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G	19	2	6	5

WHY WE ARE WINNING THE WAR AGAINST DRUGS

- **Effective National Strategy**
- **Strong Leadership**
- **Changing Attitudes**
- **Empowered Public**

AMERICANS READY TO FIGHT

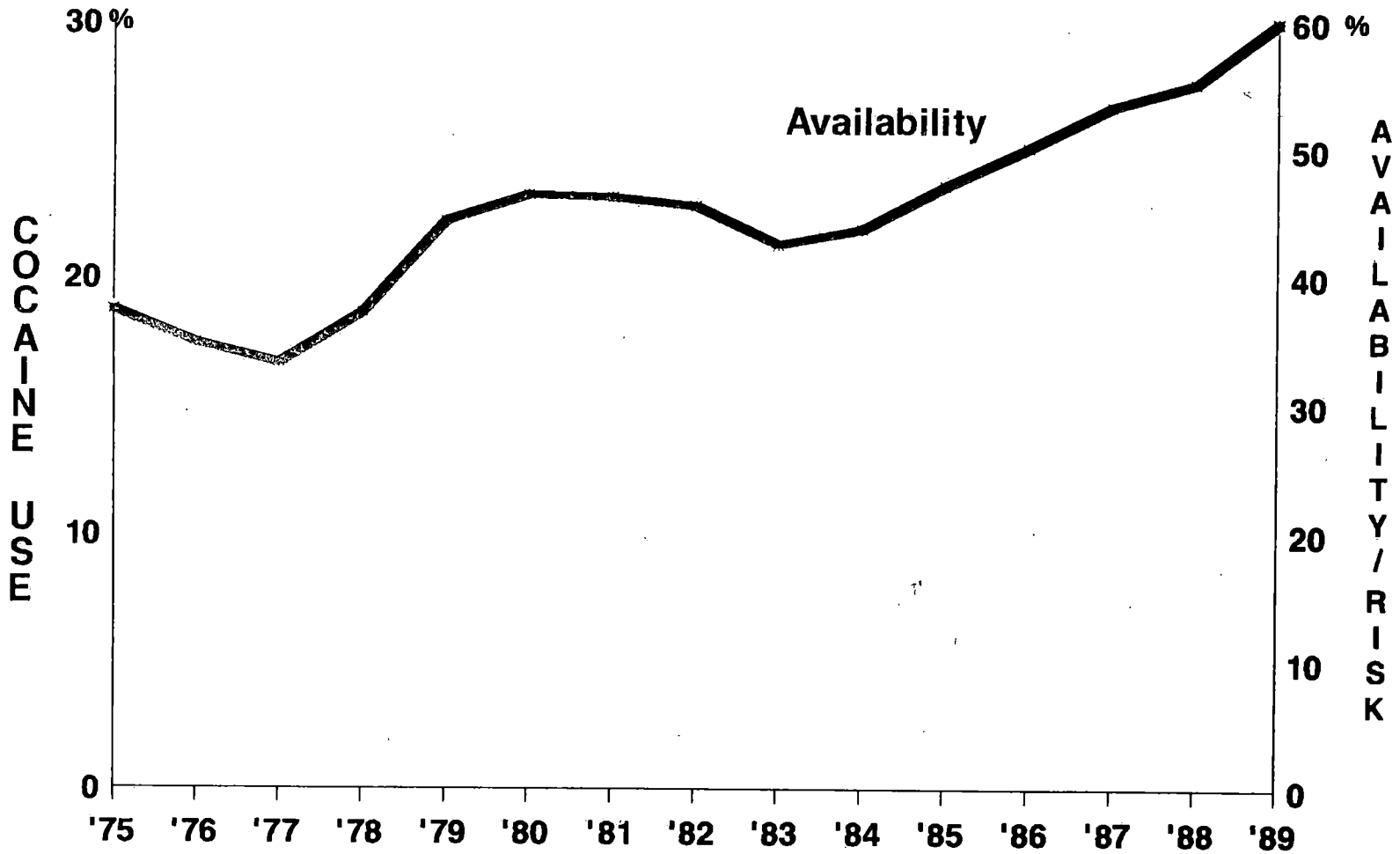
- **10% Involved in Anti-Drug Community Service**
- **60% Would Volunteer 5 Hours/Week**
- **53% Would Donate \$100**

