

Originally Processed With FOIA(s):

FOIA Number:

S

FOIA MARKER

This is not a textual record. This is used as an administrative marker by the George Bush Presidential Library Staff.

Record Group/Collection: George H.W. Bush Presidential Records
Collection/Office of Origin: Speechwriting, White House Office of
Series: Grant, Mary Kate, Files
Subseries: Subject File, 1988-1991

OA/ID Number: 13883
Folder ID Number: 13883-020

Folder Title:
Saturn School-St. Paul, 5/22/91

Stack:	Row:	Section:	Shelf:	Position:
G	18	29	1	1

THE WHITE HOUSE

Office of the Press Secretary

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

AMERICA 2000: THE PRESIDENT'S EDUCATION STRATEGY
FACT SHEET

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

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

AMERICA 2000 builds on four related themes:

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

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

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

A. World Class Standards in Five Core Subjects

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

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

B. A System of Voluntary National Examinations

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

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

C. Schools as the Site of Reform

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

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

D. Providing and Promoting School Choice

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

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

E. Teachers and Principals

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

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

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

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

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

A. Research and Development

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

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

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

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

B. New American Schools

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

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

C. AMERICA 2000 Communities

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

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

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

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

D. Leadership at All Levels

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

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

E. Families and Children Devoted to Learning

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

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

III. TRANSFORMING AMERICA INTO "A NATION OF STUDENTS"

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

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

To advance the goal of improving literacy for all Americans:

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

B. Establishing Standards for Job Skills and Knowledge

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

C. Creating Business and Community Skill Clinics

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

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

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

D. Enhancing Job Training Opportunities

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

E. Mobilizing A "Nation of Students"

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

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

IV. MAKING OUR COMMUNITIES PLACES WHERE LEARNING WILL HAPPEN

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

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

A. Greater Parental Involvement

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

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

B. Enhanced Program Effectiveness for Children and Communities

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

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

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' 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. Sumsey 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

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,

bold," 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

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

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

Good afternoon. Thank you very much for that warm welcome. Our Secretary of Education, Lamar Alexander; 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 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. 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 without lowering standards; 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 while still keeping our eyes on **results**.

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 on the banks of this great river, built on rail lines and grain mills, the center of the agricultural empire called the Great Plains.

These days, Minnesota still is the land of opportunity for many: small business startups generate most jobs in the Twin Cities, and big business ranges from agriculture to medicine to

transportation. Some call it 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 it was Al Shanker of the American Federation of Teachers -- spoke to him the other day from Czechoslovakia -- who was the idea man behind some of Minnesota's newest classrooms.

I just came from one of those classrooms. 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 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 generated. Saturn is a city-wide magnet school, with 300 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.]

#

Carolyn's
Comments

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 ^{maybe clarify that it's #2 of a 4 pt. strategy} 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. *Since hill be right on the river, include a few words about river trading as a major factor of MN's growing economy*

These days, Minnesota still is the land of opportunity for *(150 yrs ago esp.)*
many: small business startups generate most jobs in the Twin Cities, from agriculture to *small business doesn't include medicine + Northwest Airlines.* medicine to transportation. ~~It's~~ *It's a Perpich slogan.*
~~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.

I just came from the Saturn School - 4

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

Let me share with you the basic idea behind the Saturn School. Saturn is a city-wide magnet school, with ²²⁰300 middle-school students coming from all over the district. Each morning, they arrive at ~~an old~~ ^{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; ~~alternative~~ ^{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} 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, ^{but} just kids on the floor, playing with "mice" -- learned that term in my computer class. It doesn't sound like ^(figurative or literal -- a computer mouse isn't on the floor) 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, ^{include PARENTS} businessmen, and ^{other teachers in the district.} ~~teachers from other science magnet schools.~~ And keeping it going depends on business community support, with its technical and human resources.

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

Should POTUS say this?

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 ^{me} to your wonderful school today. I wish you the best in your work. God bless each and every one of you.

#



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

MAY 20 P4:04

Telephone: (202) 401-3000

Fax Number: (202) 401-0596

FAX COVER SHEET

MESSAGE

TO: Tony Snow

FAX NUMBER: 456-6218

FROM: Leslye Arsh

[Empty rectangular box for message content]



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 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 attention 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 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 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....

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 integraters. 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

See 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 it-self 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 "thirty-something." (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.



News Summary

OFFICE OF THE PRESS SECRETARY

THURSDAY, MAY 23, 1991
6:00 a.m. EDT EDITION

INTERNATIONAL NEWS

CONGRESS APPROVES COMPROMISE ON AIDING KURDS -- Congress approved a compromise \$556 million bill Wednesday to cover the costs of aiding Kurdish refugees and others fleeing conflict in Iraq and to provide other refugee and disaster aid around the world. (AP)

NATIONAL NEWS

BUSH'S CONDITION WORSE THAN REVEALED EARLIER -- President Bush has suffered more serious side effects, including mental fatigue, from his overactive thyroid and the drug treatment for it than was previously known publicly. (New York Times)

ETHICS OFFICE LOOKING INTO SUNUNU'S TRAVELS -- The travel practices of Chief of Staff Sununu, already investigated by the White House counsel, now are under review by the Office of Government Ethics. (AP)

CONGRESS APPROVES \$1.45 TRILLION 1992 FEDERAL BUDGET -- Congress granted final approval Wednesday to a Democratic-written \$1.45 trillion federal budget for 1992 that rejects President Bush's plan to cut Medicare and other benefit programs. (AP)

NETWORK NEWS (Wednesday evening)

INDIA -- The late Rajiv Gandhi's political party has asked his wife to take his place.

AID TO SADDAM -- President Bush and Secretary Baker came under fire on Capitol Hill over new disclosures that they helped Saddam maintain his rule of terror right up to his Aug. 2 invasion.

EDUCATION PLAN -- Competing education bills arrived on Capitol Hill Wednesday.

INTERNATIONAL NEWS...	A-1
NATIONAL NEWS.....	A-10
NETWORK NEWS.....	B-1
EDITORIALS.....	C-1
FOREIGN MEDIA.....	C-3

INTERNATIONAL NEWS

HOUSE PANEL REBUFFS ADMINISTRATION ON PAKISTAN AID BAN

The House Foreign Affairs Committee Wednesday rebuffed an Administration appeal to lift a ban on U.S. aid to Pakistan imposed because of its nuclear program....

The committee voted 13 to 8 to retain the certification requirement and also rejected by voice vote an alternative proposal to include India...in the aid restriction. (Reuter)

ADMINISTRATION DEFEATED ON MOVE TO BREAK TURKISH-GREEK AID RATIO

The House Foreign Affairs Committee has rejected a Bush Administration proposal to break the 10-7 ratio governing U.S. military aid to Turkey and Greece long enforced by Congress.

On a voice vote, the panel defeated an amendment endorsing Bush's budget request for Turkish aid, thus accepting its own subcommittee recommendation to slash the request for \$625 million military aid in each of the next two fiscal years to this year's level of \$500 million. (AP)

CONGRESS APPROVES COMPROMISE ON AIDING KURDS

Congress approved a compromise \$556 million bill Wednesday to cover the costs of aiding Kurdish refugees and others fleeing conflict in Iraq and to provide other refugee and disaster aid around the world.

The Senate approved the bill on a voice vote and sent it to President Bush for his signature after the House passed it 387-33. (AP)

IRAQI TROOPS WILL WITHDRAW FROM KURDISH CITY

Iraq Wednesday agreed to withdraw its troops from the northern city of Dohuk and allow members of a multinational coalition to enter the area to encourage Kurdish refugees to return to their homes. Commander of the coalition Lt. Gen. Shalikashvili announced the agreement following negotiations with Iraqi Lt. Gen. Saber.

The coalition team...will enter the city on Friday, Shalikashvili said. "It is our expectation that the police and the Iraqi military forces will have withdrawn by that time," he said. (UPI)

U.S., Iraq Agree On Plan For Dahuk

ZAKHU -- After weeks of negotiations, U.S. and Iraqi military leaders Wednesday agreed on a formula aimed at encouraging the return of Kurdish refugees to Dahuk, but Kurdish leaders charged that the plan is flawed and fails to guarantee security for those coming back....

Kurdish rebel leaders, citing several killings in the past week that they attribute to the Iraqi secret police, argued that the accord was not enough to persuade the more than 200,000 refugees to return to Dahuk.

(William Branigin, Washington Post, A37)

GI's Get OK To Enter Dohuk

ZAKHO -- A detachment of American soldiers will enter Dohuk tomorrow under an agreement between allied and Iraqi forces aimed at coaxing more Kurds home, the allied commander said Wednesday.

But Kurdish guerrilla leaders rejected the plan and demanded a full-scale U.S. occupation of the provincial capital. "If we don't have the Americans, no one will go home," said one guerrilla leader, Hussain Sinjari. (John Pomfret, AP, Washington Times, A8)

U.S. ADMIRAL SAYS HE IS TAKING NO CHANCES WITH IRAQIS

ABOARD THE NIMITZ -- Nearly three months after the cessation of Gulf War hostilities, the commander of the U.S. aircraft carrier Nimitz is still taking no chances with the Iraqis.

"The threat still exists," said Adm. Quast.... "We are not on a stand-down status.... Surveillance has not ceased. We are tuned in and are within an hour of any target. The Navy's role here is a long, lasting one."... "We are self-sufficient, but if we get a base of landing rights in the area, that would be a great help," he said. (Hamza Hendawi, Reuter)

WITH SADDAM OUT, U.S. SAYS MOST SANCTIONS COULD BE LIFTED

The Administration said that most sanctions could be lifted against Iraq, except those curbing its military power, if it got rid of Saddam Hussein.

Appearing before a House Appropriations subcommittee Wednesday, Secretary Baker denounced the Iraqi dictator as a "pariah" and said the Administration will continue to isolate his regime. "That means we will never normalize relations with Iraq as long as Saddam remains in power," he said. "That means maintaining U.N. sanctions in place so long as Saddam remains in power." (Frank Csongos, UPI)

WEBSTER: U.S. INTELLIGENCE PLAYED CRUCIAL ROLE IN WAR

U.S. intelligence agencies helped to track terrorists and thwarted major international attacks during the Gulf War, CIA Director Webster said Wednesday.... "We knew that he had sent out a number of teams with plans to attack," Webster said in a speech. "But we also knew it wouldn't do much good to merely chase the person who lit the bomb." (Bill Gertz, Washington Times, A5)

TEHRAN SAYS U.S. ATTACKED A PATROL BOAT

MANAMA -- Iran said Wednesday the U.S. Navy attacked an Iranian patrol boat in the Persian Gulf, wounding a sailor and damaging the vessel. (AP)

CONGRESSMEN PRESS IRAN TO STOP PERSECUTION OF BAHA'I COMMUNITY

Iran must stop its religious persecution of the Baha'i people if it desires improved relations with the U.S., members of Congress warned Wednesday. Rep. Porter, a co-sponsor of a resolution to emancipate the community, is calling for a network of human rights organizations around the world to pressure Tehran to recognize them. (Linda Harrington, Chicago Tribune)

POWERFUL EARTHQUAKE ROCKS SOUTHERN IRANIAN PORT CITY

NICOSIA -- A powerful earthquake rocked the southern Iranian port city of Bandar Abbas and surrounding areas in Hormuzgan province early Thursday, the Iranian news agency IRNA said. There were no immediate reports of casualties or damage from the quake, which registered 6 on the Richter scale, the agency said. (Reuter)

**BAKER CITES SETTLEMENTS AS BAR TO PEACE
Issue With Israel Raised 'To No Avail'**

Secretary Baker Wednesday sharply criticized Israel's policy of establishing Jewish settlements in occupied Palestinian territory, calling it the biggest impediment he faces in trying to achieve a Middle East peace settlement.

"Every time I have gone to Israel in connection with the peace process, I have been met with the announcement of new settlement activity," Baker told the House Appropriations subcommittee on foreign operations. "Nothing has made my job of trying to find Arab and Palestinian partners for Israel more difficult than being greeted by a new settlement every time I arrive."

His blast at Israel came at the conclusion of a hearing in which Baker had taken a generally upbeat tone about the long-term prospects for restarting the peace process. But his mood changed abruptly when Chairman Obey asked him to explain conflicting Israeli government statements about the extent of settlement activity in the West Bank. The question appeared to touch a nerve in Baker....

"I've about decided that we're not going to get any movement on settlement activity before we have an active peace process going, and it's going to be just that much more difficult to get a peace process if we can't get any action on settlement activity," Baker said. (John Goshko, Washington Post, A1)

U.S., Britain Criticize Israeli Settlements Policy

...Secretary Baker and Foreign Secretary Hurd issued separate statements Wednesday expressing disappointment with the accelerated pace of settlement activity over the past two months.... Hurd said a halt to new settlements in the territories would be an important confidence-building measure. If such a step were taken, it would be reasonable to ask Arab countries to suspend their economic boycott of Israel, Hurd told Parliament. (George Gedda, AP)

Israel Takes Baker Criticism In Stride

JERUSALEM -- Israeli officials said there was nothing new in the latest criticism by Secretary Baker of Jewish settlements in occupied Arab lands.... "I don't think that there is any bigger obstacle to peace than the settlement activity that continues not only unabated, but at an enhanced pace," Baker said.

Yosi Ahimer, director of Prime Minister Shamir's office, said in response: "This is not a new declaration.... Settlements in our mind are not an obstacle to peace.... Whatever the solution will be, Jews will be allowed to live in this country."

A senior Israeli foreign ministry official said he would have to study Baker's comments before issuing a formal response.

(Colleen Siegel, Reuter)

LEBANON, SYRIA SIGN BROAD PACT ON COOPERATION

DAMASCUS -- Presidents Hrawi and Assad signed a broad treaty here Wednesday aimed at ending 16 years of Lebanese civil war. Critics, including Israel, said the document amounts to Syrian annexation of its neighbor....

Israeli Defense Minister Arens Wednesday likened the pact to Iraq's invasion of Kuwait. "The Syrians are doing here, quietly and almost by stealth, what Saddam Hussein tried to do with Kuwait some months ago," he said.

[The State Department declined to make a formal comment, saying officials were still waiting to receive and review a full version of the accord. But U.S. diplomats had seen several earlier drafts, Washington Post staff writer John Goshko reported.

"From our point of view, each successive draft has been an improvement in terms of what we'd like to see in Lebanon, but we have to look at the final version more closely," one official involved with Middle East policy said. "We have made known to both sides that for us the test of the agreement will be the degree to which it enhances Lebanese sovereignty."]

(Donna Abu Nasr, AP, Washington Post, A37)

U.S. OFFICIALS SEE SIGNS OF COOPERATION BY SOVIETS

After months of uncertainty, the U.S. and Soviet Union appear to be returning to a period of cooperation prompted largely by President Gorbachev's renewed interest in domestic reforms and strengthened ties with the West, according to senior U.S. officials and analysts....

Officials now say there are signs of change. The Soviets, for instance, suggested this week a possible compromise in a dispute over the CFE Treaty. Although senior U.S. officials said that the proposed compromise would not resolve U.S.-Soviet differences, they said the visit that ended Wednesday of Gen. Moiseyev had shown that Moscow wants to put the disagreements to rest....

Bush said Wednesday he hopes the CFE differences could be resolved this week. "There is some question as to whether the Soviets wanted a deal or whether we did, and the answer is we both do," Bush told reporters. "The experts told me after the Moiseyev meeting that they felt there was some reason for be optimistic."

(David Hoffman, Washington Post, A42)

Bush Is Optimistic On Summit Chances

ST. PAUL -- President Bush said Wednesday he was optimistic arms control differences with the Soviet Union can be ironed out this week, in time for a summit conference in Moscow in June....

"As far as I'm concerned, it went very well," Bush said.... In Washington, Gen. Moiseyev echoed Bush's sentiment, saying "what is left is not of great importance."...

"We are dealing straight with Gorbachev. We're not playing games with him," said Bush. "I think he knows that."

(Richard Benedetto, USA Today, 4A)

U.S., Soviets Still At Odds On Key Arms Dispute

The Administration and the Soviet Union remained at odds over key aspects of a CFE Treaty, though negotiators appeared to make some progress, a State Department official said. "There's serious work being done, there's progress being made but we're not there yet," said the official who requested anonymity....

Administration officials said they are unwilling to modify the agreement if it undermines the actual calculations set by treaty.... "They're trying to change the treaty that we signed," one official said. He added, "They can keep this equipment as long as by keeping it they don't exceed the limits of the treaty that we signed. It's got to be (a) compensating" reduction.

(Steven Heilbroner, UPI)

U.S.-Soviet Talks Don't Resolve Dispute On Conventional Weapons

U.S. and Soviet arms negotiators ended three days of talks Wednesday after failing to resolve their last major dispute over the CFE Treaty....

The Soviets have expressed hope that President Bush would come to a summit in June, but National Security Adviser Scowcroft said Wednesday a June summit was "highly unlikely."...

But Bush, who met with Gen. Moiseyev, said he was encouraged in working out agreements on conventional and nuclear weapons.... "We made progress on some items, but naval infantry remains unresolved," said one U.S. official who did not want his name used.

In what appeared to be a modified position on the issue, Moiseyev said the Soviets would agree to include naval infantry units under the treaty if the West would agree to change the treaty's ceilings for deployed weapons and weapons kept in storage. However, U.S. officials, who have wanted the naval infantry weapons destroyed, gave no signal that they would accept such a proposal, which would require renegotiation of the treaty.

(Owen Ullman, Knight-Ridder)

Solution Offered To CFE Dispute

President Bush expressed optimism about U.S.-Soviet arms talks Wednesday after the Soviet Union's top general offered a compromise solution to a dispute over the CFE Treaty.

Gen. Moiseyev...told reporters Moscow would agree to count 1,100 dispute pieces of equipment against its limits under the CFE treaty, meeting a key U.S. demand.

But Gen. Moiseyev indicated, and U.S. officials later confirmed, that Moscow is asking in return for an increase in the number of weapons it can assign to active duty status sufficient to account for the disputed equipment. This would be offset by a decrease in Soviets' allowance of stored weaponry, which the pact handles differently.

(Warren Strobel, Washington Times, A8)

DESPITE END OF COLD WAR CIA CHIEF SAYS KGB STILL VERY ACTIVE

Despite the end of the Cold War, the KGB has increased its foreign operations and is among the most aggressive intelligence agencies in trying to secure U.S. secrets, outgoing CIA Director Webster said Wednesday.

Webster, in remarks prepared for delivery to the Amherst Association of New York, also said Gen. Schwarzkopf recently lauded U.S. intelligence efforts in the Gulf War, saying the conflict "was the most informed war ever fought.... Our human and technical collection were able to provide (U.S. commanders) with the most detailed and precise order-of-battle information any American commander has ever enjoyed." (Reuter)

GORBACHEV ASKS FOR INVITATION TO ECONOMIC SUMMIT

MOSCOW -- President Gorbachev...said Wednesday he was "optimistic" about receiving an invitation to the Western economic summit meeting in July.

Gorbachev took the unusual step of virtually requesting an invitation to the G-7 meeting here with visiting Italian Prime Minister Andreotti.... "I am already thinking over what I will say," he said. "And if I am not there, I will say it anyway..."

Gorbachev Wednesday said that the Soviet Union should do "everything to prepare for cooperation with Western countries and create a climate of confidence." But he rejected any direct linkage between reform and aid, saying that Western countries should not attempt to impose their "models of development" on the Soviet Union. (Michael Dobbs, Washington Post, A41)

GORBACHEV PLEADS FOR \$100 BILLION IN AID FROM WEST

MOSCOW -- President Gorbachev pleaded Wednesday for \$100 billion in economic aid from the democratic world, asserting that it would be well worth it to the West to bolster global security by priming a Soviet recovery....

He did not say over how many years he envisages such aid, but Soviet economists have been talking of \$30 billion a year, much of it in outright grants, not loans....

"I have optimism on this issue," Gorbachev said at a news conference. (Francis Cline, New York Times, A1)

MOSBACHER UPBEAT ON SOVIET TRADE PACT

KANSAS CITY -- Secretary Mosbacher said Wednesday that Soviet passage of an emigration bill has greatly improved chances that the Bush Administration will forward a U.S.-Soviet trade pact to Congress.... Mosbacher said it was President Bush's decision to make, but "from my viewpoint, it certainly moved it a long way."

