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(Duggan/Simon)
April 14, 1992
Draft Six
Detroit

*David Doyle
GOP*

PRESIDENTIAL REMARKS: BUSH-QUAYLE DINNER
DEARBORN, MICHIGAN
TUESDAY, APRIL 14, 1992
7:45 p.m.

[Acknowledgments: Engler, ^{Max}Fisher, ^{Heinz}Prechter, ^{dinner chairman}et al.]

Thank you very much for that kind introduction.

((It's always a pleasure to visit the Detroit area. But I ^{was} ~~must say, it's getting to be a challenge to get~~ ^{tough thing} here. On our final approach, Air Force One had to take a higher altitude ~~and stay miles away from~~ ^{over} Tiger Stadium. Otherwise, the pilot told me, we were at risk of getting hit with one of Cecil Fielder's home runs.)) \\\

(And I can't visit this great American sports city without also saying how happy I am that the NHL season will continue -- and the division champion Red Wings will get to show their stuff in the Stanley Cup.)) \\\

Let me thank all of you who have contributed so generously to our re-election campaign. With help like yours, and the efforts of millions of people at the grass roots, our team is going to win four more years to lead this country. \\\

Since 1989, I've been working for reform -- and I've often had to buck a Congress that's resistant to change. With this election we can -- we must -- accelerate reform: Reforms to strengthen the bulwark of our nation's character -- the family. Reforms to preserve half a century's hard-won gains for world freedom and peace. Reforms to provide Americans with first-rate

jobs in the new world economy.

To prepare our nation to compete in the new century, I'm working to build our strength on five pillars of reform: Revolutionizing our schools. Making health care affordable for all. Stopping the frivolous court cases that drain our economy. Reforming major systems in our government -- especially on Capitol Hill. And opening markets the world over for American goods and services. Each one of you can make a difference on the serious issues that face our country. \\

Take education for example. Our America 2000 education strategy thrives on local initiatives. Polly Williams in Milwaukee and Patrick Rooney in Indianapolis have captured national attention for their new programs to give inner-city parents what wealthier families have right now: a real choice of schools for their children. And right here in Detroit, there's an exciting new effort in the inner city -- Cornerstone Schools. One of the leaders is Eddie Edwards, a Protestant pastor in the black community whom I have been pleased to recognize as one of my Daily Points of Light for our nation. A key partner with the Reverend Edwards in this project is Archbishop Maida [MY-da] of the Catholic church. They've won generous support from business leaders as they break down barriers and re-invent excellent schools for children who need them most. They didn't wait for bureaucrats to give them direction. They rejected business as usual. And I salute them for taking the lead in reform. \\

Meanwhile, grassroots Republicans in the Michigan

Legislature are working with Governor Engler on Michigan 2000 -- this state's plan to give parents more freedom and responsibility in their children's education. There's a powerful reform spirit in Michigan -- to ease the strictures of teacher tenure and certification; to establish solid core curricula and ~~to~~ measure results; and to give individual principals new incentives to innovate through charter schools and school empowerment. I can assure you, the Republican reformers in Michigan's legislature are light years ahead of the liberal Democratic leadership in the U.S. Congress. I can't wait to elect a new Congress that will work for true reform of our schools. And a centerpiece of my strategy for reform is choice for parents -- for public, private and religious schools. \\

Michigan is also a leader in making quality health care available and affordable to everyone. Michigan soon ~~will~~ ^{hopes to} become the first state in the nation to enroll its entire Medicaid caseload -- one million people -- in managed care. Managed care improves quality while cutting costs. And it's an important part of my national health care reform package.

We have the best quality health care in the world -- but too many people lack basic health insurance coverage. The Capitol Hill liberals' ideas on health care are expensive and coercive. Some Democratic leaders promote a plan called "Play or Pay." It's a mandated benefit scheme whose costs would be virtually unmanageable. Another favorite Democratic plan is to make the Federal government the monopoly provider of national health

insurance. If you think socialized medicine is a good idea, ask a Canadian for a second opinion. \\ Because central planners ration their health care, Canadians often must wait weeks or months for treatments readily available to Americans.

Like my agenda for revolutionizing our schools, my health care reform package emphasizes consumer choice. It promotes private-sector competition and innovation. Transferable credits and tax deductions would enable virtually every American to purchase basic health insurance. We would change the law to assure that no one is denied coverage for a pre-existing condition or because of a job change. In many cases, providing basic health insurance will help us drive down costs. Right now, for instance, poor people who lack insurance often go to emergency rooms for non-emergency treatment. With health insurance, these kinds of cases would be handled by in family doctors' offices more effectively and for less cost. New efficiencies such as this would enable us to reform our health care system without raising taxes. \\

Another institution ripe for reform is our legal system. We've become the most litigious society on earth. We have three times as many lawyers per capita as Great Britain, five times as many as France. ((I'm often asked: If an apple a day keeps the doctor away, what works for lawyers?)) Litigation costs, liability insurance costs, and other costs associated with litigation or the avoidance of litigation are estimated to run as high as \$300 billion a year. That is an indirect tax on every

business transaction in America -- and it siphons off more than 2.5 percent of our gross national product. That's five times as high as the ~~legal costs~~ ^{average} in other nations.

It's high time we spent more time helping each other and less time suing each other. \\ \\ That's why I've asked Congress to pass my Access to Justice Act -- a reform bill to encourage people to resolve problems out of court, and to crack down on frivolous lawsuits by making losers in certain cases pay more court costs. \\ It's time for action to stop the epidemic of lawsuits. \\

Now, if we are to reform education and health care and our legal system -- if we are to reduce red tape and regulation and get our horrendous federal deficit down -- we must reform the United States Congress. Our congressional system is not working. We've all seen symptoms: Gridlock on important legislation. Unconscionable delays on nominations. Failure to modernize our banking laws. Failure to pass fair and simple proposals to stimulate our economy.

Major reforms are in order. It's time for Congress to govern itself by the laws it imposes on others. No more special treatment. \\ It's time for sweeping reform of campaign financing -- time to eliminate the special interest PACs. \\ It's time for real spending reform -- time for the President to have what 43 governors have -- the line-item veto. And it's time to make Congress a citizen assembly, not a club for careerists: It's time to limit the terms of Congress. \\ \\ In my second and

final term as President, I want to lead America in adopting each of these historic reforms. \\

I'm also working to lead America to new success in the global economy. We're working to open markets to American products -- to create new jobs for American workers. If we succeed with the current round of world trade talks, world output could increase by \$5 trillion over the next decade -- and more than \$1 trillion of that boom will go to the United States. This applies no less to Detroit than to the rest of the nation. With the open markets and the level playing field that I'm fighting to achieve, I'm confident that American workers can out-perform, out-produce and out-compete anyone, anywhere. \\ ff Detroit will always be a special place for me. It was here 12 years ago that Ronald Reagan and I accepted the Republican nomination for President and Vice President. It was here that Ronald Reagan reminded us of Tom Paine's revolutionary words: "We have it in our power to begin the world over again."

Think how much we have accomplished since then. With God's help, and with hard work to support our convictions, we've helped change the world. We've helped the peoples of Eastern Europe and the old Soviet empire peacefully throw off the yoke of Communism. Today we are aiding their transition to free markets and helping them reduce their nuclear arsenals. We stood up against dictators and exporters of totalitarian revolution in Latin America -- and we've helped democracy take root in nearly every country of our hemisphere.

When a ruthless tyrant overran Kuwait and threatened to engulf the Middle East in its worst conflagration, we protected the people of Israel and Turkey and Saudi Arabia. We organized an unprecedented world coalition and liberated Kuwait from the aggressor. And we accomplished a breakthrough sought by every President from Truman to Reagan -- we brought Arab neighbors face to face with Israel for the first time at the peace table. \\\

We won the Cold War and stopped Saddam's aggression because, 12 years ago, we renewed our faith in our values and we strengthened our defenses. The United States is now the undisputed leader of the world. And we will keep ourselves strong. We will stay engaged in world politics, in world security, and in world markets.

We have a mission -- together -- to carry on the American Dream for new generations. With your help, and with grassroots action, we can win a mandate to lead this country for four more years. We can keep our country open to the contributions of immigrants, of trade, of ideas. We can work together -- and win -- with our plans to reform our schools, our health care system, our very system of government. We can assure that when we reach the new century, America still will be the strongest, bravest, freest nation on earth.

Thank you, and may God bless every one of you.

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Bot -

News from HHS re Michigan.

- State currently has 20% of Medicaid enrollees in coordinated care.
 - Poised to go statewide, reach 100%.
 - However other states trying to do this as well; hard to say who will be first.
- Things HHS (Medicaid bureau) thought safe to say
- M. hopes to be first.
 - M has taken the lead in moving towards enrolling all Medicaid in.
 - M will be one of the first.

Sorry this took so long.

Harry

Reagan Acceptance
Speech
1980

Detroit
7-17-80

THIRTY-SECOND REPUBLICAN NATIONAL CONVENTION

505

and thousands and thousands of miles. There are those who question the way we choose a President; who say that our process imposes difficult and exhausting burdens on those who seek the office. I have not found it so.

It is impossible to capture in words the splendor of this vast continent which God has granted as our portion of his creation. There are no words to express the extraordinary strength and character of this breed of people we call Americans.

Everywhere we have met thousands of Democrats, Independents and Republicans who come from all economic conditions, all walks of life, bound together in that community of shared values of family, work, neighborhood, peace and freedom. They are concerned, yes, but they are not frightened. They are disturbed, but not dismayed. They are the kind of men and women Tom Paine had in mind when he wrote — during the darkest days of the American Revolution — “We have it in our power to begin the world over again.”

Nearly 150 years after Tom Paine wrote those words, an American President told the generation of the Great Depression that it had a “rendezvous with destiny.” I believe this generation of Americans today also has a rendezvous with destiny.

Tonight, let us dedicate ourselves to renewing the American compact. I ask you not simply to “trust me,” but to trust your values — our values — and to hold me responsible for living up to them. I ask you to trust that American spirit which knows no ethnic, religious, social, political, regional or economic boundaries; the spirit that burned with zeal in the hearts of millions of immigrants from every corner of the earth who came here in search of freedom.

Some say that spirit no longer exists. But I have seen it — I have felt it — all across this land; in the big cities, the small towns and in rural America. It is still there, ready to blaze into life if you and I are willing to do what has to be done. We have to do the practical things, the down-to-earth things such as creating policies that will stimulate our economy, increase productivity and put America back to work.

The time is *now* to limit federal spending; to insist on a stable monetary reform and to free ourselves from imported oil.

The time is *now* to resolve that the basis of a firm and principled foreign policy is one that takes the world as it is and seeks to change it by leadership and example, not by harangue, harassment or wishful thinking.

The time is *now* to say that we shall seek new friendships and expand and improve others, but we shall not do so by breaking our word or casting aside old friends and allies.

And, the time is *now* to redeem promises once made to the American people by another candidate, in another time and another place.

He said, “. . . For three long years I have been going up and down this country preaching that government — federal, state and local — costs too

much. I shall not stop that preaching. As an immediate program of action, we must abolish useless offices. We must eliminate unnecessary functions of government . . .

“. . . we must consolidate subdivisions of government and, like the private citizen, give up luxuries which we can no longer afford.”

And then he said, “I propose to you, my friends, and through you that government of all kinds, big and little, be made solvent and that the example be set by the President of the United States and his Cabinet.”

Those were Franklin Delano Roosevelt's words as he accepted the nomination for President in 1932.

The time is *now*, my fellow Americans, to recapture our destiny, to take it into our own hands. To do this it will take many of us working together. I ask you tonight all over this land to volunteer your help in this cause so that we can carry our message throughout the land.

Isn't it time that we, the people, carried out those unkept promises? That we pledge to each other and to all America on this July day 48 years later that now we intend to do just that!

I have thought of something that is not a part of my speech, and I worry whether I should do it. Can we doubt that only a Divine Providence placed this land, this island of freedom, here as a refuge for all those people in the world who yearn to breathe free — Jews and Christians enduring persecution behind the Iron Curtain, the boat people of Southeast Asia, of Cuba and of Haiti, the victims of drought and famine in Africa, the Freedom Fighters in Afghanistan, and our own countrymen held in savage captivity.

I will confess that I have been a little afraid to suggest what I am going to suggest. I am more afraid not to.

Can we begin our crusade joined together in a moment of silent prayer.

(A moment of silence followed.)

God bless America.

(Throughout this speech, Governor Reagan was interrupted many times by applause and cheers and enthusiastic demonstrations.)

THE PERMANENT CHAIRMAN. — The next President of the United States asked me to quiet this place down. I always do what a President tells me to do.

Ladies and gentlemen, I now recognize Dr. Donald G. Lester, Executive Presbyter of the Detroit Presbytery, for the purpose of offering the benediction.

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Legal Times

February 17, 1992

SECTION: ANALYSIS; Pg. 26

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HEADLINE: Pick a Number, Any Number

BYLINE: BY MARC GALANTER; Marc Galanter is the Evjue-Bascom Professor of Law and director of the Institute for Legal Studies at the University of Wisconsin Law School. This article is based on Galanter's Feb. 1 talk on civil-justice issues before the National Conference of Bar Presidents. The full talk and accompanying documentation may be obtained from the Institute for Legal Studies, Madison, Wis. 53706.

HIGHLIGHT:

That's essentially what the vice president and other lawyer-bashers have done to make their 'case' against the American legal system. Here's a genealogy of the numbers they cite.

BODY:

Being ahead of the curve is her stock in trade, so it is not surprising that visionary Jeanne Dixon included in her predictions for 1992: "Anti-lawyer riots will shake the legal profession and force drastic changes in the way attorneys do business."

Why the apparent widespread sense that lawyers are due for a comeuppance? A jaundiced but resilient story promoted in many quarters is that lawyers have fostered the over-legalization of American life, encouraged an oppressive explosion of litigation, and complacently profited from the miseries of a civil-justice system that has, in the unoriginal words of President George Bush, "spun out of control."

Public discussion of our civil-justice system resounds with a litany of quarter-truths: America is the most litigious society in the course of all human history; Americans sue at the drop of a hat; the courts are brimming over with frivolous lawsuits; going to court is a first rather than a last resort; runaway juries make capricious awards to undeserving claimants; immense punitive damage awards are routine; litigation is undermining our ability to compete economically.

Each of these is false, but in a complicated way; so let's consider a few of the more specific assertions of those who propound this ill-founded view.

The first example, trivial in itself but revealing about the quality of the indictment of our civil-justice system, is the assertion that the United States is home to 70 percent of the world's lawyers. Dropped casually by Vice President Dan Quayle in his speech last August to the American Bar Association and parroted by President Bush, Cabinet members, and media experts, this is certainly an alarming figure. It suggests a monstrous deviation from the rest of the world and portrays lawyers as a kind of cancerous excrescence on American society.

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As someone who has studied lawyers comparatively, I wondered how this percentage was calculated. Inquiries led to no sign of anything that could be called a calculation. The 70-percent figure seems to be a retread of a claim that surfaced a decade ago, having no apparent terrestrial origin, that the United States had two-thirds of the world's lawyers. (See box, "Population Inflation," Page 28.)

Counting lawyers comparatively is a daunting undertaking, plagued by poor data and a bushel of apples-and-oranges problems. But however these are resolved, it is clear that the 70-percent figure is very far from the mark. An informed (and conservative) guess would be something less than half of that. American lawyers probably make up somewhere between 25 percent and 35 percent of all the world's lawyers, using that term to refer to all those in jobs that American lawyers do -- including judges, government attorneys, and in-house corporate counsel. (See chart, "How Many Lawyers?" Page 27.)

Is that too many? It is roughly the U.S. proportion of the world's gross national product and less than our percentage of the world's expenditure on scientific research and development. The United States is a highly legalized society that relies on law and courts to do many things that other industrial democracies do differently. And it is worth noting that one realm in which this country has remained the leading exporter is what we may call the technology of doing law -- constitutionalism, judicial enforcement of rights, organization of law firms, alternative dispute resolution, public-interest law. For all the admitted flaws, American legal institutions provide influential (and sometimes inspiring) models for the governance of business transactions, the processing of disputes, and the protection of citizens in much of the world.

What is striking about the 70-percent figure is not that the estimate is so overblown, but that those who make it have reason to know that it is a tall tale, -- and that neither the vice president nor anyone else who thinks it a relevant fact deems it important to have an informed rather than a wild guess.

Another funny number: Those who beat the anti-lawyer drum tell us, to take a statement made by the vice president to a group of business leaders last October, that "the legal system . . . now costs Americans an estimated \$ 300 billion a year."

Three hundred billion? Where does that come from? The vice president has it from the Council on Competitiveness (which he chairs) whose "Agenda for Civil Justice Reform," released Aug. 13, 1991, borrowed it from an article in Forbes, which in turn took it from liability guru Peter Huber, who, it is fair to say, made it up. (See box, "Bumbling on Billions," Page 28.)

From a single sentence spoken by a corporate executive Robert Malott in a 1986 round-table discussion of product liability, Huber, in his 1988 book Liability: The Legal Revolution and its Consequences, adopted an unsubstantiated estimate that the direct costs of the U.S. tort system are at least \$ 80 billion a year -- a number far higher than the estimates in careful and systematic studies of these costs. Huber then multiplied Malott's surmise by 3 1/2 and rounded it up to \$ 300 billion -- and called that the indirect cost of the tort system. The 3 1/2 multiplier came from a reference in a medical-journal editorial concerning the effects on doctors of increases in their malpractice insurance premiums. Huber's book contained no discussion of the applicability of this multiplier. It would appear that Huber, who has recently taken to

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lecturing on the dangers of "junk science," certainly knows whereof he speaks.

So the vice president's cost estimate is not the product of any investigation or analysis by the Competitive Council, or by Forbes, or by Huber, but is a product of casual speculation. In addition, the Competitiveness Council and the vice president are addressing the entire civil-justice system, not just torts, and have presented these borrowed figures as the cost of all litigation to the U.S. economy. They never indicate whether they have scaled down Huber's tort estimate to make room for the costs of the much more abundant non-tort litigation or whether they have concluded that non-tort litigation is costless. Indeed, the vice president compresses Huber's \$ 80 billion direct costs and \$ 300 billion of indirect costs for torts alone into a total cost of \$ 300, rather than \$ 380, billion for the whole civil-justice system -- but what's 80 billion among friends?

As with the 70-percent figure, there is an utterly cavalier treatment of facts, a use of sources that would shame any first-year law student, and no attempt whatever to make a serious assessment of what is going on in the world.

Take a third, and final, example. The Bush administration proposes to rescue the United States from a civil-justice crisis that imposes on us "a self-inflicted competitive disadvantage." Escalating product-liability litigation is blamed for discouraging innovation and undermining the competitiveness of American business. That product-liability litigation is increasing inexorably, driven by the greed of entrepreneurial lawyers, the wrongheadedness of activist judges, and the rising litigiousness of ordinary Americans, is a key tenet of this view.