**70% OF DRUG USERS
ARE EMPLOYED**

*10 million people
in workplace
using drugs*

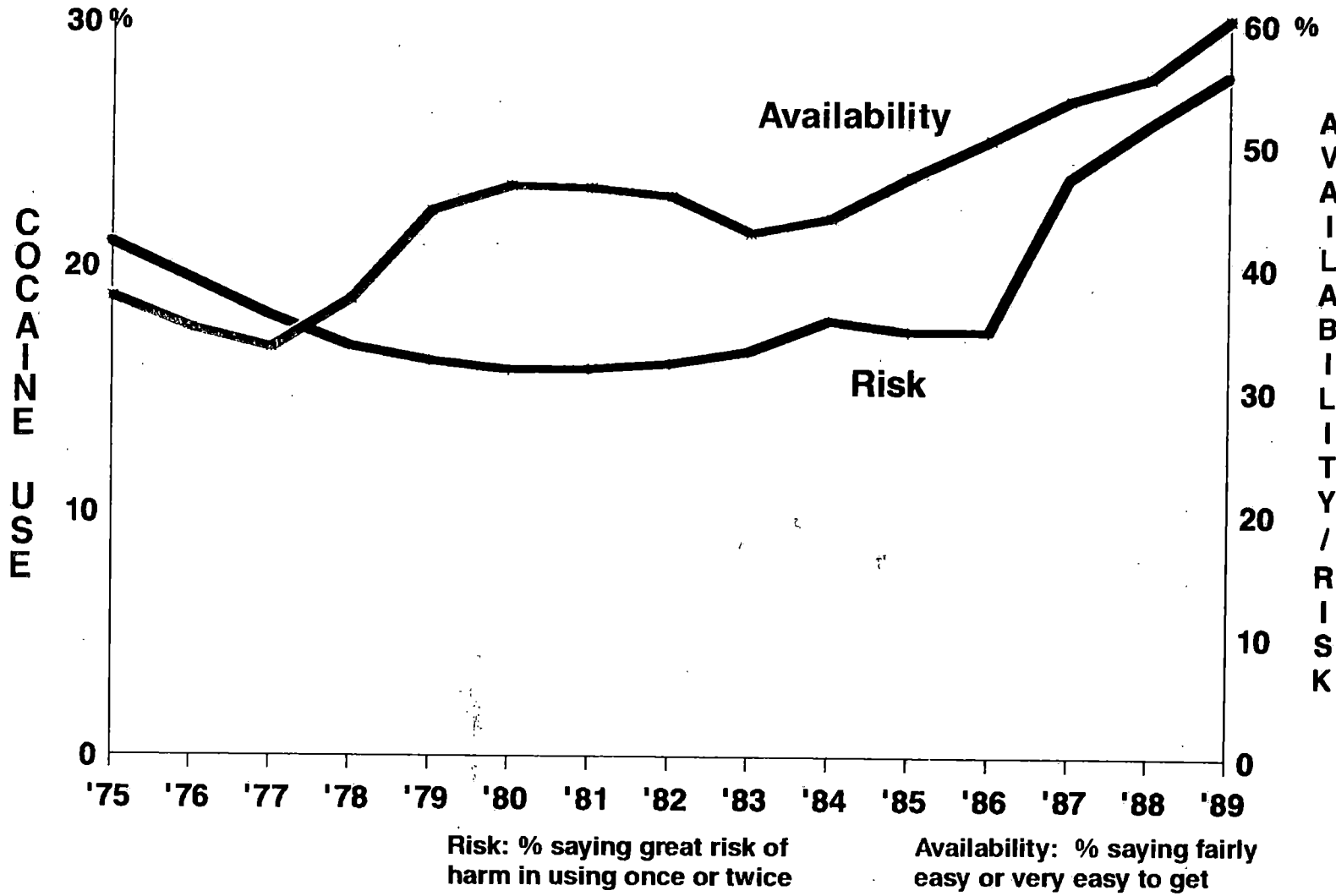
US Gov't
Data
High School Survey

COCAINE USE VS. AVAILABILITY/PERCEPTION OF RISK

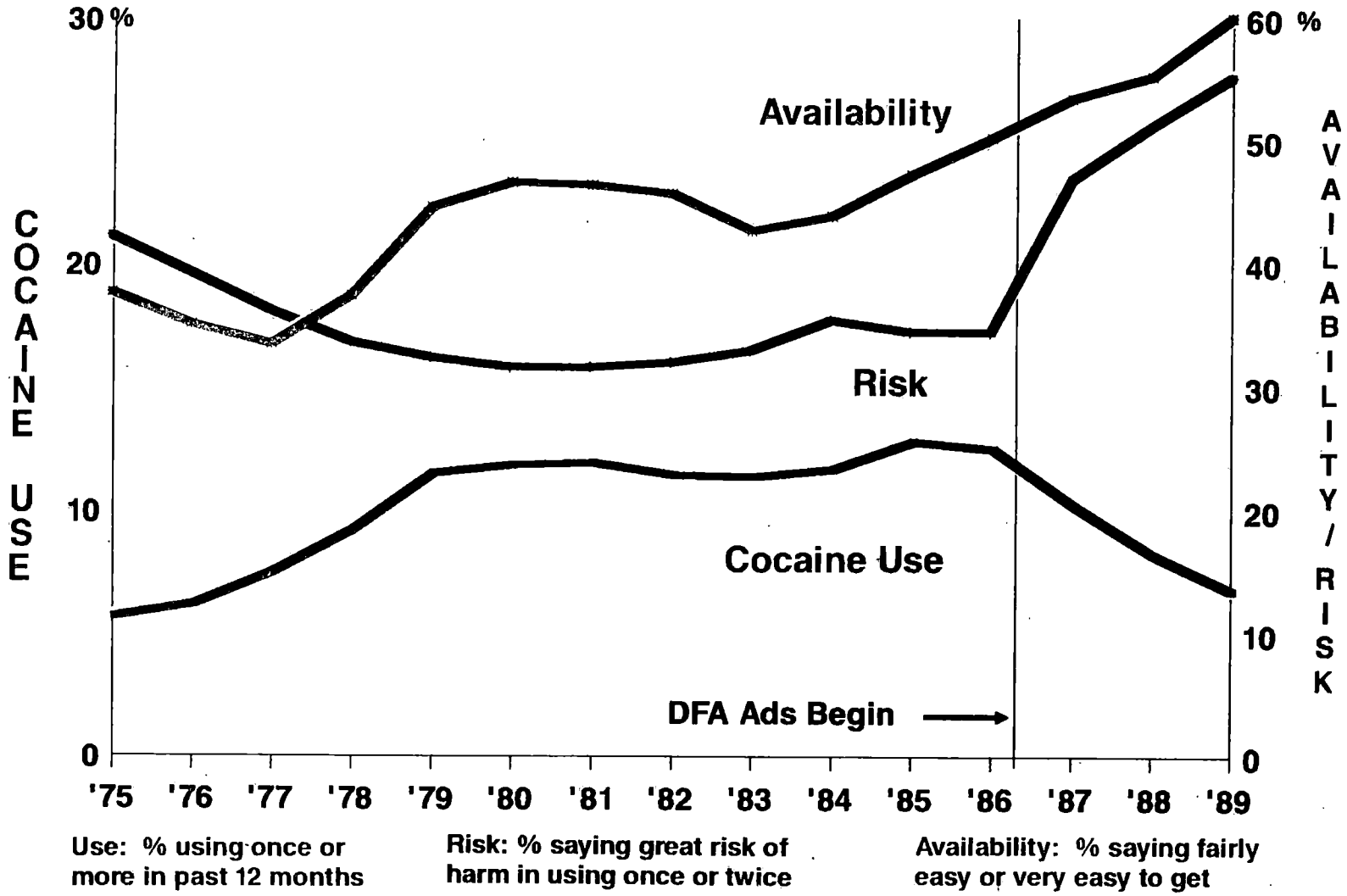


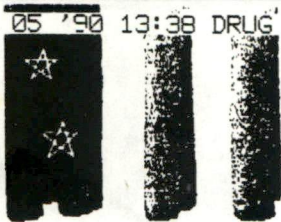
Availability: % saying fairly easy or very easy to get

COCAINE USE VS. AVAILABILITY/PERCEPTION OF RISK



COCAINE USE VS. AVAILABILITY/PERCEPTION OF RISK





PARTNERSHIP FOR A DRUG-FREE AMERICA

RICHARD D. BONNETTE
Executive Vice President

June 29, 1990

David Demmarest, Jr.
Assistant to the President for Communications
Old Executive Office Building
Washington, D.C. 20500

Dear Dave:

In our recent Inter-Agency Task Force meeting you asked whether we viewed another national address by President Bush on the drug issue to be tactically advantageous. On behalf of the Partnership, I expressed a positive point of view which I will expand upon here.

We think it is essential that Presidential leadership remain active and visible in reaffirmation of the high priority placed on the drug issue. Quite clearly, it remains the number one concern with the public far beyond any other issue.

There is encouraging evidence on many fronts that a cultural shift is underway in our society and it centers around a growing intolerance towards the use of illegal drugs. Contributing importantly to this significant social change is an increasing level of volunteerism by the media, at the community level, and in the corporate world.

Moreover, most recently, we have had positive discussions with leaders in the entertainment community who appear poised and ready to join the Partnership in a coordinated effort to deglamorize drugs in TV programming, movies and the music segment of the industry.

Recognizing that the drug issue will remain politically charged, especially in terms of the amount of funding allocated to it and the proportion devoted to education and treatment, it will be important to demonstrate that positive results are being achieved in terms of improved attitude shifts and usage declines due to educational/ prevention demand reduction efforts.

Mr. Demmarest, Jr.
Page 2

The national attitude/usage research we conduct annually is being analyzed now and early indications are that we will be seeing very favorable results especially among pre-teens (9-12 years old) and teens. These data will be particularly relevant to a potential Presidential address to the nation.

The data also suggest strongly that there is a mobilization of America underway. Presidential leadership is critical to sustaining this momentum.