In remarks to reporters while attending an export initiative conference, Mosbacher also called on the Federal Reserve to further ease credit with a discount rate cut....

On the domestic front, Mosbacher said recent housing starts, retail sales statistics and capital flows in the banking system showed some indications the recession is bottoming out, but said further interest rate cuts by the Fed would help.

(Journal of Commerce)

U.S.-JAPAN CONSTRUCTION TALKS BREAK DOWN AS SANCTIONS LOOM

TOKYO -- Talks over longstanding U.S. demands for greater access to Japanese construction projects broke down today, and the U.S. side said Japan had one week left to avoid threatened trade sanctions.

J. Michael Farren, undersecretary of commerce for international affairs, spoke in the uncompromising terms increasingly used by U.S. negotiators lately.... Farren said he was pleased that the Japanese had at least agreed on the text of a new agreement, including specific measures to prevent bid-rigging and a "conclusive commitment" to open the overall construction market. But the talks fell apart when the Japanese refused to accept any of the additional construction projects suggested by the U.S. side, Farren said. (Michael Hirsh, AP)

TREASURY WARNS JAPAN TO END UNFAIR MONOPOLY PRACTICES

TOKYO -- A top-ranking Treasury Department official warned in unusually forceful terms Wednesday that Japan must take steps to end the collusive practices of its tightly knit corporate groups or Japan's overseas investments could be "severely undermined."

Charles Dallara, assistant secretary of the Treasury for international affairs, said anger is mounting against Japan's system of corporate groups known as keiretsu because of evidence that the groups' members unfairly steer business to one another.

(Paul Blustein, Washington Post, B12)

JAPAN TO GIVE \$500 MILLION FOR LATIN AMERICAN FUND

TOKYO -- Acceding to a request from the Bush Administration, Japan has agreed to provide \$100 million a year for five years toward a U.S.-proposed investment fund for Latin America....

The move was widely interpreted here as an effort to help ease strains in U.S.-Japan relations. (Washington Post, B13)

CHINA CONCEDES PRISON-MADE GOODS MAY HAVE ENTERED U.S.

BEIJING -- China said Thursday that prison-made goods may have been exported to the U.S., but insisted it was not official policy and that the U.S. side should shoulder some responsibility....

A Foreign Minister spokesman told a regular weekly news briefing that if goods made in Chinese labor camps had entered U.S. markets it was because of a management problem.... "Therefore we will see to it that the management will be further strengthened and improved," he said. (Reuter)

CHINESE ADVOCATES OF CHANGE REPORTEDLY MAKING SMALL GAINS

BEIJING -- The faction in the Chinese leadership favoring more rapid economic change has scored a pair of modest victories over the hardliners in recent weeks, Chinese officials say....

In one battle, three former top officials who were purged at the time of the Tiananmen Square crackdown are expected to be assigned new jobs soon.... The most important of those said to be rehabilitated is Hu Qili. (Nicholas Kristof, New York Times, A6)

TRADE DEALS ON 'FAST TRACK' TODAY

...Labor unions, seeking to kill "fast-track," threw a scare into the Administration with congressional lobbying that may make the voting closer than expected.

Secretary Mosbacher, citing "wavering and backtracking" in Congress, canceled a speech in New Orleans. He rushed back to Washington from Kansas City to help the Administration stem the defections....

Rep. Kennelly, who's supporting Bush, said, "A number of my colleagues...are undecided."...

Rep. Dingell, a labor ally, said the Bush Administration has been inflexible in dealing with unions and has sought instead "to ram this through." Union supporters want more than promises, he said. (Paul Clancy, USA Today, 4A)

Bush Optimistic On 'Fast-Track' Authority

President Bush says he's optimistic the House will give him the tools he says he needs to negotiate a tariff-removing free trade agreement with Mexico.

"I think we're going to win," Bush said Wednesday....

Cal Cohen of the Emergency Committee for American Trade...said he was optimistic the pro-fast-track side would prevail. "The votes are there," he said. (Joan Mower, AP)

YUGOSLAVS UNITE AGAINST SUSPENSION OF U.S. AID

BELGRADE -- Yugoslavs...have finally found something they can unite on. It is called the Nickles Amendment..., and it required the U.S. cut off all aid to Yugoslavia unless the Secretary of State certified to Congress by May 6 that all government abuses of human rights in the country had ceased....

The reaction in Belgrade [to Monday's announcement of a suspension of aid]...was scathing.... "The Nickles Amendment," Yugoslav Deputy Premier Alexander Mitrovic said Wednesday, "is a stupidity of American politics. It has not been well thought out."

Officials in Croatia...were no more temperate in their denunciation..., complaining that Croats and other Yugoslav peoples were being made to suffer for the actions of Serbia.

(A.D. Horne, Washington Post, A50)

**ADOPTION LAWS TRAP AMERICANS IN ROMANIA
U.S. Denies Permits For Children To Leave**

More than 50 American couples trying to adopt Romanian children have been stranded with their infants for weeks in Bucharest hotels and rented apartments, unable to obtain permission from U.S. officials to bring the children to the U.S.

The Americans...are trapped by new Romanian laws and tougher enforcement of U.S. laws by officials.... Romania has advised the State Department that adoptions will be suspended soon for several weeks to give officials time to implement tighter regulations.

The State Department Wednesday issued new warnings to prospective adoptive parents. (Al Kamen, Washington Post, A1)

GANDHI'S WIDOW CHOSEN AS PARTY LEADER

NEW DELHI -- The leadership of India's long dominant Congress Party Wednesday elected as its president the Italian-born widow of former prime minister Rajiv Gandhi....

Some Congress Party officials and Indian political analysts said they doubted Gandhi's widow would accept the party presidency. Others said they hoped she might attract a surge of national sympathy while providing several weeks of symbolic leadership for the party in the interrupted national parliamentary elections.... If Congress won enough votes to form a government, these sources said, Gandhi's widow would then be expected to yield to one of several candidates for prime minister within the senior party leadership.

(Steve Coll, Washington Post, A1)

ON PHILIPPINE TREATY, GAP IS SAID TO NARROW

American and Philippine officials are expressing optimism that they can work out a new treaty permitting American forces to remain at two large military bases in the Philippines after the current lease expires in September. Officials on both sides caution, however, that they are still without an agreement on the duration of the proposed treaty and the amount of compensation due Manila.

...Newspapers in Manila reported this week that American and Philippine negotiators were hurrying to complete the agreement so that Vice President Quayle could sign a treaty during his current trip to Asia. American officials said Wednesday that a Quayle visit to Manila had been considered but was now unlikely. "We had hoped that the agreement might be ready this week," a State Department official said. "But it wasn't."

(Philip Shenon, New York Times, A13)

SALVADORAN GUERRILLAS ATTACK ARMY BARRACKS, TWO CIVILIANS KILLED

SAN SALVADOR -- Leftist guerrillas fired rocket-propelled grenades at an army barracks in the capital Wednesday, but most of the rockets hit five nearby houses instead and killed two civilians, witnesses said.

(Annie Cabrera, AP)

STUDY FAULTS THIRD WORLD PRIORITIES

Poor countries could free \$50 billion a year for development if they changed their own spending priorities, according to a report issued Wednesday by the U.M. Development Program....

"The lack of political will -- not financial resources -- is the real cause behind human neglect," said program administrator William Draper.

(Steven Mufson, Washington Post, A17)

AMERICANS HAVE LESS FREEDOM THAN DUTCH OR CANADIANS, REPORT SAYS

Americans have less freedom than the Dutch, French, Germans or Canadians; Swedes and Danes enjoy the most liberty of any people; and Iraqis are the most repressed, a new U.N. report says.

The report cited the U.S. for capital punishment; torture and coercion; social, political and economic inequality for women; a lack of legal aid to the poor; and discrimination against ethnics and homosexuals. The U.N. Human Development Report ranked the U.S. 13th.

(Lawrence O'Rourke, St. Louis Post-Dispatch)

###

NATIONAL NEWS

BUSH'S CONDITION WORSE THAN REVEALED EARLIER

President Bush has suffered more serious side effects, including mental fatigue, from his overactive thyroid and the drug treatment for it than was previously known publicly.

Bush told Helen Thomas of UPI that there "is a slowing down in some ways when you're on a high medicine -- slowing down in the mental process -- but the dose has been decreased, so you can see I'm sharp as a tack."

Bush's personal physician, Dr. Burton Lee, confirmed in an interview that Bush was "aware that he was making mistakes" and that "dealing with the press was more difficult for him."

But Dr. Lee added: "What he thinks is slowing down, I doubt anyone would pick up. His answers were a little shorter than normal at the Kohl press conference; things of this nature..."

"It looks to me that he's over that," Lee said.... The President "is now snapping back. You see marked improvement."

(Lawrence Altman, New York Times, B12)

EDITOR'S NOTE: "President Is Buoyant About Health, Work," appears in The Washington Post, page A4.

CONGRESS APPROVES \$1.45 TRILLION 1992 FEDERAL BUDGET

Congress granted final approval Wednesday to a Democratic-written \$1.45 trillion federal budget for 1992 that rejects President Bush's plan to cut Medicare and other benefit programs.

The spending plan...contains no tax increases or cuts and only relatively minor changes in Bush's proposals for domestic programs.

The Senate approved the measure 57-41, shortly after the House adopted it by 239-181.... "It promotes fairness for all Americans," said Rep. Panetta.

(Alan Fram, AP)

DEMOCRATIC STRATEGY GOES OUT WINDOW

The House Appropriations Committee Wednesday overruled its own party's strategy to spend more than the White House on health and education by directing more spending to pork-barrel items.

The committee approved \$57.8 billion for education and health programs under the jurisdiction of the subcommittee on labor, health and human services. That figure was \$400 million above President Bush's request but \$1.8 billion below the funding level sought in the 1992 budget resolutions pushed through the House and Senate over Republican objections....

"The Democrats' budget is hype; it's meaningless," Rep. Gradison said. "I think they are embarrassing themselves."

(Major Garrett, Washington Times, A3)

EDITOR'S NOTE: "Congressional Appropriations Panels Fight Caps And 'Sharks' As They Slice Up The Spending Pie," by David Rogers, appears in The Wall Street Journal, page A16.

DEMOCRATS TO TALK ABOUT PLANS TO GIVE ECONOMY A SHOT IN THE ARM

Congressional Democratic leaders on Thursday plan to announce a broad agenda for economic recovery, including tax cuts for the middle class, extended unemployment compensation and more highway construction to create jobs and boost the economy.

However, while Rep. Gephardt has outlined the plan in broad terms, there appears to be little agreement among Democrats about its details....

"Our problem is that there is not a coordinated plan" that Sens. Bentsen and Rostenkowski can agree on, said Rep. Downey.... "The Administration doesn't want to do anything. The Democrats' concern is to wring our hands about paying for it."

(Elaine Povich, Chicago Tribune)

MOST FORECASTERS SEE RECESSION OVER SOON, BUT RECOVERY SHALLOW

Almost three-fourths of the nation's top economic forecasters predict the recession will be over in five weeks, but nearly all say the recovery will be weaker than usual, according to a survey released today.

"The U.S. recession is almost over," said a summary of the survey by the National Association of Business Economists.

The survey showed 11 percent of the 58 professional forecasters polled in early May contended that the recession already has ended. Sixty percent said it would hit bottom during the quarter ending June 30.

(for 10:00 a.m. release, John McClain, AP)

**PRESIDENT UNVEILS SCHOOL LEGISLATION
HE SAYS WILL BREAK THE EDUCATION MOLD**

ST. PAUL -- President Bush Wednesday sent Congress a package of legislation aimed at "breaking the mold" of education strategy in the U.S.

The submission marks the first effort by the Bush Administration to put substance behind the rhetoric of the education plan....

"From now on business-as-usual will be very unusual," Bush said in a speech in the courtyard of the St. Paul Public Library. "We're talking about breaking the mold..., reinventing -- literally starting from the bottom up to build revolutionary new schools - - not with bricks and mortar but with questions and ideas and determination."

A small but noisy band of protesters, armed with battery-powered megaphones, shouted, "Money for schools, not war" as Bush spoke....

Wednesday, Secretary Alexander sought to lower expectations for any quick results. "Learning takes a long time," he said. "It's a lot of hard work." There is a difference, he said, between "a 90-second sound bite, a 100-hour war and a nine-year strategy."

The secretary said efforts to implement the Administration's education strategy have not been hampered even though most of his permanent appointees have not been nominated, and none has joined the department yet. Xerox executive David Kearns was endorsed Wednesday by the Senate Labor and Human Resources Committee as Alexander's top deputy.

(John Yang, Washington Post, A6)

Bush Pushes School Choice

ST. PAUL -- President Bush Wednesday unveiled his legislative plan to reinvent the classroom and to let parents decide which public or private school their children will attend.

Bush chose the state that pioneered statewide school choice programs to begin his crusade to persuade other jurisdictions to launch similar experiments. "Minnesotans know that education means opportunity," Bush said at an outdoor lunchtime speech. "You have guaranteed that every family in the state can choose which public school its children will attend."...

In an unusual gesture, Sens. Kennedy and Pell agreed to Bush's request to co-sponsor the President's education legislation along with Sens. Hatch and Kassebaum. "When the two of them (Hatch and Kennedy) are on a bill together, there's a pretty good chance it will pass," observed a Republican staffer.... "It shows that it's either a good piece of legislation or one of them hasn't read it."

An aide to Sen. Kennedy said he has "reservations" about the Bush proposal but agreed to cosponsor the bill because the President asked him. One Hill observer suggested it will give Kennedy the opportunity to attach his own education initiatives.

On the House side, Rep. Gray is not inclined to co-sponsor the President's legislation. (Paul Bedard, Washington Times, A1)

Bush Visits St. Paul School To Highlight Education Goals

ST. PAUL -- President Bush, choosing an experimental magnet school in St. Paul as a backdrop, said Wednesday that his sweeping package of education proposals was being sent to Capitol Hill....

In his message to Congress accompanying the package, Bush said his proposals "are just complements, albeit very important complements, of a strategy most of which would take place outside the federal government." (Oswald Johnston, Los Angeles Times, A31)

Bush Launches \$690 Million National Education Plan

President Bush used Minnesota Wednesday to help launch a \$690 million national education plan, saying new concepts the state is trying out should serve as a national example. He also turned St. Paul's Saturn School of Tomorrow into a stage to bolster the claim that he is the "Education President" and to blunt criticisms that he is ignoring the nation's domestic needs.

Bush spent almost three hours in the state, drawing modest crowds and raucous protesters, including some who egged his car. He joked about his health while proving he is robust enough to travel and give a speech on a hot and muggy day. He praised the city and the state as leaders in education.

But his best performance was a tour of the Saturn experimental school, where he wowed students thrilled to give the President a lesson in high-tech learning. By doing so, he helped put away his image as Bush the Liberator of Kuwait and substituted the picture of a benevolent leader who really cares about kids and their education.

Gov. Carlson observed, "I saw a President put away the trappings of the office and come across as a grandfather and a very caring person.... I saw a human being who genuinely cared about education in America and loved its children."

(Richard Chin, Knight-Ridder)

Bush Tells Kids Why He Sought Job

ST. PAUL -- President Bush fell victim Wednesday to a classroom of pre-teens who coaxed him onto the analyst's couch to ask why and how he got to the White House.

"Oh, that's a hard question," he sighed when a 12-year-old at Saturn School for Tomorrow posed the question.

Bush then reached deep in his memory for an answer.

"My dad started in public life," he said.... "It evolved from that."
(Paul Bedard, Washington Times, A6)

IVY LEAGUE SCHOOLS AGREE TO STOP MATCHING FINANCIAL AID OFFERS

The eight Ivy League universities agreed Wednesday to stop a 35-year practice of matching the amount of each other's financial aid offers to individual students, settling a Justice Department suit that charges the practice violates antitrust laws....

The settlement also forces the schools to drop a longtime agreement to offer scholarships only on the basis of financial need, not merit.... "Students and their families are entitled to the full benefits of price competition when they choose a college," said Attorney General Thornburgh.

(Sharon LaFraniere, Washington Post, A3)

ETHICS OFFICE LOOKING INTO SUNUNU'S TRAVELS

The travel practices of Chief of Staff Sununu, already investigated by the White House counsel, now are under review by the Office of Government Ethics....

The OGE is reviewing the report produced by Counsel Gray..., said an OGE official, speaking on condition of anonymity.

Rep. Wise and Common Cause had asked the OGE to look into the Sununu case. "We're reviewing the counsel's report," and its conclusions to see if any further corrective course is warranted, the official said.
(Rita Beamish, AP, New York Times, A21)

HOUSE BACKS ABORTIONS IN MILITARY

Defense Bill Provision Reverses 1990 Stance; Bush Veto Expected

The House voted Wednesday to reverse a three-year-old Pentagon policy and permit U.S. servicewomen and dependents serving overseas to obtain abortions at their own expense at military health facilities.

Antiabortion lawmakers portrayed Wednesday's action...as a vote for abortion on demand, and said that despite the outcome in the House, the issue would die because President Bush has vowed to veto the defense bill if it contains the abortion amendment....

"The passage of this measure is a major show of strength for pro-choice forces in Congress and a significant step toward the enactment of federal legislation guaranteeing the right to choose," said NARAL executive director Michelman.

(Tom Kenworthy, Washington Post, A1)

NAVY MUST DOCUMENT HOW IT CHOSE BASES TO BE CLOSED, PANEL WARNS

The Navy must document in detail the process it used to select facilities for closing or risk having a list chosen for it, a federal panel on reducing military installations warned here Wednesday.

In the latest swipe at the Navy's reported resistance to the process of scaling back the military, the Base Closure and Realignment Commission cited "an alarming lack of information" about the Navy's method of selecting bases for closing....

"If Navy representatives cannot prove that their selection criterias were applied evenly, then the commission is fully prepared to draw up a list of recommendations," said Jim Courter, commission chair.... Commission staff and Navy representatives began meeting in private shortly after Courter's announcement. Navy did not return phone calls seeking comment Wednesday afternoon.
(Alexis Moore, Knight-Ridder)

INSURANCE AGAINST THE Q-WORD**Democratic Consultants Feel Civil Rights Bill Strategy May Work**

Democratic political consultants believe the House leadership's new strategy for a civil rights bill can successfully insulate members from charges they are "pro-quota."

"The fact of the matter is that it is significant to say quotas are illegal and it is a very significant political response to tell white voters they can sue their employers if their employer is using quotas," said Geoff Garin, a Democratic pollster.

"There is genuine panic in some (Democratic) quarters about the whole racial issue," Chicago Democratic consultant David Axelrod said. "This defuses a potentially damaging 30-second commercial that everybody lives in fear of."...

Republican political consultants did not dismiss the Democratic strategy out of hand. "It's pretty tricky, it may muddy the water enough that it gets them off the hook," said Frederick Steeper, a GOP pollster based in suburban Detroit.....

Linda DiVall, a Republican pollster who has worked extensively on House contests, said the Democratic proposal to give whites the right to sue in reverse discrimination cases "does take the edge off" Democratic liabilities on the quota issue. She added, however, that Democratic gains could prove temporary....

A check of the 14 Democratic House members who voted against the civil rights bill last year suggested that the Democratic leadership's proposal has not won many converts. Of those reached, only Rep. Darden said he is now more open to the possibility of voting for the measure, although he stressed that among southerners, "those of us particularly from the non-minority districts are feeling the squeeze."... A source in the House Democratic leadership said there had been little hope of making conversions. "All we are hoping to do is get 273 votes," the same as last year, he said.
(Thomas Edsall, Washington Post, A31)

Civil Rights Bills Seen Necessary To Remedy Job Bias

Thousands of victims of employment discrimination have been unable to get lawyers to take their cases since the Supreme Court made it tougher for plaintiffs to win job bias suits, according to two studies released Wednesday by groups supporting a civil rights bill.

Forty-four percent of lawyers surveyed in a study by the National Employment Lawyers Association said they turned down more than 60 percent of the people seeking their assistance. One-third of the lawyers cited the 1989 Supreme Court rulings as the reason.

That study, and a similar one released by the NAACP Legal Defense Fund, outlined the effect the court rulings have had on women and minorities....