But there is good reason to think that the world of product liability has been shrinking rather than expanding since the mid-1980s. If we put aside asbestos cases and look only at cases involving the tens of thousands of non-asbestos products, we see that filings in the federal courts, which are the heartland of product-liability litigation, have fallen substantially, from their high of 8,268 in 1985 to 5,236 in 1991 -- a decrease of some 36 percent. And there is no reason to believe that there has been an offsetting increase in product-liability claims in state courts.

Other research findings -- and I refer to real research, not to imaginative exercises with unsubstantiated numbers -- also suggest that the world of product liability is shrinking rather than growing:

* Since the mid-1980s, plaintiffs have been less successful at trial and defendants have secured favorable opinions from the courts in an increasing portion of cases.

* The number of punitive damage awards in non-asbestos product-liability cases has fallen sharply since the mid-1980s.

* A new report by the General Accounting Office finds that the number of claims per \$ 100,000 in product-liability premiums dropped from 32.9 in 1984 to 17.1 in 1988, a 48-percent decrease.

These studies depict a sustained contraction of product-liability exposure rather than the runaway expansion that alarms adherents of the jaundiced view of civil justice. This shrinkage calls into question the supposed mounting

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' litigiousness of the American people. It should induce skepticism about the asserted role of product-liability litigation in undermining the competitiveness of American business. So far, serious investigation has found little evidence of any significant effect on the U.S. balance of trade.

What do these outcroppings of the jaundiced view -- the 70-percent solution, the \$ 300 billion bubble, and the abominable product-liability monster -- have in common?

First, in each instance trends that are widespread in the industrialized world are treated as if they are peculiarly American, and moreover manifest a pathological flaw in American society. In recent decades, there has been a dramatic worldwide legalization of social life, including an increase in litigation and in the number of lawyers -- even in Japan, which is so often falsely portrayed as a land without litigation or lawyers. While the number of lawyers per capita remains far higher in the United States than in other countries, the rate of increase in the number elsewhere -- in Canada and England and Germany, for example -- has outstripped that in the United States.

Second, U.S. institutions of accountability and the lawyers that staff them are portrayed as burdensome afflictions. They are viewed as costs and, thus, as deadweight losses. This is bad bookkeeping on two counts.

* A significant portion of the wealth that flows through the courts is compensation delivered to creditors and wronged parties to which they are entitled under the going rules. This half (or more) of the supposed cost is a cost to defendants, but it is not a cost of the system or a cost to the country, for the wealth is not lost but only transferred to different hands. That we spend so much to effectuate these rightful transfers is a scandal -- but controlling the transaction costs should not be confounded with reducing the rights of claimants.

* Finally, our accounts should reflect not only the costs but the benefits of enforcing such transfers, which afford vindication, induce investment in safety, and deter undesirable behavior. For instance, the sums transferred by successful patent infringement litigation not only are not lost, but maintain the credibility of the patent system, which in turn creates powerful incentives for invention. To put forward estimates of gross costs -- even ones that are not make-believe -- as a guide to policy displays a significant indifference to the vital functions that the law performs.

Each of these examples also highlights a debased style of public debate in which assertions are made about complex states of affairs without any sense of accountability to some body of reliable information. It seems that in addressing the legal system, fibs and fables are acceptable. The response of the legal profession has been feeble. For too long, lawyers have acquiesced to a public discussion of legal policy that tolerates argument by anecdote and assertion without evidence. The profession has failed to build a knowledge base that would rescue public debate from bogus questions and fictional facts.

Resentment of lawyers is not a fiction. It is deeply rooted in society's fundamental ambivalence about law, and it is accentuated by the discomforts of the increasing legalization of society. Our system of civil justice is beset by many problems, particularly problems of securing justice cheaply and expeditiously for all Americans. But we should be mindful of its

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accomplishments as well. Increasingly, ordinary people can use this system to hold to account the managers and authorities of society. It is this "litigation crisis" that fuels the outrage of so many well-placed critics because it challenges the immunities enjoyed by those in charge.

The anti-lawyer riots predicted by Jeanne Dixon may already be occurring -- albeit in a more genteel and insidious form.

How Many Lawyers?

This table summarizes the number of lawyers in all those countries for which usable data could be found. (Countries omitted include much of Eastern Europe, Africa, the Middle East, Southeast Asia, and Latin America.)

Country	Number of Lawyers n1	Year n2
Algeria	800	1983
Argentina	50,000	1983
Australia	23,000	1985
Austria	2,300	1983, 1987
Bangladesh	12,000	1983, 1984
Belgium	21,104	1985
Brazil	85,716	1981
Canada	42,710	1981
Chile	12,300	1983
Costa Rica	1,959	1983
Denmark	3,000	1983
Egypt	30,000	1983
England and Wales	51,857	1985
Finland	9,157	1983
France	27,458	1983, 1990
Germany (East)	2,035	1990
Germany (West)	115,900	1985
Hong Kong	1,566	1983, 1989
India	236,187	1983
Ireland	2,500	1983
Israel	7,500	1983
Italy	46,501	1983, 1985
Japan	124,000	1987
Jordan	700	1983
Kenya	1,000	1991
Malaysia	2,600	1988
Nepal	1,000	1983
Netherlands	4,567	1983, 1986
New Zealand	4,445	1985
Nigeria	2,000	1983
Norway	4,412	1970
Pakistan	46,000	1982, 1983
Panama	900	1983
Scotland	6,350	1985
Singapore	990	1983
South Africa	5,700	1986
	(appellate only)	
Spain	32,540	1985
Sweden	2,064	1964
Switzerland	3,300	1983

$$1491 = \frac{117,000}{79} \quad \frac{52,000}{57} = 912$$

$$\frac{655,000}{250} = 2620$$

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* Turkey	20,198	1983, 1987
U.S.S.R.	153,500	1986, 1990
United States	655,191	1985
Uruguay	300	1983
Venezuela	23,200	1980, 1990
Total	1,910,507	
Percent of total in United States n3	34.3%	

n1 Wherever possible, estimates cover all persons who are considered lawyers in the United States, including prosecutors and other government lawyers, judges, private practitioners, law teachers, and corporate law officers.

n2 Data are for the year 1985, or a year as close as possible. Where more than one year is shown, the number of lawyers is an average of figures from all the years shown.

n3 The figures in this table have been selected for reliability. If the highest estimates available for each country were used instead, the U.S. share would be 31.09 percent; if the lowest estimates were used, the U.S. share would be 41.83 percent. In all cases, the U.S. percentage would be smaller if information for the countries omitted could be included.

Sources: Documents on file at the Institute for Legal Studies, University of Wisconsin-Madison.

GRAPHIC: Picture, no caption, FRED DeVITA

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I. THE EDUCATION IMPERATIVE

Since 1983, when the national Commission on Excellence in Education issued its report, A Nation at Risk, elementary and secondary education has been at the forefront of public debate in this country. Michigan, along with dozens of other states, has instituted many reforms intended to improve educational outcomes, including high school graduation requirements, certification testing for new teachers, and reduced class sizes in the early grades. The United States today spends more on education than any other public service, including defense. Yet, functional illiteracy in this country currently runs between 20 and 30 percent, compared to a high of 5 percent in most other industrialized nations. Each year 700,000 students drop out of high school and 700,000 more graduate without functional literacy.

The weaknesses of our K-12 education system are not limited to minorities and at-risk students; failures are evident throughout all of our society. Even if we look beyond those who drop out, we are presently educating only 15 to 20 percent of our students to an intellectual level capable of functioning well in the modern world. Nationally, assessments have revealed that only 20 percent of high school seniors could write an adequate letter. Only 12 percent of high school seniors could take a group of six fractions and put them in order of size. Even more alarming, only 5 percent of high school graduates today enter college ready to begin college level mathematics and science courses or read technical material.

At every level of education, American children rank near the bottom in their knowledge of mathematics and science when compared to peers in other advanced nations. For example, compared to students in fifteen other nations, U.S. high

school seniors scored among the bottom quarter on algebra and calculus achievement tests. Our seniors ranked last among fourteen nations in science achievement.

Outcomes for our students in Michigan have been similarly disappointing. In our Michigan Educational Assessment Program (MEAP) of last year, over 70 percent of our tenth graders failed the reading section; over 60 percent failed the science section; and over 30 percent failed the mathematics section. Further, in the first state-by-state report of the National Assessment of Educational Progress (NAEP), Michigan eighth graders were found to be performing no better than average as compared with other eighth graders nationally in mathematics. With mathematics achievement among U.S. students measurably below the achievement levels of most other participating nations, our average performance is particularly troublesome.

These dismal results are cause for concern as we attempt to move from the industrial age to the age of knowledge and information and dramatically increasing international competition. We have always known that participation in a democracy requires an educated electorate, a citizenry capable of effectively discharging its responsibilities of self-government. Now more than ever before, our prosperity as a state and a nation depends on the skills, insights and creativity of our citizens and our workforce in meeting the responsibilities of citizenship and the demands of our global economy.

The emergence of the new global economy has elevated education, or investment in human capital, to a position of unprecedented importance.

Education has now become the most important means of adding value to and fostering economic growth in our society. As the economist Robert Reich has noted, capital now flows freely across international borders, seeking the highest rate of return. Michigan capital, for example, is no longer rooted in Michigan. In the new global economy, all that remains rooted within our state borders is our people.

Within this context, we see emerging the new logic of the global economy: the skills and insights of a nation's or state's workforce and its ability to bring those skills to the world market through communication and transportation links are now the primary source of value and economic growth. From now on, educated brainpower, along with communication and transportation links to the world, will determine our standard of living. Customers worldwide are willing to pay a premium for customized goods and services -- that is, for knowledge - intensive goods and services not easily duplicated by low-cost competitors. At the same time, however, international competition continues to drive down profits on anything that can be produced in volume almost anywhere in the world. So to succeed in the modern global economy, it is imperative that we educate our work force to compete successfully in the world market of knowledge-based goods and services.

We do not want to become a state that, for lack of a skilled workforce, is reduced to bargaining for routine jobs that will inevitably drift to a lower-cost state or third world nation or be automated out of existence. Such a low-skills state is doomed to chronic high unemployment and spiraling welfare and corrections costs. Rather, we must educate a high-skills work force capable of solving problems for modern businesses and thereby attracting capital investment from around the world.

II. THE AMERICA 2000 EDUCATION GOALS

In January 1990, President Bush outlined six national education goals for the year 2000. Within weeks, the National Governors' Association ratified the goals and accepted the challenge of joining the President in a commitment to the careful monitoring and reporting of states' progress toward these goals. The goals are clear and concrete. By the year 2000:

1. All children in America will start school ready to learn.
2. The high school graduation rate will increase to at least 90 percent.
3. American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
4. U.S. students will be first in the world in science and mathematics achievement.
5. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
6. Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

These goals are intended to catalyze change in our educational system, not be placed on a pedestal and admired. And they apply to everyone, from preschoolers and their families to lifelong learners, and not just to selected groups of our best-achieving students. The agenda I place before you calls for fundamental change in our public schools. It touches on all facets of education, including curriculum, the school calendar, readiness, school governance, teacher preparation, educational

technology, and school finance, to name a few. The agenda is ambitious and multi-faceted but its purpose is simple: To greatly enhance teaching and learning in Michigan and to achieve the national goals. I want Michigan to be first in America in education. We have been in the past and we can be again.

III. THE MICHIGAN 2000 EDUCATION STRATEGY

The central aim of our educational enterprise in Michigan is teaching and learning. The building blocks of that goal are first a core curriculum -- the content of academic course work that teachers and students seek to master together. This core curriculum must consist of expected academic outcomes for all our pupils in Michigan. They must be rigorous, focusing on basic and higher-order problem solving skills. And student progress in attaining them must be measurable.

We must not be reluctant to make our schools stretch to reach higher standards. To do this, we must do more than mandate reductions in class size, test teachers for competency in basic skills and subject area specialties, and provide more money for schools. The old tools of educational improvement--standards, money, and mandates -- are insufficiently focused to penetrate and improve our complex education delivery system.

The following basic principles are required for improved quality in public education:

- specific academic objectives that everyone can understand
- discretion and flexibility for school administrators and teachers in carrying out those objectives
- teamwork
- continuous efforts to improve the quality of our public schools
- training and development for our teachers and administrators
- an informed and caring public

Education and business leaders, including the Michigan Business Roundtable, have specified several criteria for developing reform proposals:

1. Focus on what children must learn.

This requires agreement on clearly stated, understandable academic outcomes desired for all our children. Only then can we evaluate schools and hold them accountable. We must focus on "authentic achievement", which reflects disciplined inquiry, deep understanding and higher-order reasoning. We need a "thinking curriculum," not rote memorization. This focus on "authentic achievement" requires strengthening the core curriculum, aligning assessment of educational progress with the curriculum, assessing progress regularly and providing useful feedback to students, teachers, parents and administrators. To accomplish this we must meet two challenges: first, we must ensure that children of all social backgrounds graduate from school with the skills required to add value to the economy and participate fully in democratic society; second, we must ensure that no child be condemned to permanent marginal status in society because of socioeconomic circumstances and inadequate schooling.

2. Allow autonomy in implementation

The state should provide local schools with model outcomes and expectations, but the way in which the curriculum is taught and outcomes achieved should be left to the classroom teacher. Since the state is ultimately responsible for public elementary and secondary education, the state is obliged to establish educational standards. However, it should also allow flexibility for local educators to attain them. The pedagogy used to teach academic subject matter may vary greatly among children, but the variance must be with the pedagogy, not with the rigor or content of the curriculum.

We cannot move toward higher standards, better assessments and greater accountability in our schools without giving our teachers and principals more leverage, more authority, and more flexibility to run our schools. Accordingly, I will support legislation to provide:

- a) waivers from state regulations for schools wishing to experiment with innovative instructional methods or administrative arrangements;
- b) grants for restructuring educational programs and school calendars;
- c) new options and resources for professional development;
- d) repeal of outmoded regulations.

In essence, I am calling for our schools to become educational enterprise zones to allow our education professionals to pursue creative strategies to improve academic outcomes in our schools.

3. Reduce inequality

Our public school system is plagued with substantial variation in the quality and appropriateness of educational programs. There are several reasons for this, including disparities in resources, differences in levels of community support, and the damaging effects of poverty on children's readiness and ability to learn.

As we raise standards and expectations for all, we must provide the resources needed by our poorer districts. My proposals regarding school finance, educational technology, and support services for young children address this objective.

IV. MAJOR RECOMMENDATIONS DIRECTED AT ALL OUR SCHOOL CHILDREN

A. Core Curriculum

The core curriculum is the centerpiece of education improvement. It should set out desired educational outcomes for all children at each stage of schooling. P.A. 25, our school improvement law passed by the legislature a year ago with bipartisan support, charges our State Board of Education with promulgating a model core curriculum. Emphasis on curriculum is clearly supported by research. We know that students who take more academic courses learn more academic content, and that holding all students to high academic expectations reduces inequality in educational achievement. In light of this, every one of our local school districts should adopt a core curriculum with the following characteristics:

1. It should require specific measurable outcomes (e.g., not "3 years of math").
Graduation requirements are not enough.
2. It should focus on academic achievement. Michigan has developed essential learning objectives for math, reading, and science which are tested at the 4th, 7th, and 10th grades through MEAP. We must build on these efforts to fashion a curriculum emphasizing higher-order, problem solving skills, rather than a factual curriculum emphasizing rote memorization by passive students.
3. It should emphasize the direct link between the curriculum and the demands of the modern workplace.

4. It should allow local autonomy and flexibility in teaching the core content and supplementing the core.

5. It should provide equality of educational opportunity for all children.

Extra attention must be given to low-performing students; standards should not be lowered for those children; "remedial" classes should be avoided. Instead, these students should be given extra instruction time or tutoring. Children who have had academic difficulty in the past have the most to gain from a clearly-focused set of academic standards. They have been short-changed by low expectations and by lack of access to educational opportunities. Toward this end, intermediate school districts and the State Department of Education must be prepared to give aggressive technical assistance to local schools.

6. It should retain some flexibility. The core curriculum will necessarily change over time, as demands of the workplace change. Establishing a rich core curriculum for all our students does not mean that everyone will move through it in lockstep. Some learn faster than others, and individuals learn in different ways. Some will go far beyond the core while others will need extra time and help to master the core. But universal mastery of a core of knowledge and skills is essential to equalize our opportunities for happiness and prosperity and to sustain and improve Michigan's civic, economic, and cultural life.

B. Assessment

A necessary reinforcement for more stringent education standards is an assessment program that is aligned with the core curriculum. Once our schools have adopted a sound core curriculum, "teaching to the test" is desirable.

Michigan's current assessment program is one of the very best in the nation, and we will build upon it. This fall, the State Board of Education will introduce a new mathematics assessment that will test higher order, problem solving skills. We should further broaden assessment to include alternative ways to evaluate authentic achievement: written work, projects, portfolios. Such alternative means of assessment pose logistical and evaluation challenges, but as our curriculum evolves so too must assessment.

Assessment aligned with curriculum would provide vital feedback to students, teachers, parents, administrators, and employers. We must have accountability based on outcomes. We must not put the image of schools above the welfare of students. Employers can be of great assistance in this regard. If employers seriously consider outcome assessments, the assessment process will be accorded the importance it deserves. Employers should then use it to make hiring decisions, establish starting salaries, and make job assignments.

Currently, few employers ask about performance in school beyond high school graduation. Employers' willingness to base decisions on a trustworthy assessment of students' abilities would send a clear signal to students that mastery of academic skills does matter. Colleges and universities might also rely on these assessments.

C. Initiatives for Young Children

Extra support is needed for youngsters most at risk of school failure. Toward this end, I am recommending several initiatives.

1. extended day kindergarten for at-risk kids
2. tutoring services for K-2 pupils performing below grade level.

3. initiatives for children living in poverty

- a. family education
- b. social, health and human service resources placed in public schools (e.g., health care, counseling, nutrition education, drug abuse treatment, etc.)

Meaningful school reform cannot take root without the active support of parents. As sociologist James Coleman has observed, "public schools have become increasingly distant from the families of the children they serve, increasingly impersonal agents of a larger society. Schools have lost their capacity to support and sustain the family in its task of raising children." To restore our schools, we must abandon the assumption that the school is solely an agent of the state and assume, instead, that the school is an extension of the family and the local community. As former Secretary of Education Bill Bennett put it, "Not every teacher is a parent, but every parent is a teacher." Education must begin in the home, with parents taking time to prepare their children for kindergarten, reading to them, listening to them, answering their questions, making sure they do their homework, rationing TV, and getting involved at school. One promising initiative that I support is agreements between parents and teachers, where teachers pledge daily instruction in core academic subjects and parents promise nightly assistance with homework.

Beyond this, however, we must recognize that family education is a way of strengthening families and improving their capacity to support their children's growth and academic achievement. In order to forge closer ties between low-income families and their school, I am calling for the creation of pilot family

education programs in selected school districts now offering early childhood education programs.

