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

OA/ID Number: 13568
Folder ID Number: 13568-003

Folder Title:
Saturn School 5/22/91 [OA 6033]

Stack:	Row:	Section:	Shelf:	Position:
G	26	17	1	4

WHITE HOUSE STAFFING MEMORANDUM

01 MAY 21 A10:19

DATE: 5/21/91 ACTION/CONCURRENCE/COMMENT DUE BY: ----

PRESIDENTIAL REMARKS: VISIT TO THE SATURN SCHOOL OF TOMORROW
ST. PAUL, MINNESOTA

SUBJECT: WEDNESDAY, MAY 22, 1991

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input type="checkbox"/>	PETERSMEYER	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PORTER	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DARMAN	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGICH	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SMITH	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BROMLEY	<input type="checkbox"/>	<input type="checkbox"/>	UNTERMEYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SNOW	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
GRAY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HOLIDAY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

The attached has been forwarded to the President.

RESPONSE:

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

Education Acknowledgements

- Gov. Arne Carlson
will make welcoming
remarks + introduce POTUS
- Secretary Alexander

These are the only people on
stage.

The mayor, school superintendent,
principal, etc. will be in
VIP section of audience. Don't
need to acknowledge them.

Senator Durenberger is TBD,
but not probable.

THE WHITE HOUSE

WASHINGTON

May 20, 1991

91 MAY 20 PM 7:25

MEMORANDUM FOR THE PRESIDENT

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

I. SUMMARY

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

II. DISCUSSION

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

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

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

Good afternoon. Thank you very much for that warm welcome. Our Secretary of Education, Lamar Alexander; community leaders, teachers, and my fellow students. ((possible computer joke.))

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#

THE WHITE HOUSE
WASHINGTON

Lee,
F4I.
Granger

April 8, 1991

MEMORANDUM FOR TONY SNOW
DIRECTOR OF SPEECHWRITING

FROM: C. BOYDEN GRAY *CBG*
COUNSEL TO THE PRESIDENT

SUBJECT: Presidential Remarks: The American Business
Conference

The speech looks very good. I recommend one addition on p. 10:
at the end of the second sentence, ("has outlined a reform
strategy that involves common sense") add the phrase "and is
critical to promoting equal opportunity for all Americans."

cc: Phil Brady

WHITE HOUSE STAFFING MEMORANDUM



DATE: 5/20/91 ACTION/CONCURRENCE/COMMENT DUE BY: 5/20/91 4:00 p.m.

SUBJECT: PRESIDENTIAL REMARKS: SATURN SCHOOL OF TOMORROW

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE <i>n/c</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input type="checkbox"/>	<i>(talked to MCG)</i>	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ROGICH <i>n/c</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BROMLEY	<input type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SNOW	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
GRAY <i>100 dt 2896 n/c</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please forward your comments directly to Tony Snow, Rm. 122, x2930, no later than 4:00 p.m., TODAY, MONDAY MAY 20, with a copy to this office. Thank you.

RESPONSE:

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

91 MAY 20 AM10:18

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

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

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

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

With it, we challenge all the methods and means of the past. Here in St. Paul, you are sailing the country into the future. Oliver Wendell Homes once wrote: "I find the great thing in this world is not so much where we stand, as in what direction we are moving: To reach the port of heaven, we must sail sometimes with the wind and sometimes against it -- but we must sail, and not drift, nor lie at anchor."

With America 2000, we are not simply standing at anchor. We've shoved off and set sail. From now on, business-as-usual will be very unusual. In cities across this nation, people have

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

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

Those goals are: first, to ensure that every child starts school ready to learn; second, to raise the high school graduation rate to 90 percent; third, ensure that every American student leaving the 4th, 8th and 12th grades can demonstrate competence in five core subjects; fourth, make our students first in the world in math and science; fifth, ensure that every American adult is literate and has the skills necessary to compete in the global economy; and sixth, free every American school from drugs and violence so that learning can take place.

Our challenge now is one of reinventing the classroom -- I call it creating "New American Schools" -- for the year 2000 and beyond. It's just one part of our America 2000 strategy to meet those six lofty goals. No one says it will be easy. But it's a battle for our future that we must -- and will -- win.

For today's students, we're designing better and more accountable schools ... for tomorrow's students, we're creating a new generation of schools ... for the rest of us -- today's workforce, and yesterday's students -- we're transforming America

into a nation of students, lifelong learners who continue to grow and explore every day. And finally, all across this nation, parents, teachers and neighbors getting together in communities where learning can happen.

We're talking about **breaking the mold** -- building for the Next American Century. Reinventing -- literally starting from the bottom up and build new schools -- not with bricks and mortar but with questions asked, and ideas proposed, and chances taken. We're looking at every possible way to make schools better.

That's why I've come here to Minnesota. Just down the river from this bluff, stands St. Paul's first school -- a crowded one-room log cabin that Mrs. Rumsey first called to order nearly 150 years ago. Back then, Minnesota was a desolate wilderness soon transformed into a sprawling economy, built on rail lines and grain mills, the center of the agricultural empire called the Midwest.

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

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

Let me share with you the basic idea behind the Saturn School. Saturn is a city-wide magnet school, with 300 middle-school students coming from all over the district. Each morning, they arrive at an old YWCA building ready to learn on state-of-the-art technologies: computers that teach reading and math; videodisc systems that access libraries and encyclopedias; alternative classrooms in science and art museums that give kids hands-on learning. The curriculum includes core subjects, yet is designed to respond to a changing world -- one of global communications, computer programming, chemistry, personal wellness and community volunteering.

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

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

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

While I've only had two computer lessons, it doesn't take the head of Control Data to realize that these kids and this school are amazing. It doesn't look like a regular school -- no old-fashioned desks, just kids on the floor, playing with "mice" -- learned that term in my computer class. It doesn't sound like a regular school -- in fact, its motto is "High Tech. High Teach. High Touch." And that's because it isn't a regular school -- it broke the mold in American education, and it is truly a school of the 21st Century.

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

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

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

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

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

#

THE PRESIDENT HAS SEEN

5/21/91

THE WHITE HOUSE

WASHINGTON

May 20, 1991

91 MAY 20 PM 7:25

Good
some changes

GB

5-21-91

MEMORANDUM FOR THE PRESIDENT

THROUGH: TONY SNOW *TS*

FROM: MARY KATE GRANT *MKG*

SUBJECT: VISIT TO THE SATURN SCHOOL OF TOMORROW
ST. PAUL, MINNESOTA

I. SUMMARY

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

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

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

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ST. PAUL, MN
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1:45 P.M.**

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*It's education
that will
still be
the force
too much
change
plus*

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It's time we got down to the business of inventing new schools for a new world. We took the first ^{in 1989 (?)} step when, with the Nation's Governors, we ~~we~~ established the six National Education Goals and set the clock ticking for the end of this decade -- and the end of the status quo.

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

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Many people ~~in fact~~, Al Shanker ^{pms??} of the American Federation of Teachers -- he was here last week, and I spoke to him the other day -- (helped promote these great reforms.)

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

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*if true put it
one such person who Al Shanker pushed who was here to work He's cutting about 40-50%*

?

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

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

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

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

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

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

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

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

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

#

WHITE HOUSE STAFFING MEMORANDUM



31 MAY 20 P 3: 25

DATE: 5/20/91 ACTION/CONCURRENCE/COMMENT DUE BY: 5/20/91 4:00 p.m.

SUBJECT: PRESIDENTIAL REMARKS: SATURN SCHOOL OF TOMORROW

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input type="checkbox"/>	PETERSMEYER	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BROMLEY	<input type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SNOW	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please forward your comments directly to Tony Snow, Rm. 122, x2930, no later than 4:00 p.m., TODAY, MONDAY MAY 20, with a copy to this office. Thank you.

RESPONSE:

See comments

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

91 MAY 20 AM10:18

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

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

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

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

With it, we challenge all the methods and means of the past. Here in St. Paul, you are sailing the country into the future. Oliver Wendell Homes once wrote: "I find the great thing in this world is not so much where we stand, as in what direction we are moving: To reach the port of heaven, we must sail sometimes with the wind and sometimes against it -- but we must sail, and not drift, nor lie at anchor."

With America 2000, we are not simply standing at anchor. We've shoved off and set sail. From now on, business-as-usual will be very unusual. In cities across this nation, people have

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

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

Those goals are: first, to ensure that every child starts school ready to learn; second, to raise the high school graduation rate to 90 percent; third, ensure that every American student leaving the 4th, 8th and 12th grades can demonstrate competence in five core subjects; fourth, make our students first in the world in math and science; fifth, ensure that every American adult is literate and has the skills necessary to compete in the global economy; and sixth, free every American school from drugs and violence so that learning can take place.

Our challenge now is one of reinventing the classroom -- I call it creating "New American Schools" -- for the year 2000 and beyond. It's just one part of our America 2000 strategy to meet those six lofty goals. No one says it will be easy. But it's a battle for our future that we must -- and will -- win.

For today's students, we're designing better and more accountable schools ... for tomorrow's students, we're creating a new generation of schools ... for the rest of us -- today's workforce, and yesterday's students -- we're transforming America

into a nation of students, lifelong learners who continue to grow and explore every day. And finally, all across this nation, parents, teachers and neighbors getting together in communities where learning can happen.

We're talking about **breaking the mold** -- building for the Next American Century. Reinventing -- literally starting from the bottom up and build new schools -- not with bricks and mortar but with questions asked, and ideas proposed, and chances taken. We're looking at every possible way to make schools better.

That's why I've come here to Minnesota. Just down the river from this bluff, stands St. Paul's first school -- a crowded one-room log cabin that Mrs. Rumsey first called to order nearly 150 years ago. Back then, Minnesota was a desolate wilderness soon transformed into a sprawling economy, built on rail lines and grain mills, the center of the agricultural empire called the Midwest.

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

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

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

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THE WHITE HOUSE

WASHINGTON

May 20, 1991 6:41

MEMORANDUM FOR TONY SNOW

FROM: ROGER B. PORTER *RBP*

SUBJECT: Presidential Remarks: Saturn School of Tomorrow

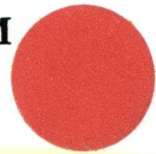
We have reviewed the attached presidential remarks from a policy standpoint and have noted several suggestions on the attached draft.

Assuming that we will transmit the AMERICA 2000 Excellence in Education Act to the Congress this week, this draft should be re-worked to reflect the transmittal and to refer to specifics of the legislation.

Please let us know if you have any questions or if we may help in any other way.

cc: Phillip D. Brady

WHITE HOUSE STAFFING MEMORANDUM



DATE: 5/20/91 ACTION/CONCURRENCE/COMMENT DUE BY: 5/20/91 4:00 p.m.

SUBJECT: PRESIDENTIAL REMARKS: SATURN SCHOOL OF TOMORROW

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input type="checkbox"/>	PETERSMEYER	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BROMLEY	<input type="checkbox"/>	<input type="checkbox"/>	UNTERMEYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SNOW	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

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RESPONSE:

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

91 MAY 20 AM 10:18

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

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

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WHITE HOUSE STAFFING MEMORANDUM

MAY 20 P6:41



DATE: 5/20/91

ACTION/CONCURRENCE/COMMENT DUE BY: 5/20/91 4:00 p.m.