At a news conference Wednesday, Daniel Fleshler, of the defense fund, asserted that victims cannot even get to court to challenge practices that would have been declared illegal two years ago. He said he thought the number was in the thousands, though an exact figure is unknown. (Michael Frisby, Boston Globe)

WILDER LIKENS GROUP TO ENDANGERED SPECIES

Gov. Wilder says the problems confronting black men in U.S. society are so severe that they, much like an endangered species, need sanctuaries.... Asked to elaborate on the nature of so-called sanctuaries he'd mentioned, Wilder said he means the phrase to be a call for action as opposed to words. (UPI)

EDITOR'S NOTE: "Wilder Backs Democrats' Pro-Family Stance," by Carleton Bryant, appears in The Washington Times, page A3.

HOUSE PANEL OKAYS NATIONWIDE BANKING

A House panel Wednesday gave its go-ahead for banks to establish nationwide branch systems, boosting Bush Administration efforts to revolutionize the troubled industry.

But the House Banking subcommittee rejected the Administration's plans to streamline bank regulation, instead saying it would devise its own reforms. (Jane Merriman, Reuter)

Panel Postpones Votes On Sensitive Parts Of Administration Plan

A House panel is supporting key elements of the Bush Administration's plan to overhaul the banking system but is postponing decisions on some of the politically touchiest issues.

...The panel avoided two contentious issues: streamlining the regulatory bureaucracy and permitting commercial companies...to own banks. These are expected to be debated by the House Banking Committee next month....

The subcommittee deleted the Administration's regulatory agency reorganization after members complained it was even more confusing than the current system. Rep. Annunzio appointed Rep. Barnard to chair a task force that would develop an alternative for consideration by the full committee. Assistant Treasury Secretary Powell said Administration officials would work with the task force, but continued to believe their plan was the most preferable.

(Dave Skidmore, AP)

CLEAN AIR ACT SEEN CLOUDING U.S. ECONOMIC REBOUND

CHICAGO -- While the Clean Air Act was designed as a major step in reducing environmental pollution, the huge costs of compliance are expected to cast a black cloud over the U.S. economic recovery....

Banks already are feeling negative effects.... Theresa Pugh, environmental director for the National Association of Manufacturers, said the act was prompting some Los Angeles banks to review their loans to industrial firms, and causing them to be even more restrictive in lending practices for fear they would be held directly liable for borrowers' environmental offenses.

Michael Elam, an environmental attorney with Rudnick & Wolfe and formerly with the EPA, said there was a "wide gray area of law" on whether lenders were directly liable for EPA violations by companies to which they issued loans....

Recent studies indicate that after the legislation is phased into industry over the next seven years, companies will pay a combined \$45 billion to \$55 billion annually to comply, Pugh said.... Those figures are nearly double the estimate by the President's Council of Economic Advisers of about \$25 billion, said Michael Franc, a legislative aide to Rep. Dannemeyer.

(Patricia Lane, Knight-Ridder)

**SOARING HEALTH-CARE COSTS POSE
BIGGEST FINANCIAL THREAT FOR U.S. STEEL**

Soaring health-care costs, not minimills or Japanese competitors, post the biggest financial threat for U.S. steel companies, industry executives said Wednesday.

"Health-care costs are skyrocketing," ACME Steel president Brian Marsden said at the opening session of an American Iron and Steel Institute meeting. "They merit just about any adjective - - descriptive or profane -- we apply to them.... The private sector alone can't solve this problem." (John Bare, Knight-Ridder)

SENATE MOVES CLOSER TO CAMPAIGN CURBS

Democrats beat back a series of Republican attacks on proposed spending limits and public financing for congressional campaigns as a sharply divided Senate moved toward approval of a campaign finance bill that President Bush has vowed to veto....

The Senate voted 56 to 42 along party lines to reject a proposal by Sen. McConnell to strip the bill of voluntary spending ceilings and all forms of taxpayer-financed incentives for candidates to comply with the limits.

But it signaled its unwillingness to go beyond limited public funding when it voted, 39 to 58, against a proposal from Sen. Kerry for nearly full public funding for candidates who agree to spending limits and other conditions for general election campaigns.

(Helen Dewar, Washington Post, A31)

McGOVERN TO DECIDE

George McGovern has said he will decide Thursday whether he will try again for the Democratic presidential nomination. (UPI)

NETWORK NEWS

(Wednesday evening, May 22)

INDIA

ABC's Peter Jennings: We begin overseas with a calculated political move in India to continue the Gandhi political dynasty one day after the assassination of former prime minister Rajiv Gandhi while he was trying to make a political comeback. His political party, the Congress Party, has asked his Italian-born wife to take his place. Rajiv Gandhi's funeral will be held on Friday. The current prime minister, Chandra Shekhar, said that Gandhi's death is a serious threat to democracy in India and, as he said, the country is in no mood at this moment to hold elections so he postponed them until next month.

ABC's Bill Redeker reports from New Delhi that Sonya Gandhi has no political experience. Years of Gandhi-based party politics has left the Congress Party without an apparent successor. Sonya said Wednesday she would not decide whether to accept the party's offer until after the funeral on Friday. As thousands of Indians showed up to mourn Gandhi Wednesday, police had to use teargas to break up an emotional demonstration that threatened to get out of hand. Wednesday night, the capital is calm, but officials say that could change if the government discovers who killed Rajiv Gandhi.

ABC's Barrie Dunsmore reports on Indian politics and the Gandhi family's role in it. Sonya Gandhi, by her husband's admission a short time ago, has not in the past been interested in politics. Could someone with no experience solve India's problems?

(Premen Ady, Editor, India Weekly: "For someone to be just pitched...into this and succeed, well that would be asking for a miracle.")

Rajiv Gandhi wanted to be remembered as the leader who prepared India for the next century. The challenge for any new leader will be to bring much of India into this one. (ABC-Lead)

NBC's Tom Brokaw: India Wednesday night is waiting to see what the dawn will bring, a new day for a nation that is ripped by grief and rage and uncertainty after the assassination of Rajiv Gandhi. His body was returned from southeastern India, where he was killed, to the capital, where his family has been a dominant force in shaping modern India.

NBC's Brian Barron reports from New Delhi that there hasn't been any trouble for a few hours. Authorities investigating the killing are focusing on Tamil terrorists with links to Sri Lanka.

Brokaw reports Vice President Quayle will represent the United States at Gandhi's funeral. (NBC-Lead)

CBS's Dan Rather: Grief and anger swept across India in the wake of the assassination of former prime minister Gandhi. Elections are now off until next month. Gandhi's widow -- an Italian -- will run as a candidate. The Indian government calls the whole crisis a serious threat to democracy. (CBS-Lead)

PRESIDENT'S HEALTH

Jennings reports that President Bush said the medicine he has been taking for his thyroid condition produced what he called some slowing down of the mental process. Mr. Bush said, for example, that at a news conference with German Chancellor Kohl on Monday, he kept his answers short because he needed more time to think. He says his medicine has now been cut back and he feels sharp as a tack. (ABC-4)

EDUCATION PLAN

Jennings reports competing education bills arrived on Capitol Hill Wednesday. The administration's proposal would shift about \$690 million from current programs into new ones such as grants for experimental schools. A counterproposal favored by Democrats would pump more than \$3 billion new dollars into a variety of programs including Headstart. (ABC-3)

Brokaw: The man who calls himself the education president became a traveling salesman for what he sees as the classroom of the future. As he sent his education bill to Congress, President Bush went to Minnesota with a new vision, but without much money.

NBC's Jim Miklaszewski: Looking better than he has in days, President Bush hit the road to sell America 2000, his strategy for revamping America's education system.

(President: "We're talking about breaking the mold, building for the next American century.")

In St. Paul, they've already begun at the Saturn School for Tomorrow. It's an experimental, high-tech magnet school where they stress readin' and writin' by remote control, mathematics by mouse. (TV coverage: President sitting with little girl, typing with another child at keyboard.)

This program began two years before Bush unveiled his plan, but not every school district can afford it. The President wants to spend \$535 million to create a school like this in every congressional district. But Bush suggested that other school systems could simply cut back on bureaucratic overhead.

(President Bush: "I don't imagine when this started that it had fantastic amounts of money to begin with, so what'll happen is we will inspire, as it's always happened in this country -- good example will inspire others.")

Some educators say these days it's getting more difficult to get inspired.

(Helen Bernstein, President, United Teachers of Los Angeles: "And it certainly doesn't happen when you lay off teachers, you cut their salaries by seven percent and increase their class size and you take away every gain that they've made in the last few years.") Others argue it will take a change in attitude and commitment toward education, not more money.

(Chester Finn, Education Excellence Network: "We've hugely increased our school spending in each of the last three decades and I don't know anybody that thinks we've bought more learning with that money.")

Politically speaking, the White House says the money is just not there. That's one lesson George Bush has learned very well: It's no more new taxes for education or anything else. (NBC-3)

AID TO SADDAM

Rather: President Bush and Secretary Baker came under fire on Capitol Hill Wednesday over new disclosures that they helped Saddam Hussein maintain his rule of terror right up to his invasion of Kuwait.

CBS's Eric Engberg reports that new evidence surfaced Wednesday showing that Saddam Hussein, always in need of weapons to kill his political opponents and terrorize his people, had an unlikely helper: the U.S. government. A State Department memo uncovered by congressional investigators, written in the closing days of the Reagan administration, flatly declares that U.S. companies can sell military hardware to Iraq only if the equipment is utilized for the protection of the head of state.

(Rep. Gejdenson: "Why on God's earth would we want to aid and abet a murderer to retain his position as head of the state of Iraq?") The State Department witness, Undersecretary Kimmitt, didn't have the answers and couldn't say how much U.S. hardware, if any, Saddam bought. For five years before the Kuwait invasion, the U.S. approved sales of \$1.5 billion of high-tech equipment to Iraq. Some, like communications gear U.S. planes had to knock out during the war, did have military applications. Embarrassment over the sales deepened in the Bush administration when Commerce Department official Dennis Kloske testified he had tried, and failed, to curb the sales in the months before the war.

(Rep. Gejdenson: "Did you personally object to Mr. Kloske's recommendation to restrict exports to Iraq?"

Kimmitt: "I don't, uh, recall there being a discussion that was that specific, Mr. Chairman."

Gejdenson: "It doesn't have a lot of credibility, to at least the chairman, that somebody with your ability and the time you've had to review the files, ends up recollecting so little.")

While Kimmitt didn't remember much, the evidence is mounting that the administration came to the realization that Saddam was bad for the world only after years of effort to keep him in office.

(CBS-3)

BAKER/MIDEAST PEACE

Jennings reports Secretary Baker put aside his quiet diplomacy on the Middle East and applied some very public pressure. Telling the Congress about why it's been impossible to arrange an Arab-Israeli peace conference, Baker said there is plenty of blame to go around -- but he was most critical of Israel.

ABC's John McWethy reports that while Secretary Baker said the peace process is going to continue, he made no secret of his frustration over Israel's rapid-fire construction of new settlements on occupied Arab land.

(Secretary Baker: "I don't think that there is any bigger obstacle to peace than the settlement activity that continues, not only unabated but at an enhanced pace, and nothing has made my job of trying to find Arab and Palestinian partners for Israel more difficult than being greeted by a new settlement every time I arrive.")

Baker said the Israeli settlements substantially weaken his hand in the peace process and have played a major role in keeping the Arabs away from a peace conference.

-more-

McWethy continues:

(**Secretary Baker:** "Now I've raise the issue on any number of occasions with the leadership of the government of Israel to no avail.")

Though Baker's remarks were all related to the peace process, officials suggest that he was laying the groundwork for a different confrontation expected this fall with Israel and its supporters in Congress. The Israeli government desperately needs the Bush administration to provide up to \$10 billion to help build housing for the flood of Russian Jews now arriving in Israel. Without ever saying it directly, Baker is hinting that the degree of financial assistance on that issue could well depend on a more flexible Israeli attitude on the peace process. (ABC-6, CBS-7)

Brokaw: Secretary Baker once again directly blamed Israel for holding up the Middle East peace process -- his strongest comments yet since his last failed mission.

NBC's John Dancy reports Baker has been careful to be even-handed in his comments about Arabs and Israelis in his shuttle diplomacy, but Wednesday his frustration bubbled to the top. The cause: new Israeli settlements on Arab land in the occupied territories. To Baker, they seemed to deliver a thumb in the eye, a way for Israel to say, we won't give back the occupied territories, peace talks or not. Baker said he tried to get Prime Minister Shamir to freeze settlements if Arab countries suspended their state of belligerency against Israel. Shamir turned him down -- but so did the Arabs.

(**Baker:** "It's just going to be that much more difficult to get a peace process going if we can't get any action on settlement activity.")

Baker does not make a statement like that without calculating effect. It was a warning to Israel that U.S. patience is wearing thin. That could be a factor next September when Israel comes to the U.S. for new loan guarantees to house Soviet Jews. (NBC-4)

NBC's John Chancellor comments so very little in the Middle East has changed in the wake of the Gulf war. Secretary Baker has made a superhuman effort to turn victory in the Gulf into a formula for peace in the Middle East, but he seems to be getting nowhere. Is there any American muscle left at all in the Middle East? The U.S. organizes the coalition, fights the war, saves Saudi Arabia, liberates Kuwait, bankrolls Israel and Egypt and buys more Middle East oil than any other country. But when Washington tries to cash in on some of its IOUs, its allies smile and turn away. The secretary hears this and wears his poker face and the President puts on his kinder, gentler look. You wonder when one of them is going to explode. American outrage and anger may be the only thing that will force these so-called friends and allies in the Middle East off their bottoms. (NBC-8)

U.S.-SOVIET RELATIONS

Brokaw reports President Bush may travel abroad this summer to meet President Gorbachev even if there is no formal summit. That's what a senior White House official told NBC News Wednesday, and the President denied reports that he is trying to duck a summit on arms control.

Brokaw continues:

(President, aboard Air Force One: "There is some story that we don't want a summit, and that's crazy. I have assured Gorbachev of that personally. We are dealing straight with Gorbachev; we are not playing games with him.")

NBC's Jim Maceda reports from Moscow that Gorbachev is once again wearing the colors of a reformer.

(Gorbachev: "Time is running out. We must make economic reforms in this country more radical.")

The turnaround has prompted Boris Yeltsin to announce a turnaround of his own.

(Yeltsin: "There has been a meeting of minds. Now I can do business with Gorbachev.")

But is this latest shift back to reform the real Gorbachev? Many think not.

(Andrei Kortunov, political analyst: "Gorbachev is a master of...personal political survival.")

All of the free-market advocates he fired he has now brought back. It seems the Soviet leader realizes he needs the West -- and the West wants the reformer in him. (NBC-2)

Rather reports President Bush told reporters aboard Air Force One that he's hoping for a conventional arms control breakthrough that would clear the way for a Moscow summit. (CBS-6)

TAXES

Rather reports some Democrats are getting ready to push for a tax cut for middle-income Americans and higher taxes for the wealthy. President Bush opposes this.

CBS's Bob Schieffer reports from Capitol Hill that proposal will come Thursday when congressional Democratic leaders unveil a package of recession-fighting proposals, the centerpiece of which will be a proposal to cut taxes for middle-income Americans. Exactly what form this tax cut is going to take, how deep it will go or specifics, still must be worked out. But in a closed meeting, the Democrats decided to finance it by enacting some kind of tax on wealthy Americans. Other components of this package: somewhat vague measures to improve health care, extend unemployment benefits to thousands who are not yet eligible for them and finally, a detailed plan to force the administration to spend more of the surplus of the federal highway trust fund, the idea there being to create hundreds of thousands of new jobs by creating new federal works projects. (CBS-4)

IRAQ

Jennings reports the Iraqis have agreed to withdraw all of their troops from Dohuk. Coalition troops will move into Dohuk Friday.

ABC's Jim Hickey reports from northern Iraq that the Iraqi withdrawal seems to give the Americans everything they wanted. American commanders were confident that conditions have been met to allow Kurds to go home.

(Gen. John Shalikashvili, commander, combined task force: "[We were] trying to find a way that we could achieve that and I think today we did just that.")

-more-

Hickey continues: The Iraqis agreed that U.S. soldiers may assist in repairing service in Dohuk like water and power, which leaves open the question: How long will U.S. troops stay?

(Shalikhvili: "When the majority of the people are home and all the work is done, then we want to go home.")

The Iraqis know that. Although they have complied with every American request to move back, when the U.S. military finally does leave, the Iraqis and Kurds will be left to deal with each other.

(ABC-7)

IRAN

Rather reports Iran protested what it says was an attack by a U.S. ship on an Iranian vessel in the Persian Gulf. The U.S. Defense Department says the U.S. Navy command ship LaSalle came under fire from two small boats and returned the fire. The Pentagon kept the whole thing secret for 18 hours. Iran now says that an Iranian sailor was wounded.

(CBS-2)

DEFENSE SPENDING

Jennings reports that the House passed a \$291 billion defense budget which would eliminate B-2 funding and cut the Star Wars missile defense system. It also permits military hospitals overseas to perform abortions for servicemembers and their families who are willing to pay for them. The bill also contains a provision which changes the law that forbids women to fly combat missions.

ABC's Cokie Roberts reports from Capitol Hill that the Gulf war has caused a re-examination of the roles of women in the military.

(Rep. Schroeder: "It has become very clear what these barriers were doing. They weren't protecting women from anything but promotion.")

(Sen. Warner: "If they're going to take the risks in the rear and they're willing to take the risks in the forward position, can we as a matter of law deny that?")

The Senate will hold hearings next month on the whole question of women's places in the military, including registration for the draft. But Wednesday the House made it clear that no one wants to stand up and say no to women in uniform when they've just come back from fighting a war.

(ABC-8)

IVY LEAGUE PRICE FIXING/JUSTICE DEPT.

ABC's Walter Rodgers reports the Justice Department was investigating whether the Ivy League colleges were conspiring to agree on similar tuition increases, faculty salary and student financial assistance. Tuition at the Ivy's has not varied by more than 1.5 percent in recent years. The eight have now agreed they will no longer get together to set the amount of financial aid they give to students. They also say they will not discuss or agree on future tuition increases or faculty pay raises. Justice Department officials say the attorney general wanted to make an example of the nation's high-profile schools.

(Attorney General Thornburgh: "The defendants conspired to eliminate cost competition as a factor in choosing a college. The choice of whether to consider price when picking a school belongs to parents and students, not the college or university.") -more-

Rodgers continues: Still, no one at the Justice Department was willing to say whether Wednesday's action will hold down future college costs.

(Thornburgh: "Our business is to see that those decisions are made in a free-market setting and are not the result of collusion.") Wednesday's action does not end the investigation; the government continues to look into allegations of price-fixing and anti-trust violations at dozens of other American universities.

ABC's Bob Jamieson reports from Boston that while Ivy officials would not criticize the Justice Department, some faculty members did, saying anti-trust investigations should be focused elsewhere.

(Prof. Robert Reich, Harvard: "With all the problems in American industry, the only reason for going after prestigious universities is that there is political capital to be made. This is a frivolous investigation.")

The schools argued that by being offered the same amount of aid, applicants could choose a school based on education, not finances.

(ABC-2)

Rather reports MIT declined the settlement deal, preferring to take its case to court.

(CBS-5)

ENVIRONMENT/AMERICAN CORPORATIONS

ABC's Barry Serafin reports America's corporations are finding that becoming more environmentally friendly is saving them money.

(ABC-11)

WINNIE MANDELA

Jennings reports Winnie Mandela was arrested again -- twice -- in the course of a day-long protest in Johannesburg on behalf of black political prisoners who are on hunger strikes. Police eventually used tear gas and stun grenades to break the demonstration up.

(ABC-10, NBC-7, CBS-8)

AIDS TESTING

Brokaw reports the New England Journal of Medicine recommended Wednesday that everyone in hospitals -- health care workers and their patients -- be tested for AIDS.