Later this month, I will appoint a Family Education Task Force to review successful family education programs currently underway across the nation and make specific recommendations for Michigan. While many models of effective family education programs may be envisioned, I will direct the Task Force to focus on programs that work with parents to enhance children's cognitive development and school achievement. Further, priority should be given initially to programs that target low-income families with children between 3 and 8 years of age and are linked with the public schools.

The model ultimately adopted in Michigan will have to embody curricula that is responsive to differences among families. In order to succeed, family education programs will have to adapt curriculum and methods to family needs by providing bilingual staff and materials for non-English speaking families, addressing cultural values that relate to parent involvement in schools, and providing immediate support in the event of crisis and change in the family's home situation. Work has been done at the national level to describe and analyze strategies that promising family education programs use to recruit disadvantaged families, sustain parent involvement and staff programs. Significantly, research shows that program retention is higher in sites where school staff encourage participation in family education programs.

For example, one promising model, the Kenan Trust Family Literacy Project, is a full-day program for parents and their preschool children. The model includes

four activities: preschool for children, adult basic education, play time for parents and children together and discussion time for parents only. Parents and children attend the program together three days a week for a full school day. For three hours in the morning, the children attend a cognitively oriented preschool program based on the High/Scope model (first implemented with great success in the Perry Preschool Project in Ypsilanti), while their parents receive instruction in adult basic education and literacy. For at least 45 minutes a day, parents and children play together, with the adult education and early childhood teachers present to help with interaction and learning. While the children nap, parents discuss key issues, including parenting, child development, home activities, and personal care and growth.

Additional issues that need to be addressed by the Task Force include the funding of program operations and evaluations, training for professional and paraprofessional staff, integrating family education programs into the existing K-12 curriculum in schools, and adapting to changing demographic trends. Instituting effective family education programs in Michigan will require effort, creativity, and sensitivity, but if skillfully designed and implemented, they will become an invaluable part of our public educational system.

V. PROGRAMS TO SUPPORT SCHOOL IMPROVEMENT

A. Site-Based Decision-Making

As Governor, I have recommended increased resources for schools. Along with these increased resources, we should provide new flexibility for school principals and teachers to allocate resources, deploy staff, and arrange the school schedule. Only then can we hold schools accountable for their performance.

B. Preparation and Development of Professional Staff

Site-based decision-making gives school administrators and teachers more authority, and will demand more and different work and skills. These new demands must be supported with adequate training and staff development.

Teacher education programs must improve their intellectual rigor and hold prospective teachers to higher standards, particularly with respect to subject matter. Too often, our current teachers, especially elementary school teachers, know far too little of their subject areas to teach with enthusiasm and rigor. This is particularly true in math and science. P.A. 267 of 1986, which requires competency in basic skills and subject-areas testing for prospective teachers, is a good start. In addition, I urge veteran teachers to take the same subject area tests and seek in-service as necessary.

Further, I support alternative certification to permit professionals with nonteaching backgrounds to become teachers in our schools. If carefully designed so as to adequately prepare new teachers for their teaching responsibilities, such programs can diversify and strengthen our teacher talent pool. One particularly promising and innovative program has been established at the University of

Michigan. During the past year, a former accountant, a computer software salesperson, a retired naval captain, a bank executive, a lawyer, and a biology researcher have left their offices and regular paychecks behind to return to the college classroom. They have entered the University of Michigan's "MAC Program," designed to give highly qualified college graduates and career changers the opportunity to earn a teaching certificate and a master's degree in education in one year.

The program is organized very differently from traditional teacher education programs. To be admitted, a candidate must hold an undergraduate degree with an academic major and minor in subject matter fields. Teams of about 15 students take their education courses together. The university professors, in collaboration with host teachers in the public schools, work together to plan courses around central themes so that issues are examined from historical, philosophical, psychological, and practical perspectives. The goal is to prepare teachers who not only know their subject matter and how to teach, but also are reflective, critical thinkers.

While we have relaxed our cumbersome teacher certification requirements to some degree for prospective high school teachers, we must take bolder steps to streamline procedures for our elementary schools. Specifically, I call on our schools of education, in concert with our State Board of Education, to develop rigorous elementary preparation programs which would place aspiring teachers who already possess bachelors' degrees from accredited colleges or universities in the classroom as fully certified, paid teachers in no more than one calendar year from matriculation. These programs should also place prospective teachers in the

classroom under the supervision of an experienced teacher as soon as possible following matriculation. Another desirable component of any certification program for elementary school teachers, whether designed for mid-career professionals or young aspiring teachers, is an emphasis on mathematics and science. In keeping with our national goals, let's make our elementary teacher preparation programs renowned for academic excellence in these subjects so crucial for our success in our increasingly technological society.

Further, I call for the elimination of the student teaching requirement for experienced nonteaching professionals who want to teach in our public schools. Student teaching is an unpaid activity that discourages many talented professionals from undertaking an otherwise desired career change. Let their first year in the classroom be carefully observed and evaluated. This would more than adequately substitute for our current six credit-hour student teaching requirement without discouraging seasoned professionals who want to give something back to their public schools.

In addition, I recommend passage of legislation or rules to allow "job swaps" between school and businesses. Let's provide the option, for example, for a teacher or school administrator to work in business or industry for a semester or a year while at the same time allowing a corporate financial officer, manager, scientist, or other professional to work at the school as a teacher, administrator or both. Such an exchange would provide an enriching professional experience for both participants and would foster much-needed mutual understanding and cooperation between schools and the business community.

We must also strengthen our in-service, professional development programs for teachers and administrators. A major focus of new staff development initiatives should be curriculum and assessment, with particular emphasis on the teaching and testing of higher order thinking and problem solving in the classroom. To support significant curriculum improvement, the state must provide the resources and structure required to provide all our teachers with the content knowledge and teaching skills required by the new curriculum.

Toward this end, I will recommend for fiscal year 1992-93 increased state aid for professional development of teachers and administrators. The bulk of these funds would be allocated to schools on a per-pupil basis and would be used to purchase training services deemed most important for improving teaching and learning by the teachers and principal in each school. These services could be purchased from an intermediate school district, a university, or any other public or private provider, at the discretion of the school staff. Further, these programs should be scheduled within the context of an extended school day or school year so as to enhance and not detract from instructional time.

C. School-Based Bonuses and Teacher Recruitment

In order to improve our education system dramatically, we must retain and recruit our best and brightest for teaching. This requires a two-part strategy.

1. School-based bonuses. Bonus payments for organizational performance are not new. We now know that such payments are effective in improving employee motivation and support of organizational goals. In the private sector, these initiatives have sometimes taken the form of employee ownership, profit-

sharing or bonuses. Our schools are not profit-making enterprises, but they are in the student achievement business and could adopt a "customized" profit-sharing plan.

Specifically, I propose a system of biannual bonuses to staffs in schools that produce improvements in student achievement. Since our education goals include having all of our students master basic and complex skills in reading, language arts, history, geography, math, and science, our system must insure that achievement gains are made by all students. Indeed, gains by the lowest achieving students could be rewarded more than gains by students in the top half, or improvements by limited-English- proficient students could be especially highly rewarded.

We have made a start in this direction with our district-based MEAP improvement incentive. But to truly be effective, the bonuses must be school-based. In that way, the school staff becomes a team working together to increase student learning.

Certainly, this school-based incentive program will have to be carefully designed, and could include factors such as student graduation rates and student and teacher attendance. But it must emphasize student achievement. By focusing on achievement gains in the school, and attaching extra importance to improvements by low-achieving children, we avoid several problems associated with individual-based merit pay, including divisiveness among teachers within schools and competition among teachers for the best-prepared students.

2. Teacher Recruitment. In order to attract the best and brightest to teach in our schools, I will propose a merit-based teaching scholarship program. Much as

the military awards tuition and fees to Reserve Officers Training Corps (ROTC) members in their undergraduate years, in exchange for four years of active service upon college graduation, these up-front awards would be provided to outstanding teacher candidates to cover the full cost of tuition at any public university in Michigan or to help defray the higher costs of private or out-of-state colleges and universities. In return for these awards, recipients would be required to teach in the Michigan public schools for a minimum of four years.

Unlike loan forgiveness programs, in which the risk is assumed by the prospective teacher, my proposal would provide an up-front incentive for our talented aspiring professionals to become our teachers. We could provide such fellowships for 100 prospective new teachers each year and generally make them available only to the top 25 percent of eligible students, with special consideration for racial and cultural diversity in our teacher corps and for candidates in subject areas often beset with teacher shortages, such as math, science, and foreign languages. Award recipients who subsequently decide not to become teachers would be required to repay the state on a "cost plus" basis. Such a program would be highly effective in attracting more of our best and brightest to teach in our schools.

As a further strategy to train and build our teacher corps of the future, I urge local school districts to institute Mentor Programs. When a district has a job opening, instead of filling it with one experienced teacher at perhaps \$45,000 with fringe benefits from a diminishing supply of veterans, hire three teacher interns who are simultaneously enrolled in a preparation program in a nearby university,

to co-teach the open classroom slot. Using this same \$45,000, the school district gets three new staff trainees; the trainees get jobs, stipends, and a year's professional training free. The training could include the following:

- Mentoring. A full-time mentor works with a group of up to twelve interns and helps them navigate their first year in the classroom.
- Certification. Interns receive graduate coursework sufficient to prepare them for state certification, the equivalent of student teaching, and twelve to eighteen credits in education and their subject field taken at the sponsoring university.
- Accumulated benefits. At the end of the first year, these new teaching professionals have a year's teaching experience, a teaching certificate, and a master's degree from the sponsoring university, all at no cost to the trainee. In fact, they have received a tax-free stipend, plus the equivalent of a \$10,000 master's and certification program.

D. New Roles for the Michigan Department of Education and Our Universities

Our Michigan School Improvement Act, P.A. 25 of 1990, imposes new responsibilities on our public schools regarding curriculum development, assessment, school accreditation, and the preparation of annual education reports. To assist our schools in meeting these responsibilities, I have recommended new resources for the Department of Education. These resources are recommended for a new "School Quality Service" unit which will provide technical assistance, support, and training for local districts and create opportunities for teachers and

administrators to learn how to implement a new and more demanding curriculum.

I have also recommended \$1,000,000 in new state support in the coming fiscal year for the Michigan Partnership for New Education, a Michigan non-profit corporation founded by businessman Alfred Taubman and Judy Lanier, Dean of the College of Education at Michigan State. The Partnership is a collaboration of business, education and government formed to bring up-to-date research on teaching and learning to bear on the preparation of our future teachers, the ongoing professional development of our current teacher corps, and to assist schools in the institution of a rigorous core curriculum. In keeping with a pledge made by my predecessor, Governor Blanchard, I will work to make the state a full partner in this worthy endeavor.

The demands on our public school teachers have never been greater. As we enter the information age, teaching and learning must adjust to the requirements of the new workplace. Far too many of our schools are designed for a factory model of employment, where workers follow directions and perform fixed, repetitive tasks. But the new economy consists of jobs that require teamwork and the ability to work on complex problems. Further, because work itself will change more rapidly in the future than it ever has in the past, our students must learn how to learn and be able to adapt throughout their careers.

Our students need a stronger grasp of basic academic subjects. Our assessment results demonstrate clearly that while most of our students do acquire basic academic skills, they fail to acquire a deep understanding of academic subjects and the ability to reason and analyze ideas. Better teaching is also needed to prepare our

children to understand and participate in a new and changing world order. As Europe moves toward a common market, the Iron Curtain comes down, and we shift to a global economy, our citizens need more knowledge than ever before to participate in democratic society and understand other cultures and languages. These changes place demands on teachers to produce students who are more culturally, politically, and socially aware than ever before.

Finally, the task of our teachers is made more challenging by the demographic changes in our student body. Our teachers are encountering more and more of the very students whom they have traditionally found the most difficult to teach: students whose families are poor, whose language is not English, whose race or cultural backgrounds differ from their own. Our public schools have always taught diverse groups of students, but have never been able to teach them equally well, in part because teachers often come from small, homogeneous, white communities and have little experience with students who differ from themselves. But we simply cannot afford the enormous social cost of losing large segments of our youth to joblessness, hopelessness, drugs and crime. To fill the new jobs that will be created during the 1990's, employers will look to the most rapidly growing segment of American society, the minority population. If our minority students do not have the skills to fill positions in virtually every sector of our economy, Michigan and American business will face a severe manpower shortage. Studies of changes in the organization of work suggest that technological progress and the new global economy will require more and more highly skilled and intellectually capable employees and fewer unskilled and semiskilled workers.

For all these reasons, we must prepare our current and new teachers to learn more demanding and more complex ways of teaching. The Michigan Partnership for New Education will assist in this effort by creating "professional development schools" in which current research on teaching and learning will be applied to teacher preparation. The Partnership's Education Extension Service will then help spread these training innovations to other Michigan public schools. Further, I invite applications for "research and development" contracts with other public universities in Michigan to establish "teaching schools" akin to "teaching hospitals" in which our aspiring teachers would complete a "residency" under the guidance of master teachers. These will be innovative schools that will be more than a laboratory school for university research, a "demonstration school," or an instructional clinic for students and novice teachers. Rather, these schools would be all of these together: a school for the development of novice teachers, for the continuous development of experienced professionals, and for research and development of the teaching profession.

E. Revitalizing the Teacher Tenure Process

Our Teacher Tenure Act is broken and needs fixing.

In 1937, when the Act first became law, teachers in public schools needed protection against an arbitrary or malicious employer. Today, however, our teachers are safeguarded by their collective bargaining contracts and by a host of employment protection and anti-discrimination laws. School districts no longer can fire women teachers who marry, remove teachers in order to make jobs

available to board members' relatives, discharge teachers for political reasons, or discipline teachers without a hearing.

Further, administration of the Act has become incredibly time-consuming and expensive. School districts often spend \$30,000 or more in legal fees to conduct a typical tenure hearing. If the case is appealed to the State Tenure Commission, the school district's costs may double since the Commission basically starts over, disregarding evidence presented at the local hearing. In addition, the State of Michigan spends over \$400,000 annually to pay the expenses of commissioners, attorneys, and other staff. Further, cases that are appealed from the Commission to the Courts require even greater expenditures - sometimes as much as \$80,000. And they are time-consuming. One case (Marts v. Plymouth Community School District, No 84849) took an incredible 15 years to resolve.

Certainly, some legal costs are necessary to protect teachers' rights in disciplinary hearings. But a system that bogs down in repetitious appeals is wasting valuable dollars that could be used to hire additional teachers so badly needed in our crowded classrooms. In addition, the Teacher Tenure Act has proven a hindrance in devising innovative educational programs that require cooperation among school districts. As a result of judicial rulings and decisions of the State Tenure Commission, teachers can acquire simultaneous tenured status in all of the districts participating in a consortium. Consequently, rather than devising innovative, collaborative instructional programs for our children, our public schools are avoiding such situations that could provide tenure to teachers who may not be deserving.

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For these reasons, I call on the legislature to enact two reforms. First, in fairness to teachers and students alike, the granting of tenure must be made more meaningful. We should double the length of the probationary period from two years to four. Our current two-year period is insufficient to adequately evaluate a new teacher's performance before tenure is granted. Each tenure candidate should have the opportunity to select a mentor, a tenured teacher who will advise and rigorously evaluate the candidate each of the first three years, noting strengths and weaknesses and offering advice for improvement. At the end of the fourth year, a committee of teachers and the school principal would make its recommendation to the local board of education on the basis of an extensive record. If the candidate has performed to the standards of the profession, tenure is granted. If not, the tenure is denied and the candidate is given one additional year.

Second, we must streamline the process of tenure appeals. The Tenure Commission's review should be limited to a determination of whether all the required due process procedures were followed and whether substantial, reliable evidence existed to support the school board's decision to discipline or dismiss the teacher. De Novo hearings by the Commission should be terminated.

In the past, tenure has been granted much too easily, thereby effectively barring many young, well-trained and talented candidates from entering the profession. Let's raise our standards and enhance the quality and status of the teaching profession.

F. School Accreditation

Public Act 25 requires that schools be accredited, and the Department of Education is assigned responsibility for developing and implementing the accreditation process. However, this process will serve our goal of educational improvement only if it is based on academic outcomes and not on outmoded indicators of school inputs such as books in the library or pupil-staff ratios. In addition to outcomes based upon the core curriculum, accreditation standards should include measures of attendance, drop-outs, retention in grade, suspensions and other disciplinary actions.

G. School and Business Partnerships

One reason why students do not work harder in school is that employers do not sufficiently reward extra effort and achievement. Grades, challenging courses of study, performance on achievement tests and teacher recommendations should influence employers' decisions about hiring, job assignments, or compensation for high school graduates.

We need a system for moving young people smoothly from school into the workplace. Without such a system, we are on the way to becoming a low-skill, low-wage state. College graduates now earn 100 percent more than high school graduates--the widest gap ever (and much wider than any other industrialized country) --largely because young people with basic academic skills are stuck in low-wage jobs. We in Michigan have a better chance than most other states to make the transition to a high-skill, high-wage workforce. Our talent base, our history of investment in education, and our resources are all in our favor. Our successful

transition, however, requires more than reforming and restructuring our schools. Our business community must become an active participant in the training and preparation of our workforce.

One promising example of such business involvement is the Detroit Compact, begun in 1989 as a cooperative effort involving business, the Detroit public schools, state government and the Detroit community. The Compact rests upon an agreement that if a student meets predetermined standards of academic achievement and attendance, then that student is assured a job or scholarship upon graduation. Twelve schools participated last year, nine more are expected to join this year and I recommend continued state support of these initiatives.

We must complement the compact with new and different school/business partnerships across the state. Toward this end, I have recommended as a part of my state school aid proposal for the coming fiscal year the formation of collaborative business/education partnerships. Specifically, I support authorization of state school aid for employers who provide job-skills training for vocational and adult education in our public schools. The employer and the district must form a partnership to provide students with predetermined, rigorous, and measurable academic and job skills. In return for state financial support of its job skills training program, the business partner must guarantee a predetermined number of job offers to successful graduates. In this way, our students can benefit from state-of-the-art vocational training and our business community will forge vital links with our public schools.

H. Technology for Education

As our schools prepare to offer a core curriculum as required by Public Act 25, they will need to rely on existing and emerging telecommunications technology. Without sharing instructional programs through "distance learning," it will be impossible for each of our more than 3,200 public schools to provide a comprehensive educational program.

It has been only six years since the first television teaching networks were established in the United States, and already tens of thousands of students in virtually every state are participating in televised classes. The technology of distance learning can be used in a variety of ways. For example, a combination of cable TV and fiber optics can link schools within a district. Our school can also tap into commercial ventures in televised teaching, where signals are beamed from a studio off a satellite and into classrooms nationwide.

Perhaps our best use of distance learning may be consortia which would enable school districts, universities, and public TV systems to pool resources. School districts could form networks to bring advanced courses to small, isolated, or otherwise disadvantaged schools. We now have some successful models. The GMI Engineering and Management Institute, in partnership with hundreds of employers, labor, and public and private institutions, is using satellite delivery to "clone" award-winning math and science teachers through two-way interactive communication for students and teachers in grades 6 through 9.

