

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: Snow, Tony, Files
Subseries: Subject File, 1988-1993

OA/ID Number: 13895
Folder ID Number: 13895-010

Folder Title:
[Literacy Campaign, 1989]

Stack:	Row:	Section:	Shelf:	Position:
G	18	29	2	3

DRAFT 6/19/89
3:00 p.m.

YES TO AMERICA

The first of many initiatives of the President's Points of Light Initiative foundation will be YES (Youth Entering Service) to America.

PROBLEM

While the United States is enjoying one of the longest periods of economic growth on record, alienation and hopelessness beset numbers of our young people as 3600 high school students drop out each day; 4 out of 10 high schools graduates read at or below the 8th grade level; 2740 teenagers run away from home each day; 1650 teenagers attempt suicide each day; and more than 2700 teenagers get pregnant each day. The prospects of America's future depends upon the commitment and leadership of our young people working with leaders of our institutions to address the critical problems facing our communities.

MISSION

YES to America is President Bush's call to all young people to lead a movement to help solve problems such as drugs, illiteracy, and homelessness by engaging in community service.

Under the President's leadership, YES to America will work within the Points of Light Initiative Foundation, utilizing the foundation's resources to pursue its goals. The President aims to redefine success for every individual American and American institution, large and small. From now on in America, any definition of a successful life must include service to others.

THE STRATEGY

- I. THE CALL TO ACTION
- II. IDENTIFY, ENLARGE, AND REPLICATE PROGRAMS THAT ARE WORKING
- III. DEVELOP NEW COMMUNITY YOUTH LEADERS

I. THE CALL TO ACTION

The President will call all young people to lead the nation in an unprecedented level of engagement in the lives of those in need.

The President will also call upon leaders from all institutions - business managers, educators, union leaders, religious leaders, network executives, publishers, editors, lawyers, consultants, accountants, doctors, foundation heads, civic leaders, and other state and community leaders, to engage their organizations in the development of America's youth.

Specifically, the President will challenge:

- o Education Boards to weave community service in existing curricula of elementary and high schools;
- o College and university presidents to ask admissions officers to weigh community service in judging applicants and to include community service in their curricula;
- o Community leaders and students to reach out to alienated young people and develop community service opportunities which redirect these young people toward a high school diploma and job training and placement.
- o Communities to devise a program to engage each young American in the pivotal summer between 8th and 9th grade in service to the community. This YES to America summer initiative will hopefully instill in each young person in America a lifelong ethic of serving others.
- o Community service organizations to build the capacity to absorb large numbers of young people in meaningful community service.

II. IDENTIFY, ENLARGE, AND REPLICATE PROGRAMS THAT ARE WORKING

A. "ServNet" Working Groups

Through ServNet, corporations, professional firms and other institutions will be advised by teams of their peers, whose services are donated for a period of time, of successful youth community service programs throughout the country and helped to replicate them in their own institutions.

B. Linking Servers to Needs

Those young people engaging in community service will also have access to ServLink, the foundation's hotline telephone network established to direct those who wish to engage in service to opportunities in their own communities.

C. Awards and Recognition

The President's National Service Youth Leadership Awards will be given by the President through the Points of Light Initiative Foundation to honor outstanding youth community leaders.

In addition, the President will periodically recognize young volunteers and youth-run organizations through the White House Office of National Service in his Thousand Points of Light Award.

III. DEVELOP NEW COMMUNITY LEADERS

A major emphasis of the Points of Light Initiative foundation and the YES to America initiative is to identify and develop new community leaders to provide the vision and direction for the future of our communities.

To assist in this effort, the YES to America initiative will direct the President's National Service Youth Representatives.

These college-age leaders from each state, selected by the President and the Points of Light Initiative foundation, will travel around their regions calling other young people to action, suggesting ways that they too might become involved in community service, assisting in local program development and implementation and offering examples of successful programs that might be replicated.

In addition, the Foundation will convene national and regional President's National Service Youth Leadership Forums which will bring together young people, educators, community activists and others to examine the issue of creating and developing a new generation of community leaders.

Whatever —

I am not going

back to scratch

on this speech.

3
1
2

CONCLUSION

In answering the President's call to service, not only will the nation's communities harness the energy, talent and ambition of America's young people to help solve pressing community problems, but also every young person will acquire an important lifelong ethic of service.

###

It's not just another gov't program.
Another bureaucracy is the last thing
we need. ^{YES} is a movement -
a way of looking at life.

It's your choice:

~~you can~~ are you
going to knock
on the door.

~~when~~

1989 Broad Street Productions
All Rights Reserved

Final

ONE TO ONE - MAKE A DIFFERENCE
Draft 5 - June 19, 1989

VIDEO

We open with a black screen. And we hear a voice.

As the music intro. begins, a montage of people in need appears on the screen.

Cut to a kid drinking on a street corner. An old person sitting alone on a park bench. Homeless children and elderly. An adult struggling to read, a baby crying.

The images seem to hang on the screen for a moment, then dissolve to black. Black separates one image from the next, creating an anticipatory feel about what moving scene we will see next.

Wide shots and close ups of people in dire need

AUDIO

PAGE 1

TENNAGED BOY: (VO)

I TURN ON THE T.V. AND I SEE BIG HOUSES WITH GREEN GRASS, SWIMMING POOLS, SHINY CARS AND BEAUTIFUL PEOPLE IN REALLY NICE CLOTHES.

I TURN OFF THE T.V. AND I SEE HOLES IN THE WALLS, TRASH IN THE HALLWAYS, DARKNESS, AND NO HOPE.

I'D LIKE TO LIVE THAT LIFE ON T.V., BUT HOW AM I GONNA GET THERE? WHO'S GONNA HELP ME?

MUSIC UP: BONNIE RAIT: CRY ON MY SHOULDER

NJR

**ONE TO ONE - MAKE A DIFFERENCE
DRAFT 5, JUNE 19, 1989**

Page 2

VIDEO

AUDIO

NARRATOR (VO):

ALL ACROSS AMERICA, PEOPLE NEED
HELP.

cut to black

WHERE THERE IS DARKNESS, WE NEED
LIGHT.

Cut to a montage of people helping,
and those needing help,
interspersed.

MUSIC UP

Cut to an old man, alone
in an open space. Cut to teenagers
fighting on a dark street. Then to a
senior citizen with young volunteers,
a smiling kid, and more and more
positive images. As before, black is
between images.

Stock footage of the American
Heartland, factories working at full
capacity... flag waving at the Olympic
Games.

WE ARE ENJOYING ONE OF THE MOST
PROSPEROUS PERIODS IN OUR HISTORY.

WE HAVE THE TOOLS TO MAKE A
DIFFERENCE.

The last cut to black brightens with a
series of points of light.

WE CAN LIGHT UP AMERICA.

PRESIDENT GEORGE BUSH (VO)

(FROM THE INAUGURAL ADDRESS)

A montage of people being helped,
Two elderly women perform for others,
young adults rehab a park, volunteers
cheer on Special Olympics athletes,
build houses, hold someone's hand.

WE WILL TURN TO THE ONLY RESOURCE WE
HAVE THAT IN TIMES OF NEED ALWAYS
GROWS...THE GOODNESS AND THE COURAGE
OF THE AMERICAN PEOPLE.

