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Last Updated: 04/03/2024

90-Day Policy/Issue Plan and Alert*
DEPARTMENT OF EDUCATION

1. EDUCATIONAL REFORM
2. HIGHER EDUCATION
3. DRUG-FREE SCHOOLS
4. BILINGUAL EDUCATION
5. AIDS
- 6.
- 7.
- 8.
- 9.
- 10.

* Policies/issues in upper case are those contributed by the agency; remaining policies/issues are suggested as also significant by the Office of Cabinet Affairs.



UNITED STATES DEPARTMENT OF EDUCATION

WASHINGTON, D.C. 20202

OFFICE OF THE SECRETARY

APR 6 1987

Note to Nancy Risque
Assistant to the President
and Cabinet Secretary

Here's the memo you requested. Secretary Bennett regrets that longstanding engagements on the West Coast will prevent him from attending Tuesday's Cabinet meeting.

Bill
William Kristol
Chief of Staff/Counselor
to the Secretary

Attachment



UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

April 6, 1987

MEMORANDUM FOR NANCY RISQUE
Assistant to the President
and Cabinet Secretary

SUBJECT: The Nurture and Protection of Our Children

This memo responds to your request of April 3 for my thoughts on a domestic agenda for the coming months.

With its successes in the areas of tax reform, economic growth, and defense, this Administration has laid a sound foundation for the Nation's future. We now have an opportunity to build on this foundation by articulating a theme that looks explicitly to the future, a theme that speaks to the deepest hopes and concerns of the American people. This theme is the nurture and protection of our children.

Twenty-five years after the Great Society, it is increasingly clear that our society has been losing ground on several fronts with respect to the well-being of our children. Government programs often have not fulfilled their promise; and, more important, the social and cultural developments of the late 1960s and 1970s--reckless experimentation in education, a casual attitude toward drugs, and the sexual revolution--have made it more difficult for the community of adults to nurture and protect our children. This Administration has taken upon itself the task of repairing the damage done by these developments. But now is the time to go on the offensive. Now is the time to refocus government policies--and our social and cultural attitudes as well--on what works, on what is fundamental, on the traditional values, sound habits, and effective practices that offer the best hope for improving the condition of our children.

I would suggest that we focus on three areas in particular:

1. Education

Everyone now acknowledges that we were right on all the fundamental issues in education--on values and

standards and basics and discipline, on the importance of accountability and deregulation and parental choice rather than more money and Federal mandates. The research evidence on what works conclusively vindicates conservative principles, and the vigorous education reform movement going on across the Nation is in accord with our principles.

Yet Federal programs and the policies of the education establishment lag behind the common sense of the American people. We have a responsibility to help see the promising education reform movement through to a conclusion. We must therefore continue to provide reliable information to the American people about what works in education so they can go about the business of fixing up their schools; we must continue to represent the good sense of the American people against the special interests.

We also have an opportunity to put together a package of limited Federal demonstration programs and incentive grants that would encourage States and localities to move towards what works--towards parental choice and alternate certification of teachers and empowering school principals and the like. We have already submitted proposals to improve the Federal remedial education program by rewarding success and increasing accountability, and for reforming bilingual education. With a vigorous effort on behalf of these proposals, this Administration could, by the end of 1988, unambiguously occupy a place at the head of the education reform movement in this country and could have shaped the education agenda for the next decade.

2. Drugs

Here again, it is increasingly recognized that we--in particular, the President and Mrs. Reagan--were right, and the trendy spokesmen for "progressive" values were wrong. The dominant attitudes of the late 1960s and 1970s toward drug use did a disservice to our children. We have begun to turn these attitudes around, but the war is not won.

More particularly, we cannot allow the Congress to claim to have dealt responsibly with the problem of drugs simply by throwing money at it. We should offer a series of legislative proposals that ensure that the money is

spent according to sound principles, and that it is spent effectively. (We have proposed such legislation this year in the field of education.) And we should make more prominent our expanded law enforcement efforts against drug trafficking, while keeping a focus through executive actions, publications, and speeches, on what is fundamental--the need for the community of adults to take responsibility for the well-being of our children.

3. AIDS

Americans are properly and increasingly concerned about the AIDS epidemic. This Administration has done much; it should now do more to provide national leadership in fighting this deadly scourge.

a) We should continue funding intensive research efforts to find a cure for the disease.

b) We should provide the most reliable information possible about the disease to the American people, so they can act responsibly to help prevent its spread. With regard to children, this means telling them the truth--that abstinence is the safest course. It also means not offering the false security--false especially in dealing with impulsive adolescents--of talk about "safe sex" and condoms.

c) We should help care for the afflicted; the Federal Government may have a greater role to play in helping ensure that families, States, localities, hospitals, hospices, and others have the resources to provide adequate medical care and support for those suffering from this disease.

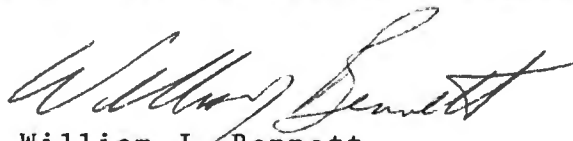
d) We have a responsibility to do whatever we can to help protect the uninfected. In addition to teaching children--and adults--the dangers posed by the disease, and how to avoid these dangers, this means making clear that those who are infected have a moral obligation not to put others at risk. It also means taking appropriate public policy actions to minimize the likelihood that those who are infected will infect others. And it means expanding our testing capability so that individuals can discover if they are carriers of the virus, so that others can be notified, as appropriate, and so that public health officials can track the spread of the disease and take whatever further actions may be necessary.

AIDS is a terrible threat to the well-being of our children--to their individual well-being, and to the well-being of the society they will be inheriting. We can be serious about controlling the spread of this disease while protecting civil rights, and while being generous in our care for its victims. But we must put first things first and take public health measures commensurate with the danger of the disease, without being intimidated by imaginary fears.

Conclusion.

Other issues--such as welfare reform and crime--can also be addressed under the rubric of nurture and protection of our children. In these and other areas, let us emphasize what works. In education, our emphasis on what works has worked. This argument can be extended beyond education. The fact is, values work. In this year of the bicentennial of our Constitution, in the spirit of the Constitution, let us take both the high ground and the pragmatic ground.