Networks can also be used for staff development programs and for adult learners. Eventually, when broadcast signals or data transmissions link teachers to

students miles away, the basic structures of our education system will be transformed. Local districts will be able to choose among many televised offerings, most not created locally. Our community college and university campuses will become a more integral part of our K-12 system. Erasing old boundaries and overcoming the limitations of pupil transportation will not only enrich program offerings but will expand our enrollments, with adults learning at a distance everything from art appreciation to science and mathematics at the baccalaureate and graduate levels. Distance learning will challenge our teachers as well by dramatically expanding their capabilities. Teachers will add new roles to their professional repertoires: producer, director, and television host and instructor.

For centuries years we have tried to teach kids by talking to them in classrooms. This would work if we all learn in the same way and at the same speed. But we know that each and every one of us learns in different ways and that having the teacher stand up and talk to a class of 30 students is often a very inefficient method of instruction. Now, however, technology gives us other, better ways. There is no reason why our students, in addition to listening to teachers, can't learn from videotapes. We now have access to hundreds of thousands of tapes prepared for television by organizations like National Geographic with which kids and adults can learn. We have audio tapes, computers, and computer programs. We can use technology to revolutionize education to allow our students to learn in their own ways - one, by listening to a lecture; another, by reading a book; a third by watching a videotape; a fourth by listening to an audio tape; a fifth by using a computer

program. And the student who doesn't learn during class time can take a videotape or audio tape and learn at home.

Why are we still using the methods of centuries ago when we can now not only imagine but create schools which use personal computers, cellular telephones, fiber optics, satellite communications, VCRs, CD-RAMS, high-speed copiers, facsimile transmission, handy cams, compact audio recorders and players, networks, and nearly limitless software development. All this technology can be put together and dedicated to teaching our children.

To make this vision a reality, a statewide effort to coordinate existing and emerging technology is required. My office is prepared to work with the State Board of Education and the Commerce Department to adopt and implement a five-year plan for this coordination in three areas:

1. Investments in technology for schools, colleges, and universities;
2. Support for the integration of technology-based educational programs with curriculum;
3. Technical assistance to enable our teachers to make use of technology in our classrooms.

To support this coordinated, statewide effort to bring technology to all students in Michigan, I will propose in my FY 1992-93 executive budget the creation of a \$25 million technology capital fund which will provide matching grants applicant public schools to acquire and incorporate satellite, video, computers, telecommunications, and multimedia systems for teaching and learning.

In meeting the growing demand for telecommunications capabilities and services in our schools, it is essential that we use the capacity of existing

telecommunications networks, such as the Michigan Information Technology Network (MITN), the Michigan Statewide Telecommunications Access to Resource Network (M*STAR), the Michigan Community College Telecommunications Network (MCCTN), the Michigan Educational Research and Information Triad (MERIT) and networks established by cable television companies and other commercial providers as building blocks for a cooperative and efficient statewide system. To the credit of their creators, more than a dozen interactive TV projects operate within or across 50 school districts today. However, without a coordinated statewide plan, replication, redundancy, incompatibility and inefficient systems will be developed that reflect local budgets, not statewide goals.

To encourage users of telecommunication services to share costs and develop cooperative ventures and partnerships, I will establish an Office of Educational Technology to coordinate and accelerate the introduction of technology in schools, colleges, universities and government across Michigan. This Office, similar to one recommended in May of 1990 by the Governor's Telecommunication Task Force, would develop a long-range, innovative strategy to provide new tools to educators and students while linking them in a common, statewide telecommunications network. Through such a network, multiple districts would share the expertise of outstanding instructors, teachers would collaborate with university researchers, and students could exchange experiences with youth from around the world. From a management perspective, the Office of Educational Technology would coordinate state investments in telecommunications networks. In addition, the Office would encourage, plan and implement professional development programs for teachers

and administrators as they implement distance learning programs in their schools. Finally, the Office, in concert with Regional Education Media Centers (REMC) and Intermediate School Districts (ISD) would assist districts in developing and implementing plans for telecommunications infrastructure improvements that would link schools statewide. Once established, the Office of Educational Technology would conduct an ongoing, comprehensive evaluation of the state's education-related telecommunications projects. This evaluation would aid in upgrading instructional opportunities, determining cost-effectiveness and identifying the impact and compatibility of systems. A database would be maintained to provide information on current and planned technology-based learning projects and available resources.

Further, I urge schools, colleges, and universities to devote a part of the additional financial resources I have recommended for the fiscal year beginning this October to develop plans and expand training opportunities for teachers and administrators as they implement distance learning and multimedia projects to link schools across the state and bring new educational programs to all our students, including those in our rural, sparsely populated schools. Unquestionably, the introduction of new educational technology into our schools must be complemented with training and institutional support.

By coordinating our technology initiatives statewide and integrating them into our educational curriculum, we can transform the environment in which our teachers teach and our students learn to the great benefit of all.

I. Equity in School Finance

As a state, we have responsibility to provide equal educational opportunity for all our citizens. In today's global economy, well-educated, highly-skilled workers will be in great demand. Those without skills will be consigned to low-paying jobs or chronic unemployment. For that reason, attaining equal educational opportunity is more vital than ever.

But we have fallen short of our goal. While our overall level of support for K-12 education is high, the differences in educational resources across school districts are too great. When district support ranges from to \$9,000 to \$2,500 per pupil across our state, we cannot pretend that our children enjoy equal educational opportunity. Such differences in school spending directly translate into important differences in class size, curriculum, facilities and academic support services, which themselves yield unacceptable differences among our children in economic opportunities and capacities to participate in democratic society. Moreover, the disparities are growing as property wealth rises rapidly in already wealthy districts.

At the root of this problem is our over-reliance on the local property tax to fund our public schools. Earlier this year, as a first step in reducing this tax burden, I recommended and then signed into law a freeze of all property assessments for 1992 at this year's levels. But we need to go far beyond a one-year assessment freeze. Accordingly, I have proposed an across-the-board 30 percent reduction in school property taxes over five years, starting with a 10 percent cut in 1993, and a constitutional limit on annual increases in property tax assessments for individual homes and businesses to three percent or inflation, whichever is less. The total net

statewide property tax reduction provided by this amendment would amount to \$500 million in 1993 and would rise to more than \$2.2 billion in 1997. For a typical Michigan family, the annual savings would approach \$400 in 1993 and would exceed \$1,100 in 1997. In addition to substantially reducing the high property tax burden on our citizens, the proposed constitutional amendment would fully reimburse each school district for the lost property tax revenue.

Reimbursement would be calculated using each school district's operating levy for the current year or 1991, whichever is less. This reimbursement, combined with annual increases in state school aid provided to all in-formula districts through the general membership formula will achieve greater equity in our K-12 school finance system.

To more fully correct the inequities in school funding, however, more needs to be done. First we must not ignore the fact that businesses often employ people from outside the local school district and sell to a market that extends well beyond local boundaries. Is it fair, for example, that all school property taxes paid on a power plant or shopping mall are retained locally when the properties derive their economic value from a wide, regional consumer base? I believe it is not.

Accordingly, I support the bipartisan legislative initiative to guarantee the regional sharing of the growth in school taxes paid on business property. That legislation would require that one-half of the growth in commercial and industrial property taxes for K-12 school operations be paid to one of two taxbase sharing regions and then be distributed to local in-formula school districts on a per pupil basis.

Further, I recommend that districts not eligible for state aid under the

membership formula receive a credit on their computed recapture of categorical aid equal to one-half of their payments to their respective taxbase-sharing regions. The credit should be granted on a district-by-district basis. In this way, the equity of our K-12 school finance system would be improved each year by providing an additional \$25 to \$30 million dollars annually to our less wealthy school districts.

In this way, through substantial school property tax cuts and reimbursement of revenue for local school districts, combined with the regional sharing of school tax revenue growth paid on business property and annual increases in membership formula aid, we can make the state an equal partner with local districts in funding a system of public education that will provide equal educational opportunity for all our citizens.

J. New Choices in Education

During my campaign, I pledged support for family choice within local school districts. Choice requires options. Such options will inevitably strengthen our public schools by fostering specialization and competition. As a start, I recommended as part of my school aid program for the coming year that local districts form schools of choice planning committees comprised of parents, teachers, principals, and other school administrators to develop within-district schools of choice plans to be implemented the fall of 1992. These plans must ensure that all families have access to information and counseling in order to make an informed choice and have an equal chance to send their children to the school of their choice. To ensure fairness in the allocation of limited places in choice schools, a random lottery should be used to select students when the demand for places exceeds the

availability. Exceptions could be made for siblings of children already attending the school. Additional resources would be provided by the state for pupil transportation. The only restrictions on within-district choice will be that existing desegregation court orders be followed, that all existing standards of racial and ethnic balance within the district be maintained, and that transferring students sit out one year before participating in interscholastic athletics at the new school. We want choices made on the basis of academics, not athletics.

Further, I recommended that funding be provided to applicant intermediate districts for planning and implementation of schools of choice programs within the intermediate district, beginning next fall. The same requirements as for within-district choice would apply: information and counseling for families, an equal chance for all families to participate, and maintenance of all standards of racial and ethnic integration. And the choices will be made by the pupils and their families, not by the schools.

As we move toward choice, however, we must do more than provide families with choice among existing options. We must also make new educational choices available by giving educators the autonomy and flexibility to respond to the needs and preferences of education consumers. Choice alone will not improve the academic performance of our children. We must provide both choice and choices -- new and different schools for families to choose among, in the communities where they live.

To do this, we must first transfer the attendance decision from the school district to the student and allow within-district choice. Second, and this step is critical for

improved education, we must make it possible for new public schools to appear, sponsored by our local boards of education or by the State Board of Education. We must not limit our options to actions that begin with "re-". Re-structuring, re-forming and re-training existing institutions is essential, but slow and incomplete. We must have new and better schools in communities that need them. "Equal educational opportunity" does not mean identical schools. Indeed, one way to ensure unequal educational outcomes is to require that everyone attend the same kind of public school.

As James Duderstadt, President of the University of Michigan, has observed, it seems clear that teachers are among the most valuable members of our society, since in a very real sense they are creating our future. And yet how do we treat them? We give them little opportunity for exercising professional judgement in fashioning curriculum and we drown them in a mire of bureaucracy. This must change. To add quality and diversity to our public schools and to meet our national education goals, we must create an environment in which our public educators are free to respond creatively to the educational needs of a student population that is more diverse than ever before.

Accordingly, to enhance the professionalism of our teachers and provide more educational opportunities for our families and students, I call for the creation of three new options with which our educators may complement our traditional system of centralized local school districts.

1. New American Schools

The president has called on every community in the land to do four things: adopt the six national goals, establish a community-wide strategy for achieving

them, develop a report card for measuring its progress, and demonstrate its readiness to create and support a New American School. School districts in Michigan are already making substantial progress on the first three initiatives by their compliance with P.A. 25, our school improvement law passed last year. Specifically, districts are called upon to adopt a core curriculum that defines outcomes to be achieved by all pupils and to adopt a school improvement plan and process. Our schools are also now distributing to the public their first annual education reports, covering crucial topics such as pupil achievement, school accreditation, and parent participation in the schools.

As a next step in our school improvement process, communities that have complied with P.A. 25 requirements will be invited to submit proposals to establish a New American School. These schools are described in the president's America 2000 education strategy as educational innovation centers. Proposals would be reviewed by a New American Schools Committee consisting of nine members whom I will appoint. This Committee will include representatives from K-12 education, colleges and universities, the legislature, the State Board of Education and the public. In keeping with the first phase of the President's Education 2000 strategy, the Committee will recommend to me one New American School site in each of our congressional districts. Working together in this way, we can realize our goal of establishing a New American School in each one of our congressional districts in advance of the national target date of fall, 1996.

2. Charter Public Schools

Another option for developing innovative schools in the 1990s consists of charter public schools. These new public schools would be much like New

American Schools in purpose and perhaps in design, but would not be limited in number in the manner of the New American Schools. In this way, the charter school concept would provide a faster and more flexible response to educational improvement in Michigan.

Under this option, a local board of education could grant a charter to a faculty of certified teachers with a shared educational philosophy and approach to teaching and learning. The charter would define the relationship between the school and the local district and would stipulate the standards and outcomes for which the school would be held accountable including, but not limited to, all education outcomes specified in the district's core curriculum adopted pursuant to P.A. 25. Further, each charter school would be site-managed, with staff empowered to restructure the educational program, including staff responsibilities, curriculum and the school schedule so as to attain the highest possible educational outcomes.

Beyond this, however, we need to open up the opportunity for certified teachers in public organizations other than local school districts to establish new public schools. Constitutional authority exists to permit a new public school to be organized and operated by an intermediate school district, a community college, a state university, or even a city or township or any group of employees from such a public entity. Charter applications could be presented to a state chartering body, perhaps consisting of members of the same New American Schools described above and the State Board of Education. The applicants would be required to adopt appropriate by-laws and appoint or elect a board of directors. To ensure that these new schools are truly public and therefore eligible for public financial support, they must not limit admission to pupils on the basis of intellectual ability,

measures of achievement or aptitude, athletic ability or other discriminatory criteria. Such schools may limit admission to students within an age or grade range.

If a charter is granted, funding would be provided directly by the state at the level of the state average per pupil expenditure or the per pupil average of the local district in which the school is located, whichever is greater. Further, a charter school could be considered a local district under state law for purposes of receiving state and federal categorical funding and would be free to seek additional funding from foundations and corporations

Our good teachers already know what works with children in the classroom. Now, they must be liberated and encouraged to do it. The charter school approach is one way to provide the opportunity many teachers have sought in the past. The process could be quite flexible. For example, teachers in the Bloomfield Hills School District could apply either to the Pontiac Board of Education or to the state chartering authority to establish a new public school in the Pontiac School District. The new school would be open to all children in the Pontiac School District and would be funded by the state at the per pupil average of the Pontiac Schools, since it exceeds the state average. Special needs pupils could be funded at, say, 10 percent over the state average for that pupil classification.

Alternatively, a group of teachers from Eastern, Sexton and Everett High Schools in Lansing could apply for a charter from the Lansing Board of Education to establish a new high school open to Lansing residents.

Charters would be granted for limited time periods, at minimum three or four years. Renewal would be contingent upon achievement of the educational outcomes specified in the expiring charter. Again, full compliance with the

requirements of P.A. 25 would be required, including core curriculum, outcome-based school accreditation and annual education reports to parents and the public.

3. Restructuring Schools

Certainly, not all schools interested in educational improvement need to become charter schools. Those that do not should be encouraged to begin reorganizing themselves to attain the academic goals they have committed to under P.A. 25. Indeed, such a process is called for in the first part of the president's America 2000 strategy: to radically improve today's schools and make them more accountable for results.

To assist schools in this effort, I will recommend in my FY 1992-93 executive budget that resources be moved from the district level to the school level in two ways. First, a substantial portion of state funds for teacher in-service training programs should be redistributed to schools on a per teacher basis. Indeed, this process should begin this fall. In this way, teachers and principals could decide for themselves whether to purchase services from intermediate school districts, community colleges, universities, or private providers. Second, state aid for school restructuring programs should be substantially increased from the current \$2 million level. These grants would be used to pay for the preparation of school management teams comprised of principals, teachers, parents, pupils, and community leaders who will redesign the school's delivery system. All aspects of the educational program should be reviewed by the management teams, including teaching methods, the use of time, class size and composition, the use of telecommunications, curriculum, and pupil assessment. Indeed, as with a charter public school, the restructuring process could result in the

creation of schools within a school. Just as several law or business firms may occupy one building, so too could several distinct schools occupy one building, providing diversity and choice where none now exists. The creation of more, smaller schools may be particularly beneficial in our urban districts where the sheer size of high schools is an impediment to teaching and learning.

In summary, the options outlined above would allow our public school educators the flexibility they need to accelerate the conversion from a rigid, input-based, factory model of K-12 public education to a creative and dynamic system based on educational results to which our public schools will be held accountable. Further, any public school in Michigan, whether a New American School, a charter public school, a restructuring school or a traditional school should have the opportunity to compete for state-paid bonuses on the basis of improvements in student achievement. As noted earlier, achievement gains by all students would be weighed in the competition. Further, gains by the lowest achieving students or by limited-English-proficient students could be weighed more heavily than gains by other pupils.

K. Redesigning the School Year

A vital dimension of flexibility needed by our public schools in meeting the education needs of our increasingly diverse student population is a restructured and lengthened school year. We must move beyond the widely-held but unrealistic notion that all youngsters can learn an adequate and roughly equal amount during a 180-day school year. To begin this process, I am supporting \$300,000 in grants this year for up to 12 school districts to plan for the operation of an extended school year of at least 200 days, beginning next fall. Further, my

executive budget recommendation for FY 1992-93 will include new dollars for these school districts offering extended school years.

In addition, as New American Schools, charter public schools and restructuring schools are organized, I will recommend additional state aid for instructional days provided in excess of our current 180-day requirement, up to a maximum of 240. As we move toward an outcomes-based education system, it will become clear that our 180-day, or three-quarter of a year, calendar is inadequate for some youngsters to demonstrate mastery of the skills and knowledge required to move to the next grade, particularly in light of our increased expectations for educational achievement. Schools which expand their instructional calendars to allow all students to develop such mastery should receive commensurately increased state resources.

Much work is needed to make this bold system of new educational choices a reality. As a first step, I have worked closely with legislative leaders, particularly Senator Dan DeGrow and Representative Jim O'Neill, in developing several new initiatives for this new school year that will provide new choices for families in Michigan.

L. University Schools

State funds will be available this fall to provide grants to public universities in Michigan to plan the operation of instructional programs beginning in 1992-93 in grades K-6, 6-8, 9-12 or any combination. A university school may consist of one or more existing public schools operated by a university in cooperation with the local school board of an entirely new school. The school may enroll students from throughout the local district or from surrounding districts as well. Universities receiving planning grants must submit implementation plans to the departments

of education and management and budget and to the legislature by April of next year.

M. Postsecondary Options

To provide high school students with additional educational options, state school aid will be made available to pay tuition and fees for any such student who is within five credits of graduation from high school and has enrolled in a public postsecondary school for one or more courses. This option will significantly enhance educational opportunities for our high school seniors.

N. Math-Science Centers

President Bush and the governors committed to the goal that by the year 2000, U.S. students will be the first in the world in science and mathematics achievement. Toward that end, \$2.4 million will be available this year for planning, start-up, development, and extension of mathematics and science centers throughout the state. These centers will provide accelerated instruction in mathematics, science, and computer science for qualified students and will provide resources for teacher training, curriculum development, and enrichment programs to improve outcomes in these crucial areas.

