bill embodies the legislative components of the AMERICA 2000 education strategy presented by the President on April 18.

The need for a bold, comprehensive, and long-range transformation of American elementary and secondary education is clear:

- o Eight years after the publication of A Nation at Risk by the National Commission on Excellence in Education, educational outcomes have improved very little. While some States have enacted educational reforms, these actions have too often been too slow and too timid.
- o Our international competitors and trading partners are taking education seriously, and they are succeeding. American students are at or near the back of the pack in international comparisons of subject knowledge.
- o The larger American community -- in which the average person will spend 91 percent of his or her first 18 years of life -- is generally not a place that provides adequate support for the nurturance and education of our children.
- o American citizens do not seem to have realized the gravity of the situation and are not taking educational reform seriously. Polls indicate that while most people believe the American educational system may be in trouble, they believe their own schools and communities are okay. This complacency must be shaken.

The AMERICA 2000 education plan offers a strategy that goes beyond Federal programs, calling for a nationwide campaign in which all sectors of society are involved. The Federal Government's role in this strategy is limited, as its part in education has always been. But that role will be played vigorously. Washington can help by setting standards, developing and highlighting successful examples, providing flexibility in the use of resources in exchange for accountability for improved performance, and providing limited funding for the initiation of new activities.

The AMERICA 2000 strategy has four parts:

- o For today's students, we must radically improve today's schools, all 110,000 of them -- make them better and more accountable for results.
- o For tomorrow's students, we must invent new schools to meet the demands of a new century -- a New Generation of American Schools, bringing at least 535 of them into existence by 1996, and thousands by decade's end.
- o For those of us already out of school and in the work force, we must keep learning if we are to live and work successfully in today's world. A "Nation at Risk" must become a "Nation of Students."
- o For schools to succeed, we must look beyond their classrooms to our communities and families. Schools will never be much better than the commitment of their communities. Each of our communities must become a place where learning can happen.

Within the four major areas of activity, the strategy calls for 44 discrete actions, many of which would take place outside the Federal Government. The bill announced today would authorize the legislative components of the plan. Highlights of the 13 legislative initiatives follow.

Merit Schools

Program

- o The Merit Schools program would provide rewards to elementary and secondary schools that demonstrate progress, over at least a three-year period, in increasing the number of students who achieve competence in challenging academic subject matter.

Funding

- o The legislation would authorize \$100 million for fiscal year 1992 and "such sums as would be needed" for the four succeeding years. These funds would be allocated by formula to the States, with allocations based on State shares under the "Chapter 1" LEA Grants program.
- o Within States, at least 20 percent of Merit Schools funds would be used for awards to schools that demonstrate outstanding progress in mathematics and science education.
- o The amount of each Merit Schools award would depend on State-established criteria, including criteria relating to the size of the school and the economic circumstances of the student body.

Implementation

- o Presidential Merit Schools would be selected by the Governor, assisted by a special State Review Panel, using Federal and, at State option, State criteria. Federal criteria would focus on schools' progress in increasing the number or percentage of students who meet the National Education Goal of leaving grades four, eight, and twelve having demonstrated competency in challenging subject matter; schools' use of objective measures for measuring educational progress; and the use of an annual public "report card" that describes the school's progress in achieving the National Goals.
- o A school selected as a Merit School could use its award for any purpose that furthers its educational program, including development or implementation of special educational programs, purchase of computers and other materials and equipment, and bonus payments to teachers and administrators.

New American Schools

Program

- o The bill would provide seed money for the creation of the first wave of a new generation of "break-the-mold" schools that reflect the best of what is known about teaching, learning, and educational technologies and that will enable all students to meet World Class Standards of achievement.

Funding

- o The legislation would authorize \$180 million for fiscal year 1992, \$180 million for 1993, and \$185 million for 1994. This amount would

support the creation of at least 542 schools, each receiving up to \$1 million, with at least one in each U.S. Congressional District.

- o Funds would be allocated to States and Territories in proportion to their numbers of U.S. Congressmen, Senators, and Delegates.

Implementation

- o Communities to receive funding will be nominated by Governors from among "AMERICA 2000 Communities" and selected by the Secretary of Education acting on the advice of a panel of experts.
- o Communities would have access to the New American School designs developed by privately funded research and development teams under contract with the New American Schools Development Corporation.
- o Federal start-up funds would be used for such purposes as planning, staff training, and purchase of equipment. Basic operating costs would be met from non-Federal sources.
- o All schools would be fully operational by school year 1996-97.

Governors' Academies for Teachers

Program

- o Funding would be provided to Governors for academies to train experienced teachers in the five core academic subjects of English, mathematics, science, history, and geography (with, in general, each State operating a separate academy in each subject area).

Funding

- o The bill would authorize \$70.0 million for fiscal years 1992, \$60.7 million for 1993, \$51.5 million for 1994, \$42.2 million for 1995, and \$33.0 million for 1996.
- o Funds would be allocated to the States on the basis of numbers of public school teachers. The Federal share of the cost of each academy would not exceed 75 percent in fiscal year 1992, 65 percent in 1993, 55 percent in 1994, 45 percent in 1995, and 35 percent in 1996. After 1996, States would continue to operate the Academies with the own funds.

Implementation

- o Academies would conduct programs of intensive instruction designed to renew and enhance teachers' knowledge of the five core academic subjects and to provide teachers with the skills needed to enable diverse populations of students to learn these subjects well.
- o Each Academy would use at least 10 percent of its funding to recognize and reward outstanding teachers of the core subjects.

Governors' Academies for School Leaders

Program

- o Funds would be allocated to each State for a Governor's Academy that provides: (1) for prospective school leaders, recruitment, training, and, as appropriate, internships under experienced school leaders; (2) for experienced principals and other school leaders, opportunities for

professional renewal and enhancement of skills; and (3) for all participants, a focus on instructional leadership, school-based management, school reform strategies, and implementation of school-level accountability mechanisms.

Funding

- o The bill would authorize \$22.5 million for fiscal year 1992, \$19.5 million for 1993, \$16.6 million for 1994, \$13.7 million for 1995, and \$10.7 million for 1996.
- o Funds would be allocated to States on the basis of numbers of public schools. The Federal share of the cost of each academy would not exceed 75 percent in fiscal year 1992, 65 percent in 1993, 55 percent in 1994, 45 percent in 1995, and 35 percent in 1996.

Implementation

- o Academies would use Federal funds for start-up and initial operating costs.
- o After five years, Academies would continue to train teachers in each State using non-Federal funds.

Alternative Certification for Teachers and Principals

Program

- o The bill would provide assistance to States interested in expanding the pool of talent from which to draw teachers and principals. Funds would support such activities as training, program development, and evaluation. The bill would provide incentives for States to develop, expand, or improve flexible certification systems designed to draw into education talented professionals with demonstrated subject area competence or leadership qualities.

Funding

- o The legislation would authorize \$25 million, for fiscal year 1992 only, for one-time grants to the States. States would apply for the amount of funds they need or an amount that is proportional to their school-aged population, whichever is less; excess funds would be allocated on the basis of demonstrated need.

Implementation

- o Grants could support the design, development, implementation, testing, and evaluation of strategies for the alternative certification of teachers and principals, as well as training and recruitment activities.
- o States would be required to consult with teachers, principals, parents, and others in developing their applications. Subgrants to school districts, intermediate educational agencies, colleges, and universities, and consortia of these agencies, would be authorized.

Educational Reform through Flexibility and Accountability

Program

- o Because real educational reform happens school by school, the teachers, principals, and parents in each school must be given the

authority -- and the responsibility -- to make important decisions about how the school will operate. The proposed legislation, therefore, would authorize projects involving educational strategies that focus on student outcomes and feature increased flexibility in the use of funds and services within the school to achieve specific improvements in student performance. The same opportunity would be given to nonprofit organizations and other entities that provide education and related services outside the school setting.

Funding

- o This authorization would be budget-neutral; no new funding is required.

Implementation

- o In order to carry out a project under this authority, a Governor would submit an application that identifies statutory or regulatory impediments to improved educational outcomes to be waived in order to achieve specified improvements. The application would indicate measurable goals for the achievement of disadvantaged and other students. Applications would be subject to approval by the Secretary of Education.
- o Requirements that protect the civil rights of students against discrimination and invasions of privacy could not be waived. Children with disabilities would remain entitled to current protections of the Individuals with Disabilities Education Act.
- o Projects would be approved for a period of five years. Each project would be carefully assessed, with the objective of identifying any statutory impediments to educational progress that should be repealed.