NJR

ONE TO ONE - MAKE A DIFFERENCE
DRAFT B, JUNE 19, 1989

Page 3

VIDEO

AUDIO

NARRATOR:

HELP IS COMING ONE TO ONE...
FROM INDIVIDUALS...

Business people helping out...
A priest talking to the elderly...
A large general group working together.

BUSINESS...ORGANIZED LABOR...
RELIGIOUS AND EDUCATIONAL
INSTITUTIONS...CIVIC
ORGANIZATIONS...

A montage of shots in which either the logo or name of the organization mentioned figures prominently:

Shots from the Volunteer PSA's
Someone walking through the door of a United Way building holding food.
A BigBro. or Big Sis scene where we can see the logo. A Habitat Street sign being hung.

FROM GROUPS LIKE VOLUNTEER...
UNITED WAY...
BIG BROTHERS/BIG SISTERS...
HISPANAS....THE BOYS CLUB...THE RED
CROSS.

AND COMMUNITY ORGANIZATIONS LIKE
THE ROTARY, KIWANIS, JUNIOR LEAGUE...
TO NAME ONLY A FEW.

Shots of Green with some teens...

KENTUCKY DROPOUTS GET A HAND FROM DAN GREEN...

Father Bruce with a kid..kids at covenant house.

FATHER BRUCE RITTER OF COVENANT HOUSE
GIVES RUNAWAYS AND HOMELESS KIDS HOT
FOOD, A PLACE TO STAY, AND SOMEONE TO
TALK TO.

KJR

ONE TO ONE - MAKE A DIFFERENCE
DRAFT 5, JUNE 19, 1989

Page 4

VIDEO

AUDIO

Callen entering a home in the rural south with a pot of food.

MAUDE CALLEN HAS BEEN BRINGING FOOD AND FRIENDSHIP TO THE RURAL SOUTH FOR OVER FIFTY YEARS.

Students tutoring elementary school kids.

COLLEGE GROUPS LIKE CAMPUS CONTACT PROVIDE TUTORS AND MENTORS FOR YOUNGER STUDENTS... AND C.O.O.L PROVIDES LEADERSHIP AND PROMOTES VOLUNTEERISM ON COLLEGE CAMPUSES NATIONWIDE.

Jackson and kids with garbage bags cleaning up.

LONNIE JACKSON VOLUNTEERS HIS TIME TO HELP KIDS CLEAN UP COLUMBUS GEORGIA.

PRESIDENT GEORGE BUSH:

The President o/c, at the end of his quotation, a light sweeps through, and the screen becomes bright... Cut to a montage of help scenes...

A BRILLIANT DIVERSITY...SPREAD LIKE STARS, LIKE A THOUSAND POINTS OF LIGHT IN A PEACEFUL SKY.

Music swells under

NARRATOR:

We cut to a montage of corporate volunteer programs or involvement.

PEOPLE WHO CARE ARE LIGHTING UP AMERICA.

Footage of people learning to read on IBM software or with IBM employees fades to...

IN THE MIDWEST, IBM VOLUNTEERS ARE TEACHING ADULTS TO READ.

NOR

**ONE TO ONE - MAKE A DIFFERENCE
DRAFT 8, JUNE 19, 1989**

Page 3

VIDEO # _____ AUDIO # _____

An adult struggling to read.

STILL, OVER 30 MILLION AMERICANS
CANNOT READ OR WRITE.

Some businesspeople working with
teenagers fades to...

IN THE TWIN CITIES OF MINNESOTA,
IDS/AMERICAN EXPRESS EMPLOYEES SERVE
AS MENTORS FOR DISADVANTAGED TEENS...

Shot of some teens on the street...
looking alone

YET MANY MORE TEENAGERS HAVE NO ONE TO
TURN TO.

Shots of the homeless...
A man picking thorough garbage...on a
boardwalk as others walk by.

THE HOMELESS POPULATION IS LARGER
TODAY THAN DURING THE GREAT
DEPRESSION.

A group of Habitat volunteers digging
the foundation for a home...

HABITAT FOR HUMANITY AND THE
ENTERPRISE FOUNDATION, BUILD HOMES AND
HOPE THROUGHOUT THE COUNTRY AND THE
WORLD WITH THE HELP OF VOLUNTEERS.

Some views of finished Habitat sites.

A homeless mother and child receiving
food in a shelter...
Homeless men eating together at a Soup
Kitchen.

AND IN KANSAS CITY, THE UNITED AUTO
WORKERS LOCAL #31 CREATED A CENTER TO
HELP HOMELESS PEOPLE FIND PERMANENT
SOLUTIONS TO THEIR HOUSING PROBLEMS.

IN NEWARK, NEW JERSEY, THE READY
FOUNDATION HAS COMMITTED TO
PUT OVER OVER ONE THOUSAND
DISADVANTAGED YOUNGSTERS THROUGH

A few shots of volunteers in all different types of situations.

o/c of student in cap and gown

Footage from a CIS graduation ceremony, lots of smiling graduates, happy parents.

Local shots in a CIS classroom.

shots of business people with students. classroom shots.

Teams on the streets.

shots of city-year kids in a garden, rehabbing.

shots of the Newark boys and girls club ready program, activities in the gym, the ready kids in their t-shirts singing.

TEENAGERS: (o/c)
CITIES IN SCHOOLS HAS GIVEN ME A NEW BEGINNING IN LIFE AND I LOVE IT!

COMMUNITY.
VOLUNTEERS FROM THE BUSINESS THE TALENTS OF ACCREDITED TEACHERS AND NEED TO GET BACK ON TRACK... COMMUNITY CIS OFFERS DROP-OUTS THE GUIDANCE THEY SCHOOLS PROGRAM.
SO WILL MILIKEN CREATED THE CITIES IN

SCHOOL EACH YEAR...
ONE MILLION TEENAGERS DROP OUT OF

SELF-RESPECT,
LEARNING RESPONSIBILITY AND EARNING SERVICE HELPING THE CITIES TO BLOOM. TEENS WHO SPEND A YEAR IN COMMUNITY CITY-YEAR VOLUNTEERS ARE DISADVANTAGED ONE TO ONE MENTORS.
CORPORATIONS PROVIDE EACH OF THEM WITH COLLEGE AND INTO BUSINESS... SIX

NJR

ONE TO ONE - MAKE A DIFFERENCE
DRAFT 5, JUNE 19, 1989

Page 7

VIDEO

AUDIO

PRESIDENT GEORGE BUSH: (VO) (INAUGURAL ADDRESS)

I AM SPEAKING OF A NEW ENGAGEMENT IN THE LIVES OF OTHERS;
A NEW ACTIVISM THAT GETS THE JOB DONE.
WE MUST BRING IN THE GENERATIONS,
HARNESSING THE UNUSED TALENT OF THE OLD...

AND THE UNFOCUSED ENERGY OF THE YOUNG.

Habitat people putting up a house wall.

Two older women singing...A senior working on a ceramic horse...
And a seniors aerobic class.

Young people tutoring others in school.
And shot of a teen-aged boy in a pool teaching a disabled child to swim.

92 year-old WWI veteran.
O/C and then to shots of him talking with students.