SUBJECT: PRESIDENTIAL REMARKS: SATURN SCHOOL OF TOMORROW

	ACTION FYI			ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input type="checkbox"/>	PETERSMEYER	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BROMLEY	<input type="checkbox"/>	<input type="checkbox"/>	UNTERMEYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SNOW	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

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RESPONSE:

OK S.R.

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

91 MAY 20 AM 10:18

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

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#

THE WHITE HOUSE

WASHINGTON

May 20, 1991

MEMORANDUM FOR THE PRESIDENT

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

I. SUMMARY

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

II. DISCUSSION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#

WHITE HOUSE STAFFING MEMORANDUM



DATE: 5/20/91 ACTION/CONCURRENCE/COMMENT DUE BY: 5/20/91 4:00 p.m.

SUBJECT: PRESIDENTIAL REMARKS: SATURN SCHOOL OF TOMORROW

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input type="checkbox"/>	PETERSMEYER	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BROMLEY	<input type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SNOW	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please forward your comments directly to Tony Snow, Rm. 122, x2930, no later than 4:00 p.m., TODAY, MONDAY MAY 20, with a copy to this office. Thank you.

*M.K. This is quite good
 See attachment and
 substantial comments.
 XAD*

RESPONSE:

MASTER

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

91 MAY 20 AM10:18

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

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

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

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

With it, we challenge all the methods and means of the past. ^{Particularly at the Saturn School of Tomorrow (NSC)} Here in St. Paul, you are sailing the country into the future.

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

With America 2000, we are not simply standing at anchor. We've shoved off and set sail. From now on, business-as-usual will be very unusual. In cities across this nation, people have

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

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

Those goals are: first, to ensure that every child starts school ready to learn; second, to raise the high school graduation rate to 90 percent; ^{w/o lowering standards (NSC)} third, ensure that every American student leaving the 4th, 8th and 12th grades can demonstrate competence in five core subjects; fourth, make our students first in the world in math and science; fifth, ensure that every American adult is literate and has the skills necessary to compete in the global economy; and sixth, free every American school from drugs and violence so that learning can take place.

Our challenge now is one of reinventing the classroom -- I call it creating "**New American Schools**" -- for the year 2000 and beyond. It's just one part of our America 2000 strategy to meet those six lofty goals. No one says it will be easy. But it's a battle for our future that we must -- and will -- win.

For today's students, we're designing better and more accountable schools ... for tomorrow's students, we're creating a new generation of schools ... for the rest of us -- today's workforce, and yesterday's students -- we're transforming America

into a nation of students, lifelong learners who continue to grow and explore every day. And finally, all across this nation, parents, teachers and neighbors ^{are} getting together in communities where learning can happen.

We're talking about **breaking the mold** -- building for the Next American Century. Reinventing -- literally starting from the bottom up and build new schools -- not with bricks and mortar but with questions asked, and ideas proposed, and chances taken. We're looking at every possible way to make schools better.

That's why I've come here to Minnesota. Just down the river from this bluff, stands St. Paul's first school -- a crowded one-room log cabin that Mrs. Rumsey first called to order nearly 150 years ago. Back then, Minnesota was a desolate wilderness soon transformed into a sprawling economy, built on rail lines and grain mills, the center of the agricultural empire called the Midwest.

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

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

→ Let me share with you the basic idea behind the Saturn School. Saturn is a city-wide magnet school, with 300 middle-school students coming from all over the district. Each morning, they arrive at an old YWCA building ready to learn on state-of-the-art technologies: computers that teach reading and math; videodisc systems that access libraries and encyclopedias; alternative classrooms in science and art museums that give kids hands-on learning. The curriculum includes core subjects, yet is designed to respond to a changing world -- one of global communications, computer programming, chemistry, personal wellness and community volunteering.

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

Some discussion of LA results -
 Minneapolis has great success w/ magnet schools (ie - the open school/magnet school - model programs for others to follow - magnet enrollment up (Smith))

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

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

While I've only had two computer lessons, it doesn't take the head of Control Data to ~~realize that these kids and this school are amazing.~~ ^{see that} ~~It doesn't look like a regular school -- no old-fashioned desks, just kids on the floor, playing with "mice" -- learned that term in my computer class. It doesn't sound like a regular school -- in fact, its motto is "High Tech. High Teach. High Touch." And that's because it isn't a regular school -- it ~~breaks the mold in American education,~~ ^{exploring new frontiers in} ~~and it is truly a school of the 21st Century.~~~~

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

Like any new idea

there may be ~~We don't know what tomorrow holds for the Saturn School, ^{And} ~~because all new ideas involve risks.~~ ^{And} ~~It may fail, but it may~~~~

But when we say "break the mold", we've got to give communities the power to experiment, think anew, be daring.

And I like what works. I'm confident about

also succeed. ~~If it works, others will follow. And Saturn will~~
~~the prospect of New American Schools in~~
~~have begun a voyage in the American experience. When that~~

~~happens, communities all across this country will begin opening~~

~~many more New American Schools. The New Generation of Schools~~

~~is ~~not~~ but one part of our America 200 strategy. ~~which~~~~
~~have have been born. And we will have begun a new chapter in our~~

history.

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

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

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

Americans.

Again, thank you so much for having ~~to your wonderful school~~

today. I wish you the best in your work. God bless each and every one of you.

→ Delete: Education shouldn't # # #

be a dream. We're changing the reality - I'd go back to the "sail" + "anchor" analogy - at the point

we're moving - sailing so we should exhort people to join us on the new ship - or

something to that effect.
(Smith)

With more accountability
and choice in our schools,
with a ~~national~~ commitment to lifelong
learning, with the active
engagement of our business
community in the business of
education,

Ted Kolderie

M.K. These are good suggestions

59 West Fourth • Saint Paul MN 55102

please work them in

612/224-9703

David

16 May 91

Fax for: Robert Teeter

BWB:

Whoever's thinking about the President's visit here next Wednesday should understand what's moving in Minnesota to open the way for the creation of new public schools.

The visit has a lot of possibilities. Minnesota is a state where the Democrats enacted choice. And are pushing new schools.

And did it against all the resistance put up by the interest groups and by the traditional public-school ideology.

Choice had opponents. But the debate here was never partisan. Perpich proposed it. Tom Nelson carried the bill in the DFL Senate. The House author was the Republic majority leader, Rep. Connie Levi (today executive vp of the Minneapolis Chamber of Commerce).

Today, 'new schools' has opponents. But its support comes from a mixture of DFLers and IRs.

If the President is interested in building off what this state has done, and may yet do in the next few days before the '91 session ends . . . to enhance his own situation re: the legislation going to Congress . . . he will:

- 1. Stress the bipartisan support.
- 2. Talk about choice as public school choice.
- 3. Talk generally about the important of choic/es.
- 4. Visit just Saint Paul's Saturn school if that's all time permits, but give credit more broadly for creating different public schools new: to Minneapolis . . . to some suburban districts . . . to rural districts.

Talk about the potential of letting teachers start new schools.

- 6. Be realistic about this taking time . . . starting small . . . expanding gradually, through trial and error. Don't over-promise.

yes
yes
yes
yes but clear with DOE
yes

TED

91 MAY 20 5:58
WHITE HOUSE STAFFING MEMORANDUM



DATE: 5/20/91 ACTION/CONCURRENCE/COMMENT DUE BY: 5/20/91 4:00 p.m.

SUBJECT: PRESIDENTIAL REMARKS: SATURN SCHOOL OF TOMORROW

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input type="checkbox"/>	PETERSMEYER	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please forward your comments directly to Tony Snow, Rm. 122, x2930, no later than 4:00 p.m., TODAY, MONDAY MAY 20, with a copy to this office. Thank you.

RESPONSE:

*See comments. Thanks.
 Holly Williamson
 5-20-91*

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

THE WHITE HOUSE
WASHINGTON

May 20, 1991

MEMORANDUM FOR TONY SNOW

FROM: HOLLY WILLIAMSON *HW*

SUBJECT: Education Speech

Please see the attached general comment from Cabinet Affairs about the speech for the May 22 event. Also note that there needs to be a reference to the legislation which will be transmitted on Wednesday in conjunction with this event.

It is my understanding that the speech will change quite a bit in the next draft. We would like to see that draft, if possible.

Thanks.

Attachment

It is also my understanding that Leslie A. faxed you Education's comments (also attached). MHP HW

Education speech comment

✓ The speech needs one paragraph that makes clear that the Saturn School is not the model for the New American School; it is just a very promising start. The purpose of the visit to the Saturn School is to show a different way of how to structure a classroom. But bear in mind that the Saturn School is not a good model for testing, grades, homework or a required curriculum, which are all fundamental to the President's education strategy.

✓ Here's an addition I would suggest: After his description of the Saturn School, the President should reiterate the other themes of the American 2000 strategy -- accountability, higher standards, testing, core subjects and so on -- that show that we are interested not only in schools that are innovative, but, more importantly, schools that can use innovative and creative means to demonstrate their success in teaching children and in moving the nation toward the national goals.



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

May 20, 1991

MEMORANDUM FOR TONY SNOW, Director of Speechwriting
DAN CASSE, Associate Director, Cabinet Affairs

FROM: LESLYE A. ARSHT *Leslye*

I am sending some back-up clips and school examples that reflect Lamar's suggestions regarding the President's Minnesota speech.

We think its most important that the Saturn School be praised for "breaking the mold"; starting over. But, NOT as a model for the nation. First, we want to improve all 110,000 existing schools in this country but we recognize that we must also look at new approaches.

Attachment 1: In 1986, Al Shanker wrote in his NYTimes column, about an educational Saturn project based on the notion behind the Saturn car manufacturing idea. Start as though no one had ever built a car before. That's what this school represents.

Attachment 2: The quote from the Minnesota paper is exactly right in tone -- they are on to something but all the final outcomes haven't been assessed yet. Thus, we should be focusing on the process not the results.

Attachment 3: It's also important to note that there are schools, businesses and communities all across the country who are arriving at the same conclusion -- R.J.R. Nabisco's Next Century Schools, Ted Sizer's Coalition of Essential Schools, Washington State's Schools for the 21st Century and North Carolina's Project Genesis schools are all examples of the New Generation of American Schools -- so the Saturn School should be placed in this context. Also, note that a New Generation American School doesn't just introduce "technology" but also human values.

Attachment 4: We liked the anecdote the President told on himself about the computer at the National Academy of Sciences last month which might have a place in this text.

Call if I can assist further. Tel. 401-3046 or 401-3000.

Attachment 1

4. Saturn School of Tomorrow

In 1986, in his weekly New York Times column, Al Shanker wrote that "Perhaps the most important step in revitalizing the [automobile] industry is the Saturn project. It is designed to make believe that no one has ever made a car before and to start the whole process from scratch--to reopen not just what the car should look like and how it should run but every question of production, supplies, labor, relations, the role of management." That, Shanker argued, is what's needed in education--an educational Saturn project. Taken by this idea, Tom King and David Bennett set out to make it happen. The result is the Saturn School of Tomorrow which opened in St. Paul, MN in the fall of 1989. The Saturn School of Tomorrow uses innovative approaches in staffing, use of computers, and creation of individual lesson plans for students. It groups students by interest and ability, rather than by grade level. And students go to museums, libraries, and elsewhere in the community for lessons. Saturn enjoys enthusiastic support from parents.