On both grounds, an Administration focus on our children is, I think, the right one. We have talked a good deal, as we should, about strengthening families; indeed, speaking politically, one could say that we have made "the family" our issue. But when we seek to strengthen families, we do so primarily for the sake of our children. Now is the time to make "children" our issue. It is our children that we care most about; it is for our children that we do what we do. Let us make clear that it is our principles and our policies that offer the best hope for our children, and for the Nation's future.



William J. Bennett



UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

OFFICE OF THE SECRETARY

April 10, 1987

MEMORANDUM FOR Nancy Risque
Assistant to the President
and Cabinet Secretary

FROM: William Kristol *ink*
Chief of Staff/Counselor
to the Secretary

SUBJECT: Upcoming Education Events and Initiatives

This memorandum responds to your request for a quick summary of the Department of Education's major events and initiatives this spring.

Furthering the Education Reform Movement/Promoting What Works:

- April 15 Secretary Bennett will travel to Indianapolis to meet with Governor Orr and the leadership of the legislature to encourage support for Indiana's education reform proposals.
- April 21 Secretary Bennett will speak to the annual meeting of the American Education Research Association in Washington, D.C., on the importance of research to education and what the Department is doing.
- Early May Secretary Bennett will send the second in a series of monthly letters to governors with information to help them push education reforms in the States.
- May 13 The Secretary will travel to New Jersey to meet with Governor Kean and outstanding teachers from across the State and praise New Jersey for implementing alternate certification and other education reforms.
- May 21 Secretary Bennett will release a new Department of Education handbook, What Works in Education of the Disadvantaged.

Recognition Events

- April 20-22 Teacher of the Year Ceremonies. The Secretary will honor the national winner in Washington, D.C. The President has been invited to meet with her (April 2 memorandum to Patsy Faoro).
- May 28-29 Elementary Essay Contest: "What the Constitution Means to Me and to Our Country." Elementary students (K-8) from across the Nation come to Washington. The President has been invited to honor the winners (my March 18 memorandum to you).
- May/June Proposed event to honor winners of Presidential Academic Fitness Awards (PAFA) (my March 18 memorandum to you).
- June 14-18 Presidential Scholars recognition ceremonies. The Nation's 141 top high school seniors come to Washington (my March 18 memorandum to you).

Hill Testimony

- April 22 The Secretary testifies before the Senate Appropriations Committee on the Education budget.

Higher Education

- April 16 & April 30 The Secretary will give major speeches at Smith College and Georgetown University on the responsibilities of higher education.
- May The Department will be transmitting to the Congress amendments to the Higher Education Act, and will be working to encourage their support.

Drugs

- April 10 The Secretary will address the topic of drug abuse, among others, in a speech to the Georgetown University Pediatric Postgraduate Symposium.

Page 3 - Nancy Risque

May The Secretary will testify before Congressman
Rangel's Select Committee on Narcotics.

Bilingual Education

Continuing to work with the Congress to get
passage of some version of our bilingual
education proposal, which is receiving good
support.

We'd be glad to elaborate on any of these events, or to
discuss other possibilities.



Patroy 7 for action

UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

OFFICE OF THE SECRETARY

MEMORANDUM FOR: Nancy Risque
Assistant to the President
and Cabinet Secretary

FROM: William Kristol *WK*
Chief of Staff/Counselor
to the Secretary

SUBJECT: Education Events: Three Proposals

You'll be receiving a memorandum from us shortly with some education-related ideas to help sustain the momentum the Administration has gained in the education reform movement, and to keep the White House in the lead of this quest for excellence. But let me now request your consideration of presidential (or vice-presidential) involvement in the following rather straightforward, upcoming in-town events:

May 29 - ELEMENTARY ESSAY CONTEST ON THE CONSTITUTION

Elementary students (grades 1-8) from the 50 states and D.C., DoD schools and the territories, are writing short essays (up to 250 words) on the topic: "What the Constitution Means to Me and to Our Country." 150 winners will come to Washington for a day, Friday, May 29. (See Attachment A.)

May/June - PRESIDENTIAL ACADEMIC FITNESS AWARDS (PAFA)

This is the fourth year of the popular national program begun in 1983 by President Reagan to encourage broad interest in academic excellence. Last year, more than 45,000 schools participated and 1.2 million students qualified for awards. A national ceremony this year, along the lines of the White House ceremony held at the end of the first year (May, 1984), would highlight the program's expanding popularity and success. (See press release at Attachment B.)

JUNE 14-18 - PRESIDENTIAL SCHOLARS

This is the annual recognition of the nation's 141 top high school seniors. The program is in its 23rd year; virtually every year has culminated with a White House ceremony. (See fact sheet, the executive order, and draft agenda at Attachment C.)

If you would like further information on these events, please call me or Julie Cave (732-3010). Thank you.

We the People of the United States, in order to form a more perfect Union, establish Justice, insure domestic Tranquillity, provide for the common Defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

OFFICIAL NEWSLETTER OF THE COMMISSION ON THE BICENTENNIAL OF THE UNITED STATES CONSTITUTION

JANUARY 1987

VOL. 3, NO. 1

To Focus on Next Century

Smithsonian to Host Symposium in May

The Smithsonian Institution, in cooperation with the American Bar Association and the University of Virginia, will convene an international symposium on the U.S. Constitution from May 18-23, 1987. The event, expected to be one of the largest of its kind during the Bicentennial period, will include presentations by more than 70 internationally recognized scholars, educators and jurists from America and abroad.

The focus of the meeting, titled "Constitutional Roots, Rights and Responsibilities," will be the preparation for the third century of self-government on the basis of Constitutional knowledge and understanding. Professor A.E. Dick Howard of the University of Virginia Law School will chair the symposium.

A formal ceremony to open the symposium will be held at the University of Virginia and at Monticello, Thomas Jefferson's Virginia estate, the evening of May 18. Chief Justice Warren E. Burger, chairman of the Commission on the Bicentennial of the U.S. Constitution, is expected to keynote the opening event. The session will continue in Charlottesville on May 19, then move to the nation's capital for the remaining four days.