WILLARD TRESSELL: (VIP TAPE)

I RECEIVED SO MUCH FROM OLDER PEOPLE IN TALKING TO THEM. THEY GAVE ME CERTAIN THINGS THAT MEANT SO MUCH TO MY LIFE, AND ALL.
AND I WOULD LIKE TO PAY SOMETHING BACK, DO SOMETHING FOR THEM.
AND ANOTHER THING, THEY'RE OUR HOPE FOR THE FUTURE.

O/C - Black urban youth

TRENAGED BOY: (FROM HARVEY CLARK PHIL.
I'M GONNA HELP THESE PEOPLE ANY WAY I

KJR

ONE TO ONE - MAKE A DIFFERENCE
DRAFT 5, JUNE 19, 1989

Page 8

VIDEO

AUDIO

I CAN. EVEN IF WE HAVE TO CRY A
LITTLE, EVEN IF WE HAVE TO HURT A
LITTLE. CAUSE THAT'S WHAT WE'RE ALL
HERE FOR.

A montage of positive images flows
across the screen:

Two elderly people at a computer
terminal...

A teenager "slapping-five" his
tutor...

A group of elderly people around a
table

A man reading to his son.

An elderly woman hugging a puppy.

A family moving into their new home...

Students in the classroom...

An older woman with a retarded
child...

The montage builds with the
music...the narrator speaks over...a
few more shots, and...

We freeze on the face of little
boy, hugging his volunteer friend.

NARRATOR:

ONE TO ONE...

WE CAN MAKE A DIFFERENCE.

POINTS OF LIGHT INITIATIVE

PROBLEM

Though America is at peace and more Americans are enjoying a greater degree of prosperity than ever before in our history, we still have work to do. As long as millions of Americans are illiterate, drop-outs, drug abusers, pregnant teens, delinquent or suicidal young people, AIDS victims, homeless and hungry, our promise as a nation will remain unfulfilled. While the government's role is critical, government alone can only treat symptoms, not solve society's most dire problems.

MISSION

The President strikes a deeply resonant, uniquely American chord with the metaphor of "a thousand points of light." The President believes in the readiness and ability of every individual and every institution in America to initiate action as a "point of light."

New community-based initiatives are appearing everywhere. The growth and magnification of "points of light" must now become an American mission. Meaningful one-to-one engagement in the lives of others is now required to overcome our most serious national problems. The President aims to redefine "success" for every individual American and American institution, large and small. From now on in America, any definition of a successful life must include service to others.

STRATEGY

- I. THE CALL TO CLAIM SOCIETY'S PROBLEMS AS YOUR OWN
- II. IDENTIFY, ENLARGE AND REPLICATE WHAT IS WORKING
- III. DEVELOP NEW COMMUNITY LEADERS

I. THE CALL TO CLAIM SOCIETY'S PROBLEMS AS YOUR OWN

A. Specific Presidential Actions

- The President will ask the **heads of businesses** to consider community service in making hiring, compensation and promotion decisions.
- The President will ask **not-for-profit service organizations** to build the capacity to absorb large numbers of new volunteers in meaningful roles.
- The President will ask **private foundations** to provide funds to enable not-for-profit service organizations to build the capacity to absorb new volunteers more easily.
- The President will issue a special appeal to young people, called "YES to America" or "Youth Entering Service to America", challenging the young to lead the nation in an unprecedented level of engagement in the lives of those in need. This initiative will:
 - o Double the number of young people engaged in meaningful service to their communities;
 - o Double the number of adults and peer groups involved in youth mentoring projects;
 - o Triple the number of institutions formally engaged in youth development through community service.

B. Claiming Problems One-to-One

Every large or small corporation, professional firm, church or synagogue, elementary or secondary school, college or university, bank, developer or union, restaurant or grocery store, newspaper, magazine, radio and television station, not-for-profit service organization or civic group should either:

- o start a literacy program to teach every employee who wants to do so to read;
- o "adopt" a school or class, providing tutoring, computers and other learning aids, food, clothing or shelter for each student who needs them;
- o "adopt" a nursing home, visiting regularly, offering comfort and cheer;
- o start a "Big Brother" or "Big Sister" mentoring program for needy young people;

- o form a consortium to make decent, affordable housing available to the homeless
- o "adopt" a homeless man, woman or family or a foster child;
- o contribute and distribute surplus food to soup kitchens each day

II. IDENTIFY, ENLARGE AND REPLICATE WHAT IS WORKING

A. Peer-to-Peer Working Groups

- There are already countless service initiatives working successfully throughout America. Moreover, the President believes that virtually every problem in America is being solved somewhere. However, these successful initiatives are too often isolated and unknown to others. These initiatives must be replicated over and over again by individuals and teams until everyone is connected to someone, one-to-one.
- Through a foundation of which the President will serve as Honorary Chairman called the "Points of Light Initiative", corporations, professional firms, unions, schools, religious groups, civic groups and not-for-profit service organizations will be approached and asked to donate the services of some of their most talented and promising people for a period of time.
- These extraordinary individuals will form and lead peer-to-peer "ServNet" working groups, e.g., lawyers going to fellow lawyers, teachers to fellow teachers, union members to fellow union members, bringing examples of successful initiatives and providing training, technical assistance and other support to enable the institutions to which they are appealing to devise similar initiatives.

ServNet

B. Linking Servers to Needs

- Millions of Americans who are not already engaged in service initiatives would like to do so, but need to find a meaningful opportunity to put their talents to work.
- While most individuals will be expected to find service opportunities through the various institutions of which they are already a part or through existing service organizations with which they are familiar, every community will be encouraged to have a "volunteer center" to which one can go to be matched with appropriate service opportunities.

- Over time, the foundation will coordinate the development through existing private sector resources of "technological" links between those who wish to serve and those who need service.
- Anyone wishing to serve will, for example, be able eventually to dial a "ServLink" telephone number and have the call answered by a staffer of a service organization in the caller's own community who will then advise the caller of service opportunities in that community.
- In addition, every bank, credit card issuer, telephone and utility company will be asked to include in billing and statement envelopes printed information about where services are needed and how people and the institutions of which they are a part can become engaged in serving others.

C. Recognition and Awards

- In order, primarily, to encourage others to follow their example, every newspaper, magazine, radio and television station will be asked to showcase service opportunities, spotlight successful service initiatives and profile outstanding community leaders regularly.
- Through the foundation, the President will recognize and present awards and other forms of commendation to talented community leaders and successful initiatives that are solving the nation's most critical social problems.
- For example, the "President's Build A Community Awards" will honor those "partnerships" or "working relationships" among disparate people and institutions who have worked together to "build" surrogate families or to revitalize communities.

III. DEVELOPMENT OF NEW COMMUNITY LEADERS

- The President believes that leadership on the issues facing communities is critical.
- Accordingly, through the foundation and with the help of private institutions, he will identify in communities and institutions throughout the country the most promising new leaders of all ages and encourage them to devote part of their talent and energy to the important business of community service. Forums, seminars and training workshops on the issue of leadership development will be sponsored.