5. Lighthouse Project

In 1989 in Casper, Wyoming, Lamar Alexander called for the creation of "brand new American Schools." The Casper business community responded to that challenge by sponsoring a competition, open to anyone, to create innovative schools. The competition triggered a flurry of creative thinking, drawing 37 proposals, from which five winning "Lighthouse School" proposals were selected. Four of those proposed schools are scheduled to open in the fall of 1991, with seed money from the business community.

6. James Comer's School Improvement Program

Yale child psychologist James Comer's innovative school improvement process has been adopted by a total of 165 elementary, middle and high schools, including schools in Prince Georges County, Maryland, and by all elementary schools in New Haven, Connecticut. The "Comer process," which was first implemented in 1968, emphasizes team building with parents, comprehensive planning, staff development, and continuous assessment of student progress. All Comer schools use a governance structure that includes three components: a school planning and management team, a mental health team, and a parent group.

ATTachment 2

MINNEAPOLIS STAR AND TRIBUNE MAY 17 1991 P-1



President plans a visit Wednesday to St. Paul's high-tech Saturn school

By Jason Walsh
and Suzanne P. Kelly
Staff Writers

President Bush will visit St. Paul's Saturn School of Technology on Wednesday, bringing another beam of national limelight to the experimental school he has touted as a successful example of educational innovation.

White House officials confirmed Thursday that Bush and Secretary of Education Lamar Alexander Jr. will come to the two-year-old school. It is the first in a series of trips designed to promote America 2000, the administration's plan for a national education policy.

Bush's exact itinerary has not been announced. Local officials said the White House is doing the planning and probably will not release details until Monday or Tuesday. But state Independent-Republican Chairman Bob Weinholtzer said Bush's advance team was in the Twin Cities yesterday and told him that the president will be here for only about two hours around midday and that he is likely to visit only the downtown school.

Weinholtzer said IR officials have asked if they can hold a small welcoming rally at the airport, and expect an answer today.

While local school officials said they are excited about the publicity Saturn is receiving, they worry that Bush's visit might give the nation the wrong impression about their school — that it's a model for the rest of the country to follow.

"We see it as a work in progress," said Tom King, Saturn's director. "We have as many questions as we have answers. We don't hold it up as a solution; it's not something that has to be copied."

King said neither teachers nor students are planning anything out of the ordinary for their extraordinary visitor.

"I wouldn't be surprised if there are some welcome signs around," he said. "But what they really want the president to see is them involved in their learning and not those kinds of

auxiliary things. It's going to be a slice of Saturn."

Saturn is a fourth- through seventh-grade school that allows students to proceed at their own pace in study areas they choose. It relies heavily on computers and other high-tech equipment, at a cost of about \$2,000 more for each of its 211 students than is spent at other schools. Some of that money has come through partnerships with local businesses and foundations.

The school works with parents to develop a learning plan for each child. Students frequently study outside the traditional classroom; science classes, for example, meet at the nearby Science Museum of Minnesota.

Joe Nathan, a Saturn parent who has spoken with Bush about the school in his role as a member of a presidential advisory committee on school reform, said Saturn's approach appeals to Bush as an attempt to break the mold, not as a model.

"The example I'd give is that we could have spent all our time trying to improve the wheels on the wagons that went west. But if we had, we may never have gotten around to inventing the automobile or the airplane," he said. "Saturn ... is an attempt to do things a whole new way, to break out of the old ways of thinking."

Albert Shanker, president of the American Federation of Teachers, said he had heard Monday that the president was St. Paul-bound. Bush's visit is meant to show that the president continues to focus on education, he said. With the Saturn visit, Bush can spur educators into talking chances, he said.

"In order to get people in the schools to change, they need incentives. This is one of them," Shanker said from Washington, D.C. "This is a special kind of recognition. And, I must say, the recognition is for the right reason."

At least one member of the St. Paul school board was more satisfied

about the value of the visit. Eleanor Weber said that while she is pleased that a local school is so well regarded, she feels bad for the many teachers at other schools "who work very hard and get very little recognition. They have (students of) many talent levels and a paucity of materials to work with. Saturn has been most fortunate to get lots of financial support."

Saturn's genesis can be traced to a 1986 speech that King heard Shanker give about schools learning from the technology-oriented Saturn car company, which was then being formed. He went to St. Paul Superintendent David Bennett with an idea for the school. Saturn opened in the fall of 1989 in temporary quarters, with King as its director. The district has since spent more than \$9 million to get the program operational in its new home, which opened in January.

The school has not been without problems. Some parents have been uncomfortable with their children coming home without homework, and they question the lack of traditional letter grades. Before the school's move to its larger home in the former YWCA building downtown, discipline was considered a problem.

Also, differences in pay between teachers have caused some hard feelings, union officials say. Four teachers are paid between \$55,000 and \$60,000, and four are paid considerably lower standard union wages as "generalist" teachers. Private consultants have been hired to mediate disputes among staff members at the school.

More....

But the centerpiece of our National Education Strategy is not a program, it's not a test. It's a new challenge: to reinvent American education — to design New American Schools for the year 2000 and beyond.

George Bush, April 18, 1991

A New Generation of American Schools

1. RJR Nabisco's Next Century Schools

The RJR Nabisco Foundation is supporting fundamental school reform projects across the country. Over five years, 1990 through 1994, 45 schools will share in \$30 million in grants. To date, 30 schools have received three-year grants of up to \$250,000 per school per year to help them increase the time students spend learning, alter the structure of the school day and year, group students according to mastery level, and measure success based on student performance. This year's 15 winning schools were chosen from 1,600 applicants.

2. Ted Sizer's Coalition of Essential Schools

Less is more, student as worker, personalized learning--these are among the nine essential principles that schools must commit to in order to become an Essential School. Ninety-eight schools in 23 States have made that commitment, in an effort to transform the roles of their students and teachers, to recast students as active learners and teachers as coaches. Such transformation, the Coalition recognizes, can come about only through comprehensive, concentrated efforts at the individual school site. As Ted Sizer puts it, "Schools cannot be redesigned piecemeal: everything important within a school affects everything else important there. Substantial redesign by and of an existing school while it is operating is often every bit as difficult as *rebuilding an entire car while it speeds along an Interstate.*"

3. Washington State's Schools for the 21st Century

Created by the legislature in 1987, Washington's Schools for the 21st Century competition has resulted in awards for 33 innovative educational projects. Schools are connected by an electronic network, which enables teachers to "discuss" ideas and share lesson plans. The program supports a 10-day supplemental contract which, in effect, sets aside two weeks for school-level planning, staff development, and instructional improvement. Common themes among projects include outcomes-based education, integrated curricula, cross-age grouping of students, parent involvement, and technology.

4. Saturn School of Tomorrow

In 1986, in his weekly New York Times column, Al Shanker wrote that "Perhaps the most important step in revitalizing the [automobile] industry is the Saturn project. It is designed to make believe that no one has ever made a car before and to start the whole process from scratch--to reopen not just what the car should look like and how it should run but every question of production, supplies, labor, relations, the role of management." That, Shanker argued, is what's needed in education--an educational Saturn project. Taken by this idea, Tom King and David Bennett set out to make it happen. The result is the Saturn School of Tomorrow which opened in St. Paul, MN in the fall of 1989. The Saturn School of Tomorrow uses innovative approaches in staffing, use of computers, and creation of individual lesson plans for students. It groups students by interest and ability, rather than by grade level. And students go to museums, libraries, and elsewhere in the community for lessons. Saturn enjoys enthusiastic support from parents.

5. Lighthouse Project

In 1989 in Casper, Wyoming, Lamar Alexander called for the creation of "brand new American Schools." The Casper business community responded to that challenge by sponsoring a competition, open to anyone, to create innovative schools. The competition triggered a flurry of creative thinking, drawing 37 proposals, from which five winning "Lighthouse School" proposals were selected. Four of those proposed schools are scheduled to open in the fall of 1991, with seed money from the business community.

6. James Comer's School Improvement Program

Yale child psychologist James Comer's innovative school improvement process has been adopted by a total of 165 elementary, middle and high schools, including schools in Prince Georges County, Maryland, and by all elementary schools in New Haven, Connecticut. The "Comer process," which was first implemented in 1968, emphasizes team building with parents, comprehensive planning, staff development, and continuous assessment of student progress. All Comer schools use a governance structure that includes three components: a school planning and management team, a mental health team, and a parent group.

7. Henry Levin's Accelerated Schools Program

Unlike most approaches to compensatory education, where instruction is slowed down, Henry Levin's idea is to *accelerate* instruction. The purpose of his Accelerated Schools Program is simple: to bring every low-performing child up to grade level by end of elementary school. Approximately 50 schools, including statewide networks in Missouri and Illinois, are testing the three principles of Levin's program. First, parents and educators have set goals for their schools and their children and identified ways to achieve those goals. Second, parents and educators at the school site are empowered to make the decisions necessary to make learning happen. Third, teachers, parents, and students build on students' strengths.

8. Speech by Chris Whittle at the April 1990 Education Roundtable, Sponsored by the Tennessee Business Roundtable

"What we need is a fundamentally different American education. We need a new American school. One that is better for students, one that is better for teachers, one that is better for the country.... In our new American schools, the objectives are going to be much clearer.... Grade levels will be a thing of the past. Students will learn at their own pace. They will finish when they finish....

"The pieces of the new American school are all around us. The great thing that pilots and experiments have done is that they have shown us all the various things that we might do. The new 'education Edisons' are really massive systems integrators. They are going around and taking all these pieces and reassembling them into a whole that is fundamentally different than the one we have."

9. Project Genesis

A unique proposal in North Carolina would allow teams of educators to bid on--and winning teams to run--new schools before their doors are opened. Proposal requirements would be minimal; they would include a statement of principles, information on funding, and an accountability plan. Also, up to half the slots in each school would be reserved for students living outside the attendance area. A key provision in Project Genesis is training. Winning teams would receive training and assistance in reconceptualizing schooling. They would then hire and train their own staff, who may not need to meet teacher certification requirements. The idea, ultimately, is to extend Project Genesis beyond new schools to include existing schools as well.

All the President's Modems

By Richard Leiby
Washington Post Staff Writer

Computer geeks want to know: Does the president do Windows? Is he a GUI (pronounced gooey) guy? And why, if he's the nation's top DOS man, is he running a rather puny 286?

None of this will make sense yet to George Bush, who logged on to his White House computer for the first time this week. But in an industry where massive fortunes are made by guys who speak a techno-babble understood by few mortals, where your entire way of thinking, working and dressing can be deduced from your choice of computer, these are pressing questions. And yesterday, the nation's tech-heads were

800 COMPUTER, B3, Col. 3

Modem Butterflies

COMPUTER, From B1

abuzz with speculation about what it means to have the president overcome his fear of interface, to declare his days as a "computer illiterate" behind him.

"This took a lot of guts," said Jonathan Sacks, publisher and president of InfoWorld, a publication that covers corporate computing. "By the time you become a chief executive of a company or a nation, you feel you're pretty smart and sophisticated, and driving a computer for the first time is like riding a bicycle for the first time: You look like a total idiot, you feel totally incompetent."

History will record that the president's first effort on his personal computer—apparently an IBM AT (286)

running WordPerfect 5.0 word-processing software—was not a portrait of technological grace. As he told the National Academy of Sciences Wednesday: "I learned to turn one on. Push the button down here and one up here with a green thing on it. And out came a command to somebody that I had written out. I pushed the button. I was worried what might happen up there. But it was fun and I will keep it up."