(NBC-6)

-End of B-Section-

EDITORIALS/COLUMNISTS

HEALTH CARE

The President's Misjudging -- "...Bush is misjudging the tide on health care. His proposed changes...only dabble at the edges of the problem. More than that, they reflect a badly outdated view of the overall health-care-and-cost dilemma that looms as a national crisis. Adding a few million dollars to combat infant mortality suggests that Bush still thinks that the flaws in health care are only social-welfare gaps. And his pitch on malpractice relief was quickly discredited as a move that would do more to preserve doctors' incomes...than to reduce health-care costs, as Bush suggested. His do-little stance on financial or coverage reform, as stated by Secretary Sullivan, is so shallow it is embarrassing.... Bush is not aware that funding health care has become the most volatile domestic issue.... Health care is the domestic issue that could turn into an Achilles' heel for Republicans." (Boston Globe, 5/20)

Medicaid: Creative Financing Technique Should Stand -- "...The administration should take more of a charitable view of the matching payments. The states aren't fleecing the feds so much as they are coping with a problem imposed on them by the federal government itself." (Dallas Morning News, 5/20)

Cutting Health Care Costs -- "...The most effective way for Congress to achieve health-care equity will be to achieve real cost containment in the marketplace. President Bush already is pointing the way toward this type of basic reform by proposing a change in the laws governing medical liability. This is an important beginning." (Dallas Times Herald, 5/18)

Bush's Malpractice Prescription -- "Medical malpractice lawsuits were once a vehicle for compensating innocent patients for genuinely harmful errors by their physicians. But they have long since outgrown that limited, sensible function. The Bush administration now proposes to begin taming this overgrown creature with some prudent discipline.... States will have little choice but to go along if Congress approves the Bush plan: Those that refuse would lose some federal payments for Medicare and Medicaid. This is a heavy-handed approach, but a necessary one. As long as Washington is paying a large chunk of the nation's medical bill, it has a duty to do what it can to contain costs. The malpractice system is a good place to begin." (Chicago Tribune, 5/16)

Health Insurance Debate -- "...Powerful interests...stand in the way of a comprehensive solution. The insurance industry and most doctors' groups still oppose a national health system. What is needed at this point is for our elected leaders, notable President Bush...to declare the resolution of the crisis a paramount social priority." (San Francisco Examiner, 5/15)

Health Care Reforms Overdue -- "...The Bush administration [offers] little more than a placebo in its long overdue first response to the national health care crisis.... The thrust of the Bush proposal is to reduce health care costs by requiring the states to put limits on medical malpractice liability awards.... The administration's offering amounts to little more than the proverbial Band-Aid on the hemorrhaging wound.... We welcome the administration's foray into the issue, tardy as it may be. But we urge the administration to catch up, and catch up fast, to yet another vital domestic issue on which it has fallen far, far behind."
(Seattle Post-Intelligencer, 5/15)

Passing The Buck -- Putting Limits On Litigation Is Federal Job - "President Bush is trying to cast the states in the role of the heavy on reducing medical costs by forcing them rather than the federal government to impose limits on medical-malpractice litigation. Such a misguided approach would be neither practical, effective nor fair.... Limiting liability for punitive damages and non-economic 'loss' from pain and suffering is sound and prudent, but such limits are more properly a federal responsibility so that the law would be applied uniformly throughout the country.... Explosive increases in medical-care costs must be brought under control, but the federal government should not place the burden solely on the states. The President and Congress have engaged in too much of that brand of political cowardice already."
(Ft. Worth Star-Telegram, 5/15)

A Diagnosis That Requires Attention -- "The Bush administration's chief health officer says health-care reforms are hopeless without a 'common vision' of what they should be. A spokesman for the AMA...said reform can't wait for consensus.... It is well established that something is terribly wrong and that fixing it cannot wait.... [The AMA spokesman] and others suggest that President Bush must lead the search. As one doctor said, the President can make sure the right questions are asked."
(Los Angeles Times, 5/14)

###

FOREIGN MEDIA REACTION

MIDDLE EAST

"U.S. Misunderstanding Of Arab Psychology"

"The decision to keep all sanctions against Iraq until Saddam is toppled by his own people reflects the misunderstanding between American and Arab psychology. This decision might push the Iraqis to stick with Saddam, regardless of what they might suffer."

(Maha Abdel Fattah, Al Akhbar, Egypt)

"Perilous Assumption"

"Refusing to acknowledge the threat Syria poses to the region's stability, the United States seems to assume that Saddam's defeat has removed all threats of aggression. It is a perilous assumption."

(Jerusalem Post, Israel)

"Bush and Baker Caved In to Arabs"

"Baker failed because he did not want or dare recognize the logic underlying the argument that, so long as the Arabs are not prepared to enter direct negotiations with Israel, it is a sign that they are not ready for peace.... Instead of drawing the Arabs' attention to Egypt's positive experience, Baker caved in and embarked on a series of ploys and ruses in order to drag Israel into attending an 'international conference.'... The Bush administration...caved in to the Arabs, who are apparently not yet ripe for peace."

(Maariv, Israel)

"Israel Defies U.N. Role In Peace Process"

"Israel, which does not want a peace conference in the region, is trying to thwart efforts for convening one based on U.N. Security Council resolutions and international legitimacy.... There is no doubt that Israel has been encouraged in its defiance of the U.N. by its ally, the United States. Had it not been for Washington's continued policy of appeasement, Israel would not have dared to defy this international organization."

(Al-Dustur, Jordan)

"There's Still a Chance"

"The Arab countries have come a long way in dealing with Israel, finding the determined efforts of Baker sincere.... The kind of endeavors being made by the Bush administration to push for peace in the region makes one feel that there is still a chance for a negotiated settlement in the Mideast."

(Saudi Gazette, Saudi Arabia)

"European Role Is Crucial"

"The European role is crucial.... European states enjoy good relations with the Arabs and Egypt.... They see the need to enforce resolution 242 and impose sanctions against Israel."

(Al Ahram, Egypt)

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

GOOD AFTERNOON. THANK YOU, GOVERNOR CARLSON. OUR SECRETARY OF EDUCATION, LAMAR ALEXANDER; COMMUNITY LEADERS, TEACHERS, AND MY FELLOW COMPUTER STUDENTS. I'M SORRY THAT SENATOR DURENBERGER HAD TO STAY BACK IN WASHINGTON FOR AN IMPORTANT VOTE, BUT I'M GLAD TO SEE THAT HE'S ALREADY A CO-SPONSOR OF OUR LEGISLATION TODAY.

I'VE COME HERE, ALONG WITH SECRETARY ALEXANDER, TO DISCUSS A VITAL SUBJECT: AMERICAN LEADERSHIP.

- 2 -

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 ARE ALSO COMMITTED TO LEADING 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 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 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 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 ENOUGH COMMISSIONS AND ENOUGH 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 IN 1989 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 -- THE SECRETARY 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. 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 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 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 ITS CHILDREN WILL ATTEND. MINNESOTANS KNOW THAT EDUCATION MEANS OPPORTUNITY. MANY PEOPLE HELPED PROMOTE THESE GREAT REFORMS.

ONE SUCH PERSON IS AL SHANKER, PRESIDENT OF THE AMERICAN FEDERATION OF TEACHERS -- WHO WAS HERE LAST WEEK -- HE'S VERY ENTHUSIASTIC ABOUT YOUR PROGRESS.

I JUST CAME FROM THE SATURN SCHOOL OF TOMORROW, RIGHT HERE IN DOWNTOWN ST. PAUL. THANKS, JIM KING -- FOR THAT GREAT TOUR! 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 THREE 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.

FINAL GRAPH FOR POTUS MINNESOTA SPEECH

5/22/91

~~It is my pleasure to sign a message today transmitting the legislative portion of our America 2000 strategy to the Congress. It is our intention to work with the Congress on this important legislation in the bipartisan fashion it deserves. As Secretary Alexander and I have said many times before, education is not a Democratic issue, nor is it a Republican issue, it is an American issue which is important to all our citizens --- teachers, parents, civic and business leaders, Americans from every walk of life. To underscore the bipartisan manner in which Congress intends to consider this legislation, Democratic Senators Kennedy, Pell and Durenburger have agreed to join Senators Hatch, Kassebaum and Dole as the primary sponsors of America 2000 in the Senate. I also appreciate the personal help of House Minority Leader Bob Michel and Representative Bill Goodling.~~

*We intend
As you know
here in
Minnesota*

For my part, I want to emphasize that we have set sail. I will be moving around America -- identifying and rewarding bold and innovative teaching and learning; praising the adventure of learning; and calling on all Americans to join in our crusade -- to make America all it can be.

Christina

Pls. call me about

this as soon as possible. Thanks

July

(I'll be in at 7:30 + I copied John B.)

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

the goals have to be met before 2000

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

Educ.
is not
sure
#50
magnet
school.
Not a
public/char
school
not
elite
imx

Staff off:
612
223-
8938

W 293-5150

H 731-9567

DR. DAVID BENNETT

ST. PAUL PUBLIC SCHOOLS

SATURN SCHOOL OF TOMORROW

65 E. Kellogg Blvd.

St. Paul, MN 55101

612-290-8354

-FACT SHEET-
Spring, 1991

1. Saturn School of Tomorrow is a collaborative effort involving the St. Paul Public Schools, the St. Paul Federation of Teachers, the University of St. Thomas, MECC, a Saturn Council consisting of parents, students and staff, and the community-at-large.
2. Saturn is a unique and innovative response to the national call for school restructuring and reform and provides a working model for effective school change.
3. Saturn's mission statement is: "The Saturn School Community is an interpersonal, individualized environment in which students become empowered life-long learners prepared for the 21st Century." A core concept at Saturn is a Personalized Learning Plan for each student.
4. Saturn is located in downtown St. Paul and draws on the vast resources of the community. Students and staff have access to the Science Museum of Minnesota, the Minnesota Museum of Art, the St. Paul Public Library and other sites as integral components of experiential learning. Students access the resources of the greater downtown business community, including local, state and federal governments.
5. In January, 1991, Saturn moved to its new location in the renovated YWCA building in downtown St. Paul at 65 E. Kellogg Boulevard. Saturn occupies floors two through five of this eight story building and shares the reception area on the first floor.
6. Currently there are 218 students in grades four through seven, with 81 students on the school's waiting list. By fall of 1991, grade eight will be added to the Saturn School. Total capacity of the renovated building will be 400 students. As a former athletic facility, the building has a large auditorium, pool and gymnasium. Students, parents and staff participated in the selection and design of the new school space.
7. Students come to Saturn from all over the city as a part of the district's magnet desegregation choice programs. Forty percent of Saturn students are children of color; 15% are designated as special education. These statistics are generally comparable to district averages. Student abilities also vary widely.

8. Students use state-of-the-art learning technologies, including:
- Integrated Learning System (ILS) for reading, math and other topics (Computer Curriculum Corporation and Jostens)
 - LEGO/Logo and Logowriter systems for computer programming and robotics
 - Videodisc systems for access to high quality video libraries and sources
 - Discourse™ System for interactive group-based instruction
 - Macintosh lab for writing, Hypercard™, Desk Top Publishing, research papers
 - Telephone, cable, fax, voice mail, and electronic networking
9. A Personal Growth Plan® is developed by each student. This individualized plan identifies each student's needs, strengths, and goals. Several conferences are held during the year where the student presents to parents and staff his or her progress toward goals and identifies further needs. Students move ahead when they reach goals in reading, writing, or computation and problem-solving skills. The curriculum is dynamic, driven by student interest, district and state learner outcomes and includes science, health and fitness, arts, computers, video and other technologies, personal wellness, and global cultures.
10. Saturn School is developing a year-long and extended-day program commensurate with individual student needs. Currently, the school year is 15 days longer with five of those days set aside for staff development and training.
11. Current staff includes a lead teacher, three associate teachers, five generalist teachers, four student interns, four educational assistants, two clerical people, three teacher aides, and three assurance of mastery tutors. The school principal, lead teacher, and project director cooperatively assist in administering the program as a site-based school.
12. As students show a growing sense of responsibility, they are invited to join the Saturn Student Directed Learning Project. This is a course in which they design their own independent studies, contact community resource people, and set up their own mentorships and internships.
13. The Saturn School Council provides a forum for participation of parents, students and staff in decisions and recommendations for action. Led by parent-elected representatives, the Council's standing committees include School Climate, Program, Long-Range Planning, Resources and Curriculum.
14. The Saturn community is developing a Saturn Institute, a non-profit, supporting organization to further Saturn's learning goals internationally and with all learners of all ages.

For further information, contact:

Saturn School of Tomorrow
65 E. Kellogg Boulevard
St. Paul, MN 55101
(612) 290-8354
FAX: (612) 290-8331

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. *THANK YOU*

It's MY PLEASURE ^{*today*} TO SIGN A MESSAGE TRANSMITTING THE LEGISLATIVE PORTION OF OUR AMERICA 2000 STRATEGY TO THE CONGRESS. *↓*

#

Now I will sign the ~~to~~ transmitted message.

ONE SUCH PERSON IS AL SHANKER, PRESIDENT OF THE AMERICAN FEDERATION OF TEACHERS -- WHO WAS HERE LAST WEEK -- HE'S VERY ENTHUSIASTIC ABOUT YOUR PROGRESS.

I JUST CAME FROM THE SATURN SCHOOL OF TOMORROW, RIGHT HERE IN DOWNTOWN ST. PAUL. [THANKS, JIM KING -- FOR THAT GREAT TOUR.] FRANKLY, I WAS A BIT SURPRISED BY THE PLACE ... SO MUCH TECHNOLOGY, SUCH YOUNG KIDS -- BUT THEN AT MY AGE, THEY ALL LOOK YOUNG.

Bush pushes school choice

By Paul Bedard
THE WASHINGTON TIMES

ST. PAUL, Minn. — President Bush yesterday unveiled his legislative plan to reinvent the classroom and to let parents decide which public or private school their children will attend.

Mr. Bush chose the state that pioneered statewide school choice programs to begin his crusade to persuade other jurisdictions to launch similar experiments.

“Minnesotans know that education means opportunity,” Mr. Bush said at an outdoor luncheon speech. “You have guaranteed that every family in the state can choose which public school its children will attend,” he told Minnesota educators and parents.

The president’s legislative plan would cost \$690 million in fiscal 1992 and shift priorities within the Education Department’s \$29.6 billion budget request.

Mr. Bush’s proposal has attracted an uncommon coalition of support in Congress, boosting its chances for passage.

In an unusual gesture, Sen. Edward Kennedy, Massachusetts Democrat and chairman of the Labor and Human Resources Committee, and Sen. Claiborne Pell, Rhode Island Democrat, agreed to Mr. Bush’s request to co-sponsor the legislation along with Sen. Orrin Hatch of Utah, the ranking minority member of the committee, and Sen. Nancy Kassebaum, Kansas Republican.

When the two of them [Mr. Kennedy and Mr. Hatch] are on a bill together, there’s a pretty good chance it will pass,” observed a Republican staffer.

“Getting the leading conservative

see BUSH, page A6

BUSH

From page A1

and leading liberal on the committee to co-sponsor is a smart move,” he said. “It shows that it’s either a good piece of legislation or one of them hasn’t read it.”

An aide to Mr. Kennedy said the senator has “reservations” about the Bush proposal but agreed to co-sponsor the bill because the president asked him. One Hill observer suggested it will give Mr. Kennedy the opportunity to attach his own education initiatives.

On the House side, Rep. William Ford, Michigan Democrat and chairman of the Education and Labor Committee, is not inclined to co-sponsor the president’s legislation. Rep. William Goodling, Pennsylvania Republican and ranking minority member of the committee, said he would introduce the president’s legislation.

The president’s education plan, which may be introduced in Congress today, provides:

- \$180 million to develop a new generation of American schools.
- \$230 million to encourage new choice programs and expand existing ones.

- \$100 million for merit schools.
- \$62.4 million for teacher-training academies.

The plan also calls for \$1 million seed grants to experimental schools and sets the goal of one such school in each congressional district by fiscal 1996.

The president, looking fit but sweating in the blazing sun, spent the day pushing the “America 2000” education strategy he first proposed in April. Accompanied by Education Secretary Lamar Alexander, Mr. Bush visited the Saturn School of Tomorrow, an experimental school that stresses high-technology as a learning aid.

The school reportedly was chosen because it is an example of what the administration wants to do nationwide.

Several students showed Mr. Bush their projects, ranging from chemistry to algebra.

Mr. Bush read the computer display aloud, as the students pushed buttons. While he appeared interested in the projects, the Yale University graduate kept asking “Is it hard?” and wondering aloud if the students get help from their teacher when they can’t solve a problem.

There are no grade levels in the experimental 2-year-old school. The

school lets students learn basic skills and gives them time to focus on their favorite interests.

While working with one 12-year-old student, Mr. Bush joked that the computers need a good program to determine baseball batting averages.

“It looks complicated to me,” he said, weaving his way through the computerized classroom.

Joe Nathan, father of a Saturn student and a member of the president’s education policy committee, said the Minnesota choice program has attracted 2,500 high school dropouts back to school. He also said 25 percent of students in the St. Paul school district participate in the choice program, going to schools outside of their neighborhood.

The president’s legislative package includes a controversial plan to let disadvantaged students in the Chapter 1 remedial education program take their federal funding to public or private schools of choice.

Under the bill, the money would follow the student to any school the child attends. “Chapter 1 services would follow the child who enrolls in a new school or district under a local choice program,” Mr. Bush said in his letter to Congress.

The White House has budgeted \$5.7 million for Chapter 1 programs in fiscal 1992 and the Bush plan would require no new funding.

While Mr. Bush and Mr. Alexander were promoting education reform in St. Paul yesterday, Mr. Kennedy was already busy pursuing his own education agenda.

He introduced five new education bills, including one that would encourage school choice plans. Mr. Kennedy’s choice bill calls for \$100 million in grants to local education agencies to promote public school choice programs similar to one in Cambridge, Mass., which stipulates that it should not upset the racial balance.

The Kennedy bills became part of the Democrats’ education package, which would cost the taxpayers \$3.2 billion, including \$1 billion for Head Start, the preschool program for disadvantaged children, which is under the Department of Health and Human Services, not Education.

Senate Democrats rammed their education package through the Labor and Human Resources Committee one day before Mr. Bush unveiled his own education strategy.

• Carol Innerst contributed to this report in Washington.

Photocopy Preservation

Bush Visits St. Paul School to Highlight Education Goals

Presidency: He uses the
went to advance a
weeping package that is
being sent to Congress. The
proposals include little
extra in federal funds.

OSWALD JOHNSTON
 TIMES STAFF WRITER

ST. PAUL, MINN. — President Bush, choosing an experimental magnet school in St. Paul as a backdrop, said Wednesday that his weeping package of education proposals was being sent to Capitol Hill.

Bush's "America 2000" program, which leans heavily on incentives for state and local government action and relatively little on federal funding, was announced at the White House a month ago and his quick trip here apparently was intended to revive interest in it.

In his message to Congress accompanying the legislative package, Bush said his proposals "are the most important components of a strategy most of which would take place outside the federal government."

Addressing his audience here, Bush ticked off his Administration's goals: to raise literacy and high school graduation rates, to improve quality, to establish a national standard of "core competence" in basic elementary, intermediate and high school academics and to raise the competence of American workers to compete in a global economy.

"Minnesota remains a pioneer, leading the nation in educational choice," Bush said in his speech. The remark underscored the theme of parental choice and school accountability that remains a key part of the Administration program devised by Education Secretary Lamar Alexander, who also was on hand here.

"You have guaranteed that every family in the state can choose which public school its children will attend. Minnesotans know that education means opportunity."

During the opening minutes of the President's brief address, a

small band of demonstrators on the crowded streets outside who had been waving placards chiding Bush for the Persian Gulf War and branding his education policy with an "F" grade, slipped through police lines with a bullhorn.

They tried to drown out the speech with a loud but undecipherable chant that seemed to be "Funds for schools, not for war." Engineers simply turned up the volume on the public address system, and Bush brushed the demonstrators off with the observation: "They have a right to speak, and I think I have a right to be heard." After a few minutes, the bullhorn fell silent.

The package sent to Congress on Wednesday would authorize some \$654 million in fiscal 1992 to implement its incentive programs—a relative pittance compared to the proposed \$29.6 billion earmarked for education in the overall 1992 budget. Through 1996, the projected budget for the package would total \$1.3 billion.

Most of the money would be funneled to state governors, seeking funding for state proposals that would qualify for programs in the Administration package.

While most of the program's details were made public in April, the legislation contains some new items. The Administration bill calls, for example, for "flexibility and accountability programs" that will enable districts to seek waivers from burdensome federal requirements and thereby streamline their curricula. In return, the districts would be required to test their schoolchildren to demonstrate that the waivers provide some benefit.