IV. CONCLUSION

- 3 to 5
people
- The President will, by Executive Order, convene a small advisory committee which will report back to him within 30 days of its formation on the issues of how the foundation should be structured, who should comprise its members and the most appropriate legislation to aid the accomplishment of the goals of this initiative.
 - The foundation will be funded entirely by private contributions, until such time as a Congressional appropriation is made. The President will seek \$25 million annually in federal funding and at least an equal annual amount from the private sector.
 - Public funds will be spent only on training, technical assistance, communications and recognition. Only those of the foundation's funds that are derived from private sources will be used as "seed money" to fund start-up service initiatives and to develop pilot programs.
 - The President will encourage state and local leaders to develop state and local "Points of Light Working Groups" comprised of private sector leaders to marshal resources within their communities and deploy them against their own community's special problems.

The President's national service initiative focuses on the most critical domestic problems facing the nation today. If each American citizen and each American institution responds to his call to engage "one-to-one" in the life of another person in need, this initiative will be the most comprehensive and inclusive movement of our time, dramatically reversing negative trends on many fronts and ensuring the fulfillment of America's promise.



Youth awards
Youth "ambassadors"

*More Dan papers!
FYI fact sheet on Mrs. Bush's literacy - Rae*

*2nd Floor.
148*

January, 1989

MRS. BUSH AND LITERACY

Background

Barbara Bush's understanding of the value of literacy really began when she learned to read. A lifelong lover of books, she continues to claim reading as one of the great satisfactions of a happy and active life. In raising the five Bush children, she gained a deeper appreciation of literacy as an essential and ever-expanding set of skills that cannot be taken for granted.

Mrs. Bush's formal involvement with literacy began when she knew that her husband would run for high public office, and that there might be an unparalleled opportunity for her to make a difference in some important area. She was and is convinced that most of our nation's serious social, economic, and political problems are linked to the difficulty that too many Americans have in reading, writing, computing, and comprehending.

Goals and Activities to Date

In 1980, Mrs. Bush became an active and vocal advocate for a more literate America. Based on the conviction that literacy is rightly the concern of all our citizens, every one of whom has much to gain and something to offer, her goals have been to:

- help increase public awareness of our nation's literacy needs;
- persuade as many individuals and groups as possible to pool their strengths and resources for literacy;
- encourage greater volunteer and private sector involvement in literacy;
- speak out on behalf of all efforts that are successful in raising public awareness, building coalitions, and helping children and adults become more literate.

During George Bush's Vice Presidency, Mrs. Bush participated in at least 530 literacy events in Washington and across the United States. Her activities for literacy included:

- public service announcements; television, radio, and press interviews; and attendance at press conferences on behalf of national and local literacy programs. She serves as Honorary Chair or board member for many literacy efforts.

- visits to literacy programs throughout the nation -- in schools, storefronts, churches, prisons, and businesses.
- addresses to civic, service, and volunteer organizations; Chambers of Commerce and other business groups; professional and media associations; state and local government groups, and literacy service providers.

Specific Positions and Concerns related to Literacy

Literacy as the "Solution"

Mrs. Bush is aware that, for many people, literacy is not an isolated human need but one of many interrelated needs that require attention. She sees literacy not as a simple solution to life's problems, but as a critical set of tools that can help solve those problems. While Mrs. Bush knows that literacy does not guarantee success in life, she feels that the chances for success are greatly diminished by poor literacy. She is convinced that, with rare exceptions, a person must be literate in order to participate and contribute fully in our society.

Statistics on Literacy

Mrs. Bush is aware that literacy in a constantly changing world is hard to define simply and even harder to measure. She also knows that statistics on America's rate of illiteracy are debatable, and that estimates vary widely; but she accepts the widely-held position that at least 20 million Americans have problems with literacy. She believes that, because literacy is tied to culture and language, comparisons among nations are generally impossible to make. Mrs. Bush's position is that we should not let controversy about definitions and numbers impede our dealing with the real problems we know we have -- in schools, at home, on the job, and in our communities.

Support for Literacy

Mrs. Bush strongly believes that the cost of America's literacy efforts must be shared by the public and private sector. Although she encourages a close look at federal resources and how they can be better coordinated and directed to serve literacy, she maintains that state and local governments, as well as business and industry, have a major stake in greater literacy and a major responsibility in underwriting literacy efforts. Mrs. Bush agrees with those who maintain that all sectors of our society must contribute to the national literacy movement.

Family Literacy

Mrs. Bush is particularly interested in issues of family literacy. She is convinced by the evidence showing that children need home environments that support the development of literacy if they are to thrive educationally, and that parents with literacy problems are more likely to raise children with the same kinds of problems. She firmly believes that both preventive measures with children and corrective measures with adults must be taken if we are to become a truly literate nation.

Workplace Literacy

Mrs. Bush supports those who maintain that the strength of our economy will become increasingly dependent on a more literate work force. She strongly encourages the greater involvement of businesses and corporations in assessing and meeting the literacy needs of their own employees, forming working partnerships with schools and literacy programs, and making their resources and expertise available to literacy service providers.

Literacy and Learning Disabilities

As the parent of a dyslexic child, Mrs. Bush is especially sensitive to the fact that many children and adults with literacy problems are likely to have undiagnosed and untreated learning disabilities. She supports all efforts seeking to integrate knowledge about learning disabilities into basic skills instruction.

Literacy and Volunteerism

Mrs. Bush considers volunteerism to be among the best and most valuable of American traditions. America's literacy movement began with volunteers, and Mrs. Bush believes that we could not even begin to meet the need for greater literacy without them. She advocates greater volunteerism for literacy from all quarters -- churches, service groups, high school and college students, business executives, and older Americans. Mrs. Bush knows, however, that volunteers are not cost-free, and that they must be well-trained and monitored if they are to provide effective service. She especially encourages close collaboration between professional educators and volunteers.

English as the Official Language

Mrs. Bush shares President Bush's position that, while limited and non-English-speaking people need to gain fluency as quickly as possible in order to become fully participating members of our society, this goal can best be achieved by providing strong and appropriate instruction in English. Like the President, Mrs. Bush feels that laws to make English the official language are not necessary and might cause problems of prejudice and divisiveness.

EDUCATIONAL EXCELLENCE ACT OF 1989

Section-by-Section Analysis

TITLE I--IMPROVING ELEMENTARY AND SECONDARY EDUCATION

PART A--PRESIDENTIAL MERIT SCHOOLS

Section 101. Section 101 of the bill would add a new Part G to Title IV (Special Programs) of the Elementary and Secondary Education Act of 1965 ("ESEA"), to authorize a program of awards to Presidential Merit Schools, as follows:

Section 4701 of the ESEA would provide that the new Part G may be cited as the "Presidential Merit Schools Act" ("the Act").

Section 4702 of the Act would set forth congressional findings and a declaration of purpose for the Presidential Merit Schools Act. Subsection (a) would state Congress' findings that (1) the basic goal of all schools is to develop the skills and abilities of students to their maximum potential; (2) achievable standards of excellence can and should be set for all students and for all schools; (3) financial incentives can spur schools to rise to the challenge of meeting these standards; and (4) improvement in the quality of our educational system is vital to the Nation's future and demonstrated schoolwide progress in achieving excellence deserves public recognition.

Subsection (b) would provide that the purpose of the Act is to recognize and reward public and private elementary and secondary schools that have made substantial progress in (1) raising student educational achievement; (2) creating a safe and drug-free school environment; and (3) reducing the dropout rate.