Before you know it, the man will be running spreadsheets on the federal budget, putting out a Points of Light newsletter with desktop publishing, modemming messages in lieu of his famous typewritten personal notes. But if he wants to go beyond simply writing on his PC—and a White House spokesman confirmed yesterday that Bush "did a memo today, some correspondence; obviously he's gotten beyond just turning it on"—then the question arises: Is George an IBM or Mac kind of user?

IBM machines, which employ the MS-DOS language, are now in use in the executive branch, and the president is assumed to be using one. But

IBM wouldn't confirm it, and neither would the White House, not wanting to appear to be endorsing a product. Whatever the case, Bush is surely using a DOS version of WordPerfect software; the Utah-based company confirmed that it was the Executive Office supplier. WordPerfect, which already claims 600 million users worldwide, and 67 percent of the North American market, is no doubt already preparing ads proclaiming itself the official presidential software. (And also the software of Oliver North, a company spokesperson accidentally divulged.)

But Mac people—young Californians who make the Apple and Macintosh computers and come to work in jeans when they're not surfing—say they aren't daunted. The Macintosh revolutionized personal computing by doing away with arcane DOS (disk operating system) commands and substituting icons: little pictures of wastebaskets and file folders, arrows and clocks. Apple pioneered the Graphical User Interface—the gooey—which was like giving a computer a dose of LSD: It let the computer

make pictures, opening up incredible new realms of color and sound ... and Creativity.

(Gorby, it should be noted, is a Mac man. The company gave him one.)

"If the president were using a Mac, he would be learning the system faster; he would be learning more applications that would allow him to be much more creative and much more productive," said Cindy McCaffrey, spokeswoman for Apple Computer Inc., with, perhaps, a trace of envy. "He'd be having a heck of a lot of fun."

Fun in the Oval Office. Pretty soon people would stop wearing ties—or wearing ties like the ones on "thirtysomething." (As publisher Sacks pointed out, "The Mac GUI is supposed to be used by touchy-feely type of people. DOS is not the kinder, gentler version of computer.") Bush can go gooey without a Mac, but he'll need a more powerful machine than the one he has now. He'll need a 386 to run Windows, the software that allows DOS machines to do fancy pictures. He'll need a mouse.

Then he can really experience the Vision Thing.

THE WHITE HOUSE

WASHINGTON

May 20, 1991

MAY 20 P5:42

MEMORANDUM FOR TONY SNOW

FROM: ROGER B. PORTER *RBP*

SUBJECT: Presidential Remarks: Saturn School of Tomorrow

We have reviewed the attached presidential remarks from a policy standpoint and have noted several suggestions on the attached draft.

Assuming that we will transmit the AMERICA 2000 Excellence in Education Act to the Congress this week, this draft should be re-worked to reflect the transmittal and to refer to specifics of the legislation.

Please let us know if you have any questions or if we may help in any other way.

cc: Phillip D. Brady

Document No. 239422SS

WHITE HOUSE STAFFING MEMORANDUM



DATE: 5/20/91

ACTION/CONCURRENCE/COMMENT DUE BY: 5/20/91 4:00 p.m.

SUBJECT: PRESIDENTIAL REMARKS: SATURN SCHOOL OF TOMORROW

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input type="checkbox"/>	PETERSMEYER	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BROMLEY	<input type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SNOW	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please forward your comments directly to Tony Snow, Rm. 122, x2930, no later than 4:00 p.m., TODAY, MONDAY MAY 20, with a copy to this office. Thank you.

RESPONSE:

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

91 MAY 20 AM 10:18

Grant/Cawley
May 20, 1991
A: SATURN / Draft twoPRESIDENTIAL REMARKS: SATURN SCHOOL OF TOMORROW
ST. PAUL, MN
WEDNESDAY, MAY 22, 1991
1:45 P.M.

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

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

With ^{America 2000,} ~~it,~~ we challenge all the methods and means of the past. Here in St. Paul, you are sailing the country into the future. Oliver Wendell Holmes once wrote: "I find the great thing in this world is not so much where we stand, as in what direction we are moving: To reach the port of heaven, we must sail sometimes with the wind and sometimes against it -- but we must sail, and not drift, nor lie at anchor."

With America 2000, we are not simply standing at anchor. We've shoved off and set sail. From now on, ^{no more} ~~business-as-usual,~~ ~~will be very unusual.~~ In cities across this nation, people have

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

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

Those goals are: first, to ensure that every child starts school ready to learn; second, to raise the high school graduation rate to 90 percent; third, ^{to} ensure that every American student leaving the 4th, 8th and 12th grades can demonstrate competence in five core subjects; fourth, ^{to} make our students first in the world in math and science; fifth, ^{to} ensure that every American adult is literate and has the skills necessary to compete in the global economy; and sixth, ^{to} free every American school from drugs and violence so that learning can take place.

Our challenge now is one of reinventing the classroom -- I call it creating "New American Schools" -- for the year 2000 and beyond. It's just one part of our America 2000 strategy to meet those six lofty goals. No one says it will be easy. But it's a battle for our future that we must -- and will -- win.

For today's students, we're designing better and more accountable schools ... for tomorrow's students, we're creating a new generation of schools ... for the rest of us -- today's workforce, and yesterday's students -- we're transforming America

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into a nation of students, lifelong learners who continue to grow and explore every day. And finally, all across this nation, parents, teachers and neighbors getting together in communities where learning can happen.

We're talking about breaking the mold -- building for the Next American Century. Reinventing -- literally starting from the bottom up ~~and~~ build new schools -- not with bricks and mortar but with questions asked, and ideas proposed, and chances taken. We're looking at every possible way to make schools better.

That's why I've come here to Minnesota. Just down the river from this bluff, stands St. Paul's first school -- a crowded one-room log cabin that Mrs. Rumsey first called to order nearly 150 years ago. Back then, Minnesota was a desolate wilderness soon transformed into a sprawling economy, built on rail lines and grain mills, the center of the agricultural empire called the Midwest.

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

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

Let me share with you the basic idea behind the Saturn School. Saturn is a city-wide magnet school, with 300 middle-school students coming from all over the district. Each morning, they arrive at an old YWCA building ready to learn on state-of-the-art technologies: computers that teach reading and math; videodisc systems that access libraries and encyclopedias; alternative classrooms in science and art museums that give kids hands-on learning. The curriculum includes core subjects, yet is designed to respond to a changing world -- one of global communications, computer programming, chemistry, personal wellness and community volunteering.

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

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

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

While I've only had two computer lessons, it doesn't take the head of Control Data to realize that these kids and this school are amazing. It doesn't look like a regular school -- no old-fashioned desks, just kids on the floor, playing with "mice" -- learned that term in my computer class. It doesn't sound like a regular school -- in fact, its motto is "High Tech. High Teach. High Touch." And that's because it isn't a regular school -- it broke the mold in American education, and it is truly a school of the 21st Century.

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

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

6

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

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

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


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THE WHITE HOUSE

WASHINGTON

May 20, 1991

MEMORANDUM FOR TONY SNOW/MARY KATE GRANT

FROM: John S. Gardner 

SUBJECT: Saturn School Remarks

This is a fine speech. I am, however, somewhat concerned about what the implication of the President's remarks would be, given the nature of this school.

I understand that the school is very non-traditional (no grades, etc.). There is a place for schools like this for children who would flourish in such an environment (I'd probably wilt), but most parents would probably blanch at the thought of their children attending such a school. That having been said, is it really a good idea to call this school "a school of the 21st century"? Again, calling it a "wonderful" school may imply a value judgment we're better off not making. Perhaps "special school" would be better.

Part of the problem with the experimentation theme, of course, is that we are dealing with children's lives -- that's why while we can encourage experimentation, we also need to be pretty certain about what we think does work. This includes knowledge about certain core areas, conformity with the National Education Goals, and the like. Experimentation is not a virtue for its own sake -- you can't just design a New American School; it has to conform to certain criteria -- but is instead directed towards a particular end (i.e. excellence in education), and designed with a particular purpose (here, computers are the theme; other schools might focus on art or sciences).

In short, the argument should not just be about methods of learning -- that's fighting the battle on someone else's field -- but also about content. What do we want our schools to teach, no matter what kind of schools they are? What are the goals for our education system?

Of course, these comments don't reflect on the quality of your work. I hope they're helpful in suggesting some language you may want to add to this speech to generalize its message.

Thanks.

91 MAY 20 AM 10:18

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

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

? Carlson?

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

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

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

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6210

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United States Senate

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WASHINGTON, DC 20510-2301

VANDA S. MOUNTAIN, STAFF DIRECTOR AND CHIEF CLERK
ED MULLINS, SENIORITY CHIEF OF STAFF

ATTENTION: JIM DYER

May 20, 1991

Mr. Fred McClure
Special Assistant to the President
The White House
Washington, D.C. 20500

Dear Fred:

As you know, this week's visit to the by the President and Secretary Alexander to the Saturn School in St. Paul has provoked considerable excitement among educators, governmental officials and many others in Minnesota. We are honored and proud to be selected as the site for a Presidential visit on the same day that such an important new initiative is being launched.

From the contacts that your advance people have already made, I'm sure you are receiving no shortage of advice and suggestions on how to make this a positive and enlightening trip for the President.

Let me add a few thoughts -- from the perspective of a Senator who strongly supports the President's education initiatives and who has been closely associated with many of the education reform initiatives in Minnesota which make this such a logical state to visit. As you know, I have also been a strong supporter of the broadest possible range of educational choices, including public support for parents who choose private and parochial schools.

Let me divide my substantive recommendations into three points:

First, the President and Secretary's education policy advisors need to be aware that an important new piece of education reform legislation was the focus of heated debate in the 1991 session of the Minnesota Legislature. A modified version of that bill should receive final approval today.

This legislation I'm referring to authorizes the creation of new chartered schools at the initiative of parents and teachers.

The President and/or Secretary should mention this initiative because it sets down some important principles that could be of value in designing the "how" and "what" of the New American

No

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Schools envisioned by the President's initiative. But, there are number of very important subtleties regarding the background and context of this legislation that need to be communicated to the person drafting remarks.

Second, it is very important that the President and Secretary understand the emphasis in Minnesota that has been placed on public school choice.

That's been a political necessity here, a reality that even strong traditional supporters of private schools like me have come to realize.

At the same time, the President and Secretary must understand how Minnesota's education reform leaders have been very creative in broadening the definition of public schools to make it possible for many new community-based, teacher-initiated learning sites to be created.

That's important to know from two perspectives -- first that other initiatives and schools than Saturn must be mentioned. Saturn is one of dozens of equally appropriate sites in Minnesota at which the President could have chosen to announce his initiative.

And, second, the President must be careful not to claim a direct link between what Minnesota has done and any of his private (especially sectarian) school choice initiatives.

Of course, the President will want to call attention to all his initiatives, including those dealing with private school choice. But, it would be neither accurate nor credible to state that the private/sectarian school choice initiatives he is offering have their roots in Minnesota.

Finally, it's very important to the President's credibility in Minnesota that he reference and credit the bi-partisan support that choice and other reform initiatives have had here.

That's also an important argument to use with Democrats back in Washington -- ie: "Democrats in Minnesota are among the strongest advocates of choice, despite strong opposition from teachers unions. It's something you should be able to support, too."