Parental Choice and Chapter 1

Program

- o The bill would amend Title I, Chapter 1 of the Elementary and Secondary Education Act, to ensure that the largest Federal elementary and secondary education program does not impede the exercise of educational choice, by requiring Chapter 1 services to "follow the child" who enrolls in a new school or district under a local choice program.

Funding

- o This proposal would have no impact on the budget; the Administration's fiscal year 1992 request for the Chapter 1 LEA grants program is \$5,676,750,000.

Implementation

- o The bill would require that a local educational agency provide Chapter 1 services to any child who is participating in an educational choice program and who, in the absence of such a program, would receive such services.
- o Services to students enrolling in different schools would be made available by the local educational agency, either directly or through contacts or other arrangements.

- o If the local educational agency were to determine that it is not feasible to make available services to a particular child, it would provide the parents of that child with a grant, equal to the child's share of Chapter 1 funds, for the purchase of compensatory education services from a qualified agency or organization.
- o The bill would clarify that Chapter 1 funds may be used to pay the transportation costs of children receiving Chapter 1 services who are participating in educational choice programs.
- o Finally, the bill would ensure that parents of Chapter 1 children in districts with educational choice programs receive a full explanation of the compensatory education options available to their children.

Assistance for Parental Choice Programs

Program

- o Expansion of educational choice is one of the most important concepts that communities seeking to reform education can embrace; localities that implement choice programs deserve national support and encouragement.
- o To provide that support, the bill would authorize payments to local educational agencies that have implemented programs in which parents are permitted, and given sufficient financial incentives, to select among a variety of public and private educational programs.

Funding

- o The bill would authorize \$200 million for fiscal year 1992 and "such sums" for the four succeeding years.
- o Local allocations would be determined on the basis of local educational agencies' shares of Chapter 1 compensatory education LEA grants. No local allocation could exceed the product of the State's per-pupil expenditure for education and the number of children given the opportunity to participate in the local choice program.

Implementation

- o At the local level, funds could be used for any educational services to students that supplement the services provided with State and local resources.

Educational Choice Programs of National Significance

Program

- o Funds would be provided for planning, operating, evaluating, and disseminating information on selected methods for operating educational choice programs.

Funding

- o The program would be authorized at \$30 million for fiscal year 1992 and "such sums" for the four succeeding years.

Implementation

- o The Department of Education would make competitive grants to local and State educational agencies and other applicants that compete successfully for the opportunity to participate in educational choice demonstrations.
- o All projects would be carefully evaluated and their results disseminated.

Parental Choice and Chapter 2Program

- o The State and local program authorized by Title I, Chapter 2 of the Elementary and Secondary Education Act is a flexible resource that supports efforts at educational reform. However, most Chapter 2 funds are distributed as small grants to local educational agencies. Concentrating more of these resources at the State level would enhance the likelihood of greater impact. In addition, the potential for using Chapter 2 to encourage educational choice has not been tapped. The proposed legislation would amend Chapter 2 to address these concerns.

Funding

- o This proposal would have no impact on the budget. The Administration's fiscal year 1992 request for the Chapter 2 State and local program is \$448,914,000.

Implementation

- o Under the amended statute, one-half of a State's Chapter 2 funds (rather than the current maximum of 20 percent) would be retained at the State level, so that reform projects of truly significant size and scope can be implemented.
- o The use of Chapter 2 funds, at both the State and local levels, to support the implementation of educational choice programs would be explicitly authorized.

National Assessment of Educational ProgressProgram

- o Currently, State-representative assessments are authorized for the National Assessment of Educational Progress only on a trial basis through 1992. In order that State-representative data are available to the public in all five core subjects to help monitor progress toward the national goals, the bill would authorize regular State-representative assessments in reading, writing, mathematics, science, U.S. history, and geography beginning in 1994.

Funding

- o Funding for the National Assessment is included within the total authorized for the activities of the National Center for Education

Statistics. The 1992 budget for the National Assessment is \$28,086,000.

Implementation

- o Beginning in 1994, State-representative assessments would be conducted annually, with assessments in each of the subject areas of reading, writing, mathematics, science, U.S. history, and geography to be done at least once every four years.
- o To encourage all States to participate in these voluntary State-representative assessments, the Federal Government would pay the costs in excess of \$100,000 required for each State for release time for personnel to administer the tests at the schools in the State sample and to coordinate the testing in the State.
- o Also beginning in 1994, the tests used in the National Assessment of Educational Progress would be made available to States that wish to use them for testing at school or district levels at their own expense.

National Commission on Time, Study, Learning, and Teaching

Program

- o If the American educational system is to make real improvements, we must rethink many of our basic conceptions about how schools operate. In order to provide for a thorough analysis of a range of critical issues, the bill would authorize creation of a National Commission on Time, Study, Learning, and Teaching.

Funding

- o The bill would authorize a total of \$1 million for fiscal years 1991 and 1992 to support the activities of the Commission.

Implementation

- o The Commission would consist of 12 members, half appointed by the President and half by Congress, who are representative of the Nation's Governors, business people, teachers, school board members, educational researchers, and others.
- o The Commission would address such issues as the length of the school day and year, the use of time during the school day, and the extent and role of homework.
- o The Commission would submit a final report of its findings and recommendations within one year of its creation.

Regional Literacy Resource Centers

Program

- o Regional Literacy Resource Centers would provide technical assistance to adult literacy providers and encourage the coordination of literacy services in the States.

Funding

- o The bill would authorize \$5 million in fiscal year 1992 and "such sums" for the succeeding three years for this activity.

Implementation

- o The Centers would carry out such activities as providing training and technical assistance to literacy instructors, disseminating information on innovative curricula and educational technologies, and encouraging public-private partnerships for the advancement of adult literacy in the States.

* * * * *

* River — integral role in daily life

* "just down the river from here"

St. Paul's first school

one room; log blog.

started in 1845 (summer) by Mrs. Matilda Rumsey

↳ 146 yrs ago

✓ "Nothing can happen unless first a dream"

— Sandburg

THE WHITE HOUSE
WASHINGTON

TELEPHONE MEMORANDUM

, 19__

	TIME		NAME	ACTION
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OUT	AM			
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Administration was going to make a deal dropping the drug indictment of Manuel Noriega. Broomfield has hit the spotlight a few times, on the Iran-contra committee, for example, and when he met with Mikhail Gorbachev to present a list of Jewish refuseniks to him. Broomfield has always been a strong supporter of aid to Israel and the rights of Soviet Jews, and arms sales to Arab states is one issue on which he has opposed the Reagan Administration. He fought successfully to get Macomb County resident Peter Ivezaj released from a Yugoslav prison and, with Democrats Sander Levin and Bob Carr, welcomed the Soviet wife of Keith Braun when she arrived in Oakland County.

From 1956 to 1962, Broomfield had to fight hotly contested general elections when his district included the tough working-class town of Pontiac and the affluent suburbs were not so populous. He survived the Democratic year of 1958 nimbly and beat another Republican incumbent in the 1972 primary when they were redistricted together. Now he has a safe seat for as long as he wants: he is regularly reelected with more than 70% of the vote.

The People: Est. Pop. 1986: 549,700, up 6.8% 1980-86; Pop. 1980: 514,560, up 31.4% 1970-80. Households (1980): 79% family, 45% with children, 70% married couples; 22.0% housing units rented; median monthly rent: \$314; median house value: \$80,500. Voting age pop. (1980): 360,726; 1% Asian origin, 1% Spanish origin, 1% Black.

1988 Presidential Vote: Bush (R) 192,072 (70%)
Dukakis (D) 80,288 (29%)

Rep. William S. Broomfield (R)



Elected 1956; b. Apr. 28, 1922, Royal Oak; home, Birmingham; MI St. U.; Presbyterian; married (Jane).

Career: MI House of Reps., 1949-55, Spkr. Pro Tem, 1953; MI Senate, 1955-57; Amb. to Gen. Assembly of U.N., 1967.

Offices: 2306 RHOB 20515, 202-225-6135. Also 430 N. Woodward, Birmingham 48011, 313-642-3800; and 371 N. Main, Milford 48042, 313-685-2640.

Committees: *Foreign Affairs* (Ranking Member of 18 R). Subcommittee: Arms Control, International Security and Science (Ranking Member). *Small Business* (3d of 16 R). Subcommittee: Regulation, Business Opportunity and Energy (Ranking Member).