Sen. Edward M. Kennedy (D-Mass.), chairman of the Senate Labor and Human Resources Committee, introduced the Administration bill at White House request, along with five education proposals of his own. The committee will begin hearings on all of the proposals the first week of June.

Before his speech, Bush visited the recycled downtown YWCA building where the Saturn school operates. He was taken in tow by teachers, fiddled with a static elec-

tricity experiment in the science room and seemed especially fascinated by the computers, in which the fifth, sixth and seventh graders in the program were clearly far ahead of the President, an admitted computer novice who kept expressing a determination to catch up.

"Fascinating," he kept saying, in an informal back-and-forth with the children.

"Do you ever have any time to

have fun?" a sixth grader asked the President.

"Yes. We go to Camp David," Bush replied. "Have you ever heard of Camp David? They've got all kinds of sports."

More seriously, he explained that he especially enjoys foreign policy but he also got in a plug for America 2000. "We've got to do better in education," he said.

Times staff writer Paul Richter in Washington contributed to this story.

Bush tells kids why he sought job

5/23/91

By Paul Bedard
THE WASHINGTON TIMES

ST. PAUL, Minn. — President Bush fell victim yesterday to a classroom of pre-teens who coaxed him onto the analyst's couch to ask why and how he got to the White House.

"Oh, that's a hard question," he sighed when a 12-year-old at St. Paul's Saturn School for Tomorrow posed the question.

Mr. Bush then reached deep in his memory for an answer.

"My dad started in public life," he said, explaining to the students the impact of the late Prescott Bush, a banker and onetime U.S. senator from Connecticut. "It evolved from that."

Mr. Bush told the students, during a day devoted to promoting his "America 2000" education strategy, how he tried but failed in the 1970s when he ran for the Senate in Texas and for president in 1980.

"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," he explained.

Mr. Bush avoided the details of his bruising losing campaigns and gave the children instead a hint of how he viewed politics while growing up in Connecticut and when he first got the itch to run for office.

"I honestly don't know the answer whether it crossed my mind when I was in high school," he said. "Might have. In those days everybody wanted to be president. Want to be a fireman, policeman, when you are in the sixth grade, and you want to be president when you get about to senior high school . . . but I can't say I was motivated and driven by that period in my life."

It wasn't until the late 1970s, Mr. Bush said, that he "seriously started thinking about" running for president.

Why? a student asked.

"I wanted to try to help," said Mr. Bush. "You have to have some motivation, ideological motivation, and I think our administration is doing

good things for the country. . . . And I think at my age, and maybe younger too, you want to think that you can contribute to world peace. It's a big, big-picture thing."

The president explained his love of foreign affairs, telling the children: "I like that part of it, trying to do something, help somebody, trying to do something to help the peace. Recently we had a war. . . . The president had to make the decision to go to war or not. There was a big principle there, and that was that a big guy doesn't bully his neighbor and it was an international principle."

Sometimes the White House tries to influence foreign policy, a job he also enjoys, he said.

"I love to go abroad," he said. "We're the leader of the free world. People look up to us, so you go there and try to encourage programs and policies that will enhance it and make it better. It's a wonderful challenge."

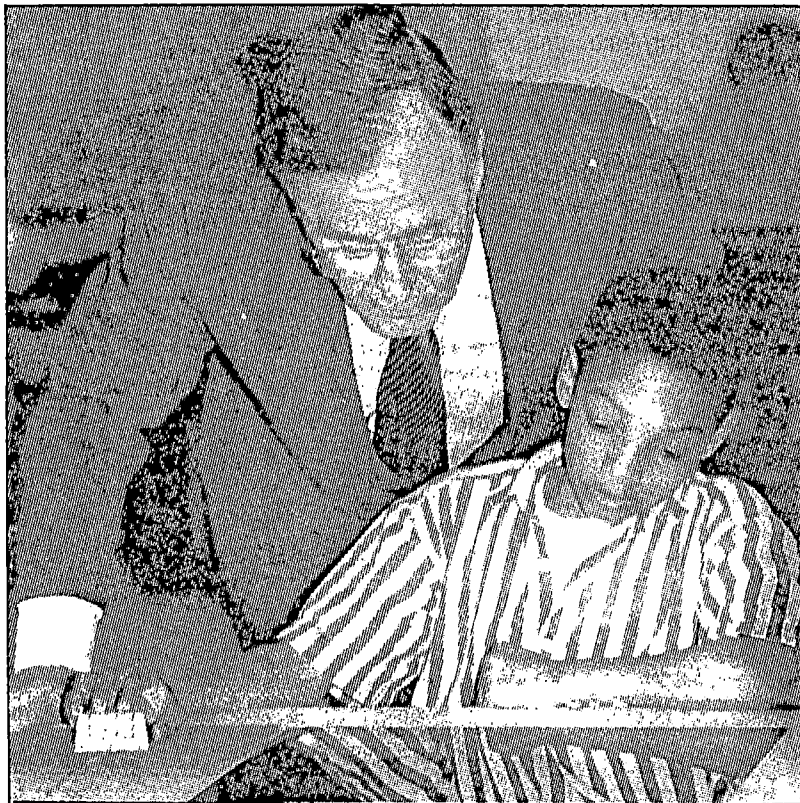
As the children jockeyed to ask a question, Mr. Bush said, "That's what I like about my job: On the pleasure side, people are nice to me."

Mr. Bush's unusual introspection came as he is recovering from a thyroid ailment that requires him to take five drugs each day. While some aides said he appears tired, the president also has been noticeably more at ease and thoughtful.

He skewed yesterday's tight schedule by spending an extra 20 minutes with the Saturn students and showing them what he has learned in two weeks of computer lessons. He typed quickly — with two fingers.

The students at the experimental school wanted to know if the first family ever had a chance to exercise or dine out. Mr. Bush jumped at the question, telling them about the strenuous routine at Camp David before his heart trouble.

Then, while noting that he is invariably accompanied by bodyguards and the press, he said: "I can do pretty much what you can do. If my wife, Barbara, and I want to go out for supper, we can do it."



Reuters

President Bush whispers to Brandon Seeger (top) during a visit yesterday to the Saturn School of Tomorrow in St. Paul, Minn., and (above) observes an unidentified boy working on a computer in a tour of three classrooms.

Photocopy Preservation

5/23/91

President Unveils School Legislation He Says Will Break the Education Mold

By John E. Yang
Washington Post Staff Writer

ST. PAUL, Minn., May 22—President Bush today sent Congress a package of legislation aimed at "breaking the mold" of education strategy in the United States.

The submission marks the first effort by the Bush administration to put substance behind the rhetoric of the education plan unveiled more than a month ago, which the president cites as a major part of his domestic agenda.

The proposed measure was announced during a visit to St. Paul, where Bush toured an experimental school where students decide what they study and move at their own pace.

Classes at the Saturn School of Tomorrow were canceled for Bush's visit, but some of the 218 students—who would be in grades four through seven if the school divided children into grades—remained to show their skills to the president.

"From now on business-as-usual will be very unusual," Bush said in a speech in the

courtyard of the St. Paul Public Library. "We're talking about breaking the mold . . . reinventing—literally starting from the bottom up to build revolutionary new schools—not with bricks and mortar but with questions and ideas and determination."

A small but noisy band of protesters, armed with battery-powered bullhorns, shouted "Money for schools, not war" as Bush spoke. Their voices were further amplified by the library's stone walls.

As Bush's plan goes to Capitol Hill, questions have arisen as to whether the Education Department, under Secretary Lamar Alexander, is prepared to shepherd it through Congress.

Alexander, a former Tennessee governor and university president, acknowledges that he is a Washington novice. He has yet to fill key vacancies in the department, including the assistant secretary for legislative affairs. He also has yet to pick a new assistant secretary for post-secondary education, even as Congress is at work on a new higher education act.

Today, Alexander sought to lower expecta-

tations for any quick results. "Learning takes a long time," he said. "It's a lot of hard work." There is a difference, he said, between "a 90-second sound bite, a 100-hour war and a nine-year strategy."

Most of his permanent appointees have not been nominated, and none has joined the department yet. Xerox executive David Kearns was endorsed today by the Senate Labor and Human Resources Committee as Alexander's top deputy.

"Somebody is acting in every spot, and we're going a hundred miles a hour," he said.

The legislation would authorize at least \$1.2 billion over the next five years to create new types of schools, reward schools whose students show improvement in core academic subjects, help states assist current teachers to improve their skills and boost state recruiting and training of new teachers and development of programs to allow parents to use state and local tax funds to send their children to private or parochial schools.

By comparison, Bush's proposed budget

for the entire Education Department for the fiscal year that begins Oct. 1 is \$27.1 billion.

Alexander praised two leaders of the Senate Labor and Human Resources Committee, Sen. Edward M. Kennedy (D-Mass.) and Sen. Claiborne Pell (D-R.I.), for being "very constructive" and introducing Bush's education legislation.

"We welcome the fact Secretary Alexander has met his commitment to get his measures up here in the time he said he would," said Kennedy, the committee's chairman. "I think there's a desire to work together."

Kennedy introduced five bills that were intended, aides said, to plug holes in Bush's plan. Three bills would provide grants to put social services in schools, restructure urban and rural schools, and plan programs to increase parental choice of public schools. The other two would establish new scholarships for at-risk students and smooth the transition from high school to work.

Kennedy said he wanted to "take the best of the administration's proposals and

[congressional] proposals and put them on a fast track" for committee hearings next month and floor debate in July. He indicated the committee would take more time on Bush's proposals to subsidize parental choice of private schools, expand national testing and create more than 535 new-style schools.

Bush's education proposal is intended to make good on his 1988 campaign vow to be the education president. Further, White House officials acknowledge they hope the initiative will insulate Bush from charges in next year's campaign that he has no domestic agenda.

But even in new high-tech schools that use computer-assisted learning, some low-tech problems can crop up.

In one class that Bush visited today, Brandon Seeger, 11, dutifully typed a query into a computer to be displayed on a large screen for his classmates to see:

"Will you go to collage some day, and if so witch one."

Staff writer Kenneth J. Cooper in Washington contributed to this report.


Photocopy-Preservation

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.

EDUCATION TIMELINE

MAY 22, 1991

Transmittal of the 1991 Educational Excellence/Flexibility Act
New Generation of Schools
Saturn School of Tomorrow (POTUS)
St. Paul, Minnesota
Proposed:
Sec. Alexander-surrogate speaking engagements with specialty press

MAY 29, 1991

Air Force Academy Commencement address (POTUS)
from Kennebunkport, ME

MAY 31, 1991

Photo-op with the six national winners of
Scripts Howard Spelling Bee (POTUS)
10:45 a.m.; Oval Office

JUNE 1, 1991

West Point Academy Commencement address (POTUS)

JUNE 3, 1991

Education Goals Panel Meeting (POTUS)
Site undetermined
Focus will be on World Class Standards and framing NAPE results
400-500 attendees

JUNE 5, 1991

Marks the two year anniversary of the President's challenge to the business community.

Proposed:

For the President participate in a GED graduation ceremony.

Delaware
6/11

Same day as
PBS Teleconference
on Education

JUNE 6, 1991

The National Center for Education Statistics (NCES) will issue results from the National Assessment of Educational Progress (NAEP) Trial State Assessment for grade eight mathematics and from the 1990 national assessment in grades four, eight & twelve.

Trial State Assessment is a voluntary state program designed to provide data on mathematics achievement of eighth grade students.

Proposed:

Schedule Secretary Alexander for talk shows.

JUNE 14, 1991

Cal-Tech Commencement address (POTUS)

JUNE 17, 1991 (Tentitive)

Education Event with Governor Romer (D-CO)
On return from California Trip

JUNE 18, 1991

Presidential Scholars Event (POTUS)
Cabinet Affairs

JUNE 25, 1991 (Tentitive)

21st Century Schools (POTUS)
Seattle, WA

MAY 1991

As of

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
5	6	7	8	9	10	11
12 Mother's Day	13	14	15	16	17	18
19 Armed Forces Day	20	21	22	23	24	25
26	27 Memorial Day Observed	28	29	30 Memorial Day	31	

JUNE 1991

As of

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3	4	5	6	7	8
9	10	11	12	13	14 Flag Day	15
16 Father's Day	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

AMERICA 2000

An Education Strategy

SOURCEBOOK



**“...making this land all
that it should be.”**

George Bush

A Message from the Secretary

On April 18, 1991, President Bush released AMERICA 2000: An Education Strategy. It is a bold, complex, and long-range plan to move every community in America toward the national education goals adopted by the president and the governors last year.

This sourcebook is a collection of documents that together offer a comprehensive description of AMERICA 2000. Also included in it are the national education goals and the joint statement from the historic Charlottesville education summit.

In his address to the nation, reprinted in the pages that follow, the president offers a striking vision for our schools. He challenges us all to join him in a populist crusade to make America—community by community, school by school—all that it should be.

Lamar Alexander
Secretary of Education

Contents

- 1 **President's Remarks**
- 11 **AMERICA 2000**
- 21 I. For Today's Students:
Better and More Accountable Schools
- 25 II. For Tomorrow's Students:
A New Generation of American Schools
- 29 III. For the Rest of Us
(Yesterday's Students /Today's
Work Force): A Nation of Students
- 31 IV. Communities Where Learning
Can Happen
- 33 Who Does What?
- 35 Glossary of Key Terms
- 39 Some Questions and Answers
- 45 **The President's Education Strategy**
- 59 **The National Education Goals**
- 73 **The President's Education Summit:
Joint Statement**

Remarks by the President at the Presentation of the National Education Strategy

Thank you all for joining us here in the White House today. Let me thank the Speaker for being with us, and the Majority Leader, other distinguished members, committee heads and ranking members and very important education committees here with us today. I want to salute the governors, the educators, the business and the labor leaders, and especially want to single out the National Teachers of the Year. I believe we have 10 of the previous 11 Teachers of the Year with us here today, and that's most appropriate and most fitting.

But together, all of us, we will underscore the importance of a challenge destined to define the America that we'll know in the next century.

For those of you close to my age, the 21st century has always been a kind of shorthand for the distant future—the place we put our most far-off hopes and dreams. And today, that 21st century is racing toward us—and anyone who wonders what the century will look like can find the answer in America's classrooms.

Nothing better defines what we are and what we will become than the education of our children. To quote the landmark case, *Brown v. Board of Education*, "It is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education."

Education has always meant opportunity. Today, education determines not just which students will succeed, but also which nations will thrive in a world united in pursuit of freedom in enterprise. Think about the changes transforming our world. The collapse of communism and the Cold War. The advent and acceleration of the Information Age. Down through history, we've defined resources as soil and stones, land and the riches buried

beneath. No more. Our greatest national resource lies within ourselves—our intelligence, ingenuity—the capacity of the human mind.

Nations that nurture ideas will move forward in years to come. Nations that stick to stale old notions and ideologies will falter and fail. So I'm here today to say, America will move forward. The time for all the reports and rankings, for all the studies and the surveys about what's wrong in our schools is passed. If we want to keep America competitive in the coming century, we must stop convening panels to report on ourselves. We must stop convening panels that report the obvious. And we must accept responsibility for educating everyone among us, regardless of background or disability.

*The days of the status quo
are over.*

If we want America to remain a leader, a force for good in the world, we must lead the way in educational innovation. And if we want to combat crime and drug abuse, if we want to create hope and opportunity in the bleak corners of this country where there is now nothing but defeat and despair, we must dispel the darkness with the enlightenment that a sound and well-rounded education provides.

Think about every problem, every challenge we face. The solution to each starts with education. For the sake of the future, of our children and of the nation's, we must transform America's schools. The days of the status quo are over.

Across this country, people have started to transform the American school. They know that the time for talk is over. Their slogan is:

Don't dither, just do it. Let's push the reform effort forward. Use each experiment, each advance to build for the next American century. New schools for a new world.

As a first step in this strategy, we must challenge not only the methods and the means that we've used in the past, but also the yardsticks that we've used to measure our progress. Let's stop trying to measure progress in terms of money spent.

We spend 33 percent more per pupil in 1991 than we did in 1981—33 percent more in real, constant dollars—and I don't think there's a person anywhere who would say—anywhere in the country—who would say that we've seen a 33 percent improvement in our schools' performance.

To those who want to see real improvement in American education, I say: There will be no renaissance without revolution.

Dollar bills don't educate students. Education depends on committed communities determined to be places where learning will flourish; committed teachers, free from the noneducational burdens; committed parents, determined to support excellence; committed students, excited about school and learning. To those who want to see real improvement in American education, I say: There will be no renaissance without revolution.

We who would be revolutionaries must accept responsibilities for our schools. For too long, we've adopted a "no fault" approach to education. Someone else is always to blame. And while we point fingers out there, trying to assign blame, the students suffer. There's no place for a no-fault attitude in our schools. It's time we

held our schools—and ourselves—accountable for results.

Until now, we've treated education like a manufacturing process, assuming that if the gauges seemed right, if we had good pay scales, the right pupil-teacher ratios, good students would just pop out of our schools. It's time to turn things around—to focus on students, to set standards for our schools—and let teachers and principals figure out how best to meet them.

We've made a good beginning by setting the nation's sights on six ambitious national education goals—and setting for our target the year 2000. Our goals have been forged in partnership with the nation's governors, several of whom are with us here today in the East Room. And those who have taken a leadership role are well-known to everyone in this room. And for those who need a refresher course—there may be a quiz later on—let me list those goals right now.

By 2000, we've got to, first, ensure that every child starts school ready to learn; second one, raise the high school graduation rate to 90 percent; the third one, ensure that each American student leaving the 4th, 8th and 12th grades can demonstrate competence in core subjects; four, make our students first in the world in math and science achievements; fifth, ensure that every American adult is literate and has the skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship; and sixth, liberate every American school from drugs and violence so that schools encourage learning.

Our strategy to meet these noble national goals is founded in common sense and common values. It's ambitious and, yet, with hard work, it's within our reach. And I can outline our strategy in one paragraph, and here it is:

For today's students, we must make existing schools better and more accountable. For tomorrow's students, the next generation, we must create a New Generation of American Schools. For all of us, for the adults who think our school days are over, we've got to

become a Nation of Students—recognize learning is a lifelong process. Finally, outside our schools we must cultivate communities where learning can happen. That's our strategy.

People who want Washington to solve our educational problems are missing the point. We can lend appropriate help through such programs as Head Start. But what happens here in Washington won't matter half as much as what happens in each school, each local community and, yes, in each home. Still, the federal government will serve as a catalyst for change in several important ways.

Working closely with the governors, we will define new World Class Standards for schools, teachers and students in the five core subjects : math and science, English, history and geography.

We will develop voluntary—let me repeat it—we will develop voluntary national tests for 4th, 8th and 12 graders in the five core subjects. These American Achievement Tests will tell parents and educators, politicians and employers, just how well our schools are doing. I'm determined to have the first of these tests for 4th graders in place by the time that school starts in September of 1993. And for high school seniors, let's add another incentive—a distinction sure to attract attention of colleges and companies in every community across the country—a Presidential Citation to students who excel on the 12th grade test.

***The idea is simple but powerful:
Put America's special genius
for invention to work for
America's schools***

We can encourage educational excellence by encouraging parental choice. The concept of choice draws its fundamental strength from the principle at the very heart of the democratic idea. Every adult American has the right to vote, the right to decide where to work, where to live. It's time parents were free to choose the schools that

their children attend. This approach will create the competitive climate that stimulates excellence in our private and parochial schools as well.

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.

The idea is simple but powerful: Put America's special genius for invention to work for America's schools. I will challenge communities to become what we will call AMERICA 2000 Communities. Governors will honor communities with this designation if the communities embrace the national education goals, create local strategies for reaching these goals, devise report cards for measuring progress, and agree to encourage and support one of the new generation of America's Schools.

We must also foster educational innovation. I'm delighted to announce today that America's business leaders, under the chairmanship of Paul O'Neill, will create the New American Schools Development Corporation—a private-sector research and development fund of at least \$150 million to generate innovation in education.

This fund offers an open-end challenge to the dreamers and the doers eager to reinvent—eager to reinvigorate our schools. With the results of this R & D in hand, I will urge Congress to provide \$1 million in start-up funds for each of the 535 New American Schools—at least one in every congressional district—and have them up and running by 1996.

The New American Schools must be more than rooms full of children seated at computers. If we mean to prepare our children for life, classrooms also must cultivate values and good character, give real meaning to right and wrong.