O. Education Warranty

With P.A. 25, we are committed to the academic success of all our public school students. The requirement of a rigorous core curriculum is intended to assure that each and every graduate of our high schools is adequately prepared for a lifetime of learning and gainful employment. To make this work, however, advancement through our public schools must be based on mastery of the curriculum. Social

promotions must cease. Students having difficulty in an area should be given the instruction and support to succeed, and should move on to more advanced work only when the prerequisite skills are mastered. In this way, a Michigan high school diploma will become a guaranty of proficiency.

Accordingly, I call upon the Legislature to pass legislation establishing the Michigan Education Warranty. By this warranty, our high schools will guarantee to employers the competence of its graduates with regard to basic reading, writing, mathematics and problem-solving skills. In the event that an employer determines, on the basis of a valid and reliable assessment, that a graduate lacks the skills required by his employment, the graduate may return to the high school or any other educational institution, public or private, for remediation at no cost to the student. Rather, the cost would be billed back by the provider to the graduating high school. A student's warranty would be available only to employers and would expire one year after graduation from high school.

However, for ill-prepared students who enroll in two-year or four-year post-secondary schools, college "degree credit" should not be granted for remedial courses. Students with a weak secondary education may physically be attending class on campus but are often not performing or ready for college-level work. Our students should not be spending extra semesters and more of their own money on what amounts to a belated high school education, one that would have been completely free if completed in high school.

P. Adult Education, Job Training and Retraining

Among the six ambitious education goals adopted by the president and

governors is the goal that, by the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship. For adults who lack a high school diploma and the literacy skills expected of a high school graduate, our public school adult education programs remain the appropriate avenue to achieve this goal. However, students who have obtained a high school diploma and who seek additional occupational skills training should be provided as wide a range of training options as possible, including our community colleges and private programs.

Accordingly, my FY 1992-93 budget recommendations will include the conversion of state aid now paid to K-12 districts for post-secondary vocational-technical education into scholarships for high school graduates to help defray the cost at any institution, public or private, that offers accredited job training programs. Let our high school graduates choose from our excellent job training and retraining programs available at our community colleges and from approved private providers and have scholarship aid available to them to help defray the cost.

Q. The Michigan 2000 Committee

To assist in the implementation of our Michigan 2000 Education Strategy, I will appoint the Michigan 2000 Committee -- an advisory group of education, legislative, business and community leaders. This group will work to ensure the widest possible participation in every local community in our school improvement efforts that began with P.A. 25 and will result in achievement of the national education goals.

VI. CONCLUSION

"Human History," H.G. Wells wrote in 1920, "becomes more and more a race between education and catastrophe." Nearly three-quarters of a century later, we may finally be grasping his meaning. We are beginning to recognize the enormity of the task we face: the successful transition from a low-skill industrial economy to a high-skill information age. To make this transition, and to achieve our national educational goals, I have presented an ambitious action agenda for Michigan. And I'm confident we can attain these goals if we work together.

Today, our students' test scores are low and much progress must be made. But the people of Michigan possess great reserves of talent and energy, high ideals, and an unwavering belief in progress. Since I took office in January, I have received hundreds of letters from Michigan citizens expressing their strong desire for truly excellent public schools for their children and themselves. Many of the letters have posed ideas for improving our schools, and many of those ideas are reflected in my education agenda. These ideas come from parents, teachers, business people, wage earners and others, and from all corners of the state.

Now is the time for action. The national goals have given us a focus and I have offered an ambitious agenda to achieve them. New programs and resources for our public schools, community colleges and universities are in place for the coming fiscal year, as I recommended back in January, despite the need for reducing state spending overall.

But to truly improve our schools, we must all work together. Our State Board of Education must successfully complete their nationwide search to find the best

possible person to lead our public schools. Our legislators must approve a budget for the coming year and then pass legislation needed to refine and enact the initiatives detailed above. School board members and school administrators must begin to share decision-making with teachers, while principals and teachers must prepare to assume greater accountability for their schools. Parents must become more involved in their children's education, spending more time with their children and more time in school. Employers must make clear to students that good jobs depend on good academic skills and that achievement in school does matter. And students must understand that the age of low-skills, high-pay jobs is over and that more will be expected of them.

If we all do our part, we can create a more promising prospect for our children and grandchildren. For them there can be no more valuable legacy, for us no more worthy endeavor.

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**EDUCATION:
WHERE THE NEXT CENTURY BEGINS**

GOALS 1990-1992

MICHIGAN STATE BOARD OF EDUCATION

APPROVED DECEMBER 19, 1990

INTRODUCTION

In accordance with the Michigan Constitution, the State Board of Education strives to create an educational climate in Michigan that gives each student access to a quality education and a successful future. Article VIII, Section 3 of the Constitution states, in part: "Leadership and general supervision over all public education, including adult education and institutional programs in state institutions, except as to institutions of higher education granting baccalaureate degrees, is vested in a State Board of Education. It shall serve as the general planning and coordinating body for all public education, including higher education, and shall advise the Legislature as to the financial requirements in connection therewith."

In 1971, the State Board adopted "The Common Goals of Michigan Education." These goals were revised in 1980. Goals included in that document represent what the State Board believed must be common to all elementary and secondary schools and fundamental to a quality educational system. The State Board indicated it would be necessary for local school districts to expand upon these common goals to effectively meet the requirements of specific educational situations.

In 1984, the State Board in "Better Education for Michigan Citizens: A Blueprint for Action" suggested a number of ways to improve education in Michigan, emphasizing equity as well as quality. That document--coming on the heels of national studies questioning whether or not American schools were meeting their challenges--recommended actions to local schools, the Governor and Legislature, and colleges and universities to assure that Michigan's history of educational leadership would continue to be bright in coming decades.

In 1987, the State Board took another step in recommending improvements in Michigan education by adopting the document, "Goals 2000: Education for a New Century." The intent of "Goals 2000" was to focus Michigan's education picture on a number of key goal areas, review what already had been done in those areas, and then pinpoint specific goals and policies for the state and schools to follow in monitoring and achieving the goals.

The State Board of Education's commitment to quality education was reflected in a report issued in 1987 by the Michigan School Finance Commission, which had been appointed by the Board earlier that year. The report, entitled "Educational Quality in the 21st Century," linked quality education with school finance and school revenues in Michigan. The State Board will continue to provide leadership in the area of school finance.

In 1988, as a continuation of the "Goals 2000" process, the State Board, in the document entitled "Goals 2000: Deliver the Dream," identified a number of selected areas to which particular attention would be paid over the ensuing two years. These areas were to provide a solid foundation for the continued improvement of our educational system. In these goals, the State Board of Education reiterated its commitment to the goal of quality education for all students.

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In March of 1990, the Legislature affirmed the need for quality education by adopting Public Act 25. Much of Public Act 25 reflected the issues advocated in recent years by the State Board of Education. P.A. 25 was designed to drive comprehensive school reform in our state for this decade and beyond. It established a school improvement process, a core curriculum, accreditation of all school buildings, and an annual reporting process for schools to provide information to the public. Together, these requirements were intended to revitalize the way we teach and learn in Michigan.

Complementing the State of Michigan's ongoing actions to improve education was the adoption of national education goals by the nation's Governors and President Bush in February, 1990. These goals were based on the premise that "America's educational performance must be second to none in the 21st century. Education is central to our quality of life. It is at the heart of our economic strength and security, our creativity in the arts and letters, our invention in the sciences, and the perpetuation of our cultural values. Education is the key to America's international competitiveness."

Michigan's State Board of Education was the first in the nation to affirm these national goals. The State Board also recognizes, however, that short-term attainable goals must complement the longer term national goals. The goals in this document establish the priorities which the State Board has set for the upcoming year. The overriding theme of these goals is that all children can and will learn, and that they must enter the worlds of work and adulthood ready to assume responsible and productive roles in society.

Each level of the educational enterprise must develop students to their fullest capacity so that they may enter the next level or undertaking. This will be accomplished by focusing on the individual strengths and abilities of those who learn and those who teach.

The State Board of Education has consistently supported the provision of rehabilitation and disability determination services for Michigan's handicapped residents. In 1990, the passage of the Americans with Disabilities Act, the Michigan Handicapper Civil Rights Act, and the decision of the U. S. Supreme Court in the Zebly case have highlighted the need for the State Board to strengthen linkages between Michigan Rehabilitation Services and the Disability Determination Service with public and private sector human service agencies, businesses, and consumer and advocacy groups. The goals herein reflect the State Board's major focus on expanding activities to serve persons with disabilities in these key areas.

These goals also recognize the increasing importance of science and technology in our lives. As a state and as a nation, we must prepare ourselves to change and to be agents of change.

As a final note, the role of the State Board of Education has become more prominent in matters pertaining to education after high school as society has come to place a high value on the importance of universal access to post-secondary education. The Michigan Constitution calls for the Board to "serve as the general planning and coordinating body for all public education, including higher education." With the social, economic, and demographic changes occurring in our society, the State Board of Education must exercise its constitutional responsibilities to assure that Michigan's postsecondary system remains one of the finest in the country.

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The Superintendent of Public Instruction and the staff of the Michigan Department of Education will work with the State Board, the Legislature, and the Governor to attain these goals and to make certain that the dream of a quality education for all comes true in Michigan.

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GOAL #1 -- QUALITY EDUCATION FOR ALL STUDENTS

IN THE CONTINUING EFFORT TO ACHIEVE A QUALITY EDUCATION FOR ALL STUDENTS, THE STATE BOARD OF EDUCATION WILL WORK COOPERATIVELY WITH LOCAL EDUCATIONAL AGENCIES TO DEVELOP AND IMPLEMENT OUTCOME-BASED EDUCATIONAL PROGRAMS.

Public Act 25 of 1990, known as the "Quality Education Package," has been hailed as a momentous piece of legislation that will drive comprehensive school reform. P.A. 25 provides educators with the opportunity to improve the quality of education for all children of our state in this decade and beyond. The various components of P.A. 25 should bring about an improvement in student learning and better prepare young people to become effective participants in the complex and technological global society of the 21st century.

To achieve this goal, the State Board will:

Program Development/Implementation

- Identify and disseminate models that promote shared decision making in developing outcome-based school improvement plans.
- Adopt an outcome-based model core curriculum to be accomplished by all students before high school graduation.
- Adopt revised accreditation standards, as referenced in Public Act 25, which emphasize improved student learning and school improvement.
- Develop and disseminate models for parent involvement.
- Identify and disseminate models for improving student retention and high school graduation rates.
- Identify and disseminate models for using disaggregated student achievement data to monitor the learning process for instructional diagnosis for all students.
- Establish recognition programs that promote excellence in achievement at the building and district levels.
- Expand efforts to work cooperatively with local and intermediate school districts, teacher preparation institutions, professional educational organizations, business and industry, and parents to improve student outcomes.

Recommendations to Other Agencies

- Encourage intermediate school districts and education service agencies to strengthen their role in the implementation of Public Act 25.
- Encourage intermediate school districts (ISDs) and local education agencies (LEAs) to develop effective minority involvement plans.
- Encourage a focus on the equity component throughout the implementation of P.A. 25 quality issues.

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GOAL #2 -- FUNDING EQUITY PLAN

THE STATE BOARD OF EDUCATION BELIEVES THAT MICHIGAN SCHOOL DISTRICTS SHOULD HAVE ADEQUATE AND EQUITABLE FUNDING FOR QUALITY EDUCATION OF ALL STUDENTS.

To achieve this goal, the State will:

Funding

- The State Board of Education shall identify, support, and advocate a comprehensive school finance plan that ensures: (1) a sufficient level of funding per pupil to guarantee a quality education; (2) a reduction in the disparity in funds available among school districts; (3) greater equity in the system of taxation regarding school funding; and (4) equal basic revenues for equal tax efforts to as great an extent as fiscally possible.

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GOAL #3 - STRENGTHEN THE VALUE OF DIVERSITY/EQUITY

THE STATE BOARD OF EDUCATION WILL ACKNOWLEDGE AND PROMOTE RECOGNITION OF THE VALUE OF DIVERSITY IN MICHIGAN'S POPULATION BY DEVELOPING A STRONG EQUITY PROGRAM.

To achieve this goal, the State Board will:

Research

- Promote disaggregating data by all agencies to use in response to issues of equity.
- Examine the problems and propose solutions to issues confronting minority males.

Program Development/Implementation

- Advocate professional development programs in local and intermediate school districts, as well as colleges of education, that will result in sensitizing participants to the value of our diverse population.
- Establish teams in the Michigan Department of Education and in local school districts to address equity issues in local school districts.

Communication

- Recognize exemplary efforts by local school districts, intermediate school districts, organizations, institutions, and individuals to promote racial/cultural understanding and sex bias awareness.

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GOAL #4 -- PROVIDE FULL ACCESS TO CIVIL RIGHTS FOR ALL PERSONS

IN RECOGNITION OF THE NEED TO PROMOTE EQUITY, ACCESS, AND FULL CIVIL RIGHTS PROTECTION FOR ALL CITIZENS WITH DISABILITIES IN MICHIGAN, THE STATE BOARD OF EDUCATION WILL ADOPT A STATEWIDE HANDICAPPER CIVIL RIGHTS PLAN THAT WILL PROVIDE FOR AN ANNUAL REPORTING ON OBJECTIVES AND ACCOMPLISHMENTS AND RECOMMEND REMEDIES FOR NONCOMPLIANCE.

The plan will be the product of a civil rights task force with significant (over 51%) consumer representation. It will include implementation of the Americans with Disabilities Act, the Michigan Handicappers' Civil Rights Act, the Revised Special Education Administrative Rules, and the Vocational Education guidelines for eliminating discrimination and denial of services on the basis of race, color, national origin, sex, and handicap.

To achieve this goal, the State Board will:

Research

- Explore options for Accommodation Service Centers throughout the state.

Policy Development

- Evaluate current department personnel policies and practices and implement corrective action as necessary on behalf of applicants and employees with disabilities.
- Develop and adopt a Bureau of Rehabilitation and Disability Determination Plan to protect the rights of the agencies' clients. The plan will define the Bureau's responsibilities regarding interagency coordination, education, advocacy, consumer rights, and employer/public services and technical assistance. It shall include active outreach and education of Michigan employers and the public at large. This will position the Bureau as a leader in implementation and consultation on all aspects of State and Federal laws.
- Develop a plan for a work-at-home program for persons with limiting disabilities to carry out their work duties in their respective residences. This is in recognition of the wide-ranging economic, social, and educational impact of the U. S. Supreme Court in the Zebly case, the Americans with Disabilities Act, and the Michigan Civil Rights Act.

Program Development/Implementation

- Establish an Office of Handicapper Equity to ensure equity for students with disabilities within public and private schools, adult education, colleges and universities, including role models, handicapper bias-free textbooks and core curriculum, teacher inservices, adequate support services, school improvement initiatives, hiring of teachers with disabilities, and school transition (school to employment or postsecondary).
- Expand the technical assistance capacity for consumers, public schools, adult education, colleges, and universities under the provisions of Section 504, Rehabilitation Act of 1973, as amended.
- Implement disability management policies and programs within the department.

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- Develop a plan to station disability personnel in Social Security field offices to assist applicants in applying for disability benefits.

Communication

- Promote the State Technical Institute and Rehabilitation Center (STIRC) Accommodations Center to provide applications of rehabilitation engineering to employment work sites to allow individuals with disabilities to maintain or establish job productivity.
- Advocate, educate, and, where appropriate, coordinate existing departmental services with other state agency and private sector groups to fully implement the provision of landmark legislative and legal decisions.
- Expand the existing public information campaign with educational organizations, children's advocacy groups, and special education representatives to acquaint them with the impact of the U. S. Supreme Court Zebly decision and its impact on children with disabilities.

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GOAL #5 -- SCHOOLS OF EDUCATIONAL CHOICE

CONSISTENT WITH THE STATE BOARD OF EDUCATION POLICIES ON EQUITY, THE STATE BOARD OF EDUCATION SHALL PROMOTE INTERDISTRICT PUBLIC SCHOOLS OF CHOICE AS A CATALYST FOR RESTRUCTURING THE SCHOOL EXPERIENCE SO THAT IT IS MORE RESPONSIVE TO THE NEEDS OF LEARNERS AND THEIR FAMILIES, AS WELL AS TO THE EDUCATIONAL NEEDS OF THE COMMUNITY AT LARGE.

To achieve this goal, the State Board will:

Legislation

- Recommend that the Michigan Legislature provide incentive funds for the creation of pilot educational choice programs. Among the purposes of these pilots will be to model promising practices in the areas including but not limited to (1) program planning and evaluation at the district and building level, including the role of parents, teachers, administrators, and pupils; (2) pupil transportation; (3) achievement of minority balance within school buildings where feasible, and preservation of the integrity of any desegregation plans in place within a district; (4) pupil and parent counseling and information dissemination; (5) pupil assignment and transfer policies; (6) administration and decision making at the district and building levels; and (7) other extra curricular activities, including athletics.
- Recommend the repeal of the property transfer act with the development of a viable statewide schools of choice plan.

Program Development/Implementation

- Provide technical assistance on educational choice to districts developing educational choice options.
- Provide technical assistance to districts in the area of parent involvement and parent education on educational choice.
- Initiate contacts with institutions of higher education to facilitate the development of a postsecondary options program for Michigan students.

Recommendations to Other Agencies

- Encourage and promote the adoption of educational choice plans by Michigan school districts as one component of the school improvement and school restructuring process. The following areas should be addressed: (1) options for dropouts and at-risk students; (2) postsecondary options for 11th and 12th grade students; and (3) curricular interdistrict open enrollment options.

Communication

- Collect data on existing options for Michigan students, and disseminate the data in a format useful to those planning to institute programs of educational choice.

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GOAL #6 -- DROPOUT PREVENTION

THE STATE BOARD OF EDUCATION, IN SUPPORT OF THE NATIONAL EDUCATION GOALS, WILL INCREASE THE HIGH SCHOOL GRADUATION RATE TO AT LEAST NINETY PERCENT BY THE YEAR 2000, AND WILL ENSURE THAT STUDENTS STAY IN SCHOOL UNTIL THEY HAVE ACHIEVED THE COMPETENCIES NEEDED TO PARTICIPATE IN THE WORK PLACE AND TAKE A RESPONSIBLE PLACE IN SOCIETY.

The State Board of Education will develop and promote strategies that will keep students in school until they have obtained the necessary competency levels, recognizing that students learn in a variety of ways.

To achieve this goal, the State Board will:

Research

- Examine the feasibility of a computerized student registration for all public school students to help track student retention.
- Undertake a study of the issues of health and health services to students.

Policy Development

- Develop a position statement on procedures for reducing student suspensions, expulsions, and school dropouts.
- Establish outcome standards to assure quality alternatives for alternative education programs.

Legislation

- Support legislation to require mandatory school attendance, including alternative education, to the age of 18.
- Propose legislation to require schools to provide dropout prevention programs if their dropout rate exceeds 10 percent.

Program Development/Implementation

- Develop and disseminate a comprehensive dropout prevention program.
- Develop programs that will provide opportunities to students who drop out to reenter the education system.
- Continue to expand preschool options.
- Recognize schools with high retention rates.