Sincerely,



Richard D. Bonnette
Executive Vice President
Director External Affairs

RB/sdw

cc: James E. Burke

Withdrawal/Redaction Sheet

(George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
01. Letter	Brandi Conley to POTUS, re: Drug Policy/ War on Drugs; contains personal information. (3 pp.)	n.d.	P-6, (b)(6)	

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Office: Speechwriting, White House Office of
Series: Davis, Mark William
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WHORM Cat.:
File Location: Issues - Drugs 1990

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MR Disposition:	Appeal Disposition:
Disposition Date:	Disposition Date:

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P-1 National Security Classified Information [(a)(1) of the PRA]
- P-2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P-3 Release would violate a Federal statute [(a)(3) of the PRA]
- P-4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P-5 Release would disclose confidential advise between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P-6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

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- (b)(9) Release would disclose geological or geophysical information



**OFFICE OF NATIONAL DRUG CONTROL POLICY
EXECUTIVE OFFICE OF THE PRESIDENT
Washington, D.C. 20500**

May 14, 1990

MEMO

TO: Stephanie Blessy
Speechwriting

FROM: Daniel Casse *Dac*
ONDCP

SUBJECT: The Administration's legislative package on drugs

Attached is fact sheet on the legislation proposed by the Administration to implement its 1990 National Drug Control strategy. Please call me if you have any further questions.



OFFICE OF NATIONAL DRUG CONTROL POLICY
EXECUTIVE OFFICE OF THE PRESIDENT
Washington, D.C. 20500

NATIONAL DRUG CONTROL STRATEGY IMPLEMENTATION ACT OF 1990

FACT SHEET

I. **Accountability**

A. **Drug Testing**

Requires States to establish a drug testing policy in their Criminal Justice Systems as a condition of receiving Federal BJA grants. (Originally submitted following Strategy I.)

Establishes a nationwide program of drug testing for Federal offenders on post-conviction release.

B. **Statewide Treatment Plans**

Requires States to develop a Statewide Treatment Plan as a condition of receiving the drug portion of Federal ADAMHA grants. The Plan must describe ways to expand capacity, assess need, improve client referrals, provide in-service staff training, coordinate with other services, and expand and improve services for pregnant women and drug-affected newborns. It must also include a drug testing component. (Originally submitted following Strategy I.)

C. **Maintenance of Effort**

Prohibits States receiving Federal ADAMHA grants from reducing their own expenditures for drug-related activities. States must continue to spend an amount at least equal to the average of such expenditures for the preceding two years. The Secretary of HHS may waive this requirement.

II. **Death Penalty for Drug Kingpins**

Allows for the sanction of death for major drug kingpins, for drug kingpins who attempt a killing to obstruct an investigation or prosecution of a drug offense, and for traffickers who engage in a federal drug felony that results in a death.

III. International Programs

Provides certain waivers to facilitate the provision of assistance critical to the implementation of the Andean Initiative. (Some of these were originally submitted following Strategy I.)

Provides the Secretary of State the discretion to order the extradition of a U.S. citizen to a foreign country even if the terms of the applicable treaty do not obligate the U.S. to extradite.

IV. Criminal Justice System Improvements

A. Immigration System Improvements

Provides INS agents and officers authority to make arrests for non-immigration offenses committed in their presence. Expedites the procedures to exclude or deport criminal aliens and restricts the appeal rights of such individuals.

B. Protection of Judges, Jurors and Witnesses

Provides for stronger penalties for obstruction of justice offenses against court officers and jurors. Penalties would be similar to those that exist for obstruction of justice offenses against witnesses, victims and informants.

C. Drug-Related Public Corruption

Makes drug-related public corruption punishable by up to 25 years imprisonment.

D. Drug Paraphernalia

Allows for forfeiture of assets for violations of the drug paraphernalia statute and adds civil penalties for such activity.

E. Sanctions for Failure to Land/Bring To

Makes it a criminal offense to fail to obey the order of an authorized Federal law enforcement officer to land an aircraft or bring-to a vessel, provides for revocation of operator's licenses, and provides Coast Guard with specific authority to engage in air interdiction over the high seas and waters over which the U.S. has jurisdiction.

F. Asset Forfeiture and Money Laundering Amendments

Provides for quarterly transfer of funds from the DOJ Forfeiture Fund to ONDCP's Forfeiture Fund, allows for forfeiture of vehicles with concealed compartments, and makes several conforming amendments.

G. Technical Amendments

includes money laundering, grand jury access to records, and ONDCP transfer authority.

May 1990

September 5, 1989

TALKING POINTS

NATIONAL DRUG CONTROL STRATEGY

On September 5, President Bush announced the Administration's National Drug Control Strategy.

- o **Comprehensive Strategy:** This is the first such national strategy to end the evil of drug use and drug trafficking, a fully integrated approach that is an assault on every front. The President's strategy addresses all the elements necessary to an effective strategy: school and drug prevention programs, our treatment system, our laws and criminal justice system, and our foreign policy.
- o **Coordinated Approach:** Jurisdictional and "turf" problems have slowed past anti-drug efforts. Therefore, President Bush has emphasized the need for a coordinated national effort. This means federal, state and local levels must work together. At the federal level, with the leadership of the Director of National Drug Control Policy, William Bennett, strong interagency cooperation has already resulted.
- o **Bipartisan Consensus:** Americans agree that the gravest domestic threat facing the country today is drugs. The President is looking to the leadership in Congress for bipartisan support in the implementation of his strategy, and is looking to the grass-roots support of America's communities in the fight against drugs.
- o **Call to Action:** President Bush is issuing an urgent call to action to all Americans to support this national strategy. He challenges every citizen to make a personal commitment to help in the fight against drug abuse.

The evidence suggests that the drug problem is a grave threat:

- o **Good and Bad News:** The National Institute on Drug Abuse's recently released national survey of drug use (the first since 1985) indicates that number of Americans using any illegal drug on a "current" basis has dropped 37 percent. That means that almost nine million Americans have given up "casual" drug use. Among the more than eight million people who used cocaine at all in the past year, almost one million of them used it once a week or more. **So while overall cocaine use is down, habitual cocaine use has almost doubled.**

- o **Crime:** Fear of drugs and attendant crime are at an all-time high. Rates of drug-related homicide continue to rise -- sometimes alarmingly -- in cities around the country.
- o **Health:** The number of drug-related emergency hospital admissions increased by 121 percent between 1985 and 1988, and hundreds of thousands of babies are born each year to mothers who use drugs.
- o **The Economy:** A U.S. Chamber of Commerce estimate puts annual gross drug sales at \$100 billion -- more than our total gross agricultural income, and more than double the profits enjoyed by the Fortune 500 companies combined.
- o **Overseas:** In many foreign nations, the drug trade and the violence and corruption that go with it are causing serious social, economic, and political disruption. Trafficking threatens stability and democratic institutions.

The National Drug Control Strategy:

- o **Enforcement:** The Administration's enforcement strategy is based upon this principle: If you sell drugs, you will be caught; when caught you will be prosecuted; and if convicted, you will do time.
 - The criminal justice system will be enlarged across the board, at the local, state and federal levels.
 - The Administration is requesting a \$1.4 billion increase in drug-related federal spending on law enforcement, including a 133 percent increase -- or \$200 million -- in federal assistance to state and local law enforcement.
 - President Bush is seeking \$50 million through the Department of Housing and Urban Development to restore order in hard-hit public housing projects by kicking dealers out for good.
- o **International Interdiction:** The international drug trade poses a serious threat to the welfare, economy and national security of the United States.
 - \$1.5 billion dollars will be requested for interdiction efforts, especially for continued support of our Coast Guard and Customs agents to stop drugs at our borders.
 - \$260 million in military and law enforcement assistance for next year will be sought for Colombia, Bolivia and Peru, the first part of a five-year, \$2 billion program to fight drug producers, traffickers and smugglers.