Speakers will probe the



Secretary of Education William Bennett (left), with Chief Justice Warren E. Burger, chairman of the national Commission, announces a Bicentennial essay contest for elementary school students, sponsored by the Department of Education. The contest begins in January. Children in grades one through eight will be asked to write about "What the Constitution Means to Me and to Our Country." Weekly Reader, publisher of an educational magazine by that name for students, will serve as the informational source for participating schools. Each state will submit to the Department of Education a number of representative essays, equal to twice its congressional delegation. The department will select 150 winning essays.

Judicial Speakers Committee Named; Judge Arlin Adams Selected as Chairman

Chief Justice Warren E. Burger has appointed a Judicial Speakers Committee, chaired by Arlin M. Adams, a former judge of the United States Court of Appeals for the Third Circuit, to facilitate the participation of state and federal judges in the celebration of the Bicentennial of the Constitution.

More than 500 federal judges and magistrates and state appellate judges have volunteered to speak on Bicentennial themes to civic, academic and religious groups.

the national Commission's bureau, which is responsible for coordinating speaking engagements for Commission members and academicians.

In addition to Judge Adams, the committee includes:

Judge John C. Godbold of the U.S. Court of Appeals for the Eleventh Circuit; Chief Judge Robert F. Peckham of the U.S. District Court for the Northern District of California; Judge John L. Kane of the U.S. District Court for

instructive lessons for changing

(continued on page 10, column 1)

The committee will operate as a judicial speakers bureau, similar to

(continued on page 3, column 1)



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY UNDER SECRETARY
FOR INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS

"What the CONSTITUTION Means to Me and to Our Country"

The U.S. Department of Education is pleased to announce an exciting project designed to celebrate the 200th anniversary of the U.S. CONSTITUTION. The project, entitled "What the CONSTITUTION Means to Me and to Our Country," invites elementary school students in grades one through eight across the nation to write an essay citing the importance and the meaning of the CONSTITUTION to the individual and to the country. It is the intent of the U.S. Department of Education that the project not only focus on the CONSTITUTION but also afford our younger scholars an opportunity to practice and to refine writing skills.

This project is supported by numerous education associations and organizations across the nation with integral roles being assumed by the Chief State School Officers, the National Association of Elementary School Principals, the Council for American Private Education, the Department of Defense and the Department of State. The education publication, the Weekly Reader, will also serve as a major vehicle for providing salient and timely information to many schools across the nation.

The project invites all elementary schools to participate...public, private, Department of Defense, Department of Interior and Department of State schools and schools in the territories. Throughout the selection process, student essays are grouped into four grade clusters: grades 1&2, 3&4, 5&6 and 7&8. The Department suggests that each participating school use the project as an excellent opportunity to develop a unit of study on the CONSTITUTION and to further improve students' writing skills.

Each State Education Agency, using its own selection committee and process, chooses its designated number of public school essays and forwards them to the U.S. Department of Education in Washington, D.C. Each State selects representative essays equal to twice its congressional delegation. An example is Virginia; with two U.S. Senators and ten members of the U.S. House of Representatives, it is allowed to submit 24 exemplary essays, six from each of the four grade clusters. In States where the total congressional delegation is not divisible by four (at least one representative essay per grade cluster) the selection committee uses its own formula to determine the additional essays. Nebraska, for example, has two U.S. Senators and three members of the U.S. House of Representatives; so it may submit ten essays. After selecting two exemplary essays from each of the four grade clusters, the State selection committee selects two additional essays from whichever grade

cluster it chooses--for a total of ten. The formula for determining the number of representative essays from the territories, the Department of Defense schools, the Department of State schools, and the Department of Interior schools is determined by the number of elementary school students enrolled in each.

Each private school may submit one essay per grade cluster to the Council for American Private Education (CAPE). These essays are grouped according to school association, if any, and reviewed by selection committees from those various private school associations and CAPE. After 260 private school essays are chosen, CAPE sends them to the U.S. Department of Education in Washington, D.C. to be included with the other school entries for final review by the national selection committee.

By April 17, 1987, all the representative essays are sent to Washington for final review by another selection committee of distinguished citizens. This committee then selects 150 essays which they judge to be good, representative essays on "What the CONSTITUTION Means to Me and to Our Country." The holistic scoring process is used to select the final 150 essays. The criteria on which the essays are judged in this final review include:

1. Understanding of the topic
2. Clarity of expression
3. Unity of ideas
4. Originality
5. Style and mechanics

These 150 essayists, each accompanied by a chaperone, will be brought to Washington, D.C. for appropriate awards and recognition activities, details of which will be forthcoming. The 150 essays will be assembled and printed in a book. This book will also contain the names and schools of all of the essayists whose writings were reviewed by the national selection committee. A leather-bound copy of the book, signed by each of the final 150 essayists will be placed in a Federal repository.

Secretary of Education, William J. Bennett, proclaimed 1985-86 as the Year of the Elementary School. The Secretary has stated that next to the family, a first rate elementary school is the most important institution affecting the development of the child. It seems fitting that the Secretary's focus on the elementary school and the attendant drafting of the first comprehensive commentary on elementary education in America in the last 50 years, First Lessons, should be followed by a project focusing on the bicentennial of the CONSTITUTION. This project not only fosters a study of the CONSTITUTION by elementary educators and students, it also provides our young scholars with an opportunity to write. These two exercises are most worthy of serious study.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY UNDER SECRETARY
FOR INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS

Dear School Administrator:

The U.S. Department of Education invites you and your students in grades one through eight to participate in a national essay project for the celebration of the bicentennial of the U.S. CONSTITUTION.

This elementary essay project is designed to encourage our nation's school children to learn more about America's early history and basic founding principles while simultaneously promoting good writing skills. Not only is study of the CONSTITUTION essential to understanding our country's system of government and how that system results in the American way of life, the CONSTITUTION is an excellent historical document to be used in the classroom as an example of the fine art of writing. Instruction and reinforcement of the writing process can be made an integral part of developing the student essays to be entitled "What the CONSTITUTION Means to Me and to Our Country."