We ask only two things of these architects of our New American Schools: that their students meet the new national standards for the five core subjects and that outside of the costs of the initial research and development, the schools operate on a budget comparable to conventional schools. The architects of the New American Schools should break the mold. Build for the next century. Reinvent—literally start from scratch and reinvent the American school. No question should be off limits, no answers automatically assumed. We're not after one single solution for every school. We're interested in finding every way to make schools better.

There's a special place in inventing the New American School for the corporate community, for business and labor. And I invite you to work with us not simply to transform our schools, but to transform every American adult into a student.

Fortunately, we have a secret weapon in America's system of colleges and universities—the finest in the entire world. The corporate community can take the lead by creating a voluntary private system of World Class Standards for the workplace. Employers should set up skill centers where workers can seek advice and learn new skills. But most importantly, every company and every labor union must bring the worker into the classroom and bring the classroom into the workplace.

***Our challenge amounts to
nothing less than a revolution
in American education.***

We'll encourage every federal agency to do the same. And to prove no one's ever too old to learn, Lamar, with his indefatigable determination and leadership, has convinced me to become a student again myself. Starting next week, I'll begin studying. And

I want to know how to operate a computer. Very candidly—I don't expect this new tutorial to teach me how to set the clock on the VCR or anything complicated. But I want to be computer literate, and I'm not. There's a lot of kids, thank God, that are. And I want to learn, and I will.

The workplace isn't the only place we must improve opportunities for education. Across this nation, we must cultivate communities where children can learn. Communities where the school is more than a refuge, more than a solitary island of calm amid chaos. Where the school is the living center of a community where people care—people care for each other and their futures. Not just in the school but in the neighborhood. Not just in the classroom, but in the home.

Our challenge amounts to nothing less than a revolution in American education. A battle for our future. And now, I ask all Americans to be points of light in the crusade that counts the most: the crusade to prepare our children and ourselves for the exciting future that looms ahead.

What I've spoken about this afternoon are the broad strokes of this National Education Strategy. Accountable schools for today, a new generation of schools for tomorrow. A nation of students committed to a lifetime of learning and communities where all our children can learn.

There are four people here today who symbolize each element of this strategy and point the way forward for our reforms. Esteban Pagan, Steve, an award winning eighth grade student in science and history at East Harlem Tech, a choice school.

Mike Hopkins. "Lead Teacher" in the Saturn School in St. Paul, Minnesota, where teachers have already helped reinvent the American school.

David Kelley. A high-tech troubleshooter at the Michelin Tire plant in Greenville, South Carolina. David has spent the equiva-

lent of one full year of his four years at Michelin back at his college expanding his skills.

Finally, Michelle Moore, of Missouri. A single mother, active in Missouri's Parents as Teachers program. She wants her year-old son, Alston, to arrive for his first day of school ready to learn.

So, to sum it up, for these four people and for all the others like them, the revolution in American education has already begun. Now I ask all Americans to be points of light in the crusade that counts the most: the crusade to prepare our children and ourselves for the exciting future that looms ahead. At any moment in every mind, the miracle of learning beckons us all.

Between now and the year 2000, there is not one moment or one miracle to waste.

Thank you all. Thank you for your interest, for your dedication. And may God bless the United States of America. Thank you very much.

AMERICA 2000: An Education Strategy

Overview

AMERICA 2000 is a long-term strategy to help make this land all that it should be—a nine-year crusade to move us toward the six ambitious national education goals that the president and the governors adopted in 1990 to close our skills-and-knowledge gap.

The strategy anticipates major change in our 110,000 public and private schools, change in every American community, change in every American home, change in our attitude about learning.

This strategy is bold, complex and long-range. It will start quickly, but results won't come quickly. It will occupy us at least for the rest of this decade.

We already know the direction in which we must go; the AMERICA 2000 strategy will help us get there.

It will spur far-reaching changes in weary practices, outmoded assumptions and long-assumed constraints on education. It will require us to make some lifestyle changes, too. Yet few elements of this strategy are unprecedented. Today's best ideas, dedicated education reforms, impressive innovations and ambitious experiments already point the way. We already know the direction in which we must go; the AMERICA 2000 strategy will help us get there.

AMERICA 2000 is a national strategy, not a federal program. It honors local control, relies on local initiative, affirms states and localities as the senior partners in paying for education and recognizes the private sector as a vital partner, too. It recognizes that real education reform happens community by community, school by school, and only when people come to understand what

they must do for themselves and their children and set about to do it.

The federal government's role in this strategy is limited as—wisely—its part in education always has been. But that role will be played vigorously. Washington can help by setting standards, highlighting examples, contributing some funds, providing flexibility in exchange for accountability and pushing and prodding—then pushing and prodding some more.

The AMERICA 2000 strategy has four parts that will be pursued simultaneously. They can be visualized as four giant trains—big enough for everyone to find a place on board—departing at the same time on parallel tracks on the long journey to educational excellence. All four must move swiftly and determinedly if the nation is to reach its destination:

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

Our vision is of four big trains, moving simultaneously down four parallel tracks: Better and more accountable schools; a New Generation of American Schools; a Nation of Students continuing to learn throughout our lives; and communities where learning can happen.

The Challenge: America's Skills and Knowledge Gap

Eight years after the National Commission on Excellence in Education declared us a "Nation at Risk," we haven't turned things around in education. Almost all our education trend lines are flat. Our country is idling its engines, not knowing enough nor being able to do enough to make America all that it should be.

Yet we're spending far more money on education. Total spending for elementary and secondary schools has more than doubled since 1980—while the number of students has remained about the same. In real terms, education spending has increased approximately 33 percent more per public school student. As a nation, we now invest more in education than in defense. But the results have not improved, and we're not coming close to our potential or what is needed.

As a nation, we now invest more in education than in defense.

Nor is the rest of the world sitting idly by, waiting for America to catch up. Serious efforts at education improvement are under way by most of our international competitors and trading partners. Yet while we spend as much per student as almost any country in the world, American students are at or near the back of the pack in international comparisons. If we don't make radical changes, that is where we are going to stay.

Meanwhile, our employers cannot hire enough qualified workers. Immense sums are spent on remedial training, much of it at the college level. Companies export skilled work—or abandon projects that require it.

Shortcomings are not limited to what today's students are learning in school. The fact is that close to 85 percent of America's work

force in the year 2000 is already in the work force today. These people are the products of the same education system.

Perhaps 25 million adults are functionally illiterate. As many as 25 million more adult workers need to update their skills or knowledge.

While more than 4 million adults are taking basic education courses outside the schools, there is no systematic means of matching training to needs; no uniform standards measure the skills needed and the skills learned.

While the age of technology, information and communications rewards those nations whose people learn new skills to stay ahead, we are still a nation that groans at the prospect of going back to school. At best, we are reluctant students in a world that rewards learning.

And there is one more big problem: Today's young Americans spend barely 9 percent of their first eighteen years in school, on average. What of the other 91 percent, the portion spent elsewhere—at home, on playgrounds, in front of the television?

- For too many of our children, the family that should be their protector, advocate and moral anchor is itself in a state of deterioration.
- For too many of our children, such a family never existed.
- For too many of our children, the neighborhood is a place of menace, the street a place of violence.
- Too many of our children start school unready to meet the challenges of learning.
- Too many of our children arrive at school hungry, unwashed and frightened.

- ❑ And other modern plagues touch our children: drug use and alcohol abuse, random violence, adolescent pregnancy, AIDS and the rest.

No civil society or compassionate nation can neglect the plight of these children who are, in almost every case, innocent victims of adult misbehavior.

But few of those problems are amenable to solution by government alone, and none by schools alone. Schools are not and cannot be parents, police, hospitals, welfare agencies or drug treatment centers. They cannot replace the missing elements in communities and families.

Schools can contribute to the easing of these conditions. They can sometimes house additional services. They can welcome tutors, mentors and caring adults. But they cannot do it alone.

At one level, everybody knows this. Yet few Americans think it has much to do with them. We tend to say that “the nation is at risk, but I’m okay.” Complacency is widespread with regard to one’s own school, one’s own children, one’s own community.

We tend to say that “the nation is at risk, but I’m okay.”

This leaves us stuck at far too low a level, a level we ought not tolerate. One of the lessons of the education reform movement of the 1980s was that little headway can be made if few of us see the need to change our own behavior. Yet few of us can imagine what a really different education system would look like. Few of us are inclined to make big changes in familiar institutions and habits.

Until last year, few could even describe our education goals. As a nation, we didn't really have any.

In 1990, the president and the governors adopted six ambitious education goals. AMERICA 2000 is a strategy to achieve them.

America's Education Goals

By the year 2000:

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

The four-part AMERICA 2000 Education Strategy will enable us to achieve these goals.

AMERICA 2000

Accountability Package

- * World Class Standards
- * American Achievement Tests
- * Encourage test use by colleges, universities, employers
- * Presidential Citations for Educational Excellence
- * Presidential Achievement Scholarships
- * Report Cards
- * Changes in National Assessment of Educational Progress
- * New choice incentives, and choice applied to Chapter I
- * Educational flexibility legislation to support the school as site of reform
- * Merit Schools Program to reward schools that move toward the goals
- * Governors' Academies for School Leaders
- * Governors' Academies for Teachers
- * Differential pay for teachers
- * Alternative certification for teachers and principals
- * Honor outstanding teachers in the five core course subjects

I. For Today's Students: Better and More Accountable Schools

Goals served: All six, but especially #2 (90 percent graduate from high school), #3 (competence in core subjects) and #4 (first in the world in science and mathematics).

Strategy: Through a 15-point accountability package, parents, teachers, schools and communities will be encouraged to measure results, compare results and insist on change when the results aren't good enough.

Specifics:

World Class Standards: Standards will be developed, in conjunction with the National Education Goals Panel. These World Class Standards—for each of the five core subjects—will represent what young Americans need to know and be able to do if they are to live and work successfully in today's world. These standards will incorporate both knowledge and skills, to ensure that, when they leave school, young Americans are prepared for further study and the work force.

American Achievement Tests: In conjunction with the National Education Goals Panel, a new (voluntary) nationwide examination system will be developed, based on the five core subjects, tied to the World Class Standards. These tests will be designed to foster good teaching and learning as well as to monitor student progress.

Encouragement to use the tests: Colleges will be urged to use the American Achievement Tests in admissions; employers will be urged to pay attention to them in hiring.

Presidential Citations for Educational Excellence: Citations will be awarded to high school students who do well on American Achievement Tests. Until those tests become available, Presidential Citations for Educational Excellence will be awarded based on

Advanced Placement tests.

Presidential Achievement Scholarships: Once enacted by Congress, these scholarships will reward academic excellence among needy college and university students.

Report Cards on results: More than reports to parents on how their children are doing, these report cards will also provide clear (and comparable) public information on how schools, school districts and states are doing, as well as the entire nation. The national and state report cards will be prepared in conjunction with the National Education Goals Panel.

Report Card data collection: Congress will be asked to authorize the National Assessment of Educational Progress regularly to collect state-level data in grades four, eight and twelve in all five core subjects, beginning in 1994. Congress will also be asked to permit the use of National Assessment tests at district and school levels by states that wish to do so.

If standards, tests and report cards tell parents and voters how their schools are doing, choice gives them the leverage to act.

Choice: If standards, tests and report cards tell parents and voters how their schools are doing, choice gives them the leverage to act. Such choices should include all schools that serve the public and are accountable to public authority, regardless of who runs them. New incentives will be provided to states and localities to adopt comprehensive choice policies, and the largest federal school aid program (Chapter 1) will be revised to ensure that federal dollars follow the child, to whatever extent state and local policies permit.

The school as the site of reform: Because real education improvement happens school by school, the teachers, principals and parents in each school must be given the authority—and the responsibility—to make important decisions about how the school will operate. Federal and state red tape that gets in the way needs to be cut. States will be encouraged to allow the leadership of individual schools to make decisions about how resources are used, and Congress will be asked to enact Education Flexibility legislation to remove federal constraints that impede the ability of states to spend education resources most effectively to raise achievement levels. The Business Roundtable, the U.S. Chamber of Commerce, and other private groups representing the private sector are to be commended—and encouraged—in their important efforts to create state and local policy environments in which school-by-school reform can succeed.

Merit Schools Program: Individual schools that make notable progress toward the national education goals deserve to be rewarded. Congress will be asked to enact a new program that will provide federal funds to states that can be used as rewards for such progress.

Governors' Academies for School Leaders: Academies will be established with federal seed money, so that principals and other leaders in every state will be able to make their schools better and more accountable.

Governors' Academies for Teachers: Academies will also be established with federal seed money, so that teachers of the five core subjects in every state will be ready to help their students attain the World Class Standards and pass the American Achievement Tests.

Differential pay for teachers: Differential pay will be encouraged for those who teach well, who teach core subjects, who teach in dangerous and challenging settings or who serve as mentors for new teachers.

Alternative teacher and principal certification: Congress will be asked to make grants available to states and districts to develop alternative certification systems for teachers and principals. New college graduates and others seeking a career change into teaching or school leadership are often frustrated by certification requirements unrelated to subject area knowledge or leadership ability. This initiative will help states and districts to develop means by which individuals with an interest in teaching and school leadership can overcome these barriers.

Honor teachers: The federal government will honor and reward outstanding teachers in all five of the core subjects with Presidential Awards for Excellence in Education.

II. For Tomorrow's Students: A New Generation of American Schools

Goals served: All six. In fact, they are the principal standards against which every New American School will be measured.

Strategy:

We will unleash America's creative genius to invent and establish a New Generation of American Schools, one by one, community by community. These will be the best schools in the world, schools that enable their students to reach the national education goals, to achieve a quantum leap in learning and to help make America all that it should be.

A number of excellent projects and inspired initiatives already point the way. These include Washington State's Schools for the 21st Century, Theodore Sizer's Coalition of Essential Schools, James Comer's School Development Program, Henry Levin's Accelerated Schools, RJR Nabisco's Next Century Schools, the Saturn School of Tomorrow in St. Paul and other commendable efforts.

But this strategy goes beyond what these pioneers have begun. It enlists communities—aided by the best research and development the nation is capable of—in devising their own plans to break the mold and create their own one-of-a-kind high-performance schools. It relies on clear, rigorous measures of success—the World Class Standards and American Achievement Tests discussed under Part I. The goal is to bring at least 535 such schools into existence by 1996. And it calls on leaders at all levels to join in this effort.

Specifics:

Research and development: America's business leaders will establish—and muster the private resources for—the New American Schools Development Corporation, a new nonprofit organization that will award contracts in 1992 to three to seven R & D

Teams. These Teams may consist of corporations, universities, think tanks, school innovators, management consultants and others. The president will ask his Education Policy Advisory Committee, as well as the Department of Education, to examine the work of these R & D Teams (and similar break-the-mold school reform efforts), and to report regularly on their progress to him and to the American people.

New American Schools: The mission of the R & D Teams is to help communities create schools that will reach the national education goals, including World Class Standards (in all five core subjects) for all students, as monitored by the American Achievement Tests and similar measures. Once the R & D is complete and the schools are launched, the operating costs of the New American Schools will be about the same as those of conventional schools.

***R&D Teams...can be expected
to set aside all traditional
assumptions about schooling
and all the constraints that
conventional schools work
under.***

Breaking the Mold: The R & D Teams—and the communities and states with which they work—can be expected to set aside all traditional assumptions about schooling and all the constraints that conventional schools work under. They will naturally need to consider the policy environment within which schools can thrive. Time, space, staffing and other resources in these new schools may be used in ways yet to be imagined. Some schools may make extensive use of computers, distance learning, interactive video-discs and other modern tools. Some may radically alter the customary modes of teaching and learning and redesign the human relationships and organizational structures of the school. Whatever their approach, all New American Schools will be expected to produce extraordinary gains in student learning.

Note: A New American School does not necessarily mean new bricks and mortar. Nor does a New American School have to rely on technology; the quality of learning is what matters.

AMERICA 2000 Communities: The president will call on every community in the land to do four things: adopt the six national education goals for itself, establish a community-wide strategy for achieving them, develop a report card for measuring its progress and demonstrate its readiness to create and support a New American School. Communities that accept this challenge will be designated (by the governors of their states) as “AMERICA 2000 Communities.”

The First 535+ New American Schools: Each AMERICA 2000 Community may develop a plan to create one of the first 535+ New American Schools with limited federal support for start-up costs. In that plan, they will be expected to suggest their own answer to the question: What would it take to develop the best school in the world in *this* community, a school that serves the children of this community while also meeting the national education goals?

Governors, in conjunction with the secretary of education, will review these community-developed plans, with the assistance of a distinguished advisory panel, and will determine which AMERICA 2000 communities in each state will receive federal help in starting New American Schools. At least one New American School will be created in each congressional district by 1996. This distribution assures that every type of community in every part of the country will have the chance to create and establish one of the first 535+ New American Schools. The governors and the secretary will take added care to make sure that many such schools serve communities with high concentrations of “at-risk” children.

Funding: American business and other donors will make sufficient funds available through the New American Schools Development Corporation to jump start the R & D Teams—at least \$150-200

million. Congress will be asked to provide one-time grants of \$1 million to each of the first 535+ New American Schools to help cover their start-up costs. State, local, and private sources will enable thousands more such schools to begin by the end of the decade.

Bringing America On-Line: The secretary, in consultation with the president's science advisor and the director of the National Science Foundation will convene a group of experts to help determine how one or more electronic networks might be designed to provide the New American Schools with ready access to the best of information, research, instructional materials and educational expertise. The New American School R & D Teams will be asked for their recommendations on the same question. These networks may eventually serve all American schools as well as homes, libraries, colleges and other sites where learning occurs.

III. For the Rest of Us (Yesterday's Students/ Today's Work Force): A Nation of Students

Goals Served: All six, but especially #5 (adult literacy, citizenship, and ability to compete in the workplace).

Strategy:

Eighty-five percent of America's work force for the year 2000 is already in the work force today, so improving schools for today's and tomorrow's students is not enough to assure a competitive America in 2000. And we need more than job skills to live well in America today. We need to learn more to become better parents, neighbors, citizens and friends. Education is not just about making a living; it is also about making a life.

That is why the president is challenging adult Americans to "go back to school" and make this a "Nation of Students." For our children to understand the importance of their own education, we must demonstrate that learning is important to grown-ups, too. We must ourselves "go back to school." The president is urging every American to continue learning throughout his or her life, using the myriad formal and informal means available to gain further knowledge and skills.

*Education is not just about
making a living; it is also about
making a life.*

Specifics:

Private-Sector Skills and Standards: Business and labor will be asked to adopt a strategy to establish job-related (and industry-specific) skill standards, built around core proficiencies, and to

develop “skill certificates” to accompany these standards. The president has charged the secretaries of Labor and Education to spearhead a public-private partnership to help develop voluntary standards for all industries. Federal funds are being sought to assist with this effort, which will be informed by the work of the Labor Department’s Commission on Work-Based Learning and the Secretary’s Commission on Achieving Necessary Skills.

Skill Clinics: The strategy will promote one-stop assessment and referral Skill Clinics in every large community and work-site, including many federal agencies. In the Skill Clinics, people can readily find out how their present skills compare with those they’d like to have—or that they need for a particular job—and where they can acquire the skills and knowledge they still need.

Federal Leadership: Federal agencies will set an example for other employers by embarking upon a government-wide program of skill upgrading. The president has asked the director of the Office of Personnel Management to lead this important initiative.

Recommitment to Literacy: The nation’s efforts will be strengthened by developing performance standards for all federally aided adult education programs and making programs accountable for meeting them. The National Adult Literacy Survey will be expanded so that we have better information on a regular basis about the condition of literacy among adults. The administration will also work with Congress and the governors to enact sound literacy and adult education legislation.

National Conference on Education for Adult Americans: A major conference will be called to develop a nationwide effort to improve the quality and accessibility of the many education and training programs, services and institutions that serve adults.

IV. Communities Where Learning Can Happen

Goals Served: All six, but especially #1 and #6 (children starting ready to learn) and (drug- and violence-free schools).

Strategy:

Even if we successfully complete the first, second and third parts of the AMERICA 2000 education strategy, we still will not have done the job. Even with accountability embedded in every aspect of education, achieving the goals requires a renaissance of sound American values—proven values such as strength of family, parental responsibility, neighborly commitment, the community-wide caring of churches, civic organizations, business, labor and the media.