THE WHITE HOUSE

Office of the Press Secretary

Embargoed For Release Until 9:00 P.M. EDT
September 5, 1989

FACT SHEET

NATIONAL DRUG CONTROL STRATEGY

The National Drug Control Strategy describes a coordinated and comprehensive plan of attack involving all basic anti-drug initiatives and agencies. The Strategy recommends the largest dollar increase in the history of the drug war -- nearly \$2.2 billion, 39 percent above the Fiscal 1989 level. Throughout, the Strategy emphasizes the principle of user accountability -- in law enforcement efforts focused on individual users; in decisions regarding sentencing and parole; in school, college, and university policies regarding the use of drugs by students and employees; in the workplace; and in treatment.

The Strategy also calls for increased efforts in cocaine source countries and a more active international campaign by the United States to engage other nations in the fight against drugs. Interdiction efforts will be better targeted on key individuals in the drug organizations and on high-value shipments.

Another major priority is increasing the capacity of the drug treatment system and making it more accountable for results. Significant emphasis is also given to providing increased support for prevention and education efforts aimed at helping young people and others resist and reject drugs.

The Strategy embodies the following elements:

Expand the criminal justice system

- o Provide funds for larger police forces, and increased numbers of jails, prosecutors, and courts.
- o Develop alternatives for incarceration such as boot camps to free up jail and prison space.
- o Require drug testing of prisoners, parolees, and arrestees.

Hold users, whether casual or heavy users, accountable for their actions

Undertake a vigorous program to eradicate domestically-grown marijuana

Mobilize communities in the war on drugs

- o Emphasize community-level prevention of drug use before it starts.
- o Require schools and colleges to implement firm drug-free policies in order to receive Federal funds.
- o Clean up and secure public housing.

Expand drug-free workplace policies

- o Promote drug-free workplace policies in the private sector.
- o Recommend testing for job applicants and employers in safety and sensitive positions.
- o Aggressively implement Executive Order 12564 to assure drug-free workplace plans and policies within the Federal government.

Expand treatment and target services to improve the number of individuals served and the effectiveness of treatment

- o Hold Federally-funded treatment programs accountable for their effectiveness by establishing performance criteria.
- o Require drug testing in treatment programs receiving Federal funds.
- o Explore expanded use of "civil commitment" whereby addicts are sent by the courts to residential treatment facilities.
- o Improve drug treatment services for pregnant women.

Place heavier emphasis on targeted international efforts closer to production and trafficking sources

- o Elevate the drug issue as a foreign policy priority.
- o Dismantle drug trafficking organizations.
- o Reduce trafficking profits by focusing increased efforts on money laundering.

Take a fresh approach to interdiction

- o Create interagency and interdisciplinary teams to analyze and target smuggling modes, methods, and routes.
- o Target key individuals and high-value shipments.
- o Enhance border interdiction systems, operations, and activities.

Improve the quality of research, information, and technological capabilities available for drug control efforts

- o Establish a Federal Drug Control Research and Development Committee.
- o Develop a more current and flexible information base.

Improve coordination of Federal anti-drug policy and intelligence support

- o Establish interagency working groups chaired by the Office of National Drug Control Policy to coordinate supply and demand reduction efforts.
- o Establish an interagency working group chaired by the Office of National Drug Control Policy to develop plans for an intelligence center to unite U.S. drug-related analytical capabilities, and to improve intelligence capabilities.

Recommend a \$2.2 billion increase in drug funding to \$7.9 billion in 1990. The major changes over 1989 are shown on the following chart:

Drug Resources, Fiscal Year 1990

Budget Authority (Millions of Dollars)

	FY1989 Enacted	Feb 9 Budget FY1990*	Feb 9 Budget Plus Drug Portion of Crime Bill**	Drug Strategy Sep FY1990**	FY89- FY90 % Increase	FY89- FY90 \$ Increase
Corrections	734	894	1,601	1,601	118%	867
International	250	306	306	449	80%	199
State and Local Grants	150	150	156	350	133%	200
Judiciary	209	242	250	250	20%	41
Other Law Enforcement	2,779	3,018	3,058	3,113	12%	334
Prevention/Education	943	1,041	1,041	1,176	25%	233
Treatment	604	735	735	925	53%	321
Total	5,669	6,386	7,147	7,864	39%	2,195

* These columns include resources for the U.S. Court and make other minor adjustments to the figures presented in the "Building a Better America" document issued in February, 1989.

** These columns include the "drug portion" (\$0.8 billion) of the President's \$1.2 billion crime initiative announced in May, 1989. The Administration supports enactment of the crime initiative (The Comprehensive Crime Control Act of 1989) in its entirety.

The drug portion of prison construction is based on the projected share of drug offenders in Federal prison at the time the construction is completed. This new methodology reflects more accurately the likely impact of drug offenses. For consistency with prior years, the historical prison construction numbers have been adjusted to reflect this new methodology.

March 27, 1989

TALKING POINTS ON ANTI-DRUG ABUSE EFFORTS

- o The President is committed to ending illegal drug use in America. He has met with students, parents, community leaders and law enforcement officials involved in the fight against drugs --and has urged a united effort in countering drug use and its related devastation.
- o The President is working shoulder-to-shoulder with America's first Director of National Drug Control Policy, Bill Bennett.
- o The policy of this Administration is "zero tolerance." No amount of illegal drug use is acceptable. This means dealing with both supply and demand.
- o In his February 9 address to the joint session of Congress, the President requested \$6 billion in FY 1990 to fight drugs, increasing outlays by nearly \$1 billion for drug education, treatment and enforcement. This is a 21 percent increase over 1989, and 47 percent over 1988.
- o The Administration has launched a four-pronged attack in fighting the flow of drugs: education, rehabilitation, interdiction and enforcement.
- o **Education:**
 - o We must establish "zero tolerance" as an attitude and a way of life by educating our children at home and at school on the dangers of experimenting with drugs.
 - o All schools should develop anti-drug programs for the classroom, and adopt tough "no use" disciplinary policies to show that drug use will not be tolerated.
 - o The Administration is requesting nearly \$1.1 billion for education and prevention efforts. This is a 16 percent increase over 1989, and includes funding for ongoing programs and new initiatives.
- o **Rehabilitation:**
 - o Those who fail to heed the signals and do use drugs should be encouraged to seek treatment -- the aim is to reclaim lives, not abandon them. The President's policy balances firmness with compassion.
 - o Funding for drug abuse treatment will be increased 18 percent, including new grants to reduce the waiting periods for admittance into drug treatment programs.