Section 4703 of the Act would authorize \$250 million for fiscal year 1990, \$350 million for fiscal year 1991, \$450 million for fiscal year 1992, and \$500 million for fiscal year 1993, to carry out the Act.

Section 4704 of the Act would describe how appropriations for the Act would be allocated. Subsection (a)(1) would authorize the Secretary to reserve up to one quarter of one percent of the appropriated amount to make grants to the outlying areas -- Guam, American Samoa, the Virgin Islands, the Commonwealth of the Northern Mariana Islands, and Palau -- for activities under the Act. Subsection (a)(2) would authorize the Secretary to reserve up to \$500,000 of the appropriated amount for special award ceremonies, and for evaluations, studies, and reports.

Subsection (b) would direct the allocation among the States of the amount remaining after the Secretary reserves funds for the outlying areas and Secretarial activities under subsection

(a). Under paragraph (1)(A), half of this remaining amount would be allocated among the States in proportion to their respective number of children aged 5 to 17, according to the most recent available data that are satisfactory to the Secretary. Under paragraph (1)(B), the other half of this amount would be allocated among the States on the same basis as funds are allocated for that fiscal year for Basic LEA Grants under section 1005 of Chapter 1 of Title I of the ESEA ("Chapter 1"). Paragraph (2) would provide that the State allocation provisions apply only to the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. This limitation is necessary because the outlying areas, which are otherwise included in the applicable definition of "State" in section 1471 of the ESEA, are provided for in subsection (a).

Section 4705(a) of the Act would require any State that wishes to receive a grant under the Act to submit a four-year application through its State educational agency ("SEA").

Subsection (b) would require that each State application contain (1) the criteria that the SEA will use to select Presidential Merit Schools; (2) the criteria it will use to determine the amount of awards; (3) an assurance that it will carry out the Act in accordance with applicable legal requirements; and (4) other information the Secretary may require.

Subsection (c) would make inapplicable certain burdensome and unnecessary application provisions of the General Education Provisions Act. This treatment of those provisions is identical to that afforded under Chapters 1 and 2 of Title I of the ESEA.

Section 4706(a) of the Act would permit each SEA to use up to five percent of its State grant for the administrative costs of carrying out the Act. Subsection (b) would require each SEA to use at least 95 percent of its State grant for Presidential Merit School awards in accordance with section 4708. To ensure appropriate recognition and reward of outstanding schools, subsection (c) would prohibit the Insular Areas from using their grant funds for other purposes, as would otherwise be permitted by the consolidation provisions of P.L. 93-134.

Section 4707(a) of the Act would require each participating SEA to establish a State review panel to assist in the selection of Presidential Merit Schools. The review panel would be broadly representative of elementary and secondary school teachers and administrators, college and university faculty and administrators, parents, State and local boards of education, State and local governments, labor, business, and the general public.

Subsection (b) would require each SEA, within 60 days of making Presidential Merit School awards for any fiscal year, to submit to the Secretary a report that (1) identifies the schools chosen as Presidential Merit Schools; (2) states the reasons for

their selection; and (3) states the amount of their awards. Beginning with the second year of its participation, each SEA's report would also include a brief description of the actual use of awards in the State.

Section 4708 of the Act would describe how Presidential Merit Schools are selected. Under subsection (a)(1), the SEA could designate as a Presidential Merit School any public or private elementary or secondary school in the State that has been nominated through procedures established by the SEA. Subsection (a)(2) would require the SEA to apply its selection criteria uniformly to public and private schools in selecting Presidential Merit Schools.

Subsections (b)(1) and (2) would direct the Secretary to establish minimum selection criteria to be used by each SEA. These criteria would address (1) progress in improving educational performance, with particular emphasis on mastery of reading, writing, and mathematics skills; (2) the degree to which the school demonstrates progress in achieving and maintaining a safe environment, including reduction or elimination of problems related to drug and alcohol abuse; and (3) progress in reducing the number of students who drop out of school or in encouraging those who have dropped out to reenter school and complete their schooling.

Subsection (c)(1) would require each SEA to establish selection criteria in addition to, and based on, those established by the Secretary. These additional criteria would measure progress in such areas as (1) student achievement, as measured by such factors as year-to-year improvement in test scores, college entrance rates, employment of graduates in jobs with significant potential for career development; and (2) other indicators of a school's success, such as improvements in school leadership, the teaching and learning environment, and parental and community support and involvement. Subsection (c)(2) would permit the SEA, in setting criteria for Presidential Merit Schools, to establish standards that recognize the composition of the student body and other relevant factors, and that give special consideration to schools with substantial numbers or proportions of children from low-income families. The SEA could also set different criteria for different grade levels. Subsection (c)(3) would require an SEA, in applying the criteria to a school in which a project is conducted under Part A of Chapter 1 to consider the desired outcomes identified for children in the Chapter 1 application submitted by the local educational agency operating the school. This paragraph would also make ineligible for a Presidential Merit School Award any school identified by its local educational agency as in need of improvement under section 1021(b) of Chapter 1. Subsection (c)(4) would prohibit an SEA from considering a school's planned use of an award in deciding whether to recognize it as a Presidential Merit School or in setting the amount of its award.

Subsection (d) would require each SEA to establish criteria, including criteria relating to the size of the school and the economic circumstances of the student body, for determining the amount of Presidential Merit School awards.

Subsection (e) would require any SEA that is either prohibited by State law from providing Presidential Merit School funds to private schools, or that is unwilling to do so, to notify the Secretary of that prohibition or unwillingness, as well as the private schools it has designated as Presidential Merit Schools and the amount of their awards. The Secretary would then provide those funds, from the State's allocation, to the designated private schools through such arrangements as the Secretary finds suitable. The Secretary would also withhold the administrative costs of making such arrangements from the State's allocation.

Section 4709 of the Act would provide that each Presidential Merit School would be awarded a Presidential Certificate of Merit.

Section 4710 of the Act would allow a Presidential Merit School to use its Presidential Merit School award for activities that further the educational program of the school. These activities could include (1) development, implementation, or expansion of special programs, such as those focused on dropout prevention or reentry, student transition to college or employment, preschool children, remedial services, or gifted and talented students; (2) the purchase or lease of computers, telecommunications equipment, scientific instruments, instructional materials, library books, and other equipment and materials, except that a public agency would have to have title to, and exercise administrative control of, such equipment and materials; (3) bonus payments for faculty and administrators; (4) college scholarships for secondary school students; (5) parental involvement activities; (6) community outreach activities; and (7) helping other schools replicate its success. Section 8004 of the ESEA, which would apply to the Act, prohibits the use of ESEA money for religious worship or instruction. The SEA would be responsible for ensuring that funds awarded to private schools under the Act are used in accordance with sections 4710(2) and 8004 and the Establishment Clause of the First Amendment to the U.S. Constitution.

Section 4711 of the Act would prohibit a Federal, State, or local agency from taking a Presidential Merit School award into account in determining whether to award any other assistance from Federal, State, or local resources, or in determining the amount of that assistance, to either the Presidential Merit School itself or the local educational agency, if any, that operates the school.