Recommendations to Other Agencies

- Promote student support counseling/support programs through interagency services.

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GOAL #7 -- ADOPT A COMPREHENSIVE STATEWIDE TECHNOLOGY PLAN

THE STATE BOARD OF EDUCATION WILL ADOPT A STATEWIDE FIVE-YEAR PLAN TO COORDINATE EXISTING AND EMERGING TECHNOLOGY IN FOUR MAJOR AREAS: (1) INVESTMENTS IN TECHNOLOGY FOR SCHOOLS, COLLEGES, UNIVERSITIES, AND THE DEPARTMENT OF EDUCATION; (2) SUPPORT FOR THE INTEGRATION OF TECHNOLOGY-BASED EDUCATIONAL PROGRAMS WITH THE CURRICULUM; (3) TECHNICAL ASSISTANCE TO MAXIMIZE THE SUCCESSFUL USE OF EDUCATIONAL TECHNOLOGY; AND (4) PROFESSIONAL TRAINING PROGRAMS TO UPGRADE THE TECHNOLOGICAL SKILLS OF TODAY'S EDUCATORS.

A comprehensive plan will ensure that technology will have an unprecedented position in the public education of all students in Michigan. The State Board of Education will adopt an internal plan for the utilization of technology and professional development of Michigan Department of Education staff and State Board of Education members.

To achieve this goal, the State Board will:

Research

- Explore ways technology can support other State Board of Education initiatives, especially in the areas of student retention, at-risk populations, and dropout prevention.
- Review emerging technology in other states and the private sector to continuously incorporate new concepts into the statewide five-year plan.

Funding

- Seek financial resources for schools, colleges, and universities to acquire and incorporate satellite, video, computers, telecommunications, and multimedia systems for teaching and learning.

Program Development/Implementation

- Expand training opportunities for educators and administrators as they implement distance learning and computer-based programs in their schools, colleges, and universities.
- Provide technical assistance to aid districts and institutions of higher education in developing and implementing plans for distance learning and multimedia projects, linking schools across the state and providing equitable educational programs for all students.
- Develop and emphasize technology initiatives that serve the unique needs of Michigan's rural, sparsely populated schools.

Recommendations to Other Agencies

- Continue to support the efforts of educational institutions to integrate computers, instructional television, and telecommunications technology into their educational courses, restructuring the way teachers teach and the environment in which students learn.

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- Advocate the coordination of technology initiatives among state agencies, educational institutions, and business; identify new technology partners to enhance statewide access to technology systems for education purposes.
- Promote the development and delivery of library media services using computers, television, telecommunications, and interactive technology, building networks to share information within regional cooperatives.

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GOAL #8 -- IMPLEMENT A COMPREHENSIVE MATH AND SCIENCE INITIATIVE

IN KEEPING WITH THE NATIONAL GOALS, DEVELOP A COMPREHENSIVE, STATEWIDE PLAN TO REFORM MATHEMATICS AND SCIENCE EDUCATION FOR ALL STUDENTS IN THE STATE OF MICHIGAN.

The plan in mathematics and science will be based on nationally recognized research studies. In the area of science, the new goals and objectives are based on the American Association for the Advancement of Science (AAAS) project, "Science for All Americans: Project 2061." In the area of mathematics, the goals and objectives are based on the National Council of Teachers of Mathematics' (NCTM) document, "Standards for School Mathematics."

To achieve this goal, the State Board will:

Policy Development

- Establish, disseminate, and promote a policy statement to maximize equity opportunities in mathematics and science for minorities and females.

Legislation

- Develop a vision of the role of the mathematics/science centers in this reform and present it to the Legislature.

Funding

- Present the long-range plan to various groups that include the Legislature, National Science Foundation, and business and industry to develop awareness, seek input, and financial support for its implementation.

Program Development/Implementation

- Convene a mathematics and science task force to develop a long-range plan to improve mathematics and science.
- Complete and adopt new science objectives for distribution to schools.
- Develop instructional support materials that provide a model to implement the new science objectives and pilot the units in schools across the state.
- Implement a revised mathematics assessment program (MEAP) that will reflect higher standards in mathematics.
- Design and implement assessment formats that are aligned with instructional practices.
- Support current professional development initiatives consisting of long-term sequential activities for all teachers.

Communication

- Conduct regional staff development sessions to develop awareness of new efforts and invite participation in the development of a long-range plan.

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**GOAL #9 -- IMPLEMENT PLANNING AND COORDINATION AND FINANCIAL ADVISEMENT
IN HIGHER EDUCATION**

TO EXERCISE ITS ROLE IN PLANNING AND COORDINATION OF HIGHER EDUCATION, THE STATE BOARD OF EDUCATION WILL ANALYZE ISSUES AND MAKE RECOMMENDATIONS IN AREAS SUCH AS HIGHER EDUCATION FUNDING, TUITION COSTS, AND ACCESS.

The State Board believes decisions regarding higher education need to be made on a system-wide basis using a continuous and comprehensive source of information available to all decision/policy makers.

To achieve this goal, the State Board will:

Policy Development

- Identify issues and concerns in Michigan higher education such as access and affordability.

Legislation

- Make annual recommendations to the Governor and the Legislature with regard to equity issues in higher education funding.
- Make recommendations to the Governor, the Legislature, and the Higher Education Assistance Authority on financial assistance and unmet student needs.
- Make recommendations to the Governor, the Legislature, and the Higher Education Assistance Authority on a responsible affordability plan with an appropriate mix of loans, grants, and scholarships.

Communications

- Share information, concerns, and solutions to perceived problems in education with college and university boards of control.
- Develop a plan to communicate available financial assistance options to students through counselors at all levels.

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GOAL #10 -- QUALITY EDUCATION FOR STUDENTS IN POSTSECONDARY EDUCATION

THE STATE BOARD OF EDUCATION WILL ADDRESS QUALITY AND EXCELLENCE IN POSTSECONDARY PROGRAMS AND COURSES, INCLUDING PLACING STRONGER EMPHASIS ON INSTITUTIONAL ACCESS, RETENTION, AND REMEDIATION EFFORTS AS WELL AS ON FACTORS THAT IMPROVE THE TRANSFER OF STUDENTS BETWEEN INSTITUTIONS AND LEVELS OF EDUCATION.

To achieve this goal, the State Board will:

Research

- Identify, support, and promote model technical and academic programs that foster an environment of "all one system" by focusing on curriculum relationships between high schools, community colleges, and universities.
- Analyze the issues that prevent universal access to postsecondary education and make recommendations for statutory or funding changes to eliminate access barriers.
- Determine the unmet need for undergraduate financial assistance in Michigan.

Funding

- Make recommendations regarding the most appropriate balance among scholarships, grants, and loans as sources of financial assistance available to college students.
- Enhance the funding utilization and administration of the Michigan Work Study and Native American Tuition Waiver financial assistance programs established by the Legislature.

Program Development/Implementation

- Sponsor the development of comprehensive recruitment practices, procedures, and retention models in colleges and universities.
- Establish a mandatory system of student assessment in proprietary schools and require a student counseling and referral process to provide students with the opportunity to maximize their success in courses and programs.
- Establish a community college faculty recognition award for excellence and innovation in teaching.
- Support the improvement of teacher education programs in the areas of mathematics and science and the involvement of underrepresented groups in these subject areas.
- Develop a system of peer review for proprietary schools and establish performance standards to evaluate and improve school programs.

Recommendations to Other Agencies

- Promote the development and implementation of a student data exchange system among high schools, community colleges, and universities, focusing on student academic progress.

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- Encourage the use of comprehensive assessment programs in community colleges to assist students in their selection of appropriate instructional programs or courses.

Communication

- Increase the awareness of secondary school students and their parents concerning college costs, financial aid needs, and resources.

"Articulation" issues are those that arise when different organizations are educating the same students at different periods and levels. This is especially likely to occur in the transition from high school to postsecondary education.

"Retention" issues relate to a student's ability, interest, and motivation to complete his or her educational objectives.

"Remedial/developmental" education is used to describe programs or courses that teach academically underprepared students the skills they need to be more successful learners.

"Access" describes policies, programs, and procedures directed at student entrance into a postsecondary program.

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GOAL #11 -- STRENGTHEN QUALITY OF TEACHER/ADMINISTRATOR PREPARATION AND CONTINUING EDUCATION

ALL COLLEGE AND UNIVERSITY PROGRAMS SHALL MEET THE STATE BOARD OF EDUCATION STANDARDS OF QUALITY FOR TEACHER AND ADMINISTRATOR PREPARATION.

To achieve this goal, the State Board will:

Program Development/Implementation

- Implement the periodic review of teacher/administrator preparation programs, employing the Standards of Quality as a basis for program review and approval.
- Implement the teacher competency testing requirements, as mandated by Public Act 267 of 1986, to assess basic skills and subject areas as a condition of becoming certified to teach.
- Continue to implement a certification system for school administrators.
- Establish and implement a system for monitoring school district compliance with teacher/administrator certification rules.
- Implement a program for the issuance of certificates to school psychologists.
- Implement a program, as required by Public Act 503 of 1988, to allow for the nullification of part of a teacher's certificate upon request.
- Develop a management information system to collect data related to teacher employment/certification, administrator employment/certification, teacher lay-off, student teachers, and teacher/administrator supply and demand, and to issue certificates and permits electronically. The management information system will provide timely responses to inquiries on teacher certification.
- Implement the state/interstate system for revoking teacher/administrator certificates when the holder has been convicted of a felony or a misdemeanor involving children.

Recommendations to Other Agencies

- Support the development of model recruitment and retention programs to expand the pool of minority teacher candidates available for Michigan teaching positions.

Communication

- Support the dissemination and additional implementation of the model Urban Teacher Preparation Programs at Wayne State University and Eastern Michigan University and other Michigan colleges and universities.

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GOAL #12 -- TRANSITION TO ADULT LIVING AND THE WORKPLACE

THE STATE BOARD OF EDUCATION WILL DEVELOP AND PROMOTE STRATEGIES THAT HELP YOUTH MAKE A TRANSITION FROM SCHOOL TO THE WORK PLACE AND RESPONSIBLE ADULT LIVING.

To achieve this goal, the State Board will:

Policy Development

- Work with business, industry, and labor to define work place literacy and provide a continuum of levels of proficiency for both youth and adult learners.
- Develop a policy on the transition of students and rehabilitation and disability determination clients from school to work, with a plan to assure that students with disabilities are included.

Funding

- Seek support from the Legislature to expand counseling services for education, employment, and career planning.

Program Development/Implementation

- Develop and implement a strategic plan for vocational-technical education.
- Complete the development and piloting of the Employability Skills Portfolio.
- Develop the necessary guidelines, curricula, and supporting material for local school districts to assist students in acquiring the skills in the Employability Skills Profile.
- Facilitate action to assure that each school district has a coordinated transition plan for each special education student between the school and the state rehabilitation agency.
- Expand the involvement of business, industry, and labor in preparing students for the work force.

Communication

- Develop a strategy to emphasize the importance of achieving educational skills as a prerequisite to job placement.

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GOAL #13 -- PROMOTE JOINING FORCES ON AN INTERAGENCY BASIS

THE STATE BOARD OF EDUCATION WILL ADVOCATE COLLABORATION BETWEEN AND AMONG AGENCIES TO CAPITALIZE ON AVAILABLE RESOURCES AND SUPPORT TO PROVIDE COORDINATED SERVICES TO SCHOOLS, PARENTS, TEACHERS, AND STUDENTS.

The Department of Education is currently working with other state agencies on projects that can serve as models for future accomplishments.

To achieve this goal, the State Board will:

Research

- Conduct a complete assessment of present collaborative efforts between the Department of Education and other state agencies.
- Conduct an assessment of present local collaborative efforts between school districts and supporting agencies.
- Coordinate review of the physical condition of the schools as it relates to the infrastructure of the state among agencies with responsibility.

Policy Development

- Identify potential areas for interagency collaboration at both the state and local levels.

Program Development/Implementation

- Develop a plan for the coordination of services to children with special needs.

Communication

- Disseminate information about collaborative efforts to local school districts.

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GOAL #14 -- IMPLEMENT DEPARTMENT REORGANIZATION

IN ORDER FOR THE MICHIGAN DEPARTMENT OF EDUCATION TO MORE EFFECTIVELY PROVIDE EDUCATIONAL SERVICES, THE STATE BOARD OF EDUCATION WILL DIRECT A REORGANIZATION OF THE DEPARTMENT OF EDUCATION.

The reorganization of the Department will enhance efficiency and effectiveness by: (1) achieving the goals established by the State Board of Education; (2) devoting greater attention to activities that cut across various operational units of the Department; and (3) placing a greater emphasis on information management within the Department.

To achieve this goal, the State Board will ask the Superintendent of Public Instruction to:

Funding

- Establish a new budget review process.

Program Development/Implementation

- Establish an Operations Group consisting of the Deputy Superintendents, Associate Superintendents, and the Administrative Secretary of the State Board of Education, to oversee the day-to-day operation of the Department.
- Establish operational tasks for each bureau and service area and establish a system for assigning and monitoring operational tasks.
- Establish new position descriptions for approval by Civil Service, to be followed by the orderly filling of the new positions.

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Church-Backed Schools Inspire Detroiters

By KRystal MILLER

Staff Reporter of THE WALL STREET JOURNAL

DETROIT—When classes began at the Cornerstone St. Louis school here Monday, the children brought rakes, weed clippers, gloves and brooms along with their books. They spent part of their day cleaning up an overgrown city park across the street.

The unusual assignment underscores just how different the school is trying to be. It is one of the three church-sponsored Cornerstone Schools for inner-city youngsters of all faiths that opened in Detroit this week. These schools, the first of their kind in the nation, combine academic basics with nondenominational religious instruction.

"An underlying value system will help students achieve," asserts Detroit's Roman Catholic Archbishop, Adam J. Maida. "Young people need self-esteem and love for one another." He conceived the idea for the interfaith schools and then got Detroit's Baptist ministers and other religious leaders to line up behind them.

Many parents quickly followed. The day the Cornerstone schools were announced last May, the Detroit archdiocese received 300 calls from interested families. The schools have filled their 200 available openings for students from pre-kindergarten through the seventh grade. (Cornerstone hopes to add eighth-grade classes next year.) There is a waiting list of up to two years for some grades at some locations.

The response indicates how eager many inner-city parents are for educational alternatives. Many are so desperate for more effective schools that they picketed the U.S. courthouse here last week after a federal judge ruled against the all-male academies proposed by Detroit's public schools.

The judge ruled that all-male public grade schools would be unconstitutional because they would discriminate against girls. On Tuesday, Detroit's school board decided to challenge that ruling but meanwhile to admit girls to the schools and call them African Centered Academies. Schools built around "Afro-centered curricula" are being tried in several major cities in the hopes they will boost the academic performance of inner-city youngsters.

The interfaith schools have sparked far less controversy, despite the irony of their original Catholic impetus. Two years ago,



Archbishop Adam J. Maida.

Archbishop Maida's predecessor, Cardinal Edmund C. Szoka, closed 32 inner-city Catholic churches. While no schools were closed, the cardinal's cost-cutting move sparked fears that they would be next. Catholic schools have become a haven for black parents in many cities who have given up on public schools, even though blacks are overwhelmingly Protestant.

Archbishop Maida was appalled by what he saw in his walks around the city after arriving in Detroit from Green Bay, Wis., last year. "I saw an awful lot of poverty and people who are victims of so much that is wrong in our society," he says. "Our young people seemed hopeless." Shortly after, he got the idea for interfaith schools.

Other religious leaders quickly signed on. "The community has been ready for something like this," says the Rev. Eddie Edwards, a Detroit minister and member of the Cornerstone School Association, which runs the interfaith schools. "It is important to our communities across the nation that we have a moral standard."

Rev. Edwards's Joy of Jesus Protestant church provided a building to house one of the Cornerstone schools; the other two buildings are Catholic schools that were closed some years ago. The schools hold classes year-round, which in itself appeals to many parents. Religion classes are nondenominational. Tuition is \$1,800 a year. But because most funding comes from pri-

vate donations, some families are paying as little as \$20 a month.

What they are getting, in their view, is hope.

Vira Lockwood of Detroit enrolled her 13-year-old son, Dimico Gibson, in the seventh grade at Cornerstone because "I was fed up with him coming home every day [from public school] with no homework," she explains. The reason why became apparent when she got a report card saying her son had frequently skipped math class and therefore had failed it.

Ms. Lockwood says Detroit public-school officials couldn't explain why they hadn't notified her earlier about her son's absences. So she went looking for alternatives. A Baptist who had attended Catholic schools herself, Ms. Lockwood wanted a broader experience for her son. Now, she says, "he'll learn how to be a gentleman, and he'll learn about God."

Sabrina Rainer, for her part, says her 11-year-old daughter, Chavon, "wasn't getting what she needed in the public schools." Chavon had done well in Lutheran schools in California; but when Ms. Rainer moved her family back to Detroit last year, Chavon's performance suffered in public school.

Ms. Rainer, a single mother, can afford Cornerstone's tuition with help from a \$600 scholarship from the school. "This is the opportunity to get my daughter in private school," she says. "Otherwise, she'd be stuck in public schools."

Now Cornerstone officials are getting calls from religious leaders in other cities—including Des Moines, Iowa; Newark, N.J.; El Paso, Texas; St. Paul, Minn.; and Milwaukee—who are studying whether to start similar schools of their own. But the Cornerstone concept is drawing some skepticism as well. "What's their magic potion?" asks Albert Shanker, president of the American Federation of Teachers. "Teaching kids values won't help them learn to read or write."

Mr. Shanker is "dead wrong," says W. Clark Durant, a Detroit lawyer who is president of the Cornerstone school board. "If children understand that they are special, they'll have a different perception about themselves and what they can do. Learning to write isn't the only answer. We want to bring alive their moral imaginations."

THE WHITE HOUSE

Office of the Press Secretary

FOR IMMEDIATE RELEASE

April 3, 1990

The President today named the Ravendale Area Revitalization Project (R.A.R.E.) of Detroit, Michigan as the one hundred and seventh "Daily Point of Light." R.A.R.E., a program sponsored by the Joy of Jesus Community Center, mobilized the residents of 38 inner-city blocks, known as Ravendale, to rid their community of drugs, crime, unemployment, and despair.

Through the leadership of the Reverend Eddie Edwards, R.A.R.E. has done much to turn the community around. In 1988, an average of two "crack" houses plagued each block. Today, these houses have been reclaimed and nine have been refurbished. Now they house low-income families. In addition, the crime rate has dropped 42 percent, and 150 jobs have been found for residents.

Joy of Jesus helps identify community leaders and provides leadership training, teaching residents to take control of their neighborhood. Twenty-seven block clubs have been organized and now hold monthly meetings with neighbors to discuss common concerns. Ravendale residents work together to identify the most pressing needs and coordinate efforts to address them.