- o The Administration is proposing over \$700 million to expand the nation's capacity to provide drug abuse treatment, particularly for the indigent, disadvantaged, youth, and expectant mothers.
- o **Interdiction and Enforcement:**
 - o Eradicating drugs at the source, interdicting them before they cross our borders, and destroying the trafficking cartels that profit so richly from drug addiction are important steps in fighting this insidious foe.
 - o The Administration is proposing over \$4.1 billion for law enforcement programs in 1990, a 10 percent increase over 1989. This constitutes about 70 percent of President Bush's proposed drug budget.
 - o Substantial funding increases are requested for the Drug Enforcement Administration, the Customs Service, the State Department's Bureau of International Narcotics Matters, and the U.S. Coast Guard drug interdiction program -- to strengthen inspection, interdiction, intelligence efforts and crop eradication programs.
 - o The Justice Department will receive funding for grants to local law enforcement agencies and for additional U.S. Attorney prosecutorial staff, as well as for FBI investigations and local law enforcement training. The Department of Justice anticipates distribution of \$175 million to state and local law enforcement agencies out of the asset forfeit fund.
 - o Policies are aimed at stepping up the pressure on the suppliers of illegal drugs by providing grants to State and local law enforcement, beefing up the Federal enforcement agencies, and enhancing our drug prosecution, detention and intelligence capabilities.
 - o The President supports strict application of the tough new penalties of the Anti-Drug Abuse Act of 1988, which calls for the death penalty for those who commit drug-related murders and for increased prison sentences for other drug-related crimes.
 - o The President will appoint judges who will strongly enforce the drug penalty laws. He encourages the judiciary to strictly apply the law to convicted drug offenders, and particularly supports severe sentences for dealers who hire children to carry or sell their drugs, and those who sell near schools.

RECENT ACTIONS:

- o On March 14, the Administration ordered a temporary ban on the import of certain semi-automatic weapons. The President said, "A secure community is the right of every American. Toward that end guns can be imported under current law, only if they are adaptable for sporting purposes. We've recently taken a step and temporarily suspended the import of AKS-47 type and certain other semi-automatic weapons into this country as we continue to search for a solution to this difficult and complex problem."
- o Attorney General Thornburgh traveled in early March to South America, where he met with the top officials of Columbia, Bolivia and Peru. The topic of their discussions was curbing drug production as well as the destruction of the trafficking cartels. The Attorney General reported that the leaders share our commitment to enhance cooperative efforts at all levels. The President is committed to removing obstacles that inhibit certain Latin American nations from substituting profitable, legitimate crops for coca.

#

TALKING POINTS**DRUGS**

The President has proposed nearly \$1 billion in new outlays for anti-drug efforts -- a 21% increase over FY 89, and a nearly 50% increase over FY 88. The President is committed to ending drug abuse in America; the policy of his Administration is "zero tolerance."

1. The President's anti-drug program is based on four strategies for which the President is requesting a total of \$6.0 billion in budget authority for 1990:
 - o Education: Fundamentally, the problem is demand, and the demand must be stopped. Education of our children about the dangers of drugs must begin early and continue through college. An increase of 16% in Federal support for anti-drug education is proposed.
 - o Treatment: The President's goal is to reclaim lives, not abandon them. The Administration proposes an increase of 18% vs. FY 1989 for treatment programs.
 - o Interdiction and Enforcement: The President is committed to stopping drugs at the source -- internationally, at U.S. borders, and among drug cartels and drug runners. Funding for interdiction and enforcement measures is increased by 10% over FY 1989. This effort includes strengthened interdiction and inspections efforts for Coast Guard, Drug Enforcement Administration, Customs, and more prison space to keep drug criminals off the streets.
 - o Stronger Drug Penalties: The President is committed to strict enforcement of tough penalties for drug users and traffickers -- the death penalty for those who commit drug-related murders, and longer prison sentences.
2. The Administration's crack-down on drugs is part of an aggressive commitment to law enforcement. The Administration is requesting an 11% increase in the budget authority for law enforcement, above and beyond the increases for combatting drug-related crime.
3. The President will work with his designated Director of the Office of National Drug Control Policy, Bill Bennett. Upon confirmation he will develop a national anti-drug strategy, and help assure that the President's programs are successfully implemented.

March 27, 1989

TALKING POINTS ON ANTI-DRUG ABUSE EFFORTS

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THE WHITE HOUSE
Office of the Press Secretary

For Immediate Release

February 26, 1990

NATIONAL GOALS FOR EDUCATION

INTRODUCTION

At the historic education summit in Charlottesville five months ago, the President and the Governors declared 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 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.

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.

NATIONAL EDUCATION GOALS

Readiness for School

GOAL 1: By the year 2000, all children in America will start school ready to learn.

Objectives:

- o All disadvantaged and disabled children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school.
- o 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.
- o 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.

High School Completion

GOAL 2: By the year 2000, the high school graduation rate will increase to at least 90 percent.

Objectives:

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

Student Achievement and Citizenship

GOAL 3: 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:

- o 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.
- o The percentage of students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.
- o All students will be involved in activities that promote and demonstrate good citizenship, community service, and personal responsibility.
- o The percentage of students who are competent in more than one language will substantially increase.
- o All students will be knowledgeable about the diverse cultural heritage of this nation and about the world community.

Science and Mathematics

GOAL 4: By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

Objectives:

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

Adult Literacy and Lifelong Learning

GOAL 5: 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:

- o Every major American business will be involved in strengthening the connection between education and work.
- o 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.
- o 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.
- o 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.
- o The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.

Safe, Disciplined, and Drug-Free Schools

GOAL 6: 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:

- o Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.
- o Parents, businesses, and community organizations will work together to ensure that schools are a safe haven for all children.
- o 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, under-educated 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 for 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.

The federal government must sustain its vital role of promoting educational equity by ensuring access to quality educational programs for all students regardless of race, national origin, sex, or handicapping condition. 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.

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 workforce.

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 educational opportunities to prepare employees for the twenty-first 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 on 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 for Education Progress (NAEP) will collect data on student performance on a state-by-state basis for thirty-seven states. Work is underway 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 twenty-first century.

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THE WHITE HOUSE**Office of the Press Secretary**

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NATIONAL EDUCATION GOALS

At the historic President's Education Summit with Governors in Charlottesville, Virginia four months ago, President Bush and the nation's Governors declared 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." In his State of the Union message, the President announced six national goals for education:

1. By the year 2000, all children in America will start school ready to learn.
2. By the year 2000, we will increase the percentage of students graduating from high school to at least ninety percent.
3. By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency over challenging subject matter, including English, mathematics, science, history and geography.
4. By the year 2000, U.S. students will be first in the world in science and mathematics achievement.
5. By the year 2000, every adult American will be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
6. By the year 2000, every school in America will be free of drugs and violence and offer a disciplined environment conducive to learning.

The President and members of the Governors' Task Force on Education jointly developed these goals with the advice of scores of education associations and organizations, business and community leaders, parents, teachers, and state and local administrators. The announcement of these six national performance goals represents a first phase in carrying out the commitment made in Charlottesville. These goals will be part of a comprehensive goals and objectives statement and presented to all the Governors at their Winter meeting in late February.

Background

These goals are about excellence. They are about recognizing that every child, regardless of background or disability, can learn. They are based on a recognition that education is a life-long enterprise. They are about restructuring and revitalizing the education system of the United States. They are designed to encourage a renaissance in American education.

Meeting these goals will require that our education system boosts the performance of our highest achievers to levels that equal or exceed the performance of the best anywhere; substantially increases the performance of our lowest achievers to far higher levels than their current performance; and ensures that what our best students can achieve now, our average students be able to achieve by the turn of the century.