Much of this is captured in the attached talking points which I'm submitting for your transmittal to whom ever is doing the President's and/or Secretary's remarks.

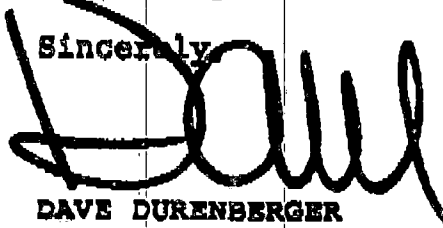
Needless to say, I stand ready to offer whatever additional advice or assistance in making this a successful visit that I can. For "hands-on" help in drafting and reacting to Minnesota-specific remarks for either the President or Secretary Alexander, I hope your speechwriter will be in touch with Jon Schroeder, my

3

staff member who is closest to Minnesota's education reform leadership. Jon can be reached at 612-370-3382 or 612-925-0277.

As a personal favor, I would also appreciate having Jon, who is my director of policy development, and Alice Negratti, my Minnesota chief of staff, included in some way in some portion of the President's visit to Minnesota.

Sincerely,



DAVE DURENBERGER
U.S. Senator

"MINNESOTA-SPECIFIC" TALKING POINTS FOR BUSH/ALEXANDER REMARKS

1. I've come to Minnesota today to help launch my America 2000 initiative because Minnesota has done more than any other state to change the way we deliver education to America's kids.

** Minnesota has the nation's first statewide public school choice program.

** Juniors and Seniors in Minnesota can attend public and private colleges and technical schools under the state's Post-Secondary Options program.

** Disadvantaged and at risk kids are now attending more than a hundred different Area Learning Centers and Public and Private Alternative Education Programs run by -- or under contract with -- school districts all over the state.

** Some of these new schools are run by community groups like the Minneapolis Urban League. Others are specially designed to deal with kids who have drug, alcohol, or other critical problems.

** New work-site public schools have also been started in Minnesota with help from major employers like First Bank St. Paul, Honeywell, and the Dayton-Hudson Corporation.

** And, parents and teachers have joined forces to create new and innovative public schools "from scratch" -- schools like Saturn here in St. Paul, and the Public School Academy and Chiron (KIRON) School in Minneapolis. Some of Minnesota's most innovative schools are in rural areas, as well -- in small towns like Cyrus and Miliona.

2. So, the Saturn School is just one of dozens of places all over Minnesota I could have visited today that help demonstrate new and different ways of teaching and learning -- one of the prime goals of America 2000.

(more here on what's unique and positive about Saturn, stressing that it's one of many ways being tried in Minnesota and elsewhere to change how teaching and learning is structured and delivered)

3. I came to Minnesota today partly to recognize what you've done already to expand choices and create new schools. But, I also want to call attention to two new ideas still on the horizon.

** The first is legislation adopted at the end of this

-2-

legislative session allowing new schools started by parents and teachers to be "chartered" by local school boards.

** These new schools will get the same federal, state, and local funding as any other public school. But, once chartered, these new schools will be free of most of the rules and regulations that do so much to stifle creativity among both teachers and kids.

** The second exciting thing now happening in Minnesota is the state's policy of moving away from rigid rules and mandates and in the direction of what you're calling "outcome-based education."

** That's where we have to be headed -- away from counting credits and hours and degrees, and rapidly toward mastering specified skills that prepare each one of us to succeed in life.

4. Finally, let me say a word about how all of this has come to pass here in Minnesota -- another good lesson for those of us in Washington.

** Minnesota has always placed a high value on both education and innovation. I guess I first saw that more than twenty years ago when I served in the U.S. House of Representatives with your former Governor Al Quie.

** In education, Minnesota has also always placed a high value on bi-partisanship. I know you have good scraps here between Republicans and Democrats on taxes and spending and a lot of the tough problems we face at all levels of government.

✓ ** But, on education -- on innovations like choice, and Saturn, and chartered schools, and outcome based education -- there haven't been any Democrats and Republicans in Minnesota -- just a lot of good people who want to do the right thing for their kids.

** Over the last ten years, Al Quie, Rudy Perpich, and now Arne Carlson have all been strong advocates for the innovations in education I'm here today to help salute.

** And, there's been bi-partisan leadership in the state legislature on each of the initiatives I've mentioned -- Republicans and Democrats, working together to help kids gain the skills they need to succeed in the work place... and throughout their lives.

** But, it's not just bi-partisan support from public officials. You've had strong support for educational reform from the business community, from parents, from educators, and from nationally known education reform leaders -- like Ted Kolderie (COLD-ER-EE) and Joe Nathan, who serves on my Educational Advisory Committee.

DD says
check these
names out

05/20/91

10:54

DURENBERGER MN

006

-3-

** That's the kind of cooperative spirit that the America 2000 initiative can help bring to every community all across the country.

** It's a lesson we can learn from in Washington, as well.

CONCLUSION RE-REFERENCING THE AMERICA 2000 INITIATIVE.

** Legislation implementing this initiative is being introduced in the Congress (today/tomorrow). I'm pleased that your Senator, Dave Durenberger, serves on the Senate Committee that will be considering my bill.

91 MAY 20 P 11:06
WHITE HOUSE STAFFING MEMORANDUM

DATE: 5/20/91 ACTION/CONCURRENCE/COMMENT DUE BY: 5/20/91 4:00 p.m.

SUBJECT: PRESIDENTIAL REMARKS: SATURN SCHOOL OF TOMORROW

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input type="checkbox"/>	PETERSMEYER	<input type="checkbox"/>	<input type="checkbox"/>
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DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please forward your comments directly to Tony Snow, Rm. 122, x2930, no later than 4:00 p.m., TODAY, MONDAY MAY 20, with a copy to this office. Thank you.

RESPONSE: see comments p4 p6

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

91 MAY 20 AM 10:18

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

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

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

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

With it, we challenge all the methods and means of the past. Here in St. Paul, you are sailing the country into the future. Oliver Wendell Homes once wrote: "I find the great thing in this world is not so much where we stand, as in what direction we are moving: To reach the port of heaven, we must sail sometimes with the wind and sometimes against it -- but we must sail, and not drift, nor lie at anchor."

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For today's students, we're designing better and more accountable schools ... for tomorrow's students, we're creating a new generation of schools ... for the rest of us -- today's workforce, and yesterday's students -- we're transforming America

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We're talking about **breaking the mold** -- building for the Next American Century. Reinventing -- literally starting from the bottom up and build new schools -- not with bricks and mortar but with questions asked, and ideas proposed, and chances taken. We're looking at every possible way to make schools better.

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* SOME DISCUSSION OF POSITIVE RESULTS -
MINNEAPOLIS HAS GREAT SUCCESS W/ MAGNET SCHOOLS
(I.E. THE OPEN SCHOOL/MAGNET SCHOOL - MODEL
PROGRAMS ARE OTHERS TO FOLLOW - MAGNET ENROLLMENT UP

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

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

While I've only had two computer lessons, it doesn't take the head of Control Data to realize that these kids and this school are amazing. It doesn't look like a regular school -- no old-fashioned desks, just kids on the floor, playing with "mice" -- learned that term in my computer class. It doesn't sound like a regular school -- in fact, its motto is "High Tech. High Teach. High Touch." And that's because it isn't a regular school -- it broke the mold in American education, and it is truly a school of the 21st Century.

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

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

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

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

###

EDUCATION SHOULDN'T BE A DREAM.
 WE'RE CHANGING THE REALITY -
 IT'S GO BACK TO THE "SAIL" AND "ANCHOR"
 ANALOGY. AT THIS POINT WE'RE MOVING - SAILING
 SO WE SHOULD EXHIBIT PEOPLE TO JOIN
 US ON THE NEW SHIP - OR SOMETHING
 TO THAT EFFECT

DJ

WHITE HOUSE STAFFING MEMORANDUM

91 MAY 20 P4:35



DATE: 5/20/91 ACTION/CONCURRENCE/COMMENT DUE BY: 5/20/91 4:00 p.m.

SUBJECT: PRESIDENTIAL REMARKS: SATURN SCHOOL OF TOMORROW

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input type="checkbox"/>	PETERSMEYER	<input type="checkbox"/>	<input type="checkbox"/>
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GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
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REMARKS:

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RESPONSE:

May 20, 1991

MEMORANDUM FOR TONY SNOW

The NSC staff concurs on the draft presidential remarks, subject to the changes noted on pages 2, 3 and 6.

Brent Scowcroft

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

cc: Phillip D. Brady

Handwritten signature of Phillip D. Brady

RECEIVED

91 MAY 20 AM : 20

91 MAY 20 AM : 32

91 MAY 20 AM 10:18

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

**PRESIDENTIAL REMARKS: SATURN SCHOOL OF TOMORROW
ST. PAUL, MN
WEDNESDAY, MAY 22, 1991
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How soon?
With it, we challenge all the methods and means of the past. Here in St. Paul, *particularly at the Saturn School of Tomorrow,* you are sailing the country into the future. Oliver Wendell Homes once wrote: "I find the great thing in this world is not so much where we stand, as in what direction we are moving: To reach the port of heaven, we must sail sometimes with the wind and sometimes against it -- but we must sail, and not drift, nor lie at anchor."

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We're talking about **breaking the mold** -- building for the Next American Century. Reinventing -- literally starting from the bottom up and build new schools -- not with bricks and mortar but with questions asked, and ideas proposed, and chances taken. We're looking at every possible way to make schools better.

That's why I've come here to Minnesota. Just down the river from this bluff, stands St. Paul's first school -- a crowded one-room log cabin that Mrs. Rumsey first called to order nearly 150 years ago. Back then, Minnesota was a desolate wilderness soon transformed into a sprawling economy, built on rail lines and grain mills, the center of the agricultural empire called the Midwest.

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#

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

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

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

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

#

May 17, 1991

MEMORANDUM

TO: TONY SNOW
MARY KATE GRANT

FROM: CAROLYN CAWLEY

RE: PREADVANCE TO ST. PAUL, MN

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

Date: Wednesday, May 22

Time: Approximately 1:45 p.m.

Attendees: Approximately 1,000

Prompter: Yes

NOcm

SATURN SCHOOL OF TOMORROW, ST. PAUL, MN

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

-- Model of choice schools in Minnesota

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

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

-- Only one of its kind in the nation

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

-- 100% attendance at PTA meetings.

o About the curriculum

-- a "break the mold" teaching model

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

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

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

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

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

THE SPEECH

- o The speech will be delivered on the steps/lawn of the St. Paul Public Library. It faces the Mississippi River and Pigs Eye Island, the first settlement of St. Paul.

- o There was some concern about an explicit Presidential endorsement of this school. While it does exemplify school choice and new teaching methods (preparing students for a technology oriented world, etc.), some of their ideas were considered a bit radical...and because it has only been in existence a short time, they have no track record.

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

① MS Shi - Tribune

iff return school quote

illustrates the break-the-world idea

Shaker - Beck ^{now} was @ school last wk

like thinking from scratch

② NA School lang from inaugural speech

③ 'tech', also values, etc.

④ Pg. 6 - no model schools

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

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

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

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

With it, we challenge all the methods and means of the past. Here in St. Paul, you are sailing the country into the future. Oliver Wendell Homes once wrote: "I find the great thing in this world is not so much where we stand, as in what direction we are moving: To reach the port of heaven, we must sail sometimes with the wind and sometimes against it -- but we must sail, and not drift, nor lie at anchor."