Even though lower grade level educational materials about the CONSTITUTION have been scarce, the increased emphasis on elementary school education and the growing enthusiasm for the September 17, 1987, bicentennial celebration has sparked the development of new resources, programs and curricula. The Commission on the Bicentennial of the United States Constitution has up-to-date information about current classroom materials. In addition, the Weekly Reader's February Teachers' Edition will provide a few teaching ideas and some historical material on the CONSTITUTION. Of course, teachers are free to use their personal, school and community resources available. Adaptive and innovative teaching is encouraged so that the necessary, grade-appropriate background information is presented to the students. In order for all special student populations to fully participate, we are encouraging schools to provide additional support. For instance, transcription and translation may be made available for those needing assistance.

Enclosed is a comprehensive description of the essay project for your review and a reproducible official entry form. We hope you will be as excited as we are about our nation's young citizens becoming involved in the bicentennial celebration of our CONSTITUTION. Your support and assistance in this essay project would be greatly appreciated. With the help of you and your staff, participation can be a noteworthy educational experience for each student.

Sincerely,

Peter R. Greer
Deputy Under Secretary

Enclosures

UNITED STATES
DEPARTMENT OF EDUCATION

NEWS

FOR RELEASE
Friday, March 13, 1987

Jane Glickman--(202) 732-4576

BENNETT URGES SCHOOL PARTICIPATION IN
PRESIDENTIAL ACADEMIC FITNESS AWARDS PROGRAM

In a letter to school principals and superintendents across the nation, U.S. Secretary of Education William J. Bennett has called on educators to take advantage of the Presidential Academic Fitness Awards (PAFA) program as "an opportunity to encourage all students to achieve their full academic potential."

The PAFA program was initiated by President Reagan in 1983 to recognize students at all three school levels for high academic achievement. The award goes to students graduating from elementary school, middle or junior high, and senior high school who have a cumulative grade point average of B+ or better and who score in the top 20 percent on national achievement tests. Senior high students must also complete a solid core of academic courses.

Participation in the academic fitness program has grown dramatically since its inception as more and more schools learn of the program and its benefit as an ongoing incentive.

Last year about 1.2 million students received the Presidential awards -- 54 percent more pupils than in the previous year. More than 45,500 public and private schools elected to participate -- 39 percent more schools than the year before. The 1984-85 school year was the first year that awards were made at all three grade levels.

-MORE-

"We'd like every school in the nation to participate in this program Bennett said, "and to send a clear message to their students: excellence and effort matter at all levels.

"Students deserve recognition at every level of education," the Secretary continued. "By offering students the Presidential award at three intervals of their elementary and secondary education, we are reminding them that our educational system offers ample opportunities to improve and excel. We are telling students that it's important to keep up the good work -- or start anew as you move to the next rung on the educational ladder -- and we will honor you each time for doing your best."

In his letter to the educators outlining the criteria and procedures of the program, Secretary Bennett told principals that they can also present a select number of academic fitness awards to students who have not met all the criteria but have demonstrated outstanding effort.

"Academic achievement should be coupled with good character and habits," Bennett said. "Students who demonstrate diligence and perseverance to an extraordinary degree deserve recognition too."

This year TIME Magazine Education Program, Waldenbooks and SmithKline Beckman Corporation joined the Education Department as corporate sponsors of the PAFA program.

"We know what works in education," Bennett said, "and one common element is motivation for achievement. Good schools use every means they can to support and strengthen achievement

and push students to reach high goals. I've received dozens of letters from principals and students around the country telling me that the Presidential Academic Fitness Awards program has been an 'inspiration to work harder' and a 'motivator that extends throughout the entire year.' A junior high PAFA recipient said it well: 'To be worthy of this award, I will put my best foot forward as I continue my education in high school and college.'"

Schools have from April 1 to June 30 to determine the number of students who qualify for the awards and order the appropriate number of certificates from the Education Department. Schools will present the awards -- which are signed by President Reagan, Secretary Bennett and the school principal -- to students this spring, usually as part of the graduation activities.

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NOTE TO EDITORS: Attached is a list, by state and territory, of the number of schools that participated in the PAFA program in the spring of 1986, and the number of students, by grade level, who earned the awards. State Department, Department of Defense Dependent Schools and Bureau of Indian Affairs schools are also noted at the end.

PRESIDENTIAL ACADEMIC FITNESS AWARD
1986 AWARDS

STATE	ELEMENTARY	MIDDLE/JUNIOR	SENIOR	TOTAL
ALABAMA				
Students:	8,035	5,284	4,308	17,627
Schools :	337	196	234	767
ALASKA				
Students:	613	1,499	903	3,015
Schools :	57	58	45	160
AMERICAN SAMOA				
Students:	0	8	5	13
Schools :	0	2	2	4
ARIZONA				
Students:	5,897	5,546	3,428	14,871
Schools :	214	166	100	480
ARKANSAS				
Students:	5,658	3,409	3,154	12,221
Schools :	267	130	164	561
CALIFORNIA				
Students:	48,173	38,909	28,244	115,326
Schools :	1,908	1,088	714	3,710
COLORADO				
Students:	5,629	6,729	3,828	16,186
Schools :	268	192	152	612
CONNECTICUT				
Students:	4,462	5,689	4,456	14,607
Schools :	191	169	123	483
DELAWARE				
Students:	1,173	921	1,181	3,275
Schools :	38	26	36	100
DISTRICT OF COLUMBIA				
Students:	341	164	223	728
Schools :	27	15	11	53
FLORIDA				
Students:	19,241	10,561	10,556	40,358
Schools :	748	381	318	1,447
GEORGIA				
Students:	12,553	7,910	5,116	25,579
Schools :	450	212	249	911
GUAM				
Students:	515	357	546	1,418
Schools :	22	11	7	40
HAWAII				
Students:	984	678	580	2,242
Schools :	68	40	29	137