Through a church Adopt-A-Block program, suburban congregations link with one of Ravendale's blocks, providing the human, spiritual, and material resources the residents need to renew their block. Church volunteers help renovate reclaimed "crack" houses and homes obtained through a HUD purchase plan in their assigned Ravendale blocks. Applicants for the refurbished homes are required to invest "sweat equity" into their designated homes.

The President will greet representatives from the Ravendale Area Revitalization Project today and personally thank them for their efforts. The residents' work to reclaim their community exemplifies his conviction that, "From now on in America, any definition of a successful life must include serving others."

#

FOR FURTHER INFORMATION CONTACT: Tracey Taylor or Robert Marbut
(202) 456-6266

Simon

Memorandum for Speechwriting Staff

From: Dan McGroarty

Regarding: *Detroit B-Q*

Please return your comments to Room 122 by:

4/9 3PM

Today's Date: APR 8 1992

(Duggan/Simon)
April 8, 1992
Draft Two
Detroit

PRESIDENTIAL REMARKS: DETROIT BUSH-QUAYLE DINNER
 DETROIT, MICHIGAN
 TUESDAY, APRIL 14, 1992
 [time]

[Acknowledgments: Engler, Fisher, Prechter, et al.; jokes]

I want to thank all of you who have contributed so generously to our re-election campaign. With help like yours, and the efforts of millions of people at the grass roots, our team is going to win four more years to lead this country. \\

With this election we can -- we must -- launch four vigorous years of reform: Reforms to provide Americans with first-rate jobs in the new world economy. Reforms to strengthen the bulwark of our nation's character -- the family. Reforms to preserve half a century's hard-won gains for world freedom and peace.

We need to reinforce the twin pillars of a healthy democratic society: personal freedom and personal responsibility. This renewal can't be dictated from Washington. Renewal for the new century will blossom in thousands of hometowns and neighborhoods across our great country. Each one of you can make a difference on the serious issues that face our country. \\

Take education for example. Our America 2000 education strategy thrives on local initiatives. Polly Williams in Milwaukee and Patrick Rooney in Indianapolis have captured national attention for their new programs to give inner-city parents a real choice of schools for their children. And right here in Detroit, there's an exciting new effort in the inner city

-- Cornerstone Schools. One of the leaders is Eddie Edwards, a Protestant pastor in the black community who has been recognized as one of our nation's Points of Light. A key partner with the Reverend Edwards in this project is Archbishop Maida of the Catholic Church. They've won generous support from business leaders as they break down barriers and re-invent good schools for children who need them most. They've done this without a word of government direction or a penny of government funding.

Meanwhile, grassroots Republicans in the Michigan Legislature are working with Governor Engler to give parents more freedom and responsibility in their children's education. There's a powerful reform spirit in Michigan -- to ease the strictures of teacher tenure and certification; to establish solid core curricula and to measure results; and to give individual principals new incentives to innovate through charter schools and school empowerment. I can assure you, the Republican reformers in Michigan's legislature are light years ahead of the liberal Democratic leadership in the U.S. Congress.

Michigan is also a leader in making quality health care available and affordable to everyone. Michigan soon will become the first state in the nation to enroll its entire Medicaid caseload -- one million people -- in managed care. Managed care improves quality while cutting costs. And it's an important part of my national health care reform package.

We have the best quality health care in the world -- but too many people lack basic health insurance coverage. The Capitol

Hill liberals' ideas on health care are expensive and coercive. Some Democratic leaders promote a plan called "Play or Pay." It's a mandated benefit scheme whose costs would be virtually unmanageable. Another favorite Democratic plan is to make the Federal government the monopoly provider of national health insurance. If you think that's a good idea, ask a Canadian for a second opinion. Last year alone, xxxx Canadians checked into Michigan hospitals because of the intolerable waiting periods resulting from central government rationing of health care.

Like my agenda for revolutionizing our schools, my health care reform package emphasizes consumer choice and private-sector competition. Vouchers and tax credits would enable every American to purchase basic health insurance. We would change the law to assure that no one is denied coverage for a pre-existing condition or because of a job change. And eliminating the costly practice of providing the poor with non-emergency care in hospital emergency rooms would save so much money that my health care reforms could be implemented without raising taxes.

Another institution ripe for reform is our legal system. We've become the most litigious society on earth. We account for only five percent of the world population, but we have 70 percent of the world's lawyers. ((I'm often asked: If an apple a day keeps the doctor away, what works for lawyers?)) Litigation costs, liability insurance costs, and other costs associated with litigation or the avoidance of litigation are estimated to run as high as \$380 billion a year. That is an indirect tax on every

business transaction in America -- and it siphons off more than 2 percent of our gross national product.

It's high time we spent more time helping each other and less time suing each other. \\\ That's why I've asked Congress to pass my Access to Justice Act -- a reform bill to encourage people to resolve problems out of court, and to crack down on frivolous lawsuits by making losers pay more court costs. \\

Now, if we are to reform education and health care and our legal system -- if we are to reduce red tape and regulation and get our horrendous federal deficit down -- we must reform the United States Congress. Our congressional system is not working. We've all seen symptoms: Gridlock on important legislation. Unconscionable delays on nominations. Failure to modernize our banking laws. Failure to pass fair and simple proposals to stimulate our economy.

Major reforms are in order. It's time for Congress to govern itself by the laws it imposes on others. No more special treatment. \\
It's time for sweeping reform of campaign financing -- time to eliminate the special interest PACs. \\
It's time for real spending reform -- time for the President to have what 43 governors have -- the line-item veto. And it's time to make Congress a citizen assembly, not a club for careerists: It's time to limit the terms of Congress. \\
In my second and final term as President, I want to lead America in adopting each of these historic reforms. \\

I'm also working to lead America to new success in the

global economy. We're working to open markets to American products. If we succeed with the current round of world trade talks, world output could increase by \$5 trillion over the next decade -- and more than \$1 trillion of that boom will go to the United States. This applies no less to Detroit than to the rest of the nation: After some hard years, there's a spirit of renewal in our great automotive industry. With the open markets and the level playing field that I'm fighting to achieve, I'm confident that American workers can out-perform, out-produce and out-compete anyone, anywhere. \\\

Detroit will always be a special place for me. It was here 12 years ago that Ronald Reagan and I accepted the Republican nomination for President and Vice President. It was here that Ronald Reagan captured the country's imagination with his soaring vision of America as "a shining city on a hill."

Think how much we have accomplished since then. With God's help, and with hard work to support our convictions, we've helped change the world. We've helped the peoples of Eastern Europe and the old Soviet empire peacefully throw off the yoke of Communism. Today we are aiding their transition to free markets and helping them reduce their nuclear arsenals. We stood up against dictators and exporters of totalitarian revolution in Latin America -- and we've helped democracy take root in nearly every country of our hemisphere.

When a ruthless tyrant overran Kuwait and threatened to engulf the Middle East in its worst conflagration, we protected

the people of Israel and Turkey and Saudi Arabia. We organized an unprecedented world coalition and liberated Kuwait from the aggressor. And we accomplished a breakthrough sought by every President from Truman to Reagan -- we brought Arab neighbors face to face with Israel for the first time at the peace table. \\\

We won the Cold War and stopped Saddam's aggression because, 12 years ago, we renewed our faith in our values and we strengthened our defenses. The United States is now the undisputed leader of the world. And we will keep ourselves strong. We will stay engaged in world politics, in world security, and in world markets.

We have a mission -- together -- to carry on the American Dream for new generations. With your help, and with grassroots action, we can win a mandate to lead this country for four more years. We can work together -- and win -- with our plans to reform our schools, our health care system, our very system of government. We can keep our country open to to the enlivenment of immigrants, of trade, of ideas. We can assure that when we reach the new century, America still will be the strongest, bravest, freest nation on earth.

Thank you, and may God bless every one of you.

#

Spain economy boomed when they
joined EC
Mexico will be similar

Dearborn

Max? Fisher intro Engler intro Pres.
no head table 800-900

Giddings + Lewis

Quality Policy: "Do it Right the First Time"
flags out front: Canada, US Japan Germany, Britain
world map in lobby

313-293-3000

2:30 pm

Audience of 1000-1500

workers (~~over~~ 700 or less) stated + standing

businessmen - ch. of commerce

313-777-2741

Barbara Hollett

FORTUNE

5-21-90

FORBES

9-16-91

Dale Norton - VP Business
414-921-9400 Planning

THE WHITE HOUSE
WASHINGTON

April 7, 1992

MEMORANDUM FOR PRE-ADVANCE PARTICIPANTS

FROM: ED MURNANE 
DEPUTY ASSISTANT TO THE PRESIDENT
AND DIRECTOR OF PRESIDENTIAL ADVANCE

SUBJECT: PRE-ADVANCE TO DETROIT, MICHIGAN AND COLUMBUS,
OHIO ON APRIL 8, 1992

Attached for your information is a list of participants and an outline schedule for the Pre-Advance to Detroit, Michigan; and Columbus, Ohio on April 8, 1992.

NOTE: * Indicates Pre-advance participants who are dropping in Detroit.

PRE-ADVANCE PARTICIPANTS

Office of Presidential Advance

John Herrick, Special Assistant to the President for Advance
Kris Goodwin, Trip Coordinator
Julie Goldberg, Executive Assistant for Press Advance (Designate)
Kelley Gannon, Press Advance Representative, Detroit *
Greg Jenkins, Press Site Representative, Detroit *
Kevin Hart, Site Advance Representative, Detroit *
Craig Ray, Lead Advance Representative, Columbus
Brian Montgomery, Press Advance Representative, Columbus

Office of Political Affairs

Andy Foster, Associate Director

White House Television

Mike Lent, Cameraman

Office of Communications

Bob Simon, Researcher

United States Secret Service

Tom Farrell, ASAIC, Presidential Protective Division
Bob Knight, Lead Agent, Detroit *
Kevelin Winfree, Site Agent, Detroit *
Jim Brundage, Site Agent, Detroit *
Rick Alto, Site Agent, Detroit *
Frank Spicka, Site Agent, Detroit *
Frank Colon, Site Agent, Detroit *
John Donzanti, Site Agent, Detroit *
Ernie Brashear, Site Agent, Detroit *

White House Military Office

John Wissler, USMC Aide to the President
Cal Dixon, HMX Advance
Bob Turner, HMX Advance
Rex Jordan, AFI Advance
Dan Weiss, AFI Advance, Detroit *

White House Communications Agency

Jim Straight, Operations Officer
John Maluda, Trip Officer, Detroit *
Pete Varjlen, Checkrider, Detroit *
Dan Murray, Assistant Trip Officer, Detroit *
Dale Ellenbarger, Trip Officer, Columbus

PRE-ADVANCE SCHEDULE

Wednesday, April 8, 1992

6:45 am Vans depart West Basement for those requiring transportation to Andrews Air Force Base.

(Drive Time: 30 Minutes)

7:15 am Vans arrive Andrews Air Force Base.

7:30 am C-9 #1681 departs Andrews Air Force Base en
(E.D.T.) route Detroit, Michigan.

(Flying Time: 1 Hour 20 Minutes)

(Time Change: None)

(Food Service: Breakfast)

8:50 am C-9 arrives Detroit Metropolitan Airport,
(E.D.T.) Detroit, Michigan.

NOTE: C-9 will be parked at Butler Aviation.
313/942-3500

Aircraft will re-position to
Selfridge Air National Guard Base,
Base Operations (313/466-4069),
for departure.

Contact:

Mr. Gary Reed
Bush/Quayle '92
517/487-5413

Staff Hotel:

Ritz-Carlton Dearborn
Fairlane Plaza
300 Town Center Drive
Dearborn, Michigan 48126-9969
313/441-2000
313/441-2051 - FAX
Contact: Renee Bonemer

8:55 am Board vans and depart Detroit Metropolitan Airport en route Ritz-Carlton Dearborn.
(Drive Time: 20 Minutes)

9:15 am Arrive Ritz-Carlton Dearborn and proceed to Salon 7.

9:20 am Arrive Salon 7 and begin participation in Pre-advance Meeting.

10:20 am Conclude participation in Pre-advance Meeting, depart Salon 7, and begin participation in Site Survey (Presidential Ballroom/Suite/ Press Filing Center).

11:20 am Conclude participation in Survey, board vans, and depart Ritz-Carlton Dearborn en route TBD Site.
(Drive Time: 40 Minutes)

12:00 pm Arrive TBD Site and begin participation in Pre-advance Meeting.

1:00 pm Conclude participation in Pre-advance Meeting and begin participation in Site Survey.

2:15 pm Conclude participation in Site Survey, board vans, and depart TBD Site en route Selfridge Air National Guard Base.
(Drive Time: 20 Minutes)

2:35 pm Arrive Selfridge Air National Guard Base and proceed to board C-9.

2:45 pm C-9 departs Detroit, Michigan en route Columbus,
(E.D.T.) Ohio.

(Flying Time: 50 Minutes)
(Time Change: None)
(Food Service: Lunch)

3:35 pm C-9 arrives Port Columbus International Airport,
(E.D.T.) Columbus, Ohio.

NOTE: C-9 will be parked at Lane Aviation.
614/237-3747

Contact:

Mr. Rod Caborn
Communications Director
AmeriFlora '92
614/645-1973

Staff Hotel:

Hyatt Regency Columbus
350 N. High Street
Columbus, Ohio 43215
614/463-1234
Contact: Elizabeth Canestraro

3:40 pm Board vans and depart Port Columbus International
Airport en route Franklin Park.

(Drive Time: 10 Minutes)

3:50 pm Arrive Franklin Park, Conservatory Library, and
begin participation in Pre-advance Meeting.

4:50 pm Conclude participation in Pre-advance Meeting,
depart Franklin Park Conservatory Library, and
proceed to AmeriFlora Exhibit (via Foot).

5:00 pm Arrive AmeriFlora Exhibit and begin participation
in Site Survey.

6:00 pm Conclude participation in Site Survey, board vans, and depart Franklin Park en route Port Columbus International Airport.

(Drive Time: 10 Minutes)

6:10 pm Arrive Port Columbus International Airport and proceed to board C-9.

6:25 pm C-9 departs Columbus, Ohio en route Andrews
(E.D.T.) Air Force Base.

(Flying Time: 1 Hour)

(Time Change: None)

(Food Service: Light Dinner)

7:25 pm Arrive Andrews Air Force Base and proceed
(E.D.T.) to board vans.

7:30 pm Vans depart Andrews Air Force Base en route
White House.

(Drive Time: 30 Minutes)

8:00 pm Vans arrive White House.

**MEMORANDUM FOR ED MURNANE
DEPUTY ASSISTANT TO THE PRESIDENT AND
DIRECTOR, OFFICE OF PRESIDENTIAL ADVANCE**

**FROM: LYN D. KENNELLY
LEAD ADVANCE - DETROIT, MICHIGAN**

RE: SITE SURVEY for April 14 Visit

DATE: APRIL 7, 1992

I met with representatives from five of the six area Chamber of Commerce today and, with their input and help, visited five possible sites in regard to The President's visit here next Tuesday- Dupont, Lionel Trains Inc., Giddings & Lewis, MNP Corporation, and Allied-Signal Inc.

All except Lionel Trains is non-union and have had profitable years. DuPont and MNP Corp. had interesting "tour" possibilities, but not a large enough space to hold a speech for 1000. A brief description of the remaining two sites, Giddings & Lewis and Allied Signal follows:

GIDDINGS & LEWIS Integrated Automation
17801 Fourteen Mile Road, Fraser, Michigan
Contact: Gerald W. McCarty, Controller
#313/296-4789

This machine tool manufacturer had its most profitable year ever in 1991 with over \$700 million in corporate sales, \$200 million at this plant alone. Giddings & Lewis serves over 250 industries, with the company's headquarters located in Fond du Lac, Wisconsin. It is the largest industrial automation and machine tool manufacturer in North America, and one of the four largest in the world.

The Fraser, Michigan plant is non-union and employs approx. 700 people. Ford Motor Company is its biggest client. This year it will also be exporting to Russia approx. \$40 million in machinery that makes pistons.

The main plant-operations room lends itself nicely as a "natural setting" speech site. The actual machinery being sent to Russia, which is about the size of a small dump truck, is located here. This room is giant and has quite a few different plant stations in it. It also has an area which could be cleared for the speech site locating the POTUS stage almost in the center of the room with all this plant "stuff" surrounding it.

With your approval, I will set-up a visit for the pre-advance tomorrow at approx. 12 noon.

ALLIED-SIGNAL INC. Bendix Safety Restraints
700 Nineteen Mile Road, Sterling Heights, Michigan
Contact: Alidor P. Lefere, III, Group Director
#313/726-4106

A major supplier of occupant restraints to the automotive market, they work closely with automotive engineers in planning and design, development and testing, to post-production follow-up. Allied-Signal's net income for the fourth quarter increased 7% over the comparable 1990 period.

Although corporate Allied-Signal manufactures many Aerospace, Automotive and Engineered Materials, the Sterling Heights location is a research & development operation with approx. 300 non-union employees. Their state-of-the-art technical center represents a wide range of capabilities that provide: computer-aided engineering; a complete prototype shop; two fully instrumented test sleds (with those cute little dummies!); environmental lab; and, fully equipped air bag and seat belt labs.

This location would make a great touring site and has a room adequately large enough to accommodate a 1000 person audience. But, this room . . . is just a room.

(Duggan/Simon)
April 7, 1992
Draft One
Detroit

PRESIDENTIAL REMARKS: DETROIT BUSH-QUAYLE DINNER
 DETROIT, MICHIGAN
 TUESDAY, APRIL 14, 1992
 [time]

[Acknowledgments (Gov. Engler, Max Fisher, Heinz Prechter,
perhaps others); jokes]

I want to thank all of you who have contributed so
generously to our re-election campaign. With help like yours,
and the efforts of millions of people at the grass roots, our
team is going to win four more years to lead this country.\\

I want you to join with me to make this November's election
ring with a clear and powerful purpose: reforming our
institutions to get America ready for the dawn of the new
century. I'm planning to carry on four vigorous years of reform:
Reforms that provide Americans with first-rate jobs in the new
world economy. Reforms to strengthen the bulwark of our nation's
character -- the family. Reforms to preserve half a century's
hard-won gains for world freedom and peace.

We need to reinforce the twin pillars of a healthy democratic
society: personal freedom and personal responsibility. This
renewal can't be dictated from Washington: Paternalistic
government doesn't have the answers. Renewal for the new century
will blossom in thousands of hometowns and neighborhoods across
our great country.

In just this manner we've begun already to renew our schools
-- to make them perform their best. Some of the most innovative

ideas are coming from here in the Midwest. Polly Williams in Milwaukee and Patrick Rooney in Indianapolis have captured national attention for their new programs to give inner-city parents a real choice of schools for their children. And right here in Detroit, community leaders are building an exciting new model for inner-city education. I'm referring to the new project called Cornerstone Schools. A leader of Cornerstone Schools is The Reverend Eddie Edwards, a Protestant pastor in the black community whom I've previously recognized as one of our nation's Points of Light. A key partner with the Reverend Edwards in this project is the head of the Catholic archdiocese, Archbishop Maida. They've won generous support from Detroit business leaders as they break down old barriers and re-invent quality neighborhood schools for children who need them most. They've done this without a word of government direction or a penny of government funding.