Group Ratings

	ADA	ACLU	COPE	CFA	LCV	ACU	NTLC	NSI	COC	CEI
1988	30	35	19	55	31	84	77	100	92	50
1987	0	—	18	29	—	96	—	—	93	70

National Journal Ratings

	1988 LIB — 1988 CONS			1987 LIB — 1987 CONS		
Economic	24%	—	74%	11%	—	83%
Social	29%	—	70%	0%	—	90%
Foreign	16%	—	78%	0%	—	80%

Key Votes

1) Homeless \$	FOR	5) Ban Drug Test	FOR	9) SDI Research	FOR
2) Gephardt Amdt	AGN	6) Drug Death Pen	FOR	10) Ban Chem Weaps	AGN
3) Deficit Reduc	AGN	7) Handgun Sales	AGN	11) Aid to Contras	FOR
4) Kill Plnt Clsng Notice	FOR	8) Ban D.C. Abort \$	FOR	12) Nuclear Testing	AGN

Election Results

Ass general	William S. Broomfield (R)	195,579	(77%)	(\$77,103)
	Gary Kohut (D)	54,643	(21%)	(\$9,459)
Ass primary	William S. Broomfield (R), unopposed			
So general	William S. Broomfield (R)	110,099	(74%)	(\$68,497)
	Gary Kohut (D)	39,144	(26%)	(\$5,929)

MINNESOTA

Harold Stassen was governor; the Farmer-Labor party, with a frankly socialist platform, had controlled state government for most of the last decade; Charles Lindbergh's America First crusade against American involvement in the European war was widely popular in a state where his father had voted in Congress against the declaration of war in 1917; Trotskyites controlled the local Teamsters union, while Communists held leadership roles in the CIO; Hubert Humphrey was a graduate student at the state university, taking classes from Evron Kirkpatrick and debating with Orville Freeman and Richard Scammon. This was Minnesota half a century ago.

If Minnesota is distinctive today as the most consistently Democratic state—Democratic for President since 1960 except for 1972, when it was number three for George McGovern behind Massachusetts and Rhode Island—it was far more distinctive in 1940 for its three-party politics, its economic radicalism, its resemblance to the politics of Scandinavia. For our American regions seem to reflect eerily the geography of Europe, with the East Coast resembling the British Isles and France, the industrial Midwest reminiscent of Germany and Poland, the poor and always hawkish South a Baptist Mediterranean, and the Upper Midwest of Minnesota, Wisconsin and North Dakota reflections of Scandinavia. Like Scandinavia, which pioneered the European welfare state, these three have had an effect on continental politics out of proportion to their numbers. Minnesota's Democratic-Farmer-Labor party, through its leaders (especially Hubert Humphrey) and by its example, has shaped the post-1945 Democrats and done more to reshape the nation than any other state political party.

This is no accident, as the Marxists would say; but the explanation, as Marxists would not say, is not economic but ethnic. For Minnesota, far north of the nation's great paths of east-west migration, was bypassed by most of the Yankee immigrants moving west on the great east-west railroads into Iowa, Nebraska and Kansas. In its icy lakes and ferocious winters, others saw their opportunities. James J. Hill, the builder of the Great Northern Railroad ("You can't interest me in any proposition in any place where it doesn't snow"), and others operating out of Minneapolis and St. Paul—already twin cities by 1860—worked to attract Norwegian, Swedish and German migrants who would find the terrain and climate congenial. Within two decades the Twin Cities were the nerve center of a sprawling and rich agricultural empire stretching west from Minnesota through the Dakotas and eventually into Montana and beyond; Minneapolis and St. Paul became the termini of its rail lines and the site of its grain-milling companies.

A leader from way back.

You could extrapolate a lot from this quote!

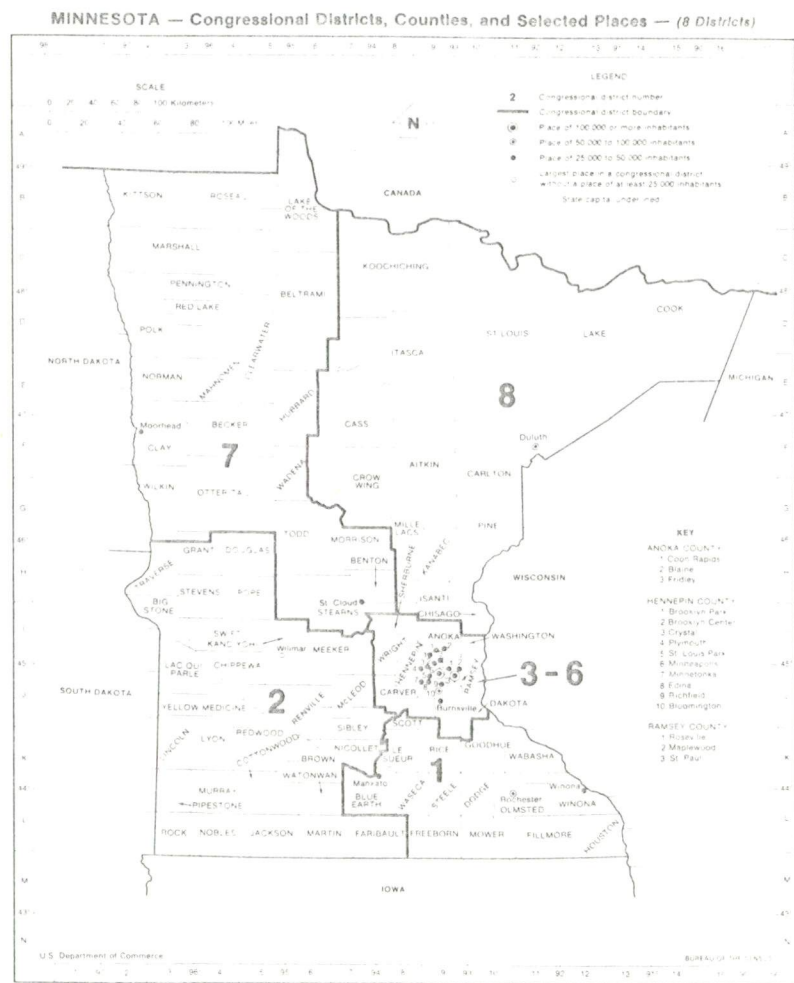
Thus was a wilderness converted quickly into one of the most productive parts of the world. But the Scandinavians and Germans were alarmed by the unprecedented concentration of economic power and wealth into the hands of just a few identifiable millionaires on Minneapolis's and St. Paul's Summit Avenue. The immigrants had brought to Minnesota traditions of cooperative activity and bureaucratic socialism, and their rebellion against market capitalism, and the magnates' dominance gave the politics of Minnesota from the turn of the 20th century a Scandinavian flavor. As in Wisconsin and North Dakota, a strong third party developed here in the years after the Populist era; and this Farmer-Labor Party elected Senators in the 1920s and dominated state politics in the 1930s. The Farmer-Laborites, hurt by their ties to Communists, were beaten by Harold Stassen's Republicans in 1938, but this was still a New Deal state; by 1944, the bedraggled local Democrats were merged with anti-Communist Farmer-Laborites to form the Democratic-Farmer-Labor party. A key role was played by Humphrey—graduate student in 1940, mayor of Minneapolis in 1945, the dazzling advocate of the civil rights plank at the 1948 national convention. Humphrey's DFL—clean, idealistic, closely tied to labor, backed by many farmers—attracted dozens of talented politicians, including Eugene McCarthy, Orville Freeman, Walter Mondale and Minneapolis's current mayor, Donald Fraser. In 1948, Humphrey's speech helped put the Democrats on record for civil rights, and he was elected to the Senate at 37.

For years after, the DFL dominated Minnesota politics, winning most elections and setting the agenda for policy even when, usually because of internal feuds, it lost an election. It stood for a generous, compassionate federal government, for strong labor unions and high wages, for an expansionist fiscal policy to encourage consumer-led economic growth, for civil rights, for an anti-Communist but not bombastic foreign policy. Its base was among blue-collar workers in the Twin Cities and in Duluth and the Iron Range and among farmers of Scandinavian origin. The party succeeded in getting most of its policies adopted in St. Paul and Washington, and helped its constituents achieve affluence. But at some time in the 1970s, the party lost much of its appeal and saw its base splinter on cultural issues like abortion and wilderness preservation in the same year (1978) when it was hurt by Humphrey's death and by Governor Wendell Anderson's appointing himself to the Senate.