STATE	ELEMENTARY	MIDDLE/JUNIOR	SENIOR	TOTAL
IDAHO				
Students:	3,850	2,215	1,527	7,592
Schools :	161	80	75	316
ILLINOIS				
Students:	17,327	18,425	14,625	50,377
Schools :	879	837	526	2,242
INDIANA				
Students:	12,707	12,611	9,163	34,481
Schools :	714	412	318	1,444
IOWA				
Students:	6,131	6,062	5,664	17,857
Schools :	385	297	365	1,047
KANSAS				
Students:	7,149	4,667	4,129	15,945
Schools :	370	231	236	837
KENTUCKY				
Students:	6,579	6,513	4,117	17,209
Schools :	320	253	173	746
LOUISIANA				
Students:	6,377	4,126	3,484	13,987
Schools :	288	216	217	721
MAINE				
Students:	2,074	2,686	1,797	6,557
Schools :	122	121	87	330
MARYLAND				
Students:	7,155	6,569	6,316	20,040
Schools :	348	171	167	686
MASSACHUSETTS				
Students:	9,088	6,563	5,577	21,228
Schools :	332	191	201	724
MICHIGAN				
Students:	18,249	18,455	13,371	50,075
Schools :	909	554	544	2,007
MINNESOTA				
Students:	9,575	8,118	6,687	24,380
Schools :	404	266	292	962
MISSISSIPPI				
Students:	3,720	2,219	2,292	8,231
Schools :	139	89	121	349
MISSOURI				
Students:	11,648	9,475	7,096	28,219
Schools :	590	468	389	1,447
MONTANA				
Students:	1,983	2,298	1,317	5,598
Schools :	124	126	104	354

STATE	ELEMENTARY	MIDDLE/JUNIOR	SENIOR	TOTAL
NEBRASKA				
Students:	4,886	3,841	3,773	12,500
Schools :	327	250	235	812
NEVADA				
Students:	1,353	1,756	966	4,075
Schools :	62	49	38	149
NEW HAMPSHIRE				
Students:	1,691	1,414	1,045	4,150
Schools :	102	63	54	219
NEW JERSEY				
Students:	11,859	12,353	11,223	35,435
Schools :	438	430	273	1,141
NEW MEXICO				
Students:	2,569	1,743	1,437	5,749
Schools :	145	72	61	278
NEW YORK				
Students:	28,679	25,506	26,682	80,867
Schools :	914	671	618	2,203
NORTH CAROLINA				
Students:	12,968	10,488	7,312	30,768
Schools :	458	282	243	983
NORTH DAKOTA				
Students:	2,143	1,224	1,405	4,772
Schools :	159	87	140	386
OHIO				
Students:	28,516	21,018	17,977	67,511
Schools :	1,305	681	645	2,631
OKLAHOMA				
Students:	8,947	5,864	3,973	18,784
Schools :	382	236	227	845
OREGON				
Students:	5,433	5,534	5,280	16,247
Schools :	311	196	176	683
PENNSYLVANIA				
Students:	25,665	22,738	19,795	68,198
Schools :	1,030	676	561	2,267
PUERTO RICO				
Students:	3,207	2,038	1,685	6,930
Schools :	145	95	77	317
RHODE ISLAND				
Students:	1,855	1,278	1,402	4,535
Schools :	100	48	36	184
SOUTH CAROLINA				
Students:	7,138	3,895	2,622	13,655
Schools :	284	143	126	553

STATE	ELEMENTARY	MIDDLE/JUNIOR	SENIOR	TOTAL
<u>SOUTH DAKOTA</u>				
Students:	2,080	1,575	1,055	4,710
Schools :	133	104	99	336
<u>TENNESSEE</u>				
Students:	6,977	5,357	3,352	15,686
Schools :	274	201	164	639
<u>TEXAS</u>				
Students:	33,043	24,046	16,968	74,057
Schools :	1,092	578	521	2,191
<u>UTAH</u>				
Students:	5,223	3,865	2,964	12,052
Schools :	189	72	61	322
<u>VERMONT</u>				
Students:	949	1,023	716	2,688
Schools :	77	60	36	173
<u>VIRGIN ISLANDS</u>				
Students:	158	144	11	313
Schools :	11	3	2	16
<u>VIRGINIA</u>				
Students:	15,092	11,406	10,054	36,552
Schools :	679	243	270	1,192
<u>WASHINGTON</u>				
Students:	8,298	10,054	7,458	25,810
Schools :	372	260	236	868
<u>WEST VIRGINIA</u>				
Students:	3,934	2,834	2,296	9,064
Schools :	240	120	105	465
<u>WISCONSIN</u>				
Students:	9,082	9,527	8,760	27,369
Schools :	568	504	336	1,408
<u>WYOMING</u>				
Students:	1,667	1,513	836	4,016
Schools :	107	62	53	222
<u>BIA</u>				
Students:	78	20	22	120
Schools :	5	4	2	11
<u>DODDS</u>				
Students:	2,241	1,172	980	4,393
Schools :	192	35	65	292
<u>STATE DEPARTMENT</u>				
Students:	366	404	288	1,058
Schools :	30	32	29	91
TOTAL				
Students:	472,983	392,096	316,027	1,181,306
Schools :	20,811	13,255	11,488	45,554



THE WHITE HOUSE
 COMMISSION ON PRESIDENTIAL SCHOLARS
 ROOM 2079
 400 MARYLAND AVENUE, S.W.
 WASHINGTON, D.C. 20202

Mrs. Ronna Romney
 of Michigan
 Chairman

1987 PRESIDENTIAL SCHOLARS PROGRAM FACT SHEET

The United States Presidential Scholars Program was established in 1964 by Executive Order of the President to recognize and honor our Nation's most distinguished graduating high school seniors. One hundred forty-one Presidential Scholars are chosen annually from among the most outstanding graduating high school seniors in the United States to receive the Nation's highest honor awarded to high school students. The Presidential Scholars are chosen on the basis of their accomplishments in many areas--academic and artistic success, demonstrated leadership, involvement in school and community, and an awareness of the social needs and concerns of others. The Scholars are representative of the achievement of excellence in education and of the promise of greatness in our Nation's young people. In honoring the Presidential Scholars, the President of the United States symbolically honors all American high school seniors of outstanding achievement.