Meanwhile, grassroots Republicans in the Michigan Legislature are working with Governor Engler to give parents more freedom and responsibility in their children's education. There's a powerful reform spirit in Michigan -- to ease the strictures of teacher tenure and certification; to establish solid core curricula and to measure results; and to give individual principals new incentives to innovate through charter schools and school empowerment. There's a lot of work still to do, but the Republican majority in Michigan's legislature is light years ahead of the liberal Democratic leadership in the

U.S. Congress. When we elect a new Congress that's truly responsive to the aspirations of young American parents and their children, then we'll begin to see real reform in Federal education policy.

Michigan is also a leader in making quality health care available and affordable to everyone. Michigan soon will become the first state in the nation to enroll its entire Medicaid caseload -- one million people -- in managed care. This common-sense policy improves the quality of care while cutting the costs. And it's an important part of my national health care reform package.

America has the best quality health care in the world -- but too many people lack basic health insurance coverage. The Capitol Hill liberals' ideas on health care are expensive and coercive. Some of Democratic leaders promote a plan called "Play or Pay." In effect it's a mandated benefit scheme whose costs would be virtually unmanageable. Another favorite Democratic plan is to make the Federal government the monopoly provider of national health insurance. If you think that's a good idea, ask a Canadian for a second opinion. Last year alone, xxxx Canadians checked into Michigan hospitals because of the intolerable waiting periods resulting from central government rationing of health care.

Like my agenda for revolutionizing our schools, my health care reform package emphasizes consumer choice and private-sector competition. Vouchers and tax credits would enable every

American to purchase basic health insurance. We would change the law to assure that no one is denied coverage for a pre-existing condition or because of a job change. And eliminating the costly practice of providing indigents with non-emergency care in hospital emergency rooms would save so much money that my health care reforms could be implemented without raising taxes.

[Paragraph praising Engler's leadership in welfare reform]

Another institution ripe for reform is our legal system. We've become the most litigious society on earth. Though we account for only five percent of the world population, we have 70 percent of the world's lawyers. ((I'm often asked: If an apple a day keeps the doctor away, what works for lawyers?))

Litigation costs, liability insurance costs, and other costs associated with litigation or the avoidance of litigation are estimated to run as high as \$380 billion a year. That is an indirect tax on every business transaction in America -- and it siphons off more than 2 percent of our gross national product.

It's high time we spent more time helping each other and less time suing each other. \\ \\ That's why I've asked Congress to pass my Access to Justice Act -- a reform bill to encourage people to resolve more of their problems out of court, and to crack down on frivolous lawsuits by making more of the losers pay for court costs.\\

Now, if we are to reform education and health care and our

legal system -- if we are to reduce red tape and regulation and get our horrendous federal deficit down -- we must reform the United States Congress. Our entire congressional system has fallen out of touch and grown out of control. We've all seen symptoms of the sickness in Congress: The disgraceful treatment of Judge Clarence Thomas. Unconscionable delays on other important nominations. Failure to modernize our banking laws, to let U.S. banks compete in the age of global information. Failure to pass fair and simple proposals to stimulate our economy.

Major reforms are in order. It's time for Congress to govern itself by the laws it imposes on others. No more special treatment. \\ It's time for sweeping reform of campaign financing -- time to eliminate the special interest PACs. \\ It's time for real spending reform -- time for the President to have what 43 governors have -- the line-item veto. And it's time to make Congress a citizen assembly, not a club for careerists: It's time to limit the terms of Congress. \\ \\ In my second and final term as President, I want to lead America in adopting each of these historic reforms. \\

Detroit will always be a special place for me. It was here 12 years ago that Ronald Reagan and I accepted the Republican nomination for President and Vice President. It was here that Ronald Reagan captured the country's imagination with his soaring vision of America as "a shining city on a hill."

Think how much we have accomplished since then. With God's help, and with hard work to support our convictions, we've helped

change the world. We've helped the peoples of Eastern Europe and the old Soviet empire peacefully throw off the yoke of Communism. Today we are aiding their transition to free markets and helping them reduce their nuclear arsenals. We stood up against dictators and exporters of totalitarian revolution in Latin America -- and we've helped democracy take root in nearly every country of our hemisphere.

When a ruthless tyrant overran Kuwait and threatened to engulf the Middle East in its worst conflagration, we protected the people of Israel and Turkey and Saudi Arabia. We organized an unprecedented world coalition and liberated Kuwait from the aggressor. And we accomplished a breakthrough sought by every President from Truman to Reagan -- we brought Israel and all of her Arab neighbors face to face at the peace table. \\\

We won the Cold War and stopped Saddam's aggression because, 12 years ago, we renewed our faith in our values and we strengthened our defenses.

Today I'm leading the nation in reducing and restructuring our military following the collapse of our Soviet adversary. We'll keep to our strategy of peace through strength. I've proposed the deepest military cuts we can responsibly make.

The liberal Democrats in Congress want cuts twice as deep. These are the same people who opposed military action to liberate Kuwait and protect Israel and Saudi Arabia from attack. These are the same liberals who tried to kill the Patriot missile program, our Strategic Defense Initiative and strategic

modernization.

Well, I still remember how it was 12 years ago. And as long as I'm President, we will never go back to the hollow army. We will never return to the disgraceful days when the Navy couldn't sail and the Air Force couldn't fly for lack of spare parts. I'll veto any Democrat bill to cut our defenses deeper than the prudent reductions I've proposed. \\\

The United States is now the undisputed leader of the world. And we will keep ourselves strong. We will stay engaged in world politics, in world security, and in world markets.

We have a mission -- together -- to carry on the American Dream for new generations. Recently, when I travelled to Asia and Australia to strengthen our security and trade relations in the Pacific, I had the pleasure to have with me a number of bright and admirable American business leaders. One of them, who is here tonight, is a true embodiment of the American Dream.

He was born and raised in Germany, where he began to learn mechanical and engineering skills. Three decades ago he came to America, and he came alive with our spirit of enterprise. He took a single bold engineering and marketing concept -- and he popularized sunroofs in automobiles around the world. Today he sells his automotive products in xx countries of the world -- and his exports alone account for xxx good jobs for Americans.

Heinz Prechter, we're proud of all you've done for your adopted country -- and I'm grateful for your leadership in this dinner tonight. \\\

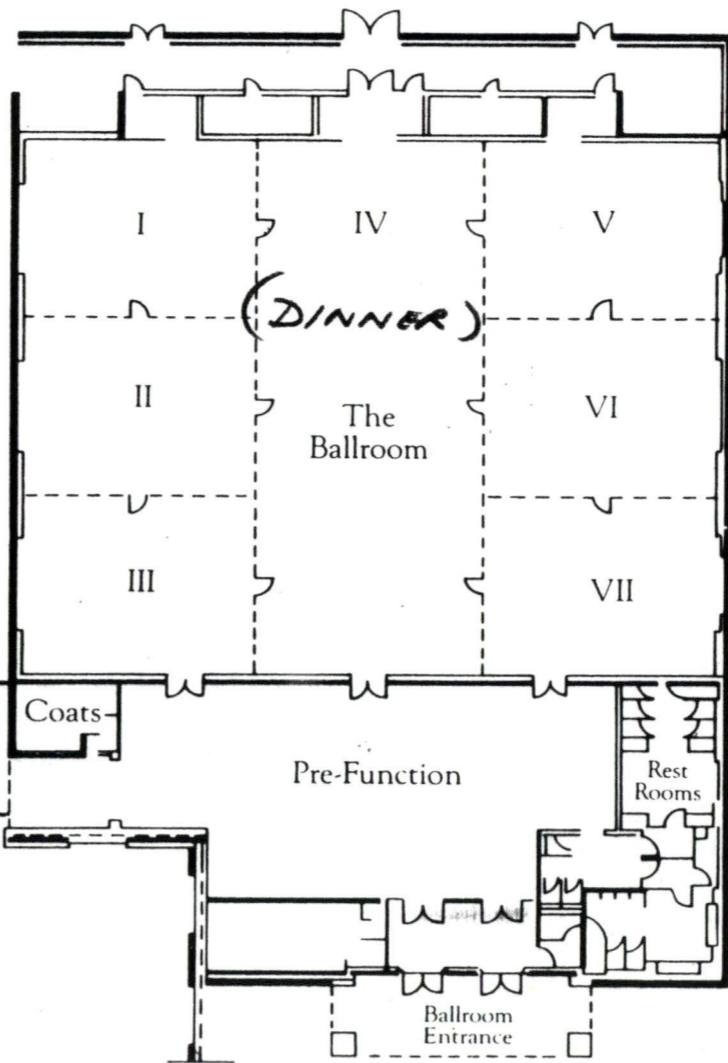
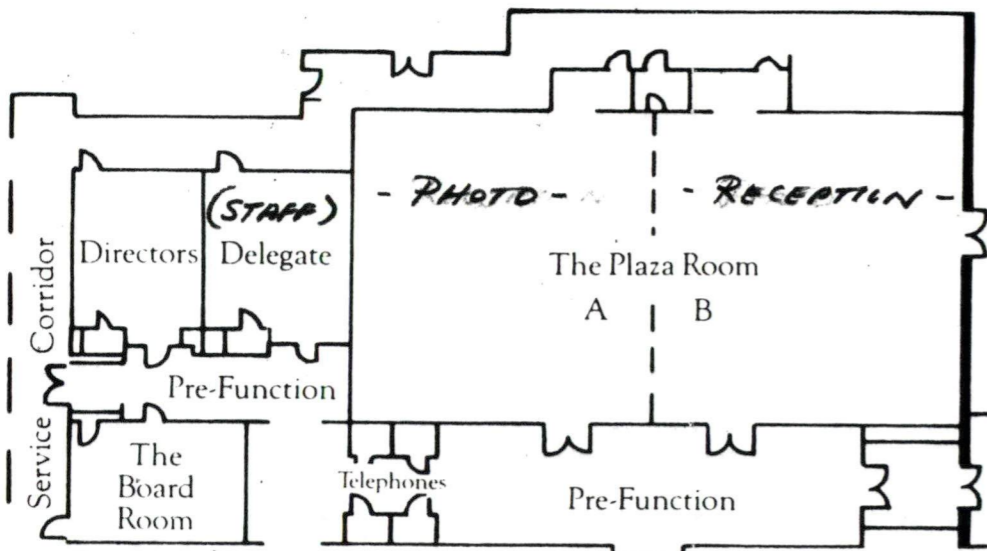
Ladies and gentlemen, again, I'm grateful for your support. With your help, we can win a powerful mandate this fall to lead this country for four more years. We can work together -- and win -- with every one of my ambitious plans to reform our schools, our health care system, our very system of government. We can keep our country open to to the enlivenment of immigrants, of trade, of ideas. We can assure that when we reach the new century, America still will be the strongest, bravest, freest nation on earth.

Thank you, and may God bless you.

#

A C A T E R E D A F F A I R

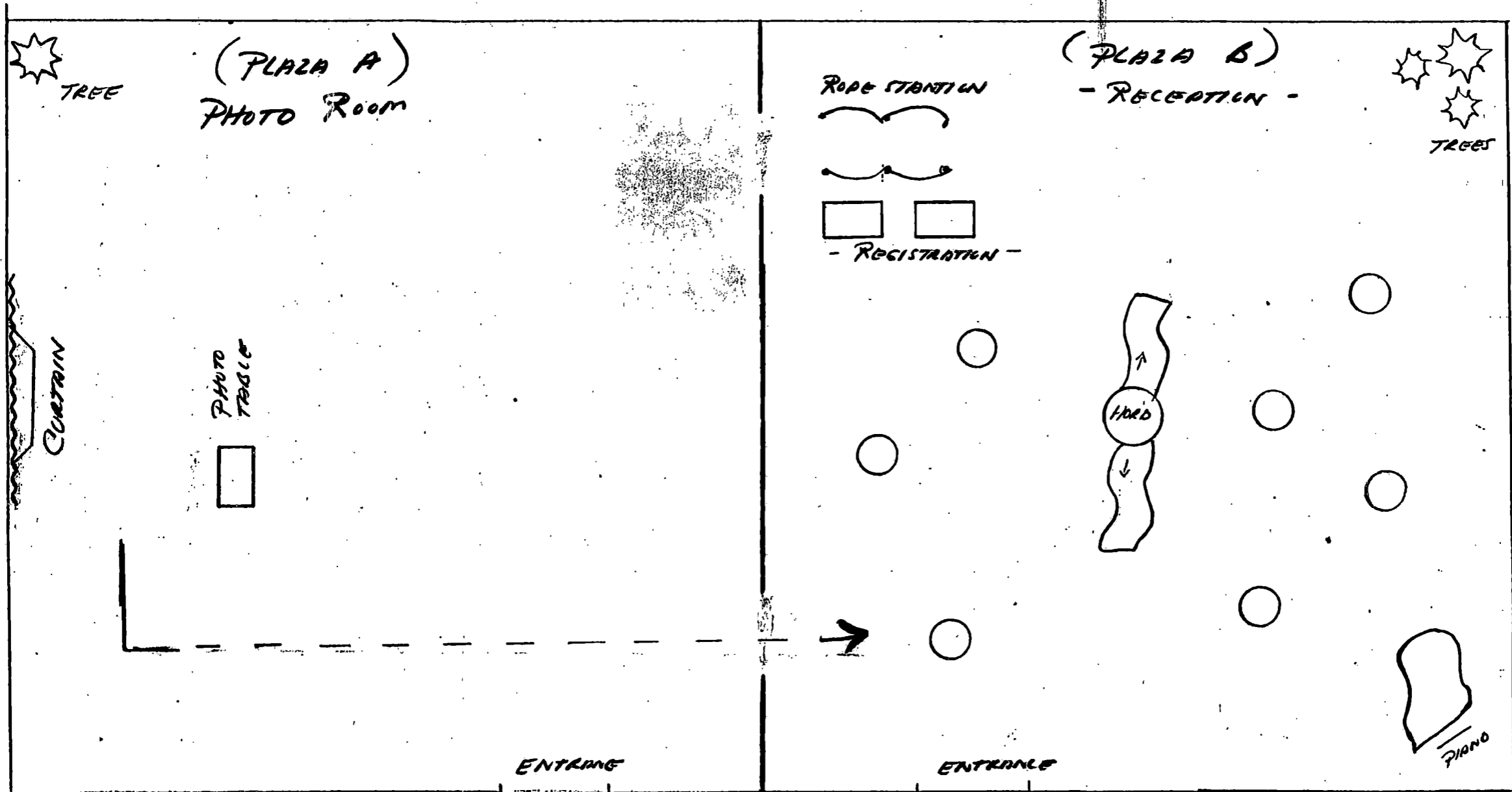
LOBBY
LEVEL



~~DETROIT~~
DEARBORN
RITZ-CARLTON

Pre-Function areas connect.

← SERVICE HALLWAY →



PRE-FUNCTION

REGISTRATION

(450)

(225)

(225)

(225)

EXTRA

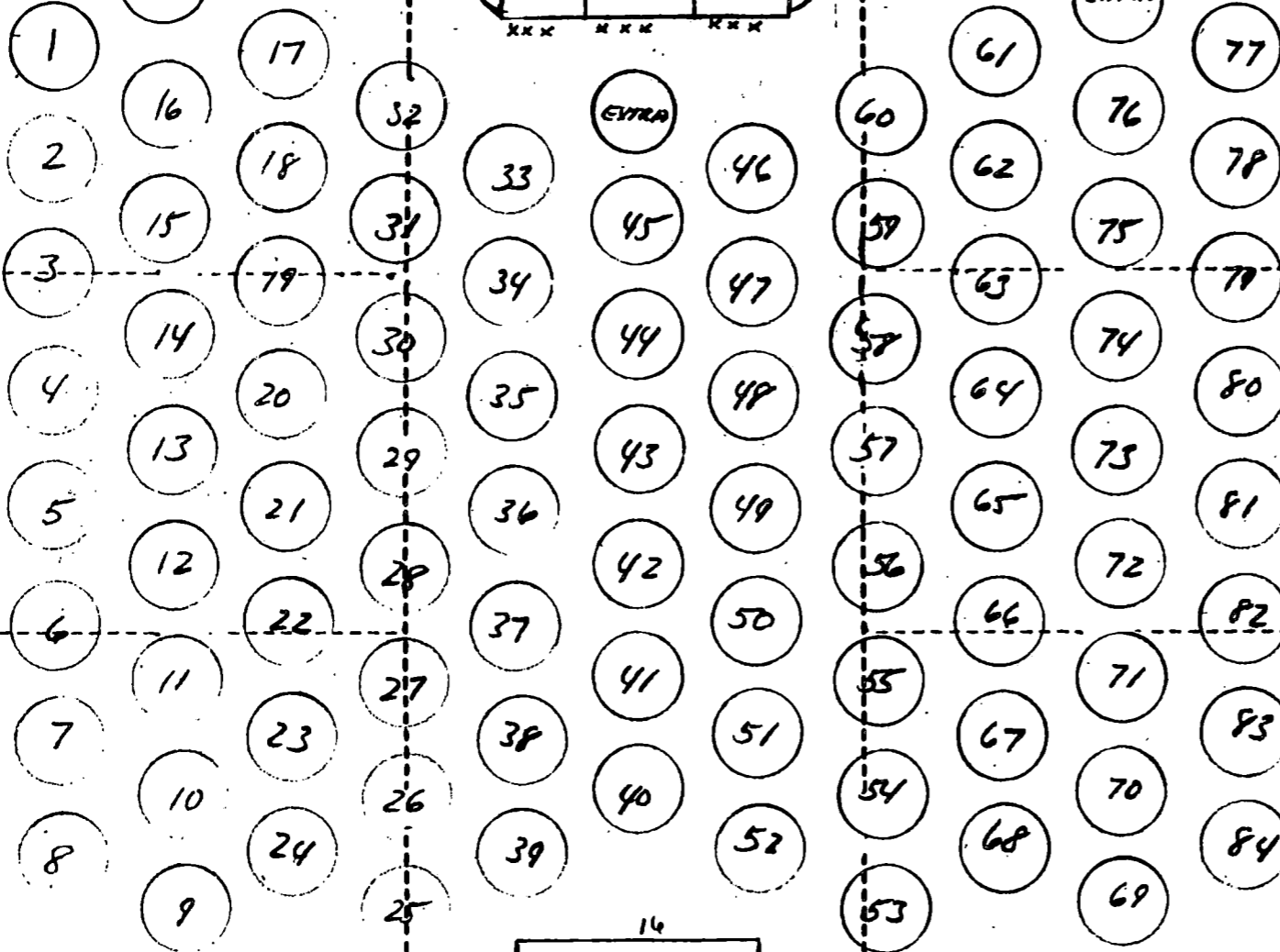
EXTRA

EXTRA

DUET
HEN

3x6

SHING



PREFUNCTION