By the late 1980s, the DFL was winning most elections again (though the Independent Republicans, as they renamed themselves, held both Senate seats), but the policies the DFL was advocating were different. Since 1978, Minnesota has been pruning back its government, aggressively recruiting new business, abandoning the assumption that the big milling companies and the rich will generate enough revenue to fulfill every campaign promise. Noting that most of Minnesota's growth in the last 50 years has come in the Twin Cities metro area as it spreads farther into the countryside, DFL Governor Rudy Perpich has concentrated not on increasing farm or blue-collar jobs, but on trying to make Minnesota "the Brainpower state," criticizing the University president publicly for not pushing hard enough on the President's Commitment to Focus program, and signing an education bill (he chairs the U.S. Education Commission) that gives every parent in the state the choice of which public school his child will attend. State social services continue to be generous, but are supplemented by the commitment of 78 of Minnesota's biggest companies to donate 5% of their earnings for charity—which should count as a dozen or so of George Bush's thousand points of light.

And for all of Minnesota's tolerance of diversity, culturally conservative points of view have been advanced in politics with some success. If Minnesota has the nation's strictest anti-smoking-in-public law, it also has one of the most active right-to-life movements, which in 1984 supplied the impetus for the Republicans' only capture of the state House in the 1980s. As Norway, Sweden and Denmark debate cutting back on welfare state measures and even question aspects of cultural liberalism, so does Minnesota.

That may be happening not because Minnesota's welfare state failed but because it has



*Leading in:
Business
Education
Medicine*

*strong willed
innovative
risk takers*

succeeded—and because the economy has changed in the process. Thanks to economic growth, which high tax levels did not choke off and which public spending helped to produce, fewer voters are demanding services or income redistribution from the state, and more are seeing themselves as the ones who have to pay for these things. Higher education levels have helped the Twin Cities develop a diversified economy. Big companies like General Mills and troubled Pillsbury still play a major role here, but even big Twin Cities firms—3M, Control Data, Dayton Hudson, Northwest Airlines—have prospered by being responsive to rapidly changing markets. And as in the country at large more jobs have been generated here by small businesses, by entrepreneurial startups and spinoffs, than by big firms. Workers and even (the much less numerous) farmers no longer feel at the mercy of a few big milling firms and railroads, young people starting out have many more career choices, and consumers have a much wider range of brand and product choices than they did 50 years ago: the need for New Deal-style intervention

*willing to take chances,
"break the mold", ... just like Saturn.*

*Saturn prepares kids
for the rapidly
changing world:...*

and regulation is less.

Minnesota's cultural liberalism and its dovishness on foreign policy—it retains tinges of the isolationism which Samuel Lubell 40 years ago found rooted in its German and Scandinavian heritage—still makes this state a national Democratic stronghold, even though the demand for economic redistribution and regulation which was responsible for early DFL successes has tapered off.

Governor. Rudy Perpich is a dentist from a large Croatian family in Hibbing in the Iron Range, and there is in his style and tone much of the rough-and-tumble of life in a community made up almost entirely of people with working class roots living in a forbidding and unforgiving physical environment—and working their way up in society. He is a political original, without close allies and prone sometimes to the feuds that seem a staple of political life on the Iron Range. His wooing of business and his desire to make Minnesota “the Brainpower state” are at least a shift from traditional DFL policy, though he also defends Minnesota against the charge that it is overtaxed. His educational choice program is particularly interesting. It is attacked by teachers' unions which fear for the job security of their members and by some blacks who fear blacks won't take advantage of it; what it does is to reward students with get-up-and-go, to give school districts an incentive to attract and hold students (including high school seniors, for whom the state will pay for college courses), and to provide special schools for those who seek special help or discipline.

Perpich first became governor without the DFL endorsement, as a maverick lieutenant governor who succeeded when Wendell Anderson named himself to Walter Mondale's Senate seat in 1976. Perpich then lost in 1978 to Republican Congressman Albert Quie, who cut taxes and then was so embarrassed when he had to raise them back several times that he didn't run again in 1982. That year Perpich beat DFL party-endorsed Warren Spannaus 51%–46% in the primary and got 59% against Wheelock Whitney in the general; in 1986, he beat St. Paul Mayor George Latimer 57%–41% in the primary and then beat a conservative IR 56%–43% in the general. These primary showings in particular are not stunning, and Perpich's job rating has not always been high, yet he has talked, implausibly, about running for President. More plausibly he hints he may run for governor again in 1990 and, despite his still not solid base, the apparent lack of any strong Republican challengers will probably make him the favorite to win. By this time certainly he has put his stamp on government and life in Minnesota much more than anyone had expected.

Senators. Minnesota, after being represented by two Democrats in the Senate for 20 years, elected two Republicans in 1978, neither well known before the year began, both regarded as beneficiaries of good luck not likely to last long. A decade later both have been reelected by impressive margins and both have made a difference in Washington.

David Durenberger has made the biggest splash and won against the toughest electoral competition. His most visible post was as chairman of the Senate Intelligence Committee in 1985 and 1986. Suddenly he took vehement exception to contra aid, attacked CIA director William Casey and began leaking intelligence matters to the press, which brought him not only off-the-record criticism from the administration but an unmistakable public rebuke from House Intelligence Committee chairman Edward Boland. Eventually, he was rebuked by the Senate for telling a Jewish group in Florida that the CIA was recruiting spies in Israel. Durenberger's leaks and outbursts may have been related to turbulence in his personal life: he separated from his wife in 1985, moved to a nondenominational Christian retreat house amid rumors that he had had an affair with a staffer and was drinking too much, and got into an altercation with an airport policeman in Boston where he was traveling to see a counselor. It turned out he was giving speeches there so he could collect fees and have his travel paid for; also, he arranged to receive some \$100,000 in “promotional fees” for giving speeches supposedly to boost sales on a book he published.

Against this erratic behavior Durenberger had a record of hard work and some independence on issues. On the Finance Committee he specialized in health care, promoting choice, peer review and cost control in Medicare; he backed some increases in domestic spending but favored Gramm-Rudman and opposes tax increases. He has a generally liberal attitude on cultural issues, but as a Catholic raised at St. John's in Collegeville opposes both abortion and capital punishment on pro-life grounds.

This seems to have been a winning combination in Minnesota. In 1978, he resoundingly beat Bob Short, who antagonized many liberals by the way he beat Donald Fraser in the DFL primary; in 1982, Durenberger edged Mark Dayton, the department store heir who spent \$7 million, 53%–47% in a recession year. In 1988, his opponent was Hubert H. Humphrey III, generally known as Skip, a champion vote-winner as state attorney general. Though competitive in early polls, Humphrey was unable to stir grievances against the Republican. In a series of harsh ads he charged that Durenberger was cutting social security and Medicare to pay for defense, that he was AWOL in the war against drugs, and even suggested (based on an incautious statement by Durenberger) that he favored “pulling the plug” on old people. Humphrey's big-spending programs—supply management for farmers, long-term health care for the elderly, the ABC child care bill—didn't generate much support. Many Minnesotans complained about the negative tone of the ad campaigns, but the more important fact was that Humphrey's approach to issues, which carried the day in Minnesota in his father's time, failed to do so in 1988. He narrowed the gap in September, fell farther behind in October, then in the last few weeks ran out of money (as his father did in 1968) and went off the air. Durenberger won 56%–41%, a solid and impressive win, and an indication that his politics can consistently command majority support in what is still in presidential elections America's premier Democratic state.

Another test of this proposition will come in 1990, when Senator Rudy Boschwitz comes up for reelection. Much of his record can be traced to his personal history. He came to the United States at age five, as a refugee from Nazi Germany; raised and educated in the East, he came to Minnesota, established a discount chain of Plywood Minnesota stores, was active in Jewish charities and went into politics. He has specialized first of all in refugee issues, traveling to Thailand to learn about Cambodian and Hmong refugees, and helping those in the United States stay here. Minnesota, with its tolerance and strong economy, has attracted many, and so the issue has resonance at home. On foreign policy he has been a strong, though not entirely uncritical, supporter of Israel; he drafted and signed a 1988 letter from U. S. Senators to Prime Minister Shamir criticizing some of his policies. Although a city boy, he has a seat on the Agriculture Committee and has worked hard on farm problems. He put his impress on the 1987 Farm Credit Act and he would like to see in the 1989 farm bill his approach decoupling payments from production of particular crops. He champions the dairy industry and argues that its problem is not overproduction but underconsumption (Americans do consume less milk than 30 years ago); which he attacks by, inter alia, serving cherry, banana and root beer flavored milk at Rudy's Super Duper Milk House at the Minnesota State Fair every year.