PART B--MAGNET SCHOOLS OF EXCELLENCE

Section 111. Section 111 of the bill would further amend Title IV of ESEA by adding a new part H, authorizing a new magnet schools program. The major provisions of the new part include the following:

Section 4801 of new part H would make the short title of the part the "Magnet Schools of Excellence Act of 1989" ("the Act").

Section 4802 of the Act sets out the congressional findings that since magnet school programs have shown that they increase choice and help to improve educational quality in the school districts where they have been established, and can focus on disciplines important to the Nation's economic competitiveness, Federal funds should be made available for the design and implementation of magnet schools, not only to further school desegregation but also to expand educational choices for students and parents and the educational benefits of such special school programs.

Section 4803 of the Act makes the purpose of the part the support for the establishment, expansion, or enhancement of Magnet Schools of Excellence. A "Magnet School of Excellence" would mean a public elementary or secondary school that: offers the highest quality instruction in an academic or vocational discipline or creates a unique and effective learning environment; is open to students from beyond an immediate school attendance area; and is capable of attracting students from a variety of backgrounds.

Section 4804 of the Act would authorize \$100 million to be appropriated for fiscal year 1990 and each of the three succeeding fiscal years.

Section 4805 of the Act would require any local educational agency, intermediate educational agency, or consortia of such agencies desiring to receive a grant to submit an application to the Secretary. An applicant may be, but is not required to be, adopting or implementing a desegregation plan. Applications would describe the objectives of the proposed project and how those objectives would achieve the purpose of the part, and how funds made available to the applicant would be used to provide an educational program of the highest quality that encourages greater parental decision-making and involvement. Applications would also contain necessary assurances. Section 4805 would require the Secretary to encourage applications that recognize the potential of children who are educationally disadvantaged or who come from low-income families as well as applications for

projects that establish, expand, or enhance magnet schools that focus on a particular educational approach or on a particular subject area, such as mathematics and science. Applications would be required to demonstrate to the satisfaction of the Secretary that any project assisted with funds under this part would not result in segregation based upon race, religion, color, national origin, sex, or handicap, or impede the progress of desegregation within the applicant's school system.

Section 4806 of the Act would require the Secretary, in awarding grants, to consider the quality of the proposed project and the likelihood of the project's successful implementation, as well as the likelihood of its strengthening the educational program of the applicant.

Section 4807 of the Act would prohibit: (1) funding a Magnet School of Excellence under this part for more than two years; (2) an applicant from receiving a grant for more than one year unless it demonstrates to the Secretary that it is making satisfactory progress in meeting the objectives specified in its approved application; and (3) a Federal, State, or local agency from taking into account a Magnet School of Excellence award in determining to award any other assistance from Federal, State, or local resources, or in determining the amount of such assistance, to either a Magnet School of Excellence itself or to the local or intermediate educational agency that operates the school.

PART C--ALTERNATIVE CERTIFICATION FOR TEACHERS AND PRINCIPALS

Section 121. Section 121 of the bill would amend Title IV of ESEA by adding a new part I, authorizing a State grant program for the alternative certification of teachers and principals. The major provisions of the new part include the following:

Section 4901 of new part I would make the short title of the part the "Alternative Certification of Teachers and Principals Assistance Act of 1989" ("the Act").

Section 4902 of the Act would set out the congressional findings that alternative teacher and principal certification requirements would allow school systems to improve the supply of well-qualified teachers and principals by providing opportunities for individuals who have demonstrated subject area competence or management and leadership qualities, but who do not meet traditional certification requirements, to become teachers or principals.

Section 4903 of the Act would establish the purpose of part I as improving the supply of well-qualified elementary and secondary teachers and principals by encouraging and assisting States to develop and implement alternative teacher and principal certification requirements. "Alternative teacher and principal certification requirements" would mean State requirements that permit entry into teacher and principal positions for individuals who have demonstrated a high level of appropriate subject area competence, or management or leadership qualities, in careers in or out of the education field, but who would not otherwise meet existing requirements for teaching or supervisory experience. Such alternative certification requirements could substitute a demonstrated high level of subject area or managerial competence for traditional teacher or principal certification requirements, such as teacher training course work or supervisory experience in the education system.

Section 4904 of the Act would authorize \$25 million to be appropriated for fiscal year 1990.

Section 4905 of the Act would allot to each State the lesser of either the amount the State applies for or an amount that is proportional to the State's share of the total population of children ages five through seventeen in all the States. States would not be required to apply for their allotments, or the full amount of their allotments, and the Secretary would be authorized to reallocate the excess amounts to other States that demonstrate, to the satisfaction of the Secretary, a current need for the funds. Section 4905 would also permit grant funds to be available for expenditure by the States for two calendar years from the date of award.

Section 4906 of the Act would require States desiring to receive funds under the part to submit an application. Such applications would be required to contain descriptions of the programs, projects, and activities to be undertaken and any necessary assurances, including assurances that grant funds will not be used to supplant State or local funds and that the State has consulted with the State or local agency that certifies teachers and principals, as well as with representatives of elementary and secondary school teachers and principals, local school systems, parents, and other interested organizations and individuals. Section 4906 would exempt State applications from certain planning requirements of sections 435 and 436 of the General Education Provisions Act, except to the extent that such sections relate to fiscal control and fund accounting procedures. Section 4906 would require States to submit a final report at such time as the Secretary may specify.

Section 4907 of the Act would allow States, either directly or through subgrants to local educational agencies, intermediate educational agencies, institutions of higher education, or consortia of such agencies, to use award funds to support programs, projects, or activities that develop and implement new, or expand and improve existing, alternative teacher and principal certification requirements. Section 4907 would also list some programs, projects, and activities that may be funded, including design, testing, and evaluation of alternative requirements, establishment of administrative structures, training of staff (including the development of support programs, such as mentor programs), development of recruitment strategies, and development of reciprocity agreements between or among States.

Section 4908 of the Act would repeal the Alternative Certification of Teachers and Principals Assistance Act of 1989 on October 1, 1990.

PART D--PRESIDENTIAL AWARDS FOR EXCELLENCE IN EDUCATION

Section 131. Section 131 of the bill would amend the heading for title II of the Elementary and Secondary Education Act of 1965 ("the Act"), and add a new part D to that title II to authorize a Presidential Awards for Excellence in Education Program. The new program would honor excellent public and private elementary and secondary school teachers in each State for their achievements with \$5,000 awards that recipients could use for any purpose. The Presidential Awards for Excellence in Education would be tangible recognition of the critical role that outstanding teachers play in the lives of America's children, challenging them to meet high standards of performance and conveying to them how exciting and important their schooling is.

Section 2301 of the Act would state the congressional findings that the success of America's schools depends on excellent teachers, that elementary and secondary school systems should have in place standards of teacher excellence and ways to measure that excellence, and that teachers who meet those standards deserve public recognition, respect, and appropriate financial rewards. Section 2301 would also state the new program's purpose as providing to excellent public and private elementary and secondary school teachers in every State some of the recognition and financial reward that they deserve.