A strong education system is essential to maintaining a vigorous and responsible democracy and a prosperous and growing economy. The President and the Governors have developed a clear set of national education goals that they believe are worthy of our people and our times, and that will provide a measure by which our responsible leaders can be held accountable for results.

In order for national education goals to be meaningful, progress toward achieving these goals must be measured accurately and adequately, and reported to the American people on a timely basis. Present data collection efforts and activities in progress to improve assessment tools and statistics provide a solid foundation on which to build. However, more work is needed. The President and the Governors agree that this effort will require a substantial national commitment over several years to further develop and refine our national measurement capabilities.

The President's FY 1991 budget recognizes the importance of measuring how the nation progresses toward achievement of these goals. The President has requested a fifty percent increase, from \$40 million to \$60 million, in the federal investment for statistics for the U.S. Department of Education. In addition, the President's budget includes \$20 million for follow-up activities related to the President's Education Summit with Governors. A portion of this request may provide additional funding for assessment and statistics development. In the coming months, the Administration and the Governors will work with other interested groups to develop fully the range and quality of measures needed to report on progress.

MEASURING PROGRESS TOWARD NATIONAL GOALS

Readiness for School

GOAL 1: By the year 2000, all children in America will start school ready to learn.

Assessments indicating readiness for school generally are not administered by schools. Nor do the President and the Governors recommend that such an assessment, especially one that could wrongfully be used to determine when a child should start school, be developed for purposes of measuring progress toward this goal. Other current indicators of readiness may serve as proxies, and still others need to be developed.

The National Center for Education Statistics' (NCES) National Household Education Survey will be designed to furnish as much useful data as possible on a child's early learning experiences and the extent of parental involvement. In addition, the Current Population Survey, the Administration on Children, Youth, and Families, and other units of the U.S. Department of Health and Human Services collect information on learning experiences and the social and physical status of young children that will provide essential data for measuring appropriate dimensions of readiness.

High School Completion

GOAL 2: By the year 2000, we will increase the percentage of students graduating from high school to at least ninety percent.

According to best estimates, approximately 72 percent of the nation's 18 to 19-year-olds had completed high school in 1988. Presently, national data on high school completion rates are available from the Current Population Survey. New measurement and collection efforts will be necessary to gather comparable state-level data on dropout and high school completion rates.

Student Achievement

GOAL 3: By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency over challenging subject matter, including English, mathematics, science, history and geography.

Demonstrating competency is not merely a function of successfully completing courses. It involves mastering a meaningful level of knowledge and skills. Assessment tools must not simply measure minimum competencies, but also higher levels of reading, writing, speaking, reasoning, and problem-solving skills. While the focus of this goal specifies competency in several subject areas, the list is not to be interpreted as exhaustive, nor as recommending a

national curriculum. Furthermore, in order to demonstrate a meaningful level of competency at certain points in the educational process, performance at every grade level and among all quartiles of achievement must increase substantially. Only in this manner will our entire educational system be lifted toward excellence.

Appropriate measures of achievement must be accurate, comparable and constructive. While comparable state-level data is not presently available, the National Assessment of Educational Progress (NAEP) will be a principal mechanism for measuring student achievement in grades four, eight, and twelve in reading, writing, mathematics, science, history and geography on a national, and eventually state-by-state, basis. The National Center for Education Statistics is working with NAEP and others to extend and improve appropriate national assessments in a variety of subject areas. Thirty-seven states will participate in the NAEP pilot state-level assessment this year. It is expected that all States will participate in future state-level assessments.

Science and Mathematics

GOAL 4: By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

While no international comparisons of student achievement to date are considered adequate, available measures suggest that U.S. 13-year-olds perform near the bottom in science and mathematics compared to their peers in other industrialized countries. Significant work must be accomplished to ensure that international comparisons of achievement are reliable.

The National Academy of Sciences is working with the U.S. Department of Education and the National Science Foundation to develop recommendations for the creation of a permanent international framework for coordinating international assessments that compare the performance of U.S. students in mathematics and science to that of their counterparts in other industrialized countries. In 1991, twenty-two countries will participate in a comparative study in mathematics and science conducted by the International Assessment of Educational Progress. In 1993, the International Association for the Evaluation of Educational Achievement will conduct its third cross-national mathematics assessment.

In addition, several groups, including the National Council on Teachers of Mathematics, the Mathematical Sciences Education Board, the American Academy for the Advancement of Science, the National Assessment Governing Board and others, are working to improve assessments of mathematics and science achievement.

Literacy and Lifelong Learning

GOAL 5: By the year 2000, every adult American will be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

No good data relating to dimensions of literacy and lifelong learning currently exist. While work is required to develop meaningful measures, the National Survey of Adult Literacy now underway will provide important information on functional literacy skills by 1993. The National Center for Education Statistics also gathers data on indicators of lifelong learning such as participation in post-secondary education and degrees received. The Department of Labor is a source of survey data on employer activities and the labor force, and is leading efforts to develop measures of workforce literacy skills.

Safe, Disciplined, and Drug-free Schools

GOAL 6: By the year 2000, every school in America will be free of drugs and violence and offer a disciplined environment conducive to learning.

No single or comprehensive source of data exists to measure the extent to which our schools are safe, disciplined, and drug-free. The Justice Department collects national juvenile and crime survey data. The National Institute of Drug Abuse conducts annual surveys of student drug use and attitudes. The Department of Education's Schools and Staffing Survey provides information on school climate and environment. Further data collection efforts may be required.

A National Challenge

These national education goals are not the President's goals or the Governors' goals, they are the Nation's goals. Achieving them will require a strong commitment and concerted effort on the part of every sector and every citizen to improve dramatically our nation's education system and the performance of each and every student.