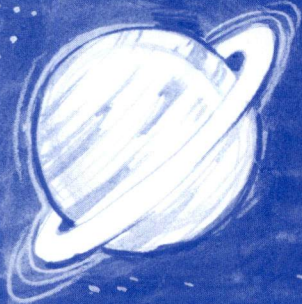
More than most Minnesota politicians, Boschwitz trusts economic markets, which after all have worked very well in his experience; aware from his personal history of the impact of totalitarianism, he takes a more hawkish line on foreign policy than most politicians from what was half a century ago (and arguably still is) America's isolationist belt. On cultural issues, his record is more mixed. On campaign finance, he is influenced by his role as a big fundraiser for himself and other Republicans and his service as chairman of the Republicans' Senate campaign committee in 1987 and 1988. He did not have the satisfaction of seeing the Republicans gain control or even gain seats; but seeing as they had considerably more vulnerable seats up, he may be pleased that they had a net loss of only one seat.

One seat Boschwitz does not want to lose in 1990 is his own. He won it in 1978 against

Saturn School Moves Ahead...And Into Downtown

Winter 1990-91

Second Edition



A True Episode

I could see that this place was different right away. I stepped over and around a dozen students sprawled on the floor and over work tables.

One 5th grader was busily wiring a small motor to a model car he had built. His 4th grade partner clicked away at a computer connected to the little car, and I asked him what he was doing.

"I'm writing a computer program to make the car start and stop," he said.

When I pressed him further, he explained the first steps of the program and how he expected it to work. I asked for more detail.

"Gosh," the student said to his partner, "what's the matter with this guy. He doesn't seem to understand anything about computers!"

They told me more, and, with a wink, I thanked them and went off to investigate another corner of this incredible (public!) school designed for downtown St. Paul.



William C. Norris
Founder, Former Chairman, and CEO
Control Data Corporation

There is something very different going on at Saturn. But why is this needed? How is Saturn different? And why has it moved to downtown St. Paul?

Why Is Saturn Needed?

In literacy we now rank 49th among 156 United Nation members, a drop of 18 places since 1950. In student performance, other nations are passing us. In the market place, they're far ahead.

In politics, agriculture, science, arts, and commerce much is changing—and quickly.

While this change is all around us and our needs plain to see, our schools are operating much like they did 50 years ago. Then only 20% finished high school. Now, about 80% do so but the ratio of success is no better, for only 20% are truly "successful learners." This means that only 20% have the confidence and skills to learn how to succeed in what will be their world soon. And this means our schools are just not effective enough in meeting the needs of today's learners.

We need to prepare young people to live in a global village, for our future and theirs. To do it, we can build on our key strength, our ingenuity in finding new answers.

How Is Saturn Different?

Saturn *is* different. For while schools have been driven by a "some succeed/some fail" philosophy, we're driven by a different idea. We believe everyone can succeed.

In fact, it is our *job* to see that everyone does. And not only the learners, but parents, teachers and support staff, too. Anything less cheats everyone, just as the idea of an "acceptable" number of failures has hurt U.S. manufacturers and customers. Now, a new drive for quality is turning many companies around.

We're learning from these companies, in fact our name comes from the new General Motors Saturn plant. We expect a high level of performance in reading, writing, and math and in our new curriculum: global communications, personal wellness, community volunteer activities, cooperative learning, project-based work, and videography ... skills needed in a changing world.

We use technology as a vital tool. It gives everyone access to information and helps students and teachers work closely together. We have encyclopedias, for example, on compact disk. Our Discourse (TM) system offers a unique group activity, with terminals from each student's desk connected to the teacher's PC. This technology gives us immediate feedback from each student. And the teacher can adjust instruction based on this feedback and use student responses to generate class discussion.

Surrounding our teaching methods, curriculum, and technology are Personal Growth Plans(R). With help from parents and staff, students take on major responsibility in developing these plans, which identify strengths, needs, and goals. Students move ahead not after getting a grade, but when they can show that they've reached a goal.

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goes beyond
see how we'r
and how we'r
models in ren

Weiming Lu,
Executive Directo
Lower Town Rede

"Saturn students have
shown us what it can r
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with new eyes. We've
very productive relatio
exploring together hov
kids and people who v
can learn in new ways

Lou Casagrande,
Senior Vice President
Science Museum MN

is a different learning
new kind of school.
here St. Paul began...
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Quick Facts

- Saturn opened its doors to students in the fall of 1989. It is a middle school, grades 4 through 7, with grade 8 added next school year. Each year, we plan to add an additional grade, and we're beginning to plan a senior high.
- In our newly remodeled facilities, on the first 5 floors of the old YWCA building, we can include over 300 students.
- Saturn students mirror the district's ethnic blend and include a diverse range of abilities. Special education populations are also represented.
- Saturn is a city-wide magnet program, with students coming from all over the district.
- We use state-of-the-art learning technologies: Integrated Learning System (ILS) for reading, math, and other topics; LEGO/logo systems for computer programming and robotics; Videodisc systems for access to high quality video libraries and sources; Discourse (TM) System for quality group-based instruction.
- Staff includes: a lead teacher, associate teachers, generalist teachers, student interns, educational assistants, teacher aides, and a school secretary. The school principal, project director, and lead team, with the elected school council, administer this site-based school.
- Saturn is a project of St. Paul Public Schools and has several contributing partners, including: St. Paul Federation of Teachers, University of St. Thomas, Minnesota Educational Computing Corporation (MECC), Apple Computer, Inc., Control Data Corporation, Bush Foundation, Pioneer Communications, Sunburst Software, Videodiscovery, and Optical Data.

Why Is Saturn Moving To Downtown St. Paul?

In January 1991, we moved into downtown St. Paul. Our reasons are closely tied to Saturn's whole nature.

We want to gain from downtown. Just as importantly, we want downtown to gain from us, and we're exploring lots of new ways. Already, we've built partnerships with the Science Museum of Minnesota, Minnesota Museum of Art, St. Paul Public Library, and YMCA.

These aren't "field trips," they're centers for off-site learning. Here's what others say:

"We're so lucky—we can use all of St. Paul to learn!"

A Saturn Student.

"Think of downtown as the school's campus. Rather than duplicate a library, students can use the one downtown...and the art and science museum as well. Students can take advantage of cooperative learning experiences in businesses. By volunteering at arts festivals, daycare centers, and the like, students can learn how they can give something back."

Bill Wilson, Council President
St. Paul City Council

"We're looking forward to new kinds of partnerships with Saturn. We already have 30 alliances between other St. Paul schools and Chamber members. A bank, for example, has developed a banking curriculum, teaching about what a bank does and how to balance a checkbook."

Rich Hadley, President
Chamber of Commerce

"Downtown is a wonderful learning environment. With a wealth of cultural and historic facilities, it's an exciting place for education. As someone who has lived and worked in downtown for a long time, I look forward to sharing these opportunities with students from Saturn School."

Jim Scheibel, Mayor, St. Paul, MN.

"This is a leading-edge educational activity that will contribute to downtown. My sense is that everyone will welcome the school, for having students in the area is a stimulus to the chemistry and vitality of downtown. And it will help insure the kids' participation in the life of the city—now and later."

Norb Conzemius, President
Community Banking of St. Paul—1st Bank



For More Information Contact:
Dr. Tom King, Project Director, Saturn School of Tomorrow, St. Paul Public Schools, 65 East Kellogg Street, St. Paul, MN. 55101.
(612) 293-5116 or (school) 612-290-8354.
Fax number: (612) 290-8331.

May 19, 1991

MEMORANDUM

TO: MK
FROM: CC
RE: DATES IN EDUCATION

1647	Massachusetts law requires that every town of 50 or more families must hire teachers to teach reading and writing
1779	Thomas Jefferson proposes the first modern state school system
1785	US Land Ordinance reserves land in every western territorial township for the establishment of public schools
c.1840	Blackboards are introduced, <u>prompting educators to predict a revolution in education</u>
1890	Educational testing is begun in some US schools
1896	America philosopher and educator John Dewey founds elementary school in Chicago <u>to experiment with progressive education ideas</u>
1955	By this date, many schools have adopted a "core curricula"
1958	US National Defense Act promotes teaching of sciences, foreign languages, and mathematics
c.1960	Introduction of "new math" in US schools

1968

Open-classroom system of informal learning areas and activities is becoming popular in US

---> 1975

Many US schools are moving toward
reviving traditional teaching methods

1980

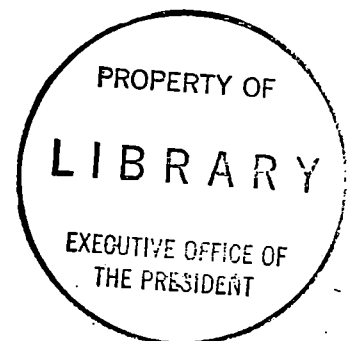
Microcomputers begin to appear in US classrooms

Ref.
PN6081
.P55
WH

Respectfully Quoted

A Dictionary of Quotations
Requested from the
Congressional Research Service

edited by **Suzy Platt**
Congressional Reference Division



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Dreams

JOE DARION (lyrics) and MITCH LEIGH (music), "The Impossible Dream (The Quest)," stanzas 1 and 2, *Man of La Mancha* (1965), © Helena Music Corp./Andrew Scott, Inc.