Section 2302 of the Act would authorize appropriations of \$7,600,000 for fiscal year 1990 and each of the three succeeding fiscal years for the new program, and describe the allocation formula for the Presidential Awards for Excellence in Education Program. First, from the funds appropriated for any fiscal year, the Secretary could reserve up to \$200,000 for expenses related to an annual award ceremony and the issuance of award certificates. Next, the Secretary would allocate funds to States based on their proportional share of full-time equivalent public elementary and secondary school teachers. A State could reserve up to five percent of its allocation for administrative expenses. No State would receive an allocation less than the amount needed to fund one Presidential Award for Excellence in Education plus its administrative expenses. The State could use any excess funds in its allocation to recognize the achievements of other teachers in the State who do not receive Presidential Awards for Excellence in Education.

Section 2302 of the Act would also include a definition of the term "State" for purposes of the new program, and, to ensure appropriate recognition and reward of outstanding teachers, would specify that the provisions of Public Law 93-134, which permit the consolidation of grants to the Insular Areas, would not apply to the new program.

Section 2303 of the Act would detail requirements for the submission and the contents of State applications for participation in the award program. These applications would include certain assurances and descriptions of the State's selection criteria and procedures. The State's selection criteria and procedures would be subject to the approval of the Secretary.

Section 2304 of the Act would contain provisions pertaining to the eligibility and selection of award recipients. Any full-time public or private elementary or secondary school teacher of academic or vocational subjects (other than religion, except as an academic discipline) would be eligible to receive a Presidential Award for Excellence in Education. Local educational agencies, public and private schools, teachers, teacher associations, parents, parent-teacher associations, businesses, business groups and student groups would all be able to nominate teachers for awards, and State educational agencies would be required to inform these entities and the general public of the nominating deadlines, procedures, and selection criteria. The Governor of each State, in consultation with the chief State school officer, would select a panel of parents, school administrators, teachers, school board members, and members of the business community. This panel would select award recipients in accordance with criteria approved by the Secretary in the State's application. The selection criteria could take into account, but would not be limited to, a teacher's successes in such areas as the education of "at-risk" or gifted and talented students, dropout prevention and reentry, curriculum development, acting as a "master teacher" for inexperienced teachers, or encouraging students to pursue advanced classes in subjects such as mathematics, science, or foreign languages.

Section 2305 of the Act would specify that the amount of a Presidential Award for Excellence in Education would be \$5,000, and that the recipient could use the award for any purpose.

TITLE II--NATIONAL SCIENCE SCHOLARS

Section 201. Section 201 of the bill would insert a new subpart 7 in part A of title IV of the Higher Education Act of 1965 ("the Act") and redesignate subparts 7 and 8 of the current law as subparts 8 and 9. New subpart 7 would establish a new National Science Scholars Program that would provide graduating high school students selected by the President with awards of up to \$10,000 per year for their undergraduate postsecondary education, provided that the students major in the life, physical, or computer sciences, mathematics, or engineering, and maintain a superior level of academic performance.

Section 419L of the Act would state the program's purpose of recognizing student excellence in the sciences, mathematics, or engineering, and encouraging students to continue their education in those fields of study, and would authorize appropriations of \$5,000,000 for fiscal year 1990, \$10,000,000 for fiscal year 1991, \$15,000,000 for fiscal year 1992, and \$20,000,000 for fiscal year 1993.

Section 419M of the Act would authorize the Secretary to enter into grants, contracts, and cooperative agreements in order to carry out a program of awarding scholarships to students who are selected by the President and who have demonstrated excellence in the sciences, mathematics, or engineering, and who show promise of continued academic achievement in their field of study. The initial scholarship would be awarded for the student's first year of postsecondary education. If the student continues to be eligible, as would be determined under section 4190 of the Act, the student would receive scholarships for up to three additional years, to enable the student to complete his or her undergraduate postsecondary education. If the student is in a course of study that requires attendance for five academic years, the student could receive an additional scholarship for the fifth year. Section 419M also would provide that a scholarship awarded under this subpart could be used at any institution of higher education, as that term is defined in section 1201(a) of the Act, and that students receiving awards under this subpart would be known as "National Science Scholars."

Section 419N of the Act would detail the selection of National Science Scholars. First, the Secretary would appoint a panel of experts composed of scientists, mathematicians, engineers and representatives from industries that use advanced technologies. This panel would recommend specific academic achievement criteria for use in the nomination of students to receive scholarships. The Secretary would then review these recommendations and publish appropriate academic achievement criteria in the Federal Register. Using these criteria, each

State would nominate at least four, but not more than 10, graduating high school students each year from each congressional district within that State. After considering the students nominated, the President would then select at least 30 students to receive scholarships. The President may consult with a board comprised of his Science Advisor, the Secretary, and the Director of the National Science Foundation, regarding the selection of students for these scholarships.

The President would also select an additional 540 students to receive scholarships. Each Senator and Member of the House of Representatives would be entitled to make recommendations to the President regarding the selection of one student to receive a scholarship from among the nominees. This selection process would emphasize the prestigious nature of a National Science Scholarship, and enhance the program's visibility.

Section 419N of the Act would also provide that scholarship proceeds would be disbursed on behalf of students directly to the institutions that the students are attending, but not until the students are actually enrolled. Institutions would disburse to the students the amount of scholarship proceeds that exceed the students' costs at the institution--for example, the institution would retain the amount of scholarship proceeds that is to cover tuition and fees, but would pay to the student amounts that are meant to cover off-campus room and board expenses.

Section 4190 of the Act would describe the requirements for a student's eligibility to receive initial and continuing awards, and the consequences for failing to meet these requirements. In order to be eligible to receive a National Science Scholarship for the first year of undergraduate study, a student would have to graduate from a public or private secondary school (or obtain the equivalent of a certificate of graduation, as recognized by the State in which the student resides) during the school year in which the award is made or be scheduled to graduate within three months after the date the scholarship is awarded. A student must also be accepted for enrollment as a full-time student at an institution of higher education (as defined in section 1201(a) of the Act) and have declared a major in one of the life, physical or computer sciences, mathematics, or engineering. What constitutes full-time attendance would be determined by the institution, and the Secretary could waive the full-time attendance requirement in unusual circumstances. These requirements would ensure that the program's dual purposes of rewarding academic excellence at the high school level and encouraging talented students to pursue their postsecondary education in one of the life, physical, or computer sciences, mathematics, or engineering are met.

In order to receive scholarships for additional years of undergraduate study, the student would have to maintain a

superior level of academic achievement (as determined in accordance with the regulations of the Secretary), continue to major in one of the specified fields of study, and to be enrolled at an eligible institution of higher education as a full-time student (except in unusual circumstances). The size of the award, the prestige associated with selection as a National Science Scholar, and the program's purpose of rewarding and encouraging academic excellence in the sciences, mathematics, and engineering, all necessitate that the student continue to achieve a superior level of academic performance and pursue these fields of study.

If the student fails to meet any of the eligibility requirements, the student's eligibility to receive further National Science Scholarships would be determined in accordance with regulations prescribed by the Secretary.

Section 419P of the Act would provide that the amount of a scholarship awarded under this subpart for any academic year would be \$10,000, subject to two restrictions. First, the amount of a National Science Scholarship would not exceed the student's cost of attendance, as defined in section 472 of the Act. Second, if the total of the amount of the National Science Scholarship and other Federal or non-Federal grant or scholarship assistance would exceed the student's cost of attendance as defined in section 472 of the Act, the National Science Scholarship would be reduced by the excess amount. While basing the scholarship on merit and authorizing an award amount of \$10,000 per year are designed to establish a National Science Scholarship as a prestigious honor, the scholarship must bear some relation to the student's educational costs. Need analysis provisions for title IV of the Act require that the Pell Grant be the first source of Federal student assistance, and, if necessary, that other sources be reduced.