With America 2000, we are not simply standing at anchor. We've shoved off and set sail. From now on, business-as-usual will be very **unusual**. In cities across this nation, people have

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

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

Those goals are: first, to ensure that every child starts school ready to learn; second, to raise the high school graduation rate to 90 percent; third, ensure that every American student leaving the 4th, 8th and 12th grades can demonstrate competence in five core subjects; fourth, make our students first in the world in math and science; fifth, ensure that every American adult is literate and has the skills necessary to compete in the global economy; and sixth, free every American school from drugs and violence so that learning can take place.

Our challenge now is one of reinventing the classroom -- I call it creating "New American Schools" -- for the year 2000 and beyond. It's just one part of our America 2000 strategy to meet those six lofty goals. No one says it will be easy. But it's a battle for our future that we must -- and will -- win.

For today's students, we're designing better and more accountable schools ... for tomorrow's students, we're creating a new generation of schools ... for the rest of us -- today's workforce, and yesterday's students -- we're transforming America

into a nation of students, lifelong learners who continue to grow and explore every day. And finally, all across this nation, parents, teachers and neighbors getting together in communities where learning can happen.

We're talking about **breaking the mold** -- building for the Next American Century. Reinventing -- literally starting from the bottom up and build new schools -- not with bricks and mortar but with questions asked, and ideas proposed, and chances taken. We're looking at every possible way to make schools better.

That's why I've come here to Minnesota. Just down the river from this bluff, stands St. Paul's first school -- a crowded one-room log cabin that Mrs. Rumsey first called to order nearly 150 years ago. Back then, Minnesota was a desolate wilderness soon transformed into a sprawling economy, built on rail lines and grain mills, the center of the agricultural empire called the Midwest.

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

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

Let me share with you the basic idea behind the Saturn School. Saturn is a city-wide magnet school, with 300 middle-school students coming from all over the district. Each morning, they arrive at an old YWCA building ready to learn on state-of-the-art technologies: computers that teach reading and math; videodisc systems that access libraries and encyclopedias; alternative classrooms in science and art museums that give kids hands-on learning. The curriculum includes core subjects, yet is designed to respond to a changing world -- one of global communications, computer programming, chemistry, personal wellness and community volunteering.

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

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

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

While I've only had two computer lessons, it doesn't take the head of Control Data to realize that these kids and this school are amazing. It doesn't look like a regular school -- no old-fashioned desks, just kids on the floor, playing with "mice" -- learned that term in my computer class. It doesn't sound like a regular school -- in fact, its motto is "High Tech. High Teach. High Touch." And that's because it isn't a regular school -- it broke the mold in American education, and it is truly a school of the 21st Century.

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

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

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

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

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

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OFFICE OF THE SECRETARY
U. S. DEPARTMENT OF EDUCATION
400 Maryland Avenue, S.W.
Suite 4181
Washington, D.C. 20202

MAY 20 P2:19

Telephone: (202) 401-3000

Fax Number: (202) 401-0596

FAX COVER SHEET

MESSAGE

TO: Tony Snow

FAX NUMBER: 456-6218

FROM: Etta Fulek

The Secretary
would like you
to review before
the telephone
call.

Thanks

MINNEAPOLIS STAR AND TRIBUNE MAY 17 1991

P-1

President plans a visit Wednesday to St. Paul's high-tech Saturn school

By James Walsh
and Suzanne P. Kelly
Staff Writers

President Bush will visit St. Paul's Saturn School of Technology on Wednesday, bringing another beam of national limelight to the experimental school he has touted as a successful example of educational innovation.

White House officials confirmed Thursday that Bush and Secretary of Education Lamar Alexander Jr. will come to the two-year-old school. It is the first in a series of trips designed to promote America 2000, the administration's plan for a national education policy.

Bush's exact itinerary has not been announced. Local officials said the White House is doing the planning and probably will not release details until Monday or Tuesday. But state Independent-Republican Chairman Bob Weinholzer said Bush's advance team was in the Twin Cities yesterday and told him that the president will be here for only about two hours around midday and that he is likely to visit only the downtown school.

Weinholzer said IR officials have asked if they can hold a small welcoming rally at the airport, and expect an answer today.

While local school officials said they are excited about the publicity Saturn is receiving, they worry that Bush's visit might give the nation the wrong impression about their school — that it's a model for the rest of the country to follow.

"We see it as a work in progress," said Tom King, Saturn's director. "We have as many questions as we have answers. We don't hold it up as a solution; it's not something that has to be copied."

King said neither teachers nor students are planning anything out of the ordinary for their extraordinary visitor.

"I wouldn't be surprised if there are some welcome signs around," he said. "But what they really want the president to see is them involved in their learning, and get those kinds of

collateral things. It's going to be a slice of Saturn."

Saturn is a fourth- through seventh-grade school that allows students to proceed at their own pace in study areas they choose. It relies heavily on computers and other high-tech equipment, at a cost of about \$2,000 more for each of its 211 students than is spent at other schools. Some of that money has come through partnerships with local businesses and foundations.

The school works with parents to develop a learning plan for each child. Students frequently study outside the traditional classroom; science classes, for example, meet at the nearby Science Museum of Minnesota.

Joe Nathan, a Saturn parent who has spoken with Bush about the school in his role as a member of a presidential advisory committee on school reform, said Saturn's approach appeals to Bush as an attempt to break the mold, not as a model.

"The example I'll give is that we could have spent all our time trying to improve the wheels on the wagons that went west. But if we had, we may never have gotten around to inventing the automobile or the airplane," he said. "Saturn ... is an attempt to do things a whole new way, to break out of the old ways of thinking."

Albert Shanker, president of the American Federation of Teachers, said he had heard Monday that the president was St. Paul-bound. Bush's visit is meant to show that the president continues to focus on education, he said. With the Saturn visit, Bush can spur educators into taking chances, he said.

"In order to get people in the schools to change, they need incentives. This is one of them," Shanker said from Washington, D.C. "This is a special kind of recognition. And, I must say, the recognition is for the right reason."

At least one member of the St. Paul school board was more subdued

about the value of the visit. Eleanor Weber said that while she is pleased that a local school is so well regarded, she feels bad for the many teachers at other schools "who work very hard and get very little recognition. They have (students of) many talent levels and a paucity of materials to work with. Saturn has been most fortunate to get lots of financial support."

Saturn's genesis can be traced to a 1986 speech that King heard Shanker give about schools learning from the technology-oriented Saturn car company, which was then being formed. He went to St. Paul Superintendent David Bennett with an idea for the school. Saturn opened in the fall of 1989 in temporary quarters, with King as its director. The district has since spent more than \$9 million to get the program operational in its new home, which opened in January.

The school has not been without problems. Some parents have been uncomfortable with their children coming home without homework, and they question the lack of traditional letter grades. Before the school's move to its larger home in the former YWCA building downtown, discipline was considered a problem.

Also, differences in pay between teachers have caused some hard feelings, union officials say. Four teachers are paid between \$55,000 and \$60,000, and four are paid considerably lower standard union wages as "generalist" teachers. Private consultants have been hired to mediate disputes among staff members at the school.

More....

4. Saturn School of Tomorrow

In 1986, in his weekly New York Times column, Al Shanker wrote that "Perhaps the most important step in revitalizing the [automobile] industry is the Saturn project. It is designed to make believe that no one has ever made a car before and to start the whole process from scratch—to reopen not just what the car should look like and how it should run but every question of production, supplies, labor, relations, the role of management." That, Shanker argued, is what's needed in education—an educational Saturn project. Taken by this idea, Tom King and David Bennett set out to make it happen. The result is the Saturn School of Tomorrow which opened in St. Paul, MN in the fall of 1989. The Saturn School of Tomorrow uses innovative approaches in staffing, use of computers, and creation of individual lesson plans for students. It groups students by interest and ability, rather than by grade level. And students go to museums, libraries, and elsewhere in the community for lessons. Saturn enjoys enthusiastic support from parents.

5. Lighthouse Project

In 1989 in Casper, Wyoming, Lamar Alexander called for the creation of "brand new American Schools." The Casper business community responded to that challenge by sponsoring a competition, open to anyone, to create innovative schools. The competition triggered a flurry of creative thinking, drawing 37 proposals, from which five winning "Lighthouse School" proposals were selected. Four of those proposed schools are scheduled to open in the fall of 1991, with seed money from the business community.

6. James Comer's School Improvement Program

Yale child psychologist James Comer's innovative school improvement process has been adopted by a total of 165 elementary, middle and high schools, including schools in Prince Georges County, Maryland, and by all elementary schools in New Haven, Connecticut. The "Comer process," which was first implemented in 1968, emphasizes team building with parents, comprehensive planning, staff development, and continuous assessment of student progress. All Comer schools use a governance structure that includes three components: a school planning and management team, a mental health team, and a parent group.

Washington Post, Friday, April 26, 1991

All the President's Modems

By Richard Leiby
Washington Post Staff Writer

Computer geeks want to know: Does the president lo Windows? Is he a GUI pronounced goeey) guy? And why, if he's the nation's top DOS man, is he running a rather puny 286?

None of this will make sense yet to George Bush, who logged on to his White House computer for the first time this week. But in an industry where massive fortunes are made by guys who speak a techno-babble understood by few mortals, here your entire way of thinking, working and dressing can be deduced from your choice of computer, these are pressing questions. And yesterday, the nation's tech-heads were

See COMPUTER, B6, Col. 3

Modem Butterflies

COMPUTER, From B1

abuzz with speculation about what it means to have the president overcome his fear of interface, to declare his days as a "computer illiterate" behind him.

"This took a lot of guts," said Jonathan Sacks, publisher and president of InfoWorld, a publication that covers corporate computing. "By the time you become a chief executive of a company or a nation, you feel you're pretty smart and sophisticated, and driving a computer for the first time is like riding a bicycle for the first time: You look like a total idiot, you feel totally incompetent."

History will record that the president's first effort on his personal computer—apparently an IBM AT (286)

running WordPerfect 5.0 word-processing software—was not a portrait of technological grace. As he told the National Academy of Sciences Wednesday: "I learned to turn one on. Push the button down here and one up here with a green thing on it. And out came a command to somebody that I had written out. I pushed the button. I was worried what might happen up there. But it was fun and I will keep it up."

Before you know it, the man will be running spreadsheets on the federal budget, putting out a Points of Light newsletter with desktop publishing, modernizing messages in lieu of his famous typewritten personal notes. But if he wants to go beyond simply writing on his PC—and a White House spokesman confirmed yesterday that Bush "did a memo today, some correspondence; obviously he's gotten beyond just turning it on"—then the question arises: Is George an IBM or Mac kind of user?

IBM machines, which employ the MS-DOS language, are now in use in the executive branch, and the president is assumed to be using one. But

IBM wouldn't confirm it, and neither would the White House, not wanting to appear to be endorsing a product. Whatever the case, Bush is surely using a DOS version of WordPerfect software; the Utah-based company confirmed that it was the Executive Office supplier. WordPerfect, which already claims 600 million users worldwide, and 67 percent of the North American market, is no doubt already preparing ads proclaiming itself the official presidential software. (And also the software of Oliver North, a company spokesperson accidentally divulged.)