- 460** They are not long, the days of wine and roses:
Out of a misty dream
Our path emerges for a while, then closes
Within a dream.

ERNEST DOWSON, "They are not long, the weeping and the laughter," stanza 2, *The Poems and Prose of Ernest Dowson*, p. 22 (1919).

- 461** *What happens to a dream deferred?*
Does it dry up
like a raisin in the sun?
Or fester like a sore—
And then run?
Does it stink like rotten meat?
Or crust and sugar over—
like a syrupy sweet?

Maybe it just sags
like a heavy lead.

Or does it explode?

LANGSTON HUGHES, "Harlem," *Selected Poems of Langston Hughes*, p. 268 (1959).

- 462** I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident that all men are created equal." . . . I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today.

MARTIN LUTHER KING, JR., "I Have a Dream," speech at the Lincoln Memorial, Washington, D.C., August 28, 1963.—*Congressional Record*, April 18, 1968, vol. 114, p. 9165.

This speech culminated a march on Washington for jobs and freedom.

- 463** There are those, I know, who will reply that the liberation of humanity, the freedom of man and mind, is nothing but a dream. They are right. It is. It is the American Dream.

ARCHIBALD MACLEISH, "We Have Purpose . . . We All Know It," *Life*, May 30, 1960, p. 93.

This was one of a series of essays in *Life* magazine and *The New York Times* on "The National Purpose."

- 464** The republic is a dream
Nothing happens unless first a dream.

CARL SANDBURG, "Washington Monument by Night," stanza 4, *The Complete Poems of Carl Sandburg*, rev. and expanded ed., p. 282 (1970).

President Ronald Reagan quoted this before a joint session of Congress, April 28, 1981, and added: "As Carl Sandburg said, all we need to begin with is a dream that we can do better than before. All we need to have is faith, and that dream will come true. All we need to do is act, and the time for action is now."—*Public Papers of the Presidents of the United States: Ronald Reagan, 1981*, p. 394.

**"...making this land
all that it should be."**

AMERICA 2000

- 1. Every child starts school ready to learn.**
- 2. At least 90% graduate from high school**
- 3. Students are proficient in English, mathematics, science, history, and geography.**
- 4. U.S. students lead the world in mathematics and science.**
- 5. Every adult American is literate, is able to compete in the workplace, and can exercise the rights and responsibilities of citizenship.**
- 6. Every school is free of drugs and violence.**

AMERICA 1991

Little accountability

"Not my problem"

25 million illiterate

No \$ for good teachers

Not honored profession

Many dropouts

Hate back to school

Too slow, too timid

Not much choice

"What do I need"

Not ready for school

Low test scores

No uniform tests

Underskilled grownups

Excessive bureaucracy

No skill standards

Drugs, Violence

No teacher standards

The 91% factor

"Where do I get it?"

AMERICA 2000

An Education Strategy

- 1. For today's students: Better and more accountable schools.**
- 2. For tomorrow's students: A new generation of schools.**
- 3. For the rest of us (yesterday's students, today's workforce): Changing a "Nation at risk" to a "Nation of students."**
- 4. And, outside the schools: Communities where education can happen.**

AMERICA 2000

1. Better and more accountable schools:

- * World Standards**
- * Core Course Proficiencies**
- * American Achievement Tests**
- * Presidential Diplomas**
- * Test use by colleges, employers**
- * Report Cards**
- * Parent choice**
- * Choice principle applied to Federal programs**
- * School as site of reform**
- * School Leadership and Core Course Teaching Academies**

AMERICA 2000

2. A New Generation of American Schools:

R&D Teams:

- * Best schools in world, meet standards, same operating costs
- * Computer companies, publishers, think tanks, education reformers
- * Blue-ribbon Panel selects teams
- * Private sector funding
- * Design concepts, technology to "break the mold" (1992-1994)

AMERICA 2000 Communities:

- * National competition
- * Governors and Blue-ribbon Panel
- * First 535+ receive \$1 million in start-up funds for New American Schools

Communities, R&D teams invent, adapt, modify (1994-1996):

- * 535+ New American Schools open in 1996
- * Thousands by end of decade

American education "on line":

- * State-of-the-art software, data bases, Electronic Education Networks

AMERICA 2000

3. A Nation of Students:

- * Literacy efforts: Make a living, make a life**
- * Job skill standards and certificates**
- * Conference of Adult Ed Providers**
- * Diagnosis/referral Skill Clinics**
- * Goal: 5%/year learning a new skill**
- * Federal government example**
- * Personal examples by leaders**

AMERICA 2000

4. Communities Where Education Can Happen:

Government:

- * Target children's programs (Head Start, Even Start, nutrition)
- * State-Federal plan to coordinate policy, cut red-tape ("one-stop shopping," Cities in Schools, etc.)

Personal:

- * Responsibility/accountability of parents, neighbors, families
- * Revival of sound values, attitudes, behavior

Community:

- * AMERICA 2000 Communities (first 535+ get New American Schools)

AMERICA 2000

An AMERICA 2000 Community:

1. Adopts the six national goals for itself.
2. Sets a community strategy for achieving them.
3. Develops a Report Card to measure results.
4. Agrees to create and support a New American School.

AMERICA 2000

Progress Report: 1992

- * **AMERICA 2000 Education Strategy launched**
- * **First AMERICA 2000 Communities named**
- * **Choice principle applied to Federal programs**
- * **School Leadership and Core Course Teaching Academies starting-up**
- * **Six New American School R&D teams named and at work**
- * **Presidential State of Education Address**
- * **Interim National Tests in reading, writing, and mathematics in place**
- * **First Presidential Diplomas awarded**
- * **Conference of Adult Ed Providers held**
- * **Definition of job skill standards under way**
- * **Personal examples of skill learning by leaders**
- * **School Day scheduling of President and Cabinet**
- * **Educational Excellence legislation enacted**

AMERICA 2000

Progress Report: 1996

- * First 535+ New American Schools designed and operating
- * Thousands of AMERICA 2000 Communities
- * New World Standards established
- * American Achievement Tests becoming available in all five subjects
- * 500,000 Presidential Diplomas awarded per year
- * Report Cards give parents information
- * Choice gives parents muscle
- * Job skill standards established and certificates awarded
- * Federal and private sector Skill Clinics operating
- * 5% of adults learning new skills each year
- * School Leadership and Core Course Teaching Academies operating

AMERICA 2000

Progress Report: 2000

- * New World Standards commonly accepted
- * American Achievement Tests adopted and used all over
- * A New Generation of American Schools -- thousands of them here, studied around the world
- * AMERICA 2000 Communities at every turn
- * A "Nation at risk" has become a "Nation of students"
- * Restored sense of responsibility in school, community, home
- * Six education goals within our grasp
- * Worldwide competitiveness and productivity strengthened

AMERICA 2000

The Next Steps:

- * **Presidential sign-off on strategy**
- * **White House design help**
- * **Instructions to Cabinet**
- * **April White House kickoff**
- * **Legislative drafting (Educational Excellence Act, etc.)**
- * **Personal skill example**
- * **State of Education Address (September in Iowa)**
- * **School day scheduling**

2. FOR TOMORROW'S STUDENTS:

A NEW GENERATION OF AMERICAN SCHOOLS

We learned two things in the 80s about educational change. First, it happens, if at all, school by school. Second, radical change almost never happens in any school.

These lessons suggest that schools, left to their own devices, will not change much. Some will try. A few may change considerably. But most efforts will amount to tinkering at the margins.

That won't suffice. Without radical changes in schools, the competitive edge enjoyed by America throughout this century will dull and disappear. Without a quantum leap in education performance, the "brighter future" that has been passed from each generation of Americans to the next may no longer hold for tomorrow's children.