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- ¹ Victory at all costs, victory in spite of all terror, victory however long and hard the road may be; for without victory there is no survival.
Ib.
- ² We shall not flag or fail. We shall go on to the end. We shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender.
Speech on Dunkirk, House of Commons [June 4, 1940]
- ³ If we open a quarrel between the past and the present, we shall find that we have lost the future.
Speech in the House of Commons [June 18, 1940]
- ⁴ Let us . . . brace ourselves to our duties, and so bear ourselves that if the British Empire and its Commonwealth last for a thousand years, men will still say: "This was their finest hour."
Ib.
- ⁵ We shall defend every village, every town and every city. The vast mass of London itself, fought street by street, could easily devour an entire hostile army; and we would rather see London laid in ruins and ashes than that it should be tamely and abjectly enslaved.
Radio broadcast [July 14, 1940]
- ⁶ Never in the field of human conflict was so much owed by so many to so few.
Tribute to the Royal Air Force, House of Commons [August 20, 1940]
- ⁷ The British Empire and the United States will have to be somewhat mixed up together in some of their affairs for mutual and general advantage. For my own part, looking out upon the future, I do not view the process with any misgivings.
Ib.
- ⁸ This wicked man Hitler, the repository and embodiment of many forms of soul-destroying hatred, this monstrous product of former wrongs and shame.
Radio broadcast [September 11, 1940]
- ⁹ Death and sorrow will be the companions of our journey; hardship our garment; constancy and valor our only shield. We must be united, we must be undaunted, we must be inflexible.
Report on the war, House of Commons [October 8, 1940]
- ¹⁰ We are waiting for the long-promised invasion. So are the fishes.
Radio broadcast to the French people [October 21, 1940]
- ¹¹ History with its flickering lamp stumbles along the trail of the past, trying to reconstruct its scenes, to revive its echoes, and kindle with pale gleams the passion of former days. What is the worth of all this? The only guide to a man is his conscience; the only shield to his memory is the rectitude and sincerity of his actions. It is very imprudent to walk through life without this shield, because we are so often mocked by the failure of our hopes and the upsetting of our calculations; but with this shield, however the fates may play, we march always in the ranks of honor.
Tribute to Neville Chamberlain, House of Commons [November 12, 1940]
- ¹² I do not resent criticism, even when, for the sake of emphasis, it parts for the time with reality.
Speech in the House of Commons [January 22, 1941]
- ¹³ Here is the answer which I will give to President Roosevelt. . . . Give us the tools, and we will finish the job.
Radio broadcast [February 9, 1941]
- ¹⁴ This is one of those cases in which the imagination is baffled by the facts.
Remark in the House of Commons following the parachute descent in Scotland of Rudolf Hess [May 13, 1941]
- ¹⁵ The British nation is unique in this respect. They are the only people who like to be told how bad things are, who like to be told the worst.
Report on the war, House of Commons [June 10, 1941]
- ¹⁶ A vile race of quislings¹—to use the new word which will carry the scorn of mankind down the centuries.
Speech at St. James's Palace, London [June 12, 1941]

and sweat in subsequent speeches on October 8, 1940, May 7 and December 2, 1941, and January 27 and November 10, 1942.

¹ Vidkun Quisling, head of the Nasjonal Samling party in Norway, who cooperated and collaborated with the Nazis when Germany invaded Norway [April 9, 1940]. Quisling was executed [October 23, 1945].

Bush Sees 'Progress' on Drug Front

Optimism Reflects Rise in Cocaine Prices, Decline in Casual Use

By Michael Isikoff
Washington Post Staff Writer

On the first anniversary of releasing his anti-drug plan, President Bush proclaimed yesterday there have been "clear signs of progress" in curbing the nation's drug problems and that "cocaine is harder to find, more expensive and less pure than it was just one year ago."

Although he stopped far short of declaring victory, Bush's comments were his most upbeat assessment to date on the state of the drug war—an issue he reaffirmed as his "number one" priority. His optimism was based on a series of recent reports showing unexpectedly sharp increases in wholesale cocaine prices, continued declines in so-called casual use of drugs, and most surprisingly, a 27 percent decrease in cocaine-related hospital emergencies since last October—a sign that many experts said suggests that the worst days of the cocaine epidemic may have passed.

But Bush's analysis was promptly discounted by some Democratic critics who pointed to soaring murder rates in many cities and a lack of treatment programs for inner-city addicts as evidence that the nation's drug problems are as serious as ever. A number of academic specialists also noted that some of the positive developments Bush cited were well underway before he took office or, in other cases, bear little relation to the impact of federal policy.

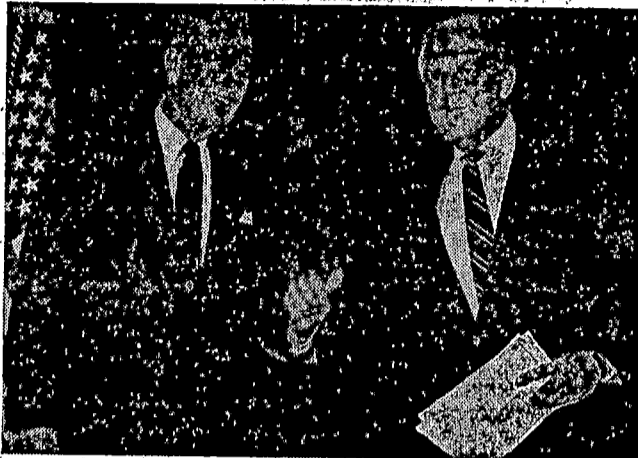
Perhaps most significant of these was the tough drug crackdown launched by Colombia's then-President Virgilio Barco in August 1989—a move that U.S. officials have credited with disrupting operations of the Medellin cocaine cartel. In addition, a number of recent research studies have chronicled a gradual but marked turn away from crack cocaine among inner-city teenagers—a trend that some specialists say was probably inevitable given the saturation levels the drug had reached in many communities during the late 1980s.

For example, one Justice Department study of 1,000 current and former crack smokers in New York City found that young people are increasingly ridiculing their older peers who are still crack smokers. Follow-up street studies by the same researcher have found a sharp drop-off in the recruitment of users.

"Most of the data is suggesting there are very few new [crack] users, and people who are using are dropping off or going back to powder cocaine," said Jeffrey Fagan, an associate professor of criminal justice at Rutgers University who conducted the studies. "You get people walking around and talking about crack heads in the same way they used to talk about winos."

But that trend still leaves a large pool of "hard-core" cocaine or crack addicts—a group that may be as large as 2.4 million people, according to a new estimate by the staff of the Senate Judiciary Committee released yesterday by Chairman Joseph R. Biden Jr. (D-Del.). While acknowledging that some parts of Bush's drug strategy were "working well," Biden sharply criticized the administration for not spending more on treatment programs.

"The figures we are releasing today show that less than one in 10 pregnant addicts got treatment this year; about 300,000 more drug ba-



Bush and Bennett address reporters on anniversary of president's drug speech.

gies have been born in America since the first drug strategy was released; less than one in seven addicts in prison were treated," Biden said. "No drug strategy that permits [this] to continue unabated can be considered a 'success,' in my view."

Bush's brief appearance came one year to the day after he gave his first nationally televised anti-drug speech, holding up a bag of crack cocaine that he said had been seized across the street from the White House and declaring drug abuse "the gravest domestic threat facing our nation." His appearance yesterday at a long-scheduled news conference by national drug control policy director William J. Bennett was in part aimed at calming fears among anti-drug officials that, between the Persian Gulf crisis and the looming budget crunch, the administration's commitment to attacking the drug problem would soon fade. There also have been concerns that, with recent reports of progress, it may become harder to sustain the president's proposed anti-drug funding increases in Congress.

Bush went out of his way to reaffirm his commitment to the issue with a flourish of Churchillian rhetoric. He said there is "still too much violence, too much destruction, too many innocent victims" from the drug trade and added:

"My administration will remain on the front lines until this scourge is licked for good—block by block, school by school, child by child—we will take back the streets, we will never surrender. I know that other subjects are preoccupying all of us these days. But this one remains number one."

To a large extent, Bennett and other administration officials said, recent government indicators have challenged the "conventional wisdom" among many commentators and public policy analysts last year that the drug problem had become "hopeless" and "out of control."

Now, Bennett said, "the drug problem—in general, nationwide—is no longer getting worse, and in some very significant aspects, it is now getting better." He pointed to the following developments:

- A sharp increase in wholesale cocaine prices in many cities, accompanied by declines in the purity of drugs sold on the streets. Between 1981 and last year, cocaine prices had plummeted from \$60,000 per kilogram to as low as \$10,000. But in recent months, in Los Angeles, New York and Houston, prices have risen to between \$32,000 and \$35,000, resulting in what local officials have described as street "shortages" in some cities.
- After nearly a fivefold increase between mid-1985 and mid-1989, the number of cocaine-related hospital emergencies recorded each quarter by the Drug Abuse Warning Network, a group of 700 hospitals in 21 major cities, has declined from 11,096 to 8,135 in the past six months.