It's time to end the no-fault era of heedlessness and neglect, and as we shape tomorrow's schools, to rediscover the timeless values that are necessary for achievement.

Government at every level can play a useful role, and it is incumbent upon all of us to see that this is done efficiently and adequately. But much of the work of creating and sustaining healthy communities, communities where education really happens, can only be performed by those who live in them: by parents, families, neighbors and other caring adults; by churches, neighborhood associations, community organizations, voluntary groups and the other "little platoons" that have long characterized well-functioning American communities. Such groups are essential to the building of relationships that nurture children and provide them with people and places to which they can turn for help, for role models and for guidance.

Specifics:

AMERICA 2000 Communities: The president is challenging every city, town and neighborhood in the nation to become an AMERICA 2000 Community by:

- (1) Adopting the six national education goals for itself
- (2) Establishing a community-wide strategy for achieving the goals
- (3) Developing a report card for measuring the community's progress
- (4) Demonstrating the community's readiness to create and support a New American School

Designation by Governors: Designation as an AMERICA 2000 Community will be made by the governors, with 535+ of them getting help in creating the first New American Schools by 1996.

Recognition: The president and the administration will promote AMERICA 2000 Communities with national attention to and rewards for community planning and progress with special emphasis on the creation of such communities in areas of concentration of at-risk children.

The Cabinet: The Domestic Policy Council's Economic Empowerment Task Force, working with the National Governors' Association and other state and local officials, will seek ways to maximize program flexibility and effectiveness in meeting the needs of children and communities, including streamlined eligibility requirements for federal programs, better integration of services and reduced red tape.

Individual Responsibility: Increased attention will be focused on adult behavior, responsibility for children and family and community values essential for strong schools—including involving parents as teachers of their children and as school partners.

Who Does What?

The four-part AMERICA 2000 strategy depends upon the strong and long-term commitment of all Americans.

The President, the Department of Education and the entire Cabinet will help keep the focus on this strategy, spotlight areas of trouble as well as examples of excellence, and reward progress and spur change.

The Congress will need to pass the AMERICA 2000 Excellence in Education Act, containing most of the federal initiatives in support of this strategy. Since most of the important changes need to occur outside Washington, we hope that every member of Congress will also press for the kinds of state and local changes that need to be part of this strategy, will foster the establishment of AMERICA 2000 Communities in their states and districts and will serve as mentors to the New American Schools in their districts.

The Governors, too, are key. They will designate the AMERICA 2000 Communities. They (with the secretary of Education) will decide where the first 535+ New American Schools are located. With their legislatures, they will have the opportunity to support the new schools as they do the old. They will catalyze the creation of Governors' Academies for School Leaders and Governors' Academies for Teachers of core subjects. In no state is an Education President or federal program as important as a committed Education Governor.

The Business Community is also vital. It will jump start the R & D Teams that will design the New American Schools. The business community will use the American Achievement Tests in hiring decisions, develop and use its own skill standards and, perhaps most important, will provide people and resources to help catalyze needed change in local schools, communities and state policies.

And at the community level, it will take all of us—principals, teachers, students, businesses, office-holders, the media, the

medical and social service communities, civic and religious groups, law enforcement officials, caring adults and good neighbors—to effect the planning and follow-through that every AMERICA 2000 Community will need.

Most of all, it will take America's parents—in their schools, their communities, their homes—as helpers, as examples, as teachers, as leaders, as demanding shareholders of our schools—to make the AMERICA 2000 education strategy work—to make this land all that it should be.



AMERICA 2000

An AMERICA 2000 Community

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

Glossary of Key Terms

American Achievement Tests: The anchor for a new system of voluntary national examinations at the fourth, eighth and twelfth grades in each of the five core subjects, tied to the World Class Standards.

AMERICA 2000: An Education Strategy: An action plan to move America toward the six national education goals through a populist crusade, by assuring accountability in today's schools, unleashing America's genius to jump start a new generation of American schools, transforming a "Nation at Risk" into a "Nation of Students" and nurturing the family and community values essential to personal responsibility, strong schools and sound education for all children.

AMERICA 2000 Communities: Communities, designated by the governors, that meet the president's four-part challenge: that (1) adopt the six national education goals for themselves, (2) create a community-wide plan for achieving them, (3) develop a Report Card to measure their progress, and (4) demonstrate their readiness to create and support a New American School. 535+ such communities will open New American Schools by 1996.

Better and More Accountable Schools: A 15-part improvement package for today's schools, designed to move America toward the six national education goals, including World Class Standards, American Achievement Tests, Report Cards and school choice.

Federal Role: While the federal government's role in education is and should remain limited, the administration is committed to providing R & D, assessment and information, assuring equal opportunity and, above all, leading the nationwide effort to achieve the six education goals.

535+ by 1996: At least 535 New American Schools will be up and running in AMERICA 2000 Communities across the country—at least one in each congressional district—by 1996, as well as in Puerto Rico, the District of Columbia and the U.S. territories.

From a “Nation at Risk” to a “Nation of Students”: Adults—today’s work force—“go back to school” for further study, to learn a new skill to help them earn their living, or to acquire additional knowledge to live a better life.

Governors’ Academies for School Leaders: State or regional Academies launched with federal seed money, which train principals and other school leaders in the design and execution of school improvement strategies, accountability mechanisms, and school-site management.

Governors’ Academies for Teachers: State or regional Academies in each of the five core subjects, launched with federal seed money, which train teachers in the five core subjects to ensure that they possess the knowledge, the skills, and the tools they need to help students meet the World Class Standards and do well on the American Achievement Tests.

Job Skill Standards and Job Skill Certificates: Standards to be established jointly by management and labor for each industry, beginning with the fundamental categories and definitions developed by the Department of Labor’s SCANS Commission, which will help workers see what skills are needed to perform a job and to evaluate their own grasp of those skills. Certificates will be given (by the private sector) to those who acquire the skills and meet the standards.

New American Schools Development Corporation: A non-profit, non-governmental organization, created by American business leaders and other private citizens, which will receive funds, sponsor a competition and establish, support and monitor three to seven R & D Teams. The mission of these teams is to help AMERICA 2000 Communities invent and create their own new American schools.

New Generation of American Schools: A major nationwide effort to invent and create 535+ schools by 1996 (and many more

thereafter) that are the best in the world. Located in AMERICA 2000 Communities, these schools will reach the national education goals at operational costs not exceeding those of conventional schools.

Populist Crusade: A national crusade led by the president—school by school, neighborhood by neighborhood, community by community—to transform American education and to spur fundamental changes in the ways we educate ourselves and our children. This crusade also will be a restoration of what we think is important, a return to sound values and community spirit.

R & D Teams: Partnerships of corporations, universities, think tanks, school innovators, management consultants and others, selected through a competitive process by the New American Schools Development Corporation to receive up to \$30 million each over three years to conceptualize and invent New American Schools.

Report Cards: A public reporting system on the performance of education institutions and systems, which provides maximum information at the school, district, state and national levels.

School as the Site of Reform: The individual school is education's key action-and-accountability unit. The surest way to reform education is to give schools and their leaders the freedom and authority to make important decisions about what happens, while being held accountable for making well-conceived efforts at improvement and for achieving desired results.

Skill Clinics: Just as health clinics diagnose health and refer people to appropriate care, skill clinics will be centers in every community and large workplace where people can go to get their own job skills evaluated, find out what skills they need to learn to hold a certain job or get a better one and find out where they can go to gain those skills.

Skills and Knowledge Gap: Too many of us lack the knowledge—especially of English, mathematics, science, history and geography—and the skills necessary to live and work successfully in the world as it is today.

Unleash America's Genius: Bringing the best minds and creative energies from education, technology, management and other fields together in a pioneering effort to create a New Generation of American Schools that are the best in the world.

World Class Standards: Definitions of what American students should be expected to know and be able to do upon completion of schooling, meant to function as benchmarks against which student and school performance can be measured.

Some Questions and Answers

Q. How much will the AMERICA 2000 plan cost?

A. The Department of Education will support appropriate activities under existing programs in this year's budget to get AMERICA 2000 off the ground—and the president is requesting \$690 million for the strategy in the 1992 budget. That does not include programs in many other departments (e.g. Labor, Health and Human Services, Housing and Urban Development), which are essential to the success of AMERICA 2000. Nor does it include the \$150-200 million from the business community to jump start the New American Schools R&D Teams.

But two other points need to be made. First, state and local governments provide more than 90 percent of all education funding—a responsibility both the president and the governors have concluded should not be altered. But AMERICA 2000 is not expected to raise state or local spending.

Second, both state/local funding and federal funding have increased dramatically in recent years without significant results. Since 1980, public funding is up 33 percent per student (after inflation). The answer does not lie in spending more money on old ways—but to redirect our resources and our energies to new approaches.

*Nobody says education is free,
but ingenuity, commitment and
accountability matter more
than money.*

With state, local and private sources doing their parts, and the federal government doing its part, the elements of this strategy that may need money will have what is required. Excellent schools, let's remember, don't have to cost more than mediocre ones. Nobody says education is free, but ingenuity, commitment and accountability matter more than money.

Q. Aren't the New American Schools going to be more expensive than today's schools?

A. No. It will be a requirement for the R & D Teams that the new schools they design can operate at costs no more than conventional schools.

Q. Is the R & D for New American Schools likely to stress technology and glitz rather than teaching and learning?

A. Schools should certainly avail themselves of the help that technology can furnish. (Some say that schools are one of the few institutions in society largely untouched even by the Industrial Revolution, much less by the Information Age.) But technology is no cure-all for educational and social problems. Great schools are built by people, people who care and who act. A great school is one where adults teach children sound values and good character as well as knowledge and skills. The secret ingredient is human, not electronic.

We expect that the R & D Teams will begin by erasing *all* conventional assumptions and constraints about schooling: the schedule (and calendar), curriculum, class size, the pace of learning, teacher/student ratios, adult roles, teacher recruitment, health and nutrition, discipline, staff development, organizational and management structures, resource allocation, students-as-tutors, the nature of instructional materials and much more.

Q. Why should there be only 535+ New American Schools?

A. We want there to be thousands. These are just the *first* 535+. In time there could be 110,000. We believe—and hope—that many states and communities will move quickly toward their own New American Schools.

Q. What's the plus sign in "535+?"

A. We propose to provide federal start-up funds not just for one New American School for every Senator and Representative that a state has, but also for the District of Columbia, Puerto Rico and the U.S. territories.

Q. Is it worth becoming an AMERICA 2000 Community if you don't win one of the first 535+ New American Schools?

A. It sure is. Every neighborhood, town or city that cares about its children, its schools and its future will want to become an AMERICA 2000 Community. The act of creating such a community—by meeting the president's four-part challenge—will itself do immense good. Consider, for example, what it means to devise a community plan to ensure that all children enter school ready to learn...that all the schools are safe and drug free...that all adults will be literate. We predict that, by the year 2000, there will be literally thousands of AMERICA 2000 Communities. They will be the pace-setters, the beacons, the heartbeat of this education strategy—and of their children's future.

Q. Will choice apply to private schools as well as public? Will it apply to religiously affiliated schools?

A. It will apply to all schools except where the courts find a constitutional bar. The power of choice is in the parents' leverage both to change schools and to make change in the schools. The definition of "public school" should be broadened to include any school that serves the public and is held accountable by a public authority.

Q. What do you say to those who argue that school choice mainly benefits the well-to-do and the white?

A. Rich parents, white and non-white, already have school choice. They can move, or pay for private schooling. The biggest beneficiaries of new choice policies will be those who now have no alternatives. With choice they can find a better school for their children or use that leverage to improve the school their children now attend.

Q. Aren't the places that most need radical changes in their arrangements for children—those with the highest concentrations of at-risk girls and boys—those least able to make such changes?

A. It has been demonstrated in a number of communities that we must never underestimate the effectiveness of a community that

decides to transform itself. It's true, of course, that the AMERICA 2000 strategy can do the greatest good for troubled rural and inner-city areas, and we all need to be sure that they get whatever catalyst help they need to take part.

Q. Will the American Achievement Tests compete with the work of the National Education Goals Panel?

A. No, we expect to follow the panel's lead in developing the World Class Standards and the American Achievement Tests.

Q. Do national tests mean a national curriculum?

A. No—although surveys and polls indicate that most Americans have no objection to the idea of a national curriculum. The American Achievement Tests will examine the *results* of education. The tests have nothing to say about how those results are produced, what teachers do in class from one day to the next, what instructional materials are chosen, what lesson plans are followed. The tests should result in *less* regulation of the means of education—because they focus exclusively on the ends.

Q. When will the new tests be ready?

A. In 1994, we will have available a system of high quality individual tests, at least in reading, writing and mathematics—education's traditional “three R's”—for states and localities that want them. Because the new American Achievement Tests probably cannot be perfected that quickly, we will ask Congress to authorize the rapid deployment of an individual version of tests used by the National Assessment of Educational Progress.

Q. Do we really need another test? Aren't tests biased against minorities?

A. A nationwide system of high quality national exams—more than one version, but calibrated to the same standards—will probably begin to take the place of some of today's numerous testing schemes. As for bias, the new tests will be screened to eliminate it. Bear in mind that minority parents also want to know how well their children—and the schools their children attend—are doing in relation to the national education goals and standards.

Sometimes less-than-satisfactory news serves to catalyze needed changes.

Q. Can all six national goals really be reached?

A. They are all ambitious. Some, like literacy for *all* adults, and leading the *whole world* in math and science, are very challenging. But each is a worthy national objective, and we should not rest until all are achieved. The AMERICA 2000 strategy will give us the tools we need to achieve them.

*It's another of those historic
American challenges—and it
starts in every community,
every school, every household.*

Q. How much of this is just politics?

A. Better education benefits the entire nation, not one particular political party. AMERICA 2000 is a non-partisan education reform strategy. There is plenty of room on these four trains for every American, and we begin with the assumption that everyone will want to climb aboard. Sure, we'll argue about the details in the formal political process and elsewhere, and the strategy will doubtless be improved through those arguments. But let's talk them through in a spirit of wanting a first-rate education for all our children, in every corner of this great land.

Q. What's the single most important part of the AMERICA 2000 strategy?

A. The most controversial may be school choice—at least until it's well understood. The knottiest is probably standards and testing, which is technically quite complex. The most dramatic is the R & D for New American Schools. But the most important may be the AMERICA 2000 Communities! Washington cannot achieve the six education goals for the nation; that has to happen at the local level. It's another of those historic American challenges, and it starts in every community, every school, every household.

Q. What can parents do to help?

A. A thousand things. Parents are the keys to their children's education, and there is no part of the AMERICA 2000 strategy in which they do not have an important role. As for what they can do *today*—they could read a story to their children, check to see that tonight's homework is done, thank their child's teacher, talk with their children's teachers and principals about how things are going in school, and set some examples for their children of virtuous, self-disciplined and generous behavior.

Q. What can the media do to help?

A. Recognize that education is an ongoing story—a local story *and* a national story. The details are seldom dramatic. But this is the challenge that will tell the story of America's future. By focusing on the story every day, and assigning their best reporters to cover it, the media can help win the battle.

AMERICA 2000: The President's Education Strategy

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

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

AMERICA 2000 builds on four related themes:

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

I. Creating Better and More Accountable Schools for Today's Students

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

A. World Class Standards in Five Core Subjects

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

- Through the National Education Goals Panel, and working with interested parties throughout the nation, the president and the governors will develop a timetable for establishing national standards in these five subjects, and in September 1991, and each year thereafter, the panel will report to the nation on progress toward the national education goals.

- The standards are intended to lift the entire education system and improve the learning achievement of all students. The president and the governors oppose a national curriculum or federalizing our education system.

B. A System of Voluntary National Examinations

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

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

C. Schools as the Site of Reform

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

- ❑ In addition to an annual National Report Card, the president will encourage schools, school districts, and states to issue regular report cards on their education performance. These report cards will measure results and progress toward achieving the national education goals.

- ❑ As part of his AMERICA 2000 Excellence in Education Act of 1991, the president will again seek legislation that will allow greater flexibility in the use of federal resources for education in exchange for enhanced accountability for results.
- ❑ To stimulate reform in mathematics and science education, the AMERICA 2000 Excellence in Education Act of 1991 will include \$40 million for new grants to school districts that show significant gains in student achievement. Awards will be used for continued improvements in these vital subjects.
- ❑ The AMERICA 2000 Excellence in Education Act of 1991 also will seek funds for a Merit Schools Program for states to award individual schools that demonstrate significant progress toward the national education goals.

D. Providing and Promoting School Choice

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

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

E. Teachers and Principals

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

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

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

II. Creating a New Generation of American Schools for Tomorrow's Students

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

A. Research and Development

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

- ❑ America's business leaders will establish and mobilize private resources for the New American Schools Development Corporation, a new nonprofit organization that will award contracts in 1992 to between three and seven R & D Teams. These Teams may consist of corporations, universities, think tanks, school innovators and others. The Teams' products will be available to the American people.
- ❑ The mission of these Teams is to help communities create schools that will reach the national education goals, including world class standards in the five core subjects for all students, as monitored by the American Achievement Tests and similar measures.
- ❑ The president will ask his Education Policy Advisory Committee, as well as the Department of Education, to examine the work of these R & D Teams and to report on their progress.

B. New American Schools

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

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

C. AMERICA 2000 Communities

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

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

Communities that accept this challenge will be designated, by the governors of their states, as “AMERICA 2000 Communities.”

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

D. Leadership at All Levels

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

- ❑ The president welcomes the commitment by American business to contribute \$150-\$200 million to support the R & D effort.
- ❑ The president asked the nation’s governors to lead the New American Schools effort in their states.
- ❑ The president challenged state legislatures to support the creation and operation of New American Schools; embrace the world class standards and adopt the American Achievement Tests; and work toward school, district, and state-level report cards.
- ❑ The president encouraged civic leaders to help organize community plans all across the country to seek designation as an AMERICA 2000 Community and to help plan and operate New American Schools. Business can encourage local schools to use the World Class Standards

and American Achievement Tests and encourage schools to issue report cards on their performance.

- The president called on educators to accept new roles and to take risks. Teachers, principals, and other educators are asked to work to develop a consensus on the World Class Standards and to determine what it would take to create a New American School in each community.

E. Families and Children Devoted to Learning

The president called on parents to urge use of World Class Standards, American Achievement Tests, and report cards by local schools. Parents must play a key role in creating New American Schools in their own communities and must work with children in the home to improve children's performance in school.

III. Transforming America into “A Nation of Students”

The president believes that learning is a lifelong challenge. Approximately 85 percent of America’s workers for the year 2000 are already in the work force. Improving schools for today’s and tomorrow’s students is not sufficient to ensure a competitive America in the year 2000. The president called on Americans to move from “A Nation at Risk” to “A Nation of Students” by continuing to enhance the knowledge and skills of all Americans.

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

To advance the goal of improving literacy for all Americans:

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

B. Establishing Standards for Job Skills and Knowledge

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

C. Creating Business and Community Skill Clinics

Today’s workers will be assisted through Skill Clinics—one-stop

service centers located in businesses and communities across America where adults can get job skill diagnosis and referral services.

- The administration will urge businesses to make Skill Clinics available to their employees and encourage AMERICA 2000 Communities to establish community Skill Clinics.
- Federal departments and agencies will be encouraged to establish such Skill Clinics and, working with the Office of Personnel Management, will be encouraged to undertake activities to upgrade their employees' skills.

D. Enhancing Job Training Opportunities

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

E. Mobilizing A "Nation of Students"

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

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

IV. Making Our Communities Places Where Learning Will Happen

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

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

A. Greater Parental Involvement

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

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

B. Enhanced Program Effectiveness for Children and Communities

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

- Working through the Domestic Policy Council Economic Empowerment Task Force and with the nation's governors and other officials, the administration will undertake better coordination of existing federal programs with

corresponding state and local activities.

- As part of this effort, existing program eligibility requirements will be reviewed in order to streamline them and reduce federal red tape. Wherever possible, states will be afforded maximum flexibility to design and implement integrated state, local, and federal programming.

The National Education Goals

At the historic education summit in Charlottesville, the president and the governors declared that “the time has come, for the first time in United States history, to establish clear national performance goals, goals that will make us internationally competitive.” The six national education goals contained here are the first step in carrying out that commitment.