Finally, section 419Q of the Act would provide students with priority consideration for Federally-financed summer employment related to their field of study in Federally-funded research and development centers. All Federal agencies would also be directed to cooperate with the Secretary and to participate actively in providing appropriate summer employment opportunities for students.

Section 202. Section 202 of the bill would make minor amendments to the Act in conformity with the proposed redesignation of subparts 7 and 8 of part A of title IV of the Act.

Section 203. Section 203 of the bill would provide that the amendments made in title II of the bill would be effective on October 1, 1989 for academic year 1990-1991 and succeeding academic years.

TITLE III--OTHER PROGRAMS

Section 301. Section 301 of the bill would amend the Drug-Free Schools and Communities Act to authorize the appropriation of \$25,000,000 for fiscal years 1990, 1991, 1992, and 1993 to support "urban emergency grants." The Secretary would make a small number of these one-time grants each year to local educational agencies that are located in urban areas that have the most severe drug problems. The grants would assist those agencies to develop and implement comprehensive approaches to eliminating the serious drug problems that affect schools and students within their boundaries.

Section 302. Section 302 of the bill would amend section 360(a)(3) of the Higher Education Act of 1965 to authorize additional appropriations for endowment challenge grants under part C of title III of that Act for historically Black colleges and universities that qualify as part B institutions. As amended, section 360(a)(3)(B)(i) would authorize \$10,000,000 for fiscal year 1990, \$20,000,000 for fiscal year 1991, \$20,000,000 for fiscal year 1992, and \$10,000,000 for fiscal year 1993 for endowment challenge grants to such institutions. Section 360(a)(3)(B)(ii) would clarify that if for any fiscal year a part B institution competes successfully for an award from funds appropriated under the additional authorization in clause (i), it could not receive funds for that fiscal year appropriated under the basic authorization for the part C program in section 360(a)(3)(A), but that if for any fiscal year a part B institution does not receive an award from funds appropriated under the additional authorization in clause (i), that institution would be eligible to compete for and receive funds for that fiscal year appropriated under the basic authorization in subparagraph (A).

Section 303. Section 303 of the bill would provide that the amendments made by title III of the bill would be effective October 1, 1989.

David S. Broder

A Cost-Free Idea for The Schools

The current wave of education reform began with a federal government report, "Nation at Risk," depicting the failure of far too many schools to give their students a mastery of essential citizenship and economic skills.

Terrell Bell, the education secretary who initiated that report in 1983, was unable to interest his boss, President Reagan, in a federal response. Instead, Reagan traveled the country telling governors, legislators and local school boards that it was up to them to run the rescue operation.

Confounding the skeptics, many states and localities stepped up to the challenge. They raised teachers' pay, toughened curriculum, lengthened school days and years and insisted on testing students to measure the results.

Impressive as that response was, the people involved—especially governors—soon realized that the first wave of school reform would fall well short of what was needed. In 1986, the nation's governors, working with the Carnegie Foundation Task Force on Teaching as a Profession, launched the second wave. It was aimed primarily at improving professional skills, pay, accountability and authority of teachers.

That effort developed enough momentum that in the final years of the Reagan administration, Education Secretary William Bennett was able to publish useful guidebooks to "what works" in particular schools and classrooms.

Only now, six years after it began with Bell's report, has the education-reform effort turned back to Washington. As this is written, the final touches are being placed on the message in which President Bush will spell out his campaign's stated aspiration to have him recorded as "the education president."

He is expected to offer suggestions for expanding "Head Start" preschool programs for needy youngsters, savings programs to help middle-class families pay college bills and other classroom goodies, hinted at in last year's stump speeches.

But unless there's a last-minute change of mind by Bush's domestic-policy staff, he apparently will not adopt as his own a bold but essentially cost-free idea through which the federal government could give a powerful boost to the healthy experimentation taking place at the local level.

The idea was offered to White House, Office of Management and

Budget and Department of Education officials by the National Center on Education and the Economy. This is a Carnegie-funded group led by John Sculley, head of Apple Computer Inc., and former Gov. James B. Hunt Jr. of North Carolina, a leader in the education-reform movement. Marc S. Tucker, who headed the staff of the original Carnegie effort, is directing this follow-on project.

It would, by simple waiver of regulations, allow school systems with many poor students to develop educational bootstrap plans and then pool federal and state funds to carry them out. This idea is so much in tune with what the governors already are doing and with the basic philosophy of the Bush administration that New Jersey Gov. Thomas H. Kean (R) has called it "an excellent place to begin" redefining the federal role.

Today, the federal government supplies earmarked funds, through separate programs, for education of poor children, the handicapped, children from foreign-language backgrounds and other target groups. These are well-intentioned efforts. But as Tucker and his colleagues noted in a memo to the president, "Separate bureaucracies . . . typically carve kids into separate pieces and make it difficult to build initiatives that work for the student." It would be better, they argue, if the quest for excellence gave states and localities maximum freedom to figure out how to produce those results.

They are not proposing an overhaul of existing federal programs. Rather, they suggest that Bush ask Congress to give Cabinet secretaries authority to solicit proposals from communities and states with large concentrations of poverty. The winners would get broad waivers that would permit pooling of both state and federal funds . . . in exchange for commitment . . . from education, government, community and business leaders . . . to set and achieve high education performance."

They emphasize this is not a suggestion for deregulating the system. Communities would keep their waivers only as long as they could demonstrate they were making year-by-year progress toward their education goals, so "the emphasis (would be) squarely on performance."

States and districts would receive the same funds they now get, with perhaps a 5 percent or 10 percent bonus for efforts to boost performance, especially in academic achievement and in helping students make the transition from school to work.

It's a sensible way of building on the good work already begun. As the memo to Bush notes, there are model schools that "are able to help their students function at high levels of performance, even in the poorest communities. But no school systems serving (those) kinds of communities . . . have yet been able to produce consistent high performance."

It's time to attempt that next step.

risks
ous at
how l
possib
what
regula
small
tions,
be set
be exp
soil) ea

William One

Every no
problem I've
denly, for
comes a fla
together, an
frame the qu
The resultant

And then,
phone calls a
what I've alw

My first re
The hell you've
down and acc
managed is to
place thoughts
reader shares n

The idea bec
and I learn not
credit me for it.

And why shou
priating the insi
give credit: not I
because someon
cult issue becom
becomes a part
than not, I can't c

Today, I am a
America is a ma

Rowland Feeding

Amid the Bush
tion about the bi
Congress brokered
Baker III lies the
Congress' well-dev

Reservations ab
Pentagon, Justice
House itself and a
Robert Bork. The
George Bush was u
zeal for an agree
tortuous contra issu

The cost may ris
congressional Dem
outs with the presid
such test of wills,
sacrifice John To
Devouring one of
choices may be an a
setting policy.

Whether the deal
is justifiable on its
right. Baker's plan
Nicaraguan resistan
Henry Hyde and e

st
po
ro
pe
dif
da
acc
fere
is a
W
infor
mecl
in na
know
man
from
zone
deral
H