- The federal government's household survey released last year estimated that the number of people who use cocaine once a month or more declined from 23 million to 14.5 million, while this year's annual high school student survey showed that the percentage of high school seniors who admitted using illegal drugs in the past 30 days dropped to 19.7 percent from a peak of 39 percent 10 years earlier. But officials acknowledge that these figures reflect long-term trends among the middle class that had started years before the Bush administration took office.

National Drug Control Strategy

Executive Summary

January 1990

National Drug Control Strategy Executive Summary

In accordance with the Anti-Drug Abuse Act of 1988, the President presented his first National Drug Control Strategy on September 5th, 1989. The Act requires that subsequent National Strategies be submitted each year by February 1.

The 1990 National Drug Control Strategy, released on January 25, is a companion volume to the Strategy published last September. Like its predecessor, this Strategy presents a coordinated and comprehensive plan involving Federal, State, and local government; the private sector; schools, colleges, and universities; churches and other religious groups; and countless community organizations. The September Strategy described our national drug problem and sketched the broad outlines of national drug control policy; this volume of the Strategy lays out, in considerable detail, what Federal drug policy will look like when implemented: the activities and responsibilities of Federal departments and agencies; specific initiatives to begin in this fiscal year; and the funding necessary to carry forward the Administration's policy. Throughout the Strategy, State and local governments are urged to devise drug plans and devote the needed resources to drug control activities so that they can become full partners in a national policy.

The fundamental principle of the National Strategy remains firm: to reduce drug use through a mix of supply and demand policies. All the initiatives and proposals contained in the first Strategy are still a part of the Administration's national drug policy; this second volume builds on it and closely examines the component parts of a comprehensive drug plan.

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The 1990 Strategy follows the same format as the first Strategy. Seven chapters (The Criminal Justice System; Drug Treatment; Education, Community Action and the Workplace; International Initiatives; Interdiction Efforts; A Research Agenda; and An Intelligence Agenda) present a thorough discussion of issues, policies, and programs related to our national drug control activities. The Administration's formal designation of High Intensity Drug Trafficking Areas and a broad review of Federal drug program management issues and budget proposals are included as appendices.

For Fiscal Year 1991, the Administration is seeking \$10.6 billion in drug-related funding — a \$4.3 billion (69 percent) increase since taking office twelve months ago and a \$1.1 billion (12 percent) increase over Fiscal Year 1990. Additional detail on the National Drug Control Budget will be available in the "Budget Summary," a separate publication to be released January 29, 1990.

Highlights From The January 1990 National Drug Control Strategy

The Criminal Justice System

Expanded Organized Crime Drug Enforcement Task Forces

- An additional \$115 million sought to provide more investigators and agents, additional financial crime specialists, intelligence analysts, and criminal attorneys.

Additional DEA and FBI agents

- \$151 million more sought for additional DEA agents and support personnel.
- Expansion of DEA technical, communications, and information capabilities.
- More FBI agents, analysts, and foreign language specialists.

Expanded Precursor Chemical Program

- Operation Chemcon, a DEA-Customs program, to be extended to all domestic ports of entry to seize smuggled chemicals essential for illegal drug production.

Strengthened Prosecutorial Resources

- 700 additional U.S. Attorneys and staff (mandated by the President's Violent Crime Initiative) for drug-related cases to be in place by Fiscal Year 1991.
- Additional attorneys and staff for the Criminal and Tax Divisions of the Justice Department.

More U.S. Court Capacity

- Call for Congress to create 75 new Federal judgeships.
- Additional court clerks, administrators, court officers, and legal services for indigent defendants.

Expanded Federal Prison Capacity

- Funding for over 6,000 new beds for the Federal prison system in Fiscal Year 1991.

Proposed Legislation on the Federal Death Penalty

- Proposed legislation to make the death penalty available in cases involving three additional categories of drug offenders: major drug kingpins; drug kingpins who attempt to kill in order to obstruct justice; and Federal drug felons whose offense results in death.

Drug Treatment

Improved Drug Treatment Services

- A total of \$1.5 billion for drug treatment grants and Federal treatment programs.
- Creation of the Office of Treatment Improvement within the Department of Health and Human Services to provide national leadership in drug treatment and focus on the quality and effectiveness of treatment methods.

Innovative Treatment through Demonstration Projects

- Approximately \$200 million for treatment programs directed at adolescents, pregnant women and infants, in addition to treatment "campuses" and treatment evaluation and referral programs.

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Treatment for Pregnant Women and Infants

- \$6 million to improve outreach and treatment services for drug-affected babies.

More Comprehensive Drug Treatment

- Increased vocational counseling, training services, and aftercare for recovering drug addicts.

Education, Community Action, and the Workplace

More School-Based Drug Education Programs

- Efforts aimed at high-risk and minority youth.
- Expanded school drug prevention programs and evaluations.

Community Drug Prevention

- \$102 million in incentive grants for communities that create broad-based, comprehensive, local prevention programs.

Drug-Free Public Housing

- \$150 million for the Public Housing Drug Elimination program.

Drug-Free Workplace

- Cooperation with the private sector to develop drug-free workplace programs.

International Initiatives

Expanded Andean Strategy

- \$206 million of increased military, law enforcement, and economic assistance to Colombia, Peru, and Bolivia.

Increased Cooperation with Mexico

- Cooperative law enforcement efforts with Mexico to include drug-related investigations, money laundering disruption, and the enhancement of Mexican drug interdiction programs.

Strengthened Financial Crimes Enforcement

- Money laundering and other drug-related financial crimes to become an Administration priority through the Department of Treasury's Financial Crimes Enforcement Network (FINCEN) and the multi-agency Drug-Related Financial Crimes Policy Group.

Interdiction Efforts

Focus on the Southwest Border

- Increased numbers of Customs Inspectors and INS Border Patrol personnel along the Southwest border.

Larger Department of Defense Role

- Expanded Department of Defense role in the detection and monitoring phase of drug interdiction.
- Department of Defense support to border control agencies.

A Research Agenda

Wider Range of Basic Drug Information

- Better estimates of production and consumption; the economic impact of drugs; criminal justice simulation models.
- Expanded survey research on drug use.

Regional and State Measures of Progress

- Development of an annual "status report" on State drug use indicators and drug control efforts.

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Medical and Scientific Research

- Expanded research on drug addiction and pregnancy, AIDS and drugs, and medications development.
- Broader drug detection technology and law enforcement research.

An Intelligence Agenda

National Drug Intelligence Center

- Creation of a National Drug Intelligence Center to coordinate and consolidate drug intelligence from all law enforcement agencies, and produce information regarding the structure, membership, finances, communications, and activities of drug trafficking organizations.

High Intensity Drug Trafficking Areas

Five Areas Designated as HIDTAs

- New York, Los Angeles, Miami, Houston, and the Southwest border to be formally designated as High Intensity Drug Trafficking Areas.
- \$50 million to be devoted to these areas to intensify law enforcement and interdiction activities.

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