But Mac people—young Californians who make the Apple and Macintosh computers and come to work in jeans when they're not surfing—say they aren't daunted. The Macintosh revolutionized personal computing by doing away with arcane DOS (disk operating system) commands and substituting icons: little pictures of wastebaskets and file folders, arrows and clocks. Apple pioneered the Graphical User Interface—the goeey—which was like giving a computer a dose of LSD: It let the computer

make pictures, opening up incredible new realms of color and sound . . . and Creativity.

(Gorby, it should be noted, is a Mac man. The company gave him one.)

"If the president were using a Mac, he would be learning the system faster; he would be learning more applications that would allow him to be much more creative and much more productive," said Cindy McCaffrey, spokeswoman for Apple Computer Inc., with, perhaps, a trace of envy. "He'd be having a heck of a lot of fun."

Fun in the Oval Office. Pretty soon people would stop wearing ties—or wearing ties like the ones on "thirtysomething." (As publisher Sacks pointed out, "The Mac GUI is supposed to be used by touchy-feely type of people. DOS is not the kinder, gentler version of computer.") Bush can go goeey without a Mac, but he'll need a more powerful machine than the one he has now. He'll need a 386 to run Windows, the software that allows DOS machines to do fancy pictures. He'll need a mouse.

Then he can really experience the Vision Thing.

P.04
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DOED OFFICE of SECRETARY TO
14:13 FROM
MAY-20-1991

#5072

THE WHITE HOUSE

Office of the Press Secretary
(St. Paul, Minnesota)

For Immediate Release

May 22, 1991

REMARKS BY THE PRESIDENT
TO SATURN SCHOOL COMMUNITY

St. Paul Public Library Courtyard
St. Paul, Minnesota

1:24 P.M. CDT

THE PRESIDENT: Thank you, Governor. Let me just say I'm here to -- (applause) -- thank you very, very much. I'm here to talk about education. But with that North Stars introduction, let me put it this way: they took it on the chin last night, but who knows? We've got a whole new skating match out there today. I have just seen in the classroom re: the computer what Minnesota has seen on the ice. I think we saw a lot of Bellows, a lot of Gagner, a lot of Jon Caseys in the classroom -- first class kids starring in what they're doing. (Applause.)

I met with Tom King of the Saturn School. (Applause.) He's the Bob Gainey of this operation. I tell you -- he's got some up and coming North Stars on this team here. I was delighted to see them. I wanted to thank Governor Carlson for his courtesy and his welcome, his commitment to education.

I want to especially single out the man you first heard from, our new distinguished Secretary of Education Lamar Alexander. He is revolutionizing education in this country. (Applause.)

As we talk about education, it would not be right if I didn't single out the community leaders, the teachers, my fellow computer students. I'm sorry that Senator Durenberger is not with us today. He has an important vote. But I'm glad to see that he is already a cosponsor of our legislation today. (Applause.)

Today, I came out here to learn and also to talk about American leadership. We are committed to the idea of America remaining a force for good in the world -- the home of free markets and free people, the land of democracy and opportunity. We're also committed to leading the way in educational innovation. (Applause.) Our strategy for achieving this leadership is called America 2000. And what America 2000 is all about is a challenge -- challenging all the methods and the means of the past. Here in Minnesota -- from St. Paul and Minneapolis to Cyrus and Miltona -- you're sailing this country into the future. You are creating public school choice. Minnesota is out front, it is the wave of the future, and you are to be congratulated. (Applause.)

Like you, other schools, businesses and communities all across America are creating the new generation of American schools -- North Carolina has Project Genesis, Ted Sizer has a Coalition of Essential Schools, Washington States's Schools are setting the pace for the 21st Century. Isn't it wonderful about democracy? They have a right to speak, and I think I have a right to be heard. (Applause.) We're used to this.

Let me say that Oliver Wendell Holmes once wrote: "I find the great thing in this world is not so much where we stand as in what direction we are moving. To reach the port of heaven, we must sail sometimes with the wind and sometimes against it, but we must sail, and not drift, and not lie at anchor."

MORE

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

It's time we got down to the business of inventing new schools for a new world. We took the first step in 1989 with the Nation's governors, Democrats and Republicans alike, we established the six National Education Goals and set the clock ticking for the end of this decade -- to the end of the status quo.

Those goals are -- these are the six goals -- first, to ensure that every child starts school ready to learn -- (applause) -- second, to raise the high school graduation rate to 90 percent without lowering standards -- (applause) -- third, to ensure that every American student leaving the 4th, 8th, and 12th grades can demonstrate competence in five core subjects; and fourth, to make our students first in the world in math and science; and that's what we saw a little of today. (Applause.) And fifth, to ensure that every American -- every American -- who is an adult is literate and has the skills necessary to compete in the global economy; and sixth, to free every American school from drugs and violence so that learning can take place. (Applause.)

So our challenge now -- yours and mine and the Secretary's and the Governor's -- is to reinvent the classroom -- we call it -- Lamar and I -- call it, creating "New American Schools" -- for the year 2000 and beyond. It's just one part of our America 2000 strategy to meet those six lofty goals that I just mentioned. No one says it's going to be easy. But it's a battle for our future that we must -- and will -- win.

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

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

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

These days, Minnesota remains a land of opportunity for many: small business start-ups generate most jobs here in the Twin Cities, and big businesses range from agriculture to medicine to transportation to high tech. Minnesota remains a pioneer, and you can take great pride in that, leading the nation in educational choice. You have guaranteed that every family in the state can choose which public school its children will attend. Minnesotans know that education means opportunity. Many people helped promote these great reforms, many here in this audience today. One who is not here, one such person is Al Shanker, president of the American Federation of Teachers -- who was here last week, I understand. And he is very enthusiastic about your progress.

I just came from a wonderful day, a wonderful experience, from the Saturn School of Tomorrow, right here in downtown St. Paul. (Applause.) And I want to thank Tom King and Charlie Burbach for the grand tour. Frankly, I was a bit surprised by the place -- so much technology, and such young kids -- but then at my age, they all look young; I will admit it. But someone asked me if I wanted to see a high-tech machine used for "HyperCard" -- I thought he was talking about my fibrillating heart. (Laughter.)

Let me share with you the basic idea behind this school, as I understand it, as your experts explained it to me, as our Secretary of Education explained it to me -- one that could only have become reality because of the bipartisan support that it received. Saturn is a city-wide magnet school, with over 200 middle-school students coming from all over the district. Each morning, they arrive at this old YWCA building ready to learn on state-of-the-art technologies: computers that teach reading and math; videodisc systems that access libraries and encyclopedias; and let me thank the members of these two libraries, the directors, for letting us use this wonderful facility today. Thank you very, very much. (Applause.) Off-site classrooms in science and art museums that give kids hands-on learning. I asked one kid, expert in the computer already, about the sixth grade level -- what do you want to be -- he wanted to be an artist. And you can get that from this kind of innovative approach to education.

The curriculum -- you all know it, but the rest of this country doesn't -- includes core subjects, and yet it is designed to respond to a changing world -- one of global communications, computer programming, chemistry, personal wellness and community volunteering.

Let me tell you a true story -- some here may have heard it -- that happened when the founder of Control Data, William Norris, stopped by the Saturn School to see the fourth and fifth graders at work. He noticed that one fifth grader -- maybe the guy I just saw -- was busy wiring a small motor to a model car. It might have been Elijah, it might have been Sarah who I met with. A fourth grader nearby was on the computer connected to the model car. Mr. Norris asked him: "What's going on?"

And the kids said, "I'm writing the computer program to make the car start and stop," this from one of your fourth-graders. And Mr. Norris -- and this is a true story -- Mr. Norris asked him how that worked, and the boy explained the first few steps, then he stopped.

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

Part of Lamar and my program is that adults are never too old to learn. I'm trying. I'm starting in on the computers. Learned a lot today, as a matter of fact. I've had three computer lessons. The point is, it doesn't take the head of Control Data to see that Saturn doesn't look like a regular school. No old-fashioned desks. Kids on the floor, playing with "mice" -- not your kinds, their kind. Those little gadgets calling up the information on the computer. In fact, its motto is "High Tech. High Tech. High Touch." That's because it isn't a regular school -- (applause) -- whether these kids know it or not today, what they were doing is exploring new frontiers in American education.

And yet, the school's director is realistic. He says: "Look, we see it as a work in progress. We have as many questions as we have answers. We don't hold it up as a solution; it isn't something that can be cloned."

Like any new idea, we don't know what tomorrow holds for the Saturn School. And there may be aspects of its approach that, from time to time generate controversy. But when we say "Break the

mold," we've got to give communities the power to experiment, to think anew, to be daring.

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

You know, it's going to take time. We can begin today by pulling up the anchor and hoisting the sails. We've set our sights as a country, now, on new horizons -- ones of opportunity and freedom and American leadership.

Again, I am inspired by what I saw here today. And I want to take this message of progress and innovation, creativity all across our country. I thank each and every one of you, I wish you all the best in your work, and God bless each and every one of you. Thank you very, very much. (Applause.)

Well done, everybody. Now, it is my pleasure, and it won't take a minute, to sign our new education bill that we will send up to the Congress today. I ask for your support. I guarantee you, you won't be disappointed if it passes. It's in keeping with what the people of Minnesota are doing. Thank you all very much. (Applause.)

(The bill is signed.) (Applause.)

Thank you.

END

1:43 P.M. CDT

THE WHITE HOUSE

Office of the Press Secretary
(St. Paul, Minnesota)

For Immediate Release

May 22, 1991

REMARKS BY THE PRESIDENT
IN CLASSROOM VISIT WITH RESEARCH WORKSHOP STUDENTS

Saturn School of Tomorrow
St. Paul, Minnesota

12:30 P.M. CDT

THE PRESIDENT: Any questions? I'll answer it without the computer. This guy -- Lakers.

STUDENT: Do you ever have any time to have fun, like go outside and, like, throw a frisbee or go out and play?

THE PRESIDENT: Yes, we do. We go to Camp David. Have you ever heard of Camp David? And I go up there on the weekends. They've got all kinds of sports.

STUDENT: You mean, you go up there and actually play around and stuff?

THE PRESIDENT: Yes. We have a baseball pitching machine, for example; we have a bowling alley; we've got a place where you can shoot skeet; they've got a gymnasium, a lot of workout -- we play wallyball, which is a volleyball game inside the racquetball court. You can swing a golf club. It's wonderful. And there's swimming.

You like swimming?

So you do all that. And at the White House, you probably don't see it in the pictures, but there's athletic facilities in there and that's fun. But when you go out, go outside the gates, you usually have a lot of people with you and stuff.

But at Camp David, why, it's more relaxing. So I can do pretty much what you can do. If I want to go out -- if my wife, Barbara, and I want to go out for supper, we can do it. We can go to a restaurant. But you have these guys come along -- some of the press and some of the Secret Service and all of that. But it's not that tough.

STUDENT: What's the best thing about being President?

THE PRESIDENT: Well, in the most serious vein, I love coping with the problems in foreign affairs, and I'm determined to see this program that we're working on in education -- we call it "America 2000" -- be a success. We've got to do better in education, we've got to do better in fighting against drugs and crime.

A President can't do all of this, but he can have a program. Then the Congress has to come and help, you see. But I like that part of the job -- trying to do something that'll help somebody, trying to do something that will enhance the peace.