That need not happen. America built her greatness with bold discoveries, creative innovations and a willingness to break the mold when necessary. We have a tradition of ingenuity and know-how as old as our Nation.

It is time to direct that pioneering spirit to education. America needs a new generation of schools to replace the antiquated model we have carried over from the 19th century, schools that prepare students to meet the demands of our post-industrial society, to achieve a full and satisfying personal development, and to become active citizens of our democracy.

That is the purpose of the New American Schools initiative: to create the best schools in the world, schools that will help develop the most competent, knowledgeable, and enlightened generation in this country's history.

What will this new generation of schools look like? It is easier to say what they will not look like. They will not resemble the cookie cutter approach common in today's schools. They will not consist merely of rooms filled with computers. Nor will they necessarily require new buildings. Though hundreds of new school buildings are constructed each year in America, powerful new approaches to teaching and learning are possible within old walls. The New American School will be conceived not as a building but as an *organization* that provides instruction in a variety of settings and to a variety of students. Bricks and mortar are not the issue here. Learning is. So while new schools may look like ordinary schools, what goes on inside them -- the intellectual exchanges between students and staff -- will be extraordinary.

How will this be accomplished? What will R&D teams come up with? It is tempting but probably a mistake to try to predict. But we can imagine that the new schools will differ from today's schools on a hundred dimensions. Time, space, staffing patterns, technology, pedagogy -- all may take shapes yet to be imagined.

Ours is hardly the first effort to spur the creation of new schools. Governor Booth Gardner of Washington, Ted Sizer's Coalition of Essential Schools, RJR Nabisco, and Dade County, Florida are among contemporary examples of initiatives aimed to do roughly what we propose. Our proposal differs from those laudable efforts, however, in at least five respects:

- o It seeks to "break the mold." Thus, it begins with research and development. Engaging the best minds and most inventive enterprises in the land, this R&D will produce designs that communities across the country can use as starting points to create their own New American Schools.
- o It relies on clear and rigorous standards of success: New World Standards for the national goals.
- o It will be judged by the new American Achievement Tests. Tied to the world standards, these tests will make it possible to compare the performance of each school and each student to demanding world class benchmarks -- and to other schools and students across the country.
- o It is large-scale. This initiative will involve more than 535 communities by 1996, at least one in every congressional district, and thousands more by decade's end.
- o It involves support from leaders at all levels -- business and local leaders, Governors and legislators, Congress and the President. It represents a true partnership across levels of government and between public and private sectors.

The New American Schools initiative is ambitious -- so ambitious that it seems fitting for the President himself to announce and help launch it. He could do this by asking the country to think boldly -- and freshly -- about education along seven dimensions:

Dimension One -- R&D Teams.

The Federal government will issue requests for proposals by late summer 1991. A competition will be held, proposals will be evaluated by an impartial blue-ribbon panel, and contracts will be let by early 1992 for up to six R&D teams to answer these questions: "What would it take to create the best schools in the world -- schools that are capable of meeting the national goals, schools that will help all their students learn what they need to know and be able to do to live and work in the world today? How would you help communities envision, adapt, design and operate their own versions of such schools?"

ACTION

Each team will receive up to \$30 million over three years to answer those questions and to prepare to assist States and communities in adapting these answers to their own circumstances. Their answers will span the many dimensions on which new schools may differ from conventional ones: the use of time, staff, facilities, instructional materials, technology, parents, the community, and much more -- whatever it takes to realize a quantum leap in student learning.

Each R&D team will likely be a partnership, with its members drawn from many sectors: computer companies, textbook publishers, industrial research labs, management consultants, electronic systems pioneers, universities, think tanks, State education departments, and schools themselves. R&D teams can be expected to draw from -- and draw in -- some of the many excellent efforts already underway to develop more effective schools, such as those of the Coalition of Essential Schools*, James Comer's projects, the Paldeia project, the Copernicus project, the Accelerated Schools project, and others. (*See letter from Theodore R.Sizer at Tab O.)

Guidelines for R&D Teams

Although the RFP for the R&D teams will be carefully drawn so as to stimulate fresh thought rather than stale solutions and familiar products, four guidelines are important:

First, the designs must be aimed at meeting the six national education goals. Central to the goals is the idea that all students will reach high levels of competence in core subjects. Those high levels will be codified in New World Standards and core course proficiencies, measured by new American Achievement Tests, and compared using Report Cards on the performance of individual schools.

Second, the product of the R&D teams will be in the public domain, to the extent that this is consistent with strong incentives for top performance and sustained interest.

Third, each team will receive up to \$30 million for its initial three-year effort. (Some may choose to invest more, given the business opportunities likely to result if their R&D work is successful.) Upon completion of their initial design work, teams must be ready to enter into agreements with States and communities to begin creating the new schools.

Note: For raising the \$180 million needed to support six we considered three options:

- o The Federal government could pay the entire \$180 million. (Rapid congressional approval would be essential.)
- o The private sector could contribute the entire \$180 million. (The President would have to help raise these funds.)

- o The Federal government and private sector could divide the bill.

We believe that the second option is preferable.

Fourth, the cost of operating a New American School -- exclusive of initial R&D, start-up costs, and Electronic Education Networks development -- must be about the same as the cost of running a conventional school.

Dimension Two -- Governors and State Legislatures.

Each Governor will be invited to lead the New American Schools effort in his State. **ACTION**

Each Governor will oversee the AMERICA 2000 Communities competition in his State. This competition will determine which communities are the first to open New American Schools in 1996. Each State will receive support for creating a number of new schools proportionate to its congressional delegation. Nationally, a total of 535+ New American Schools will open in September 1996, one in each congressional district. (Note: The "+" after 535 is a reminder that the District of Columbia and U.S territories will be included in the apportionment.)

Opening 535+ new schools by 1996 seems reasonable given that about 500 new schools were built in the U.S. in 1990 and about 600 the year before, virtually all of them replicas of traditional schools. With projected enrollments rising in the years to come, the number of new schools being built per year is likely to rise.

The AMERICA 2000 Communities competition will be used as a mechanism for selecting the first 535+ New American School sites for this reason: community commitment is vital to optimal student performance and thus to the success of each New American School. Communities earning the AMERICA 2000 Community designation will have shown their commitment to providing the best possible education for their children.

The criteria for becoming an AMERICA 2000 Community are described later in this document. Governors will have wide discretion in deciding which communities to designate first, although they will be urged to locate at least half of them in urban and rural areas with heavy concentrations of "at risk" children and other social problems.

Each of the first 535+ AMERICA 2000 Communities will receive a \$1 million Federal start-up grant to help defray the costs of planning and inaugurating its New American School. Those funds should be made available no later than 1994. Up to one-quarter of these start-up grants may be used to engage the services of R&D teams to assist in adapting, designing, and installing the New American Schools.

State legislatures will be asked to support the non-Federal costs of school construction and renovation. The Federal government will pay for two major pieces: establishment of the Electronic Education Networks to serve New American Schools (and other schools capable of tapping into them) and one-time start-up funds of \$1 million for each of the first 535+ schools (to help cover costs associated with staff training, software development, detailed planning, etc.). States and local communities will be expected to pay all other costs, including operating and accessing the Electronic Education Networks and other school-specific costs that are today paid by States and local communities.

ACTION

Dimension Three -- Congress.

To help create at least 535+ New American Schools by the end of the decade, Congress will be asked to commit substantial funding to this effort.

While R&D costs may be paid by the American business community -- and most school construction and operating costs by the States -- **Congress will be asked to provide \$1 million in one-time start-up support for each New American School. That comes to about \$550 million over four years, starting in fiscal year 1993.**

ACTION

In addition, Congress will be asked to fund on a one-time basis the establishment of Electronic Education Networks that will serve the New American Schools (and other schools with the capacity to tap into them). These Electronic Education Networks will take shape and begin to emerge during the R&D process. They are likely to include high quality instructional materials, state-of-the-art software, one or more "electronic libraries" to house those materials, transmission systems and satellites to deliver them, and other components. Federal funds are sought only for establishing (which includes designing and "stocking") these networks. Costs for operating them -- and for schools to tap into them -- will be met with State, local and private resources.