America’s educational performance must be second to none in the 21st century. Education is central to our quality of life. It is at the heart of our economic strength and security, our creativity in the arts and letters, our invention in the sciences, and the perpetuation of our cultural values. Education is the key to America’s international competitiveness.

Today, a new standard for an educated citizenry is required, one suitable for the next century. Our people must be as knowledgeable, as well-trained, as competent, and as inventive as those in any other nation. All of our people, not just a few, must be able to think for a living, adapt to changing environments, and to understand the world around them. They must understand and accept the responsibilities and obligations of citizenship. They must continually learn and develop new skills throughout their lives.

America can meet this challenge if our society is dedicated to a renaissance in education. We must become a nation that values education and learning. We must recognize that every child can learn, regardless of background or disability. We must recognize that education is a lifelong pursuit, not just an endeavor for our children.

Sweeping, fundamental changes in our education system must be made. Educators must be given greater flexibility to devise challenging and inspiring strategies to serve the needs of a diverse body of students. This is especially important for students who are at risk of academic failure—for the failure of these students will become the failure of our nation. Achieving

these changes depends, in large part, on the commitment of professional educators. Their daily work must be dedicated to creating a new educational order in which success for all students is the first priority, and they must be held accountable for the results.

This is not the responsibility of educators alone, however. All Americans have an important stake in the success of our education system, and every part of our society must be involved in meeting that challenge. Parents must be more interested and involved in their children's education, and students must accept the challenge of higher expectations for achievement and greater responsibility for their future. In addition, communities, business and civic groups, and state, local, and federal government each has a vital role to play throughout this decade to ensure our success.

***What our best students can
achieve now, our average
students must be able to achieve
by the turn of the century.***

The first step is to establish ambitious national education goals — performance goals that must be achieved if the United States is to remain competitive in the world marketplace and our citizens are to reach their fullest potential. These goals are about excellence. Meeting them will require that the performance of our highest achievers be boosted to levels that equal or exceed the performance of the best students anywhere. The performance of our lowest achievers must be substantially increased far beyond their current performance. What our best students can achieve now, our average students must be able to achieve by the turn of the century. We must work to ensure that a significant number of students from all races, ethnic groups, and income levels are among our top performers.

If the United States is to maintain a strong and responsible democracy and a prosperous and growing economy into the next century, all of our citizens must be involved in achieving these goals. Every citizen will benefit as a result. When challenged, the American people have always shown their determination to succeed. The challenge before us calls on each American to help ensure our nation's future.

Goal 1: Readiness for School

By the year 2000, all children in America will start school ready to learn.

Objectives:

- ❑ All disadvantaged and disabled children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school.
- ❑ Every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need.
- ❑ Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low birthweight babies will be significantly reduced through enhanced prenatal health systems.

Goal 2: High School Completion

By the year 2000, the high school graduation rate will increase to at least 90 percent.

Objectives:

- The nation must dramatically reduce its dropout rate, and 75 percent of those students who do drop out will successfully complete a high school degree or its equivalent.
- The gap in high school graduation rates between American students from minority backgrounds and their nonminority counterparts will be eliminated.

Goal 3: Student Achievement and Citizenship

By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

Objectives:

- The academic performance of elementary and secondary students will increase significantly in every quartile, and the distribution of minority students in each level will more closely reflect the student population as a whole.
- The percentage of students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.

- ❑ All students will be involved in activities that promote and demonstrate good citizenship, community service, and personal responsibility.
- ❑ The percentage of students who are competent in more than one language will substantially increase.
- ❑ All students will be knowledgeable about the diverse cultural heritage of this nation and about the world community.

Goal 4: Science and Mathematics

By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

Objectives:

- ❑ Math and science education will be strengthened throughout the system, especially in the early grades.
- ❑ The number of teachers with a substantive background in mathematics and science will increase by 50 percent.
- ❑ The number of United States undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

Goal 5: Adult Literacy and Lifelong Learning

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Objectives:

- Every major American business will be involved in strengthening the connection between education and work.
- All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs.
- The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and mid-career students will increase substantially.
- The proportion of those qualified students, especially minorities, who enter college; who complete at least two years; and who complete their degree programs will increase substantially.
- The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.

Goal 6: Safe, Disciplined, and Drug-Free Schools

By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Objectives:

- Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.
- Parents, businesses, and community organizations will work together to ensure that the schools are a safe haven for all children.
- Every school district will develop a comprehensive K-12 drug and alcohol prevention education program. Drug and alcohol curriculum should be taught as an integral part of health education. In addition, community-based teams should be organized to provide students and teachers with needed support.

Necessary Changes and Restructuring

These goals are ambitious, yet they can and must be achieved. However, they cannot be achieved by our education system as it is presently constituted. Substantial, even radical changes will have to be made.

Without a strong commitment and concerted effort on the part of every sector and every citizen to improve dramatically the performance of the nation's education system and each and every student, these goals will remain nothing more than a distant, unattainable vision. For their part, governors will work within their own states to develop strategies for restructuring their education systems in order to achieve the goals. Because states differ from one another, each state will approach this in a different manner. The president and the governors will work to support these state efforts and to recommend steps that the federal government, business, and

community groups should take to help achieve these national goals. The nature of many of these steps is already clear.

The Preschool Years

American homes must be places of learning. Parents should play an active role in their children's early learning, particularly by reading to them on a daily basis. Parents should have access to the support and training required to fulfill this role, especially in poor, undereducated families.

In preparing young people to start school, both the federal and state governments have important roles to play, especially with regard to health, nutrition, and early childhood development. Congress and the administration have increased maternal and child health coverage for all families with incomes up to 133 percent of the federal poverty line. Many states go beyond this level of coverage, and more are moving in this direction. In addition, states continue to develop more effective delivery systems or prenatal and postnatal care. However, we still need more prevention, testing, and screening, and early identification and treatment of learning disorders and disabilities.

The federal government should work with the states to develop and fully fund early intervention strategies for children. All eligible children should have access to Head Start, Chapter 1, or some other successful preschool program with strong parental involvement. Our first priority must be to provide at least one year of preschool for all disadvantaged children.

The School Years

As steps are taken to better prepare children for schools, we must also better prepare schools for children. This is especially important for young children. Schools must be able to educate effectively all children when they arrive at the schoolhouse door, regardless of variations in students' interest, capacities, or learning styles.

Next, our public education system must be fundamentally restructured in order to ensure that all students can meet higher standards. This means reorienting schools so they focus on results, not on procedures; giving each school's principal and teachers the discretion to make more decisions and the flexibility to use federal, state, and local resources in more productive, innovative ways that improve learning; providing a way for gifted professionals who want to teach to do so through alternative certification avenues; and giving parents more responsibility for their children's education through magnet schools, public school choice, and other strategies. Most important, restructuring requires creating powerful incentives for performance and improvement, and real consequences for persistent failure. It is only by maintaining this balance of flexibility and accountability that we can truly improve our schools.

Restructuring requires creating powerful incentives for performance and improvement, and real consequences for persistent failure.

The federal government must sustain its vital role of promoting educational equity by ensuring access to quality education programs for all students regardless of race, national origin, sex, or handicapping conditions. Federal funds should target those students most in need of assistance due to economic disadvantage or risk of academic failure.

Finally, efforts to restructure education must work toward guaranteeing that all students are engaged in rigorous programs of instruction designed to ensure that every child, regardless of background or disability, acquires the knowledge and skills necessary to succeed in a changing economy. In recent years, there has been an increased commitment to mathematics and science improvement programs. The federal government should

continue to enhance financial assistance to state and local governments for effective programs in these areas. Likewise, there has been a greater federal emphasis on programs that target youth at risk of school failure and dropping out. The federal government should continue to enhance funding and seek strategies to help states in their efforts to seek solutions to these problems.

The quality of teachers and teaching is essential to meeting our goals.

Improving elementary and secondary student achievement will not require a national curriculum, but it will require that the nation invest in developing the skills and knowledge of our educators and equipping our schools with up-to-date technology. The quality of teachers and teaching is essential to meeting our goals. We must have well-prepared teachers, and we must increase the number of qualified teachers in critical shortage areas, including rural and urban schools, specialized fields such as foreign languages, mathematics and science, and from minority groups.

Policies must attract and keep able teachers who reflect the cultural diversity of our nation. Policies that shape how our educators are prepared, certified, rewarded, developed, and supported on the job must be consistent with efforts to restructure the education system and ensure that every school is capable of teaching all of our children to think and reason. Teachers and other school leaders must not only be outstanding, the schools in which they work must also be restructured to utilize both professional talent and technology to improve student learning and teacher- and system-productivity.

The After-School Years

Comprehensive, well-integrated lifelong learning opportunities must be created for a world in which three of four new jobs will require more than a high school education; workers with only high school diplomas may face the prospect of declining incomes; and most workers will change their jobs ten or eleven times over their lifetime.

In most states, the present system for delivering adult literacy services is fractured and inadequate. Because the United States has far higher rates of adult functional illiteracy than other advanced countries, a first step is to establish in each state a public-private partnership to create a functionally literate work force.

In some other countries, government policies and programs are carefully coordinated with private sector activities to create effective apprenticeship and job training activities. By contrast, the United States has a multilayered system of vocational and technical schools, community colleges, and specific training programs funded from multiple sources and subject to little coordination. These institutions need to be restructured so they fit together more sensibly and effectively to give all adults access to flexible and comprehensive programs that meet their needs. Every major business must work to provide appropriate training and education opportunities to prepare employees for the 21st century.

Finally, a larger share of our population, especially those from working class, poor, and minority backgrounds, must be helped to attend and remain in college. The cost of a college education, as a percentage of median family income, has approximately tripled in a generation. That means more loans, scholarships, and work-study opportunities are needed. The federal government's role in ensuring access for qualified students is

critical. At the same time, the higher education system must use existing resources far more productively than it does at present and must be held more accountable for what students do or do not learn. The federal government will continue to examine ways to reduce students' increasing debt burden and to address the proper balance between grant and loan programs.

Assessment

National education goals will be meaningless unless progress toward meeting them is measured accurately and adequately, and reported to the American people. Doing a good job of assessment and reporting requires the resolution of three issues.

First, what students need to know must be defined. In some cases, there is a solid foundation on which to build. For example, the National Council of Teachers of Mathematics and the Mathematical Sciences Education Board have done important work in defining what all students must know and be able to do in order to be mathematically competent. A major effort for science has been initiated by the American Association for the Advancement of Science. These efforts must be expanded and extended to other subject areas.

Second, when it is clear what students need to know, it must be determined whether they know it. There have been a number of important efforts to improve our ability to measure student learning at the state and national levels. This year for the first time, the National Assessment of Educational Progress (NAEP) will collect data on student performance on a state-by-state basis for thirty-eight states. Work is under way to develop a national assessment of adult literacy. These and other efforts must be supported and strengthened.

The governors urge the National Assessment Governing Board to begin work to set national performance goals in the subject areas in which NAEP will be administered. This does not mean

establishing standards for individual competence; rather, it requires determining how to set targets for increases in the percentage of students performing at the higher levels of the NAEP scales.

Third, measurements must be accurate, comparable, appropriate, and constructive. Placement decisions for young children should not be made on the basis of standardized tests. Achievement tests must not simply measure minimum competencies, but also higher levels of reading, writing, speaking, reasoning, and problem-solving skills. And in comparing America's achievement with that of other countries, it is essential that international comparisons are reliable. In addition, appropriate, nationally directed research, demonstration, data collection, and innovation should be maintained and recognized as a set of core responsibilities of the federal government in education. That role needs to be strengthened in cooperation with the states.

The president and the governors agree that while we do not need a new data-gathering agency, we do need a bipartisan group to oversee the process of determining and developing appropriate measurements and reporting on the progress toward meeting the goals. This process should stay in existence until at least the year 2000 so that we assure ten full years of effort toward meeting the goals.

A Challenge

These national education goals are not the president's goals or the governors' goals; they are the nation's goals.

These education goals are the beginning, not the end, of the process. Governors are committed to working within their own states to review state education goals and performance levels in light of these national goals. States are encouraged to adjust state goals according to this review and to expand upon national goals where appropriate. The president and the governors

challenge every family, school, school district, and community to adopt these national goals as their own, and establish other goals that reflect the particular circumstances and challenges they face as America approaches the 21st century.

The President's Education Summit with Governors

Joint Statement

The president and the nation's governors agree that a better educated citizenry is the key to the continued growth and prosperity of the United States. Education has historically been, and should remain, a state responsibility and a local function, which works best when there is also strong parental involvement in the schools. And, as a nation we must have an educated work force, second to none, in order to succeed in an increasingly competitive world economy.

Education has always been important, but never this important because the stakes have changed: Our competitors for opportunity are also working to educate their people. As they continue to improve, they make the future a moving target. We believe that the time has come, for the first time in U.S. history, to establish clear national performance goals, goals that will make us internationally competitive.

The president and the nation's governors have agreed at this summit to:

- establish a process for setting national education goals;
- seek greater flexibility and enhanced accountability in the use of federal resources to meet the goals, through both regulatory and legislative changes;
- undertake a major state-by-state effort to restructure our education system; and
- report annually on progress in achieving our goals.

This agreement represents the first step in a long-term commitment to reorient the education system and to marshal widespread support for the needed reforms.

National Education Goals

The first step in restructuring our education system is to build a broad-based consensus around a defined set of national education goals. The National Governors' Association Task Force on Education will work with the president's designees to recommend goals to the president and the nation's governors. The process to develop the goals will involve teachers, parents, local administrators, school board members, elected officials, business and labor communities, and the public at large. The overriding objective is to develop an ambitious, realistic set of performance goals that reflect the views of those with a stake in the performance of our education system. To succeed we need a common understanding and a common mission. National goals will allow us to plan effectively, to set priorities, and to establish clear lines of accountability and authority. These goals will lead to the development of detailed strategies that will allow us to meet these objectives.

The process for establishing these goals should be completed and the goals announced in early 1990.

By performance we mean goals that will, if achieved, guarantee that we are internationally competitive, such as goals related to:

- the readiness of children to start school;
- the performance of students on international achievement tests, especially in math and science;
- the reduction of the dropout rate and the improvement of academic performance, especially among at-risk students;
- the functional literacy of adult Americans;
- the level of training necessary to guarantee a competitive work force;

- the supply of qualified teachers and up-to-date technology; and
- the establishment of safe, disciplined, and drug-free schools.

The Federal-State Partnership

Flexibility and Accountability

The president and the governors are committed to achieving the maximum return possible from our investments in the nation's education system. We define maximum return as follows: significant and sustained educational improvement for all children. Nothing less will meet the nation's needs for a strong, competitive work force; nothing less will meet our children's needs for successful citizenship and economic opportunity.

Federal funds, which represent only a small part of total education spending, are directed particularly toward services for young people most at risk. Federal laws and regulations control where and for whom states and localities spend this money. State and local laws and regulations control what is taught, and how, for all students.

At present, neither federal nor state and local laws and regulations focus sufficiently on results, or on real educational improvement for all children. Federal and state executives need authority to waive statutory and regulatory provisions in return for greater accountability for results.

The president and the governors have agreed:

- to examine federal regulations under current law and to move in the direction of greater flexibility;
- to take parallel steps in each state with respect to state laws and administrative rules; and

- to submit legislation to Congress early next year that would provide state and local recipients greater flexibility in the use of federal funds, in return for firm commitments to improved levels of education and skill training.

The president and the governors have agreed to establish a working group of governors and the president's designees to begin work immediately to accomplish these tasks.

***We know that other voices need
to be heard in this discussion....***

We know that other voices need to be heard in this discussion—voices of educators, parents, and those whose primary interest is the protection of the disadvantaged, minorities, and the handicapped. We need to work with the Congress. The processes we will set up immediately following this conference will involve all parties.

The urgent need for flexibility in using federal funds can best be illustrated by a few examples.

First, the federal Vocational Education Act, which mandates specific set-asides that often result in individual awards that are too small to be meaningful and that prohibit the money from being spent to achieve its purpose. One state reported being required to divide \$300,000 in aid among far too many categories and set-asides.

Second, similarly, the Chapter 1 program requires that equipment purchased to provide remedial education services cannot be used for non-Chapter 1 institutions in areas such as adult education. Several states report that large numbers of computers purchased by federal funds are idle at night, while adult education classes that

need them either do without or use scarce tax dollars to buy other equipment.

Third, the requirements that children who benefit from federal funds for compensatory and special education be taught separately often undermine their achievement. Waivers that permit these students to return to regular classes and receive extra help have produced large increases in their test scores. This option should be available for all school districts.

These commitments are historic steps toward ensuring that young people with the greatest needs receive the best our schools and training programs can give them, and that all children reach their highest educational potential. In a phrase, we want to swap red tape for results.

The Federal Government's Financial Role

State and local governments provide more than 90 percent of education funding. They should continue to bear that lion's share of the load. The federal financial role is limited and has even declined, but it is still important. That role is—

- ❑ to promote national education equity by helping our poor children get off to a good start in school, giving disadvantaged and handicapped children extra help to assist them in their school years, ensuring accessibility to a college education, and preparing the work force for jobs;
- ❑ to provide research and development for programs that work, good information on the real performance of students, schools, and states, and assistance in replicating successful state and local initiatives all across the United States.

We understand the limits imposed on new spending by the federal deficit and the budget process. However, we urge that priority for any further funding increases be given to prepare young children to

succeed in school. This is consistent with the president's recommendation for an increase in the number of children served by Head Start in this year's budget. If we are ever to develop a system that ensures that our children are healthy and succeed in school, the federal government will have to play a leading role.

Further, we urge that the Congress not impose new federal mandates that are unrelated to children but that require states to spend state tax money that could otherwise go to education.

Commitment to Restructuring

Virtually every state has substantially increased its investment in education, increased standards, and improved learning. Real gains have occurred. However, we still have a long way to go.

We must make dramatic improvements in our education system. This cannot be done without a genuine, national, bipartisan commitment to excellence and without a willingness to dramatically alter our system of education.

The president and the nation's governors agree that significant steps must be taken to restructure education in all states. We share the view that simply more of the same will not achieve the results we need. We must find ways to deploy the resources we commit to education more effectively.

A similar process has been going on in the American manufacturing industry over the last decade with astonishing results: an increase in productivity of nearly 4 percent a year.

There are many promising new ideas and strategies for restructuring education. These include greater choice for parents and students, greater authority and accountability for teachers and principals, alternative certification programs for teachers, and programs that systematically reward excellence and performance.

Most successful restructuring efforts seem to have certain common characteristics:

- ❑ a system of accountability that focuses on results, rather than on compliance with rules and regulations;
- ❑ decentralization of authority and decision-making responsibility to the school site, so that educators are empowered to determine the means for achieving the goals and to be held accountable for accomplishing them;
- ❑ a rigorous program of instruction designed to ensure that every child can acquire the knowledge and skills required in an economy in which our citizens must be able to think for a living;
- ❑ an education system that develops first-rate teachers and creates a professional environment that provides real rewards for success with students, real consequences for failure, and the tools and flexibility required to get the job done; and
- ❑ active, sustained parental and business community involvement.

Restructuring efforts are now under way in many states. The nation's governors are committed to a major restructuring effort in every state. The governors will give this task high priority and will report on their progress in one year.

Assuring Accountability

As elected chief executives, we expect to be held accountable for progress in meeting the new national goals, and we expect to hold others accountable as well.

When goals are set and strategies for achieving them are adopted,

we must establish clear measures of performance and then issue annual report cards on the progress of students, schools, the states, and the federal government.

We have started down a promising path. We have entered into a...Jeffersonian compact to enlighten our children and the children of generations to come.

Over the last few days we have humbly walked in the footsteps of Thomas Jefferson. We have started down a promising path. We have entered into a compact—a Jeffersonian compact to enlighten our children and the children of generations to come.

The time for rhetoric is past; the time for performance is now.

U.S. Department of Education

Washington, D.C. 20202-0498

OFFICIAL BUSINESS

PENALTY FOR PRIVATE USE, \$300

For further information, contact

U.S. Department of Education

1-800-USA-LEARN

(1-800-872-5327)

In D.C. Metropolitan Area,

call (202) 401-2000



POSTAGE AND FEES PAID
U.S. DEPARTMENT OF
EDUCATION
ED 395

**SPECIAL FOURTH CLASS
BOOK RATE**