Recently, we had a war that you're all familiar with, and the President had to make the decisions -- you going to go to war or not. And there was a big principle there, and that was that a big guy doesn't bully his neighbor. It was an international principle with all the U.N. countries supporting what we did.

So on the substance, that's what I like about my job. And the pleasure side, it's just -- people are very nice to me in the White House. There are wonderful people that work there, you know. Got a good staff and work with good men like our Secretary.

Yes -- Vikings man.

STUDENT: Would you admit your grandchildren to go to this school?

THE PRESIDENT: Yes, I'd -- well, one of them is 14, and maybe he would be advanced a little more. We've got one who is -- we've got them all ages. But I hope that someday the schools they go to will have this kind of innovative program.

STUDENT: Who inspired you to be President?

THE PRESIDENT: That's a hard question. Because I was in politics and my dad started in public life. And you know, when you have a father doing something like -- he was a United States Senator, and then it evolved from that. In the late '70s I tried and got defeated. And then I got to be Vice President, was picked by President Reagan. And then it just flowed from there. Had tried in '80, lost, got up and dusted myself off and tried again.

STUDENT: You still didn't answer my question, though. Why did you want to become President?

THE PRESIDENT: Well, see, the reason I just gave her. But I want to try to help. I headed up there, and it's -- you know, you have to have some motivation -- ideological motivation. I think that our administration is doing good things for the country -- so, doing good things for the country is one. And then I think when you're my age and maybe younger, too, you want to think that you can contribute to world peace. It's a big picture thing. But you look around the troubles -- the Soviet Union and China and South America and all of this. I think we can help. I think the United States is still respected, and I think people still look up to us. So we want to use that respect and credibility to help them. It's wonderful in that sense.

STUDENT: How does it feel to be President?

THE PRESIDENT: Well, it feels pretty good, except at times, when you have some big problems out there. But I'm lucky, because I have very good people -- the White House staff -- very good people in the Cabinet, very good people that are working -- these ambassadors and people that are working the problems I was telling this guy about.

So it's not that complicated. You have to have good advice and there's certain things you have to do. You just can't say "do this," because you have to go to Congress and work with them. But it's a wonderful challenge. I love it. Every single day I'm there I like it very, very much.

STUDENT: How old were you when you thought about becoming President?

THE PRESIDENT: How long ago did I start?

STUDENT: How old were you when you thought about --

THE PRESIDENT: That's a good question -- started thinking, I mean. I don't know the answer. I honestly don't know the answer, whether it crossed my mind when I was in high school. It might have. In those days, everybody wanted to be President. You wanted to be a fireman and a policeman in sixth grade and you want to be a President when you get about a senior in high school.

So a lot of people did. But I can't say I was motivated and driven by that period in my life.

I've got two more, and then I've got to go. They're signalling me to get out of here.

STUDENT: When were you first interested, or did you ever expect to be running for the President or being the President?

THE PRESIDENT: Well, I can't remember, as I told him, when I was first interested, but then I think seriously started thinking about it in the late '70s.

STUDENT: Do you like having to get up and having to go -- like split-second having to go to different countries -- and stuff like that?

THE PRESIDENT: I like that kind of travel -- I loved coming out here today. I love getting out of the White House, and I love that. And I like listening to you guys. You say, well, I wonder whether he's just putting this on or whether he's acting or whether he likes it. I like it. I learn -- each question, I learn what might be on your mind. I learn in the classroom. I learned here. And we're trying to revolutionize education. And I see these good questions, see what you can do with this, and I'm thinking we've got to succeed.

So I like getting out for that reason and, yes, I love to go abroad. Our country is still very well respected around the world, and we have a leader -- we're the leader of the free world and people look up to us. So you go there and try to encourage programs or policies that will enhance that, will make it better.

This guy, and then I've got to run. They're signalling. I'll give the pilot one chance after this. Go ahead.

STUDENT: When you go bowling, do you always have like the Secret Service agents go with you?

THE PRESIDENT: Yes. Well, close by. If I went there, we'd have to have Secret Service guys there. They go there ahead of time, and they'd want to protect the other bowlers from me. (Laughter.) I'm a bowler. But no, you can go do that. You just ask them, and you've got to give them a little advance notice. But there's a lot of -- we saw yesterday the death of a good friend of mine in India. I don't know whether anybody noticed that. But his name was Rajiv -- did you see it?

STUDENT: Yes. Last night.

THE PRESIDENT: You're right. Rajiv Gandhi. And we knew him well. Barbara and I knew him well. I just talked to his wife this morning. Here was a man, he was out campaigning, and a terrorist got him. Allegedly a bomb in a flower basket. He goes by and somebody pushes a button. So there's a lot of stupid people out there that think you can change things by terror. We have to be on guard in this country, even though we've been blessed by having less of it.

Last question.

STUDENT: How do you feel about Saddam Hussein's actions?

THE PRESIDENT: Condemn it. The most brutal thing we've ever seen. It was without any moral underpinning. The whole world rose up against him. Do you remember, he tried to say it's him against -- the Arabs against the United States? But the United Nations said something different. It's the whole world against his brutality. When you see what he did to the environment, when you see what he did to the people of Kuwait, when you see the principle that he offended, principle of aggression against a neighbor -- nonaggression against a neighbor, why, you say this man has no redeeming value. He's a bad person. Unfortunately, there are people like that in the world.

Well, I had better run, but thank you. Thank you so much.

TEACHER: Thank you so much. Thank you for visiting.

THE PRESIDENT: I like to do -- you've got a good man over here, hoping he's a teacher. You did a great job. Thanks a lot. It made it much more interesting this way. Thank you all. Good luck. Nice to see you.

Q Mr. President?

THE PRESIDENT: No press conference. Let me explain something to you guys in the class. The press -- these ones you see -- now, you'll see him on Channel 4 tonight. No, on NBC tonight. So you watch. And their job is to ask me questions and for me to give answers as best I can. Sometimes I do it. We have press conferences. Maybe you've seen it. And then sometimes they'll understandably want to get an answer to a question. But I can't do it all the time. I have to do it in a rather organized fashion. So we do it mostly in press conferences.

But they've got their job to do, like he is and wants me to answer. I'm not going to answer it right now. Not that I'm afraid to answer the question, but I just have to get on the schedule, and once we get bogged down, we're in the middle of a press conference. But that's the way it works. But you'll see some of these people tonight. Jim, you'll see. And who else have we got? But it'll be on the television. Brit Hume back there with ABC -- and they come along. See, they come on most of the trips, not all. Sometimes we answer the questions, and then they write the stories. You'll see them reporting on the visit to the school tonight. That's the way it -- now, whether Time Magazine over here -- you ever heard of Time? Well, see, now, he's going to write a glowing piece about this education program. (Laughter.) We've got high hope.

But everybody -- all these guys -- and they won't say it, but they'll all be impressed with what they've seen here. And in various ways that will help other schools take the initiative that your school has taken.

Hey, listen, thanks a lot. Nice to see you. Good luck to you.

END

12:40 P.M. CDT

THE WHITE HOUSE

Office of the Press Secretary
(St. Paul, Minnesota)

For Immediate Release

May 22, 1991

REMARKS BY THE PRESIDENT
AT LEGO-ROBOTICS DEMONSTRATION

Saturn School of Tomorrow
St. Paul, Minnesota

12:15 P.M. CDT

THE PRESIDENT: Is it scary to have the President coming? You see, I'll tell you something -- the reason I ask the question is you guys may not know this, but I learn from this. Mr. Alexander is our Secretary of Education -- where is he? Over here. And he's designed the program that's now our administration program, and one of the things in it is that adults, not just children, but adults should learn. And so he and I talked about, and the thing that I'm trying to learn is the computer. So what you think is maybe elementary, but for me it's rather advanced. So it's helpful to learn it on that basis, and then it sets a good example for other kids around the country because they'll see what you can do. You talk about programming this thing -- a lot of kids are going to say, hey, maybe we can do more. Do you know what I mean?

That's good. Any questions? Have you got all the answers or -- don't ask me about computers, okay?

STUDENT: This is a question she wanted to say, but I guess she couldn't get it out. She wanted to know did any of your grandchildren work with Legos?

THE PRESIDENT: Work Legos? Yes. Yes, but not in -- you mean in a computer sense or just playing with them?

STUDENT: Yes, in a computer sense.

THE PRESIDENT: I don't know the answer to that question. I would doubt it because I don't think this is widespread. And our grandkids are in Texas, Florida, Colorado, Virginia, and Maryland -- and I don't know if at this level -- and we have some grandchildren -- that they have this kind of programming.

TEACHER: It's available through the schools. It's probably not available commercially.

THE PRESIDENT: Yes, but I'm wondering in the schools. He meant in school -- didn't you? I don't know. I'm embarrassed to say I don't know what the programs are they're into. But I sure love to see them learn stuff. They all fool around with computers. I guess everybody does that around here.

STUDENT: It's easy to learn once you get the hang of it.

THE PRESIDENT: No.

Q One question about education, sir.

THE PRESIDENT: For this guy?

STUDENT: No, for you, Mr. President.

THE PRESIDENT: If it's a hard one I'm going to ask the Secretary to answer it, because I don't want to answer a question when I don't know the answer.

Q Most school systems cannot afford this kind of sophisticated state-of-the-art technology. Your program seems to be geared to innovation. What about all of the other school systems that don't have the funds, what can be done for them in Education 2000?

THE PRESIDENT: Well, I think inherent in our program -- there is funding inherent in it. And one of the things that I think will happen is when you have the revolutionary new schools, others will take the resources that they are using. They will reduce the kind of bureaucratic overhead and they'll bring it to bear on innovative programs. And that's a part of our philosophy. And, yes, there will be new federal funding.

We're sending up a piece of legislation that will request funding for or need action on 13 different aspects. But I think people learn by innovation. I don't imagine when this started it had fantastic amounts of money to begin with. So what will happen is we will inspire, as has always happened in this country -- good example will inspire others. And, yes, there will be some funding involved, but we've got to start. We've got to begin to think anew on education. And that's what these kids are helping me understand even more.

This is new and not like it used to be like in education. This isn't cost-intensive. I expect that they're pretty efficient. I saw one teacher in that room with lots of computers that seemed to be handling many subjects. So there's a lot of opportunity here.

Wouldn't you say, Sarah? (Laughter.) I feel that way. How about you -- do you want to add anything to the answer? That's not fair because you don't know the program we're talking about -- whole program we're talking about. But all I'm saying is I bet you've got a lot of neighbors and friends that don't have this in their schools yet.

See, what they're saying is innovation, saying something new here, some would say radically new here. And they may come along in this program and your teachers may say, hey, we've got to change this a little bit. But they're on the cutting edge for revolutionizing education. And we have got to do that across our entire country. The old answers aren't good enough. They simply are not good enough.

The United States is spending, at the federal level, an enormous amount on education and at the state levels. And yet, the results are not good enough. And you guys are going to make it better. These teachers are going to make it better. Your superintendents are making it better. And that's why we're -- one of the reasons I wanted to come out here is you set -- you don't believe this -- but you set an example for a lot of other kids just by that good answer you gave.

And the same for you, Sarah. With those words of wisdom, I've got to go on about my business. But I'm glad to see you. I hope you aren't nervous when we've finished.

STUDENT: No, I'm just excited now.

THE PRESIDENT: Just excited now? I'm pretty excited, too. It was wonderful. Good luck. I'd better go on.

END