The Commission on Presidential Scholars is a group of eminent private citizens appointed by the President to select and honor the Presidential Scholars. The Commission members serve at the pleasure of the President and receive no monetary compensation for their participation. The final selection of the Scholars each year rests solely upon the independent judgment of the Commission. The United States Department of Education provides administrative support to the Commission and assists in fulfilling the Commission's various responsibilities.

There are two paths to becoming a Presidential Scholar. The greatest number of students are initially chosen on the basis of broad academic achievement. Students may not apply directly to the academic component of the program, nor may their schools nominate them. All high school seniors are automatically identified for the Program if they have scored exceptionally well on either the College Board Scholastic Aptitude Test (SAT), using the preliminary test of the junior year as the initial indicator, or the assessment of the American College Testing Program (ACT). Students must authorize the release of descriptive information to the Presidential Scholars Program at the time of taking the test. Through a subsequent review in March of the student profiles created from the test and its questionnaire, some fifteen hundred students are identified as candidates. Application

packets are mailed to the candidates who are asked to complete essays and self-assessment forms and provide transcripts by mid-April to affirm their candidacy. In April, five hundred semi-finalists are identified on the basis of completed application materials, from which the Commission in May selects one hundred and twenty-one as Presidential Scholars: one young man and one young woman from each State, the District of Columbia, the Commonwealth of Puerto Rico, and from families of U. S. citizens living abroad; and fifteen Scholars selected at large.

The Presidential Scholars Program was extended in 1979 to include the selection of twenty Presidential Scholars in the Arts, who are chosen on the basis of their artistic scholarship in the visual and performing arts or in creative writing in addition to their academic achievement. To be considered for this component of the Program, a group of students who participate in Arts Recognition and Talent Search (ARTS), the national program for identification and recognition of young people who have demonstrated excellence in the arts, are selected for consideration by the Commission. ARTS is an activity of the National Foundation for Advancement in the Arts of Miami, Florida. Recommended candidates are subsequently asked to affirm their candidacy and submit supporting materials. From those identified as semi-finalists, the Commission selects the twenty Presidential scholars in the ARTS. In addition to artistic and academic achievement, Commissioners consider community activities and leadership qualities in selecting all students named as Presidential Scholars.

The President of the United States notifies the 141 scholars of their selection by mailgram in mid-May. Each Scholar is awarded the Presidential Medallion, which commemorates the designation as an American Scholar by the President. There is no provision for a monetary award within the Executive Order establishing the program.

The Presidential Scholars are invited to Washington, D.C. as guests of the Commission to participate in the Presidential Scholars National Recognition Week, (June 14-18, 1987). During their visit in Washington, the Scholars meet with their elected representatives, Government officials, educators, and other accomplished persons. A dialogue between the Scholars and the Secretary of Education is also held. They visit the memorials and museums of the Nation's capital and attend recitals, receptions and ceremonies in their honor. The Scholars' Distinguished Teachers, identified by the Scholars as

most influential in their accomplishments, are presented with Certificates of Excellence and honored at a special reception. The Presidential Scholars in the Arts perform at the John F. Kennedy Center for the Performing Arts. Recognition Week culminates with the presentation of the Presidential Medallions to the Scholars. The families and teachers of the Presidential Scholars and guests of the Commission are invited to accompany the Scholars at the White House awards ceremony.

In its twenty-three year history, the Presidential Scholars program has honored 2,941 distinguished young men and women. By recognizing these students, the Commission on Presidential Scholars, on behalf of the President, reaffirms the commitment of the United States to secure for all of its people the education necessary to enable them to lead lives of challenge, accomplishment and fulfillment in the pursuit of excellence.

For additional information, contact Patricia A. McKee, Executive Director, at (202) 245-8720.

THE WHITE HOUSE
EXECUTIVE ORDER
11155

**PROVIDING FOR
THE RECOGNITION OF
CERTAIN STUDENTS
AS PRESIDENTIAL SCHOLARS**

WHEREAS it is necessary in the national interest that the Federal Government encourage high attainment by students in secondary schools, both public and private, throughout the Nation, and

WHEREAS national recognition of scholastic attainments will tend to enhance the accomplishments of such students generally and their potential after graduation

NOW, THEREFORE, by virtue of the authority vested in me as President of the United States, it is ordered as follows:

Section 1. There is hereby established the *Commission on Presidential Scholars* (hereinafter referred to as the Commission). The Commission shall be composed of such members as the President may appoint from time to time from among appropriately qualified citizens of the United States. The person chosen each year, with the cooperation of the Commissioner of Education, Department of Health, Education, and Welfare, as National Teacher of the Year shall be one of the members of the Commission for a period terminating one year after the date of his or her selection as National Teacher of the Year or at such earlier time as a next succeeding National Teacher of the Year is chosen. The President shall designate one of the members as chairman of the Commission. Members of the Commission shall serve at the pleasure of the President and without compensation from the United States.

Sec. 2. The Commission, in accordance with such standards and procedures as it may prescribe and on the basis of its independent judgment, shall annually choose Presidential Scholars, subject to the following:

- (1) The Presidential Scholars shall be chosen from among persons who have recently been graduated, or are about to be graduated, from secondary schools, public or private.
- (2) They shall be chosen on the basis of their outstanding scholarship.
- (3) One boy and one girl shall be chosen as Presidential Scholars from each of the following, namely:
 - (i) Each State of the United States.
 - (ii) The District of Columbia.
 - (iii) The Commonwealth of Puerto Rico.
 - (iv) The following, collectively, American Samoa, Canal Zone, Guam, Virgin Islands, Trust Territory of the Pacific Islands, and, if the Commission in its discretion shall so determine, other places overseas. In respect of the said other places overseas, only children whose parents are citizens of the United States shall be eligible to be chosen hereunder as Presidential Scholars from those places.
- (4) In addition to the 106 Presidential Scholars provided for in paragraph (3), above, the Commission may choose other Presidential Scholars, not exceeding fifteen in number for any one year, to be chosen at large from the jurisdictions referred to in that paragraph.

Sec. 3. There is hereby established the Presidential Scholars Medallion which shall be of such design and material as the President shall approve and shall be presented to each Presidential Scholar chosen by the Commission under this order.