ACTION

The networks will encourage school-home linkages for learning and will open the door to major educational changes, adult learning, in-home learning, learning-on-demand, etc. Their development and construction is one of the most exciting dimensions of the New American Schools initiative. While this Nation may never have enough outstanding teachers for every classroom, the Electronic Education Networks could give all children (and adults) access to the best available instruction on any topic or skill imaginable, in lessons designed by America's greatest teachers, scientists, and other experts. Only the Federal government has the stature and resources to pull this off. Doing so would open a new chapter in American education; it would be a visible plank in the education presidency and would leave a major legacy to the country.

Note: Because Federal agencies other than the Department of Education have far more experience with electronic information systems, data bases, computer and satellite transmissions, and modern electronic network designs, refining this part of the education strategy invites the participation

of the Office of Management and Budget, the White House, the National Science Foundation, the Departments of Defense, Commerce, Energy, and others.

Dimension Four -- the Business Community.

The President will ask the leaders of American business to get deeply involved in the R&D competition themselves. Businesses not competing for R&D contracts will be asked to contribute the \$180 million needed to support these contracts. Time is short. Securing this \$180 million from business may be the only way to get R&D teams up and running by early 1992. **ACTION**

It would be an unprecedented commitment by American business; however, many corporate leaders (IBM, Xerox, Coca-Cola, and others) are already spending considerably more than their apportioned share of such a sum. Organizations such as the Business Round Table are pressing for dramatic changes in schools. Yet many CEOs justifiably believe that their efforts have had little impact on school or student performance. This unique opportunity to pool resources for the express purpose of designing New American Schools could enable their dollars to make a real difference. Accordingly, with the help of Deputy Secretary Kearns, it seems appropriate for the President to seek -- and to expect -- these funds.

Milwaukee
The President and the Governors will also urge business to play a major role in helping provide education reform leadership at the State and local levels. Businesses will be asked to help organize plans for their communities' participation in the AMERICA 2000 Communities competition. They will be encouraged to take part in the design of New American Schools in their areas. They will be urged to help devise Report Cards and to involve themselves in other accountability efforts. **ACTION**

Dimension Five -- Communities.

New American Schools will be located in AMERICA 2000 Communities (a reform strategy described in detail later in this document). Through that program, the President, the Governors, and other leaders will challenge parents, teachers, principals, students, businesses, churches, labor unions, volunteer organizations, media and community leaders -- everyone -- to roll up their sleeves and create the kind of community in which a New American School can succeed. **ACTION**

While it is up to the Governors to create a process for selecting their AMERICA 2000 Communities, it is expected that every such community will demonstrate its success in answering such questions as: What do you want for the children of this community? How can we involve all parents in this community with their children's education? How can we make necessary preschool and health services available to families? How can we help every

child -- and every adult -- to prepare for participation in the work and civic life of our community?

Each New American School community will receive from the Federal government a \$1 million grant to offset start-up costs for training, software, special equipment, etc.

Dimension Six -- Educators.

Teachers and principals, perhaps more than anyone, feel the constraints of traditional approaches to schooling. It is time to throw off these constraints and to begin writing job descriptions for the New American Educator. The New American Schools will need professionals who are ready to set aside past assumptions, take risks, and accept new roles.

The President and the Governors will encourage America's educators to seize this opportunity to become architects and builders of a New Generation of American Schools and of the AMERICA 2000 Communities that will be ready to create and support such schools. The President and Governors will urge educators to lead a discussion among their colleagues, parents, and others in their community -- a discussion that produces answers to this question: "What would it take to create a New American School here in our community?" **ACTION**

Dimension Seven -- Children and Families.

The challenge of creating New American Schools will not be met in schools, or by educators, alone. Learning is a volitional act. It requires the active participation of the learner.

American students must get serious about school work. They must study more, learn more, and meet higher standards. **The President will challenge students to become the best educated generation of Americans ever.** **ACTION**

Parents and others who raise children must encourage them to work harder at learning. They must want the best possible education for their children and must do whatever it takes to help children seize such an education. That includes being willing to venture into different schools. It means participating actively in their own child's education. And it means investing time and energy in the work of creating and operating a New American School.

The President will challenge parents to get involved in their children's education and in the work of the New American Schools. An address to American parents would be in order late in the autumn. There are so many things parents can be encouraged to do with and for their children. **ACTION**

A Final Note

If we can inspire Americans to move along all seven dimensions described here, if we can open 535+ New American Schools in September 1996, we will have launched one of the most exciting voyages in the American experience. Once Americans see these schools, they will want them for their children. Communities across the country will begin asking, "What do we have to do to get one?"

When that happens, communities and States will begin opening many more New American Schools. The New Generation of Schools will become a reality. And we will have begun a new chapter in our history.

*Better schools
Better students
Better hurry*

Staffed

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

John Schraeder
612-370-3381 (82)
Saturn School
612-290-8354

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

Good afternoon. Thank you very much for that warm welcome.
Our Secretary of Education, Lamar Alexander ((other Cabinet?));
Governor Perpich; distinguished Members of Congress; Mayor
((name)); community leaders, teachers, and my fellow students.
((possible computer joke.))

Lynne
K.

I've come here today, along with Secretary Alexander, to
discuss with you 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 to do it is called "America 2000."

With it, we challenge all the methods and means of the past.

Here in St. Paul, you are sailing the country into the future.
Oliver Wendell Holmes 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

1st Sheet
Titles

Respectfully
Quoted
p. 3

started changing the American school. They know that there have been enough studies and commissions and blue-ribbon panels. The time for talk is long gone.

It's time we got down to the business of 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; third, ensure that every American student leaving the 4th, 8th and 12th grades can demonstrate competetance in five core subjects; fourth, make our students first in the world in math and science; fifth, ensure that every American adult is literate and has the skills necessary to compete in the global economy; and sixth, 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

18-91
Education
speech

11

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 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 and build new schools -- not with bricks and mortar but with questions asked, and ideas proposed, and chances taken. We're looking at every possible way to make schools better.

That's why I've come here to Minnesota. Just down the river from this bluff, stands 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 soon transformed into a sprawling economy, built on rail lines and grain mills, the center of the agricultural empire called the Midwest. river trade

These days, Minnesota still is the land of opportunity for many: small business startups generate most jobs in the Twin Cities, from agriculture to medicine to transportation. med. + NW Air + sm. bus. ~~It's called the "Brainpower State,"~~ and Minnesota remains a pioneer, leading the nation in educational choice -- guaranteeing that every family in the state has the choice of which public school their children will attend. Minnesotans know that **education means opportunity**, and teachers and students from all over the country are modeling classrooms after the ones in Minnesota.

* Mention other schools,
could've come to many break the mold schools

* New legis. in state legis. today (but gov. urged to veto by T.U.) => keep in touch w/ D.S. office on this.

I just came from (?)

4

Earlier today, I went to just such a classroom. They call it 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?} fribbilating heart.))

Let me share with you the basic idea behind the Saturn School. Saturn is a city-wide magnet school, with ²²⁰ 300 middle-school students coming from all over the district. Each morning, they arrive at an 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?} alternative 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.

Saturn, Winter 90 flyer

Saturn Fact Sheet

Saturn flyer

Saturn flyer
 "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 the other, *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 realize that these kids and this school are amazing. It doesn't **look** like a regular school -- no old-fashioned desks, *but* just kids on the floor, playing with "mice" *the mouse? on the floor??* -- 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 broke the mold in American education, and it is truly a school of the 21st Century.

family decision, child's impetus
Kids want to be there -- they've chosen the school themselves. **Parents want to participate** -- 100 percent attendance at the PTA so far. **And the community wants it to succeed** -- the idea for it came from a variety of sources, *parents helped develop* launching it was the result of much hard work by Saturn staff, businessmen, and *others in the district* **teachers from other science magnet schools.** And keeping it going depends on business community support, with its technical and human resources.

We don't know what tomorrow holds for the Saturn School, because all new ideas involve risks. It may fail, but it may

also succeed. If it works, others will follow. **And Saturn will have begun a voyage in the American experience.** When that happens, communities all across this country will begin opening many more New American Schools. The New Generation of Schools have have been born. **And we will have begun a new chapter in our history.**

Respectfully Quoted

"Nothing ~~can~~ happen^s unless first a dream," it's been said. ✓

p. 92 The American dream is one of opportunity, freedom and leadership.

Now it's time for us to make that Dream come true for all Americans.

Again, thank you so much for having^{me/us} to your wonderful school ✓
today. I wish you the best in your work. God bless each and every one of you.

#

612 - 223 - 8935

On - stage

Gov. Arne - welcome / intro

Sec. Alex

Mayor -

Charles Burbach - Prin.

David Bennett - Super.

Durenberger :