Sec. 4. As necessary and subject to law, the Office of Education, Department of Health, Education, and Welfare, shall facilitate, or make arrangements for facilitating the carrying out of the purposes of this order.

LYNDON B. JOHNSON

THE WHITE HOUSE,
May 23, 1964



COMMISSION ON PRESIDENTIAL SCHOLARS

UNITED STATES DEPARTMENT OF EDUCATION
400 MARYLAND AVENUE, S.W.
WASHINGTON, D.C. 20202

1987 PRESIDENTIAL SCHOLARS NATIONAL RECOGNITION WEEK

JUNE 14-18 IN WASHINGTON, D.C.

-THE SCHEDULE OF EVENTS-
Second Draft

Thursday, June 11

By 2:00 p.m.

Arrival of Chief Advisors (2) at
Georgetown University. [Village C.
Residence Hall.]

6:00 p.m.

Dinner for Chief Advisors.

2:30-10:00 p.m.

Program Orientation and Workshop for
Chief Advisors.

Friday, June 12

9:00-5:00 p.m.

Chief Advisors, 3 meals at Georgetown.

Saturday, June 13

By 2:00 p.m.

Arrival of all '85 and '86 Advisors (15)
at Georgetown University.

2:30-5:30 p.m.

Program Orientation for all Advisors.

By 5:00 p.m.

Arrival of all performing Presidential
Scholars in the Arts at Georgetown U.
[Village C. Residence Hall.]

5:30-6:30 p.m.

Dinner for Arts Scholars at Georgetown.

6:30 p.m.

Arts Scholars leave for Kennedy Center,
(by cab?).

6:00-7:00 p.m.

Annual Advisors' Picnic.

7:00-9:00 p.m.

Kennedy Center Orientation by Dr. David
R. Humphrey and rehearsal for the Schol-
ars in the Arts; John F. Kennedy Center
for the Performing Arts.

7:00-10:00 p.m.

Advisory Workshop, Village C. Lounge,
Scholar Packet Assembly Session.

1987 PRESIDENTIAL SCHOLARS NATIONAL RECOGNITION WEEK COMMENCES

Sunday, June 14

- 8:00 a.m. Coffee, Milk, Juice, Donuts for Arts Scholars and Advisors.
- 8:30 a.m. Arts Scholars leave for Kennedy Center.
- 9:00-4:30 p.m. Scholars in the Arts rehearse at the Kennedy Center. Lunch provided.
- 10:00-12:00 p.m. Brunch on campus for Advisors.
- 12:00-2:00 p.m. Advisor Workshop in Lounge, preparations for Scholar arrival.
- 2:00-4:00 p.m. Arrival of the Presidential Scholars; welcome by the Advisors. Registration.
- 4:00-5:00 p.m. Parent Orientation on the Program and National Recognition Week by Commission Executive Director, Patricia McKee. [Copley Hall Formal Lounge.]
- By 4:30 p.m. Arrival of all 1987 Presidential Scholars at Village C. Residence Hall, Georgetown U., 37th and O Streets N.W.
- 5:00-5:30 p.m. Introduction of the Advisors to the Scholars. Short greeting by Executive Advisor, Pat McKee. [Village C. Formal Lounge.]
- 5:00-9:00 p.m. Commissioner and NFAA Dinner and Orientation at the Westin Hotel:
6:30-7:00 p.m. - Cocktails
7:00-8:00 p.m. - Dinner
8:00- - Orientation & Speakers.
- 5:30-7:00 p.m. Annual Picnic Dinner on Campus for Scholars and Advisors. Village C. Patio.
- 7:00-8:00 p.m. Scholar Orientation on the Program and National Recognition Week by Chief Advisors, Jeff Liu, Carroll McKee, and Pat McKee (maybe). [Village C. Formal Lounge.]
- 8:30-9:30 p.m. Advisor-Scholar Group Meetings in Village C. Lounges.
- 9:30-10:30 p.m. Free Time with Scholars. (Pizza, cookies?)

Monday, June 15

NATIONAL RECOGNITION DAY

8:30-9:00 a.m.

Scholars and Advisors meet with
Commission Chairman, Mrs. Ronna Romney.
[Copley Formal Lounge.]

9:00-10:30 a.m.

Commission's Welcoming Breakfast
Reception for the 1987 Presidential
Scholars; Copley Formal Lounge.
Press arrives at 10:00 a.m.

10:00-12:00 a.m.

American Association for Gifted Children
Seminar for Teachers and Parents.
[Eight groups in Intercultural Center?]

IF WHITE HOUSE ON MONDAY

IF WHITE HOUSE NOT ON MONDAY

11:30 a.m.

Lunch

12:00 p.m.

Lunch

12:30-2:30 p.m.

White House

1:30-3:00 p.m.

Speaker

3:00 p.m.

Arts Scholars depart
for Kennedy Center.
Dinner included. *Arts
Scholars clothes?*

3:00-5:00 p.m.

Recreation
on campus.

3:00-5:00 p.m.

Recreation Time
on campus or Bennett ?

5:00-6:00 p.m.

Dinner on Campus for Scholars and
Advisors. (And teachers?)

6:00/6:30 p.m.

Scholars depart for Kennedy Center.

7:00 p.m.

Scholars rehearse their grand entrance
at the Kennedy Center.

8:00/8:30-10:00 p.m.

The 1987 Presidential Scholars in the
Arts Performances, Concert Hall,
Kennedy Center.

10:30 p.m.

Reception?

Tuesday, June 16

8:00-9:30 a.m.

Breakfast with Sandra Day O'Connor.
[Library of Congress.]

(Tuesday, June 16 cont.)

WHITE HOUSE ON
MONDAY

10-12 p.m. Rec. Time
12 p.m. Lunch
1:30-3 p.m. Speaker
3-6 p.m. Rec. Time

WHITE HOUSE IN
MORNING

10-1 p.m. White House
1:30 p.m. Lunch
3-6 p.m. Rec. Time

WHITE HOUSE IN
AFTERNOON

-Group photo-
11:30 a.m. Lunch
1-3 p.m. White Ho
3-6 p.m. Rec. Tin

6:00-7:30 p.m.

Reception for Distinguished Teachers and spouse
[Intercultural Center.]

6:00-8:00 p.m.

Bar-B-Que/Talent Show/Scholar Fun.

9:00- p.m.

Advisor Group Activities for Scholars.

Wednesday, June 17

8:00-9:30 a.m.

Breakfast at Georgetown. (Speaker?)

9:30-12:00 p.m.

City Bus Tour with stops/Group picture.

12:00-2:30 p.m.

Luncheon Reception in honor of the
Distinguished Teachers and the 1987
Presidential Scholars. Jean Kirkpatrick?
[?]

3:00-5:00 p.m.

Scholar Free Time to meet with Congressmen,
tour museums.

5:00-6:00

Dinner for Scholars at Georgetown.

6:30 p.m.

Commissioners depart for the
Recognition Reception.

7:15 p.m.

Scholars and Advisors depart for
the Recognition Reception.

8:00-10:30 p.m.

The Commission's Recognition
Reception in honor of the 1987
Presidential Scholars and their
parents. The Geraldine R. Dodge
Foundation Education Stipend
Awards are presented by the
American Association for Gifted
Children. (State Department
Diplomatic Reception Room.)

Thursday, June 18

8:00-9:00 a.m.	Breakfast at Georgetown.
10:30-11:00 a.m.	Speaker?
11:00-1:00 p.m.	Farewell Picnic Lunch on Campus for the 1987 Presidential Scholars and Advisors.
1:45-3:00 p.m.	Closing ceremony. Short presentations by the Executive Director, Pat McKee and the Chairman, Mrs. Romney.
4:30 p.m.	The 1987 Presidential Scholars depart.
5:00-10:00 p.m.	Advisors' Program critique session with the Executive Director.

1987 PRESIDENTIAL SCHOLARS NATIONAL RECOGNITION WEEK CONCLUDES

#1 ISSUE: ENCOURAGING THE GOVERNORS IN EDUCATIONAL REFORM;
IMPROVING BASIC SKILLS; RAISING STANDARDS; INSTILLING PRODUCTIVE
HABITS & VALUES; AND PROVIDING PARENTAL CHOICE.

OFFENSIVE ACTIONS:

- April 15 Secretary Bennett will travel to Indianapolis to meet with Governor Orr and the leadership of the legislature to encourage support for Indiana's education reform proposals.
- April 21 Secretary Bennett will speak to the annual meeting of the American Education Research Association in Washington, D.C., on the importance of research to education and what the Department is doing.
- Early May Secretary Bennett will send the second in a series of monthly letters to governors with information to help them push education reforms in the States.
- May 13 The Secretary will travel to New Jersey to meet with Governor Kean and outstanding teachers from across the State and praise New Jersey for implementing alternate certification and other education reforms.
- May 21 Secretary Bennett will release a new Department of Education handbook, What Works in Education of the Disadvantaged.

Recognition Events

- April 20-22 Teacher of the Year Ceremonies. The Secretary will honor the national winner in Washington, D.C. The President has been invited to meet with her (April 2 memorandum to Patsy Faoro).
- May 28-29 Elementary Essay Contest: "What the Constitution Means to Me and to Our Country." Elementary students (K-8) from across the Nation come to Washington. The President has been invited to honor the winners (my March 18 memorandum to you).
- May/June Proposed event to honor winners of Presidential Academic Fitness Awards (PAFA) (my March 18 memorandum to you).
- June 14-18 Presidential Scholars recognition ceremonies. The Nation's 141 top high school seniors come to Washington (my March 18 memorandum to you).

#1 ISSUE: EDUCATIONAL REFORM - CONTINUED

~~OFFENSIVE ACTIONS:~~

DEFENSIVE ACTIONS:

1 April 22 The Secretary testifies before the Senate Appropriations Committee on the Education budget.

#2 ISSUE: RAISING STANDARDS IN HIGHER EDUCATION.

OFFENSIVE ACTIONS:

April 16 &
April 30

The Secretary will give major speeches at Smith College and Georgetown University on the responsibilities of higher education.

May

The Department will be transmitting to the Congress amendments to the Higher Education Act, and will be working to encourage their support.

DEFENSIVE ACTIONS:

#3 ISSUE: PROMOTING A DRUG-FREE LEARNING EXPERIENCE.

OFFENSIVE ACTIONS:

April 10

The Secretary will address the topic of drug abuse, among others, in a speech to the Georgetown University Pediatric Postgraduate Symposium.

DEFENSIVE ACTIONS:

May

The Secretary will testify before Congressman Rangel's Select Committee on Narcotics.

#4 ISSUE: PURSUING BILINGUAL EDUCATION REFORM AND
REMEDIAL EDUCATION.

OFFENSIVE ACTIONS:

Continuing to work with the Congress to get passage of some version of our bilingual education proposal, which is receiving good support.

DEFENSIVE ACTIONS:

#5 ISSUE: PROVIDING INFORMATION ABOUT AIDS--
ABSTINENCE IS THE SAFEST COURSE,

OFFENSIVE ACTIONS:

a) We should continue funding intensive research efforts to find a cure for the disease.

b) We should provide the most reliable information possible about the disease to the American people, so they can act responsibly to help prevent its spread. With regard to children, this means telling them the truth--that abstinence is the safest course. It also means not offering the false security--false especially in dealing with impulsive adolescents--of talk about "safe sex" and condoms.

c) We should help care for the afflicted; the Federal Government may have a greater role to play in helping ensure that families, States, localities, hospitals, hospices, and others have the resources to provide adequate medical care and support for those suffering from this disease.

d) We have a responsibility to do whatever we can to help protect the uninfected. In addition to teaching children--and adults--the dangers posed by the disease, and how to avoid these dangers, this means making clear that those who are infected have a moral obligation not to put others at risk. It also means taking appropriate public policy actions to minimize the likelihood that those who are infected will infect others. And it means expanding our testing capability so that individuals can discover if they are carriers of the virus, so that others can be notified, as appropriate, and so that public health officials can track the spread of the disease and take whatever further actions may be necessary.

(But no dates or specific actions or measurable results are proposed.)