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Last Updated: 11/13/2024

THE WHITE HOUSE
WASHINGTON

July 22, 1983

MEMORANDUM FOR STEPHEN JACOBS

FROM: PATRICK McKELVEY *Final*

SUBJECT: Comic Books to DoD Dependent Schools (DoDDS)

As I promised some time ago, when it was probable that there would be a reprinting of the New Teen Titans comic book by the Keebler Company, here is a breakout of the five DoDDS regions and the number of comic book kits needed by each to give us coverage of fourth grade children living outside the country:

Atlantic	1,300
Pacific	2,200
Germany	7,100
Mediterranean	1,200
Panama	1,000

Each school has one fourth grade and the total fourth graders is 12,800. What I don't know is how many schools there are. Kay Garvey of DoDDS gave me these numbers in May of this year. She is at 2461 Eisenhower Avenue, Room 152, Alexandria, VA 22331. Her telephone number is 325-0660.

It would be a good idea to call Kay before you send anything to her. You'll need to ascertain if the numbers are still the same, exactly how many schools there are, and how many kids there are in each class. I know she will want the books, teacher's guides, hero certificates, etc. boxed by region to make DoDDS' job easier in shipping them overseas.

Seems like an excellent way to get our message out to military "brats."

EF



THE SECRETARY
WASHINGTON, D.C. 20202

July 15, 1983

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PROZC!
F6-8-86

MEMORANDUM TO THE HONORABLE CRAIG L. FULLER
ASSISTANT TO THE PRESIDENT
FOR CABINET ADMINISTRATION

Enclosed is a draft of talking points that may be of use to the President in our meeting with education organizations on July 19. You may want to revise, but perhaps this will give you something to work on.


T. H. Bell

Enclosure



THE SECRETARY
WASHINGTON, D.C. 20202

SUGGESTED TALKING POINTS FOR
THE PRESIDENT FOR
MEETING WITH EDUCATION ORGANIZATIONS
ON THE 19TH OF JULY

- o Pleased to welcome the leaders of AFT, NEA, Elementary and Secondary School Principals, and State Boards of Education.
- o We have all been involved in the discussion of what to do to improve the effectiveness of our nation's schools. Since the report of the National Commission came out, I have been deeply concerned, and I want to help.
- o The response from State and local leaders has been encouraging. Governors, and State legislators have been taking action in various forms. Already, some States have either enacted legislation or have proposed new initiatives. We think that the probability of strengthening our schools has never been better. The nationwide concern of parents has been expressed. We want to keep education at the top of the nation's agenda, and I plan to continue to speak out on the issues.
- o I want to emphasize that both Secretary Bell and I are concerned about the condition of the teaching profession--
 - . Our academically able college students are not choosing teaching as their life's work.
 - . Many of our most able teachers are leaving the profession. This is especially so with respect to math and science teachers.
 - . Teaching as a profession is not competitive in the human talent marketplace.
- o My effort to call attention to the Master Teacher concept as a means of recognizing and rewarding our most outstanding teachers has been motivated by this concern about the future of the teaching profession.

I appreciate your response to my invitation to come in to talk with us, and we would like to hear your comments and suggestions.

#

July 15, 1983

EF

THE WHITE HOUSE
WASHINGTON

July 13, 1983

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2 Files
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ED
HUD13-30
FGC26

MEMORANDUM FOR ED MEESE

FROM: CRAIG L. FULLER *CF*

SUBJECT: Education "Sample Measures" For Increasing Black Enrollment at Traditionally White Universities

I have attached the "Sample Measures for Increasing Black Enrollment in...Traditionally White Universities" that are provided to various institutions by the Department of Education.

SAMPLE MEASURES FOR INCREASING BLACK ENROLLMENT IN
GRADUATE AND PROFESSIONAL PROGRAMS AT
TRADITIONALLY WHITE UNIVERSITIES

Summarized below are descriptions of various programs and activities (measures) that may be utilized to achieve the graduate and professional school enrollment goals of the Plan. Except as otherwise indicated, the programs and activities described below should be conducted annually throughout the life of the Plan. Similarly, new positions created should be filled throughout the life of the Plan.

- o Effective fall 1983, the University will employ an additional black recruiter to assist in meeting the graduate and professional school goals of this Plan. This person will have as his/her sole responsibility the recruitment of black graduate and professional students and will carry out the programs and the activities discussed below. Funds for his/her salary and expenses will be provided at least for the life of this Plan.
- o Upon acceptance of the Plan, the Director of Admissions will enlist the participation of currently enrolled black graduate and professional students and black professors teaching graduate and professional courses in the recruitment of black students for graduate and professional academic programs. By September 15, 1983, at least one such student and one such professor will be identified to be employed as part-time recruiters. These individuals will be fairly compensated for their services. These persons, along with the full-time recruiter, will assist in conducting the activities described below.
- o By December 1, 1983, the recruiter will identify, from University records, black graduate and professional school alumni. Each alumnus/alumna will receive a letter requesting suggestions for making the University's programs more attractive to black students. They will also be asked for permission to use their names in recruitment literature and for referrals of prospective students.
- o During the fall semester of each academic year the recruiter will visit each traditionally black college in the State and at least five other institutions with large black undergraduate enrollments. At least ten similar institutions will be visited in the spring semester. A schedule for the visits will be submitted to OCR no later than September 15, 1983. The recruiter will provide literature to the career and graduate placement offices at each institution and will meet with students and advisors. Deans will be encouraged to make referrals, and interested potential students will be asked to identify themselves.

- o By October 1983 the graduate and professional school admissions office staff will develop and publish a brochure that will emphasize the participation of blacks in the University's graduate and professional programs. The brochure will describe all programs, list their prerequisites, discuss job opportunities available to graduates, explain sources of financial aid, and describe black student activities. The brochure will also contain profiles of black alumni/ae, and include statements about the benefits of the programs. The brochure will include pictures of academic, housing, and social facilities and several candid pictures, including pictures showing black students and faculty. In addition, the brochure will contain a postal card that can be used for further inquiries. Several copies of the brochure will be sent to the placement offices of colleges and universities with large black enrollments. Copies will also be sent to black community groups identified by the recruiters.
- o By November 1, 1983, the recruiter will identify the major black community organizations in the University's service area. These organizations will include, but will not be limited to, the Urban League, NAACP, and OIC. Contacts will be made with the leaders of those organizations, and individual members who are willing to serve as community liaisons will be identified. The recruiter will supply all of the community liaisons with literature about opportunities for graduate and professional study at the University and, to the extent possible, about job opportunities available to graduates. Information about financial aid will also be made available. The liaisons will be encouraged to refer potential black students to the recruiter.
- o The graduate school will subscribe to the GRE Minority Student Locator Service as a means of identifying potential full-time black graduate students. The recruiter will send to all students listed in the Locator the brochure described above. In addition, each student will receive information from the academic department that corresponds to the student's stated field of interest.
- o The Dean of the School of Law or his/her designee will write to all black students listed in the Law School Admissions Service's candidate referral report, sending them information about the Law School's programs and financial aid.
- o Information about the University, its programs and services, including the brochure described above, will be mailed by the recruiter to dental and medical candidates identified in the Dental Admissions Testing Program brochure and the Medical Minority Application Registry. The information, which will include a discussion of admissions requirements and financial aid, will be mailed within 4 weeks after the list becomes available.

- o Beginning in fall 1983 the University will significantly expand its media coverage of career opportunities and educational opportunities available for black students who enroll in and complete graduate and professional academic programs. By October 1983, the television and radio stations and newspapers in the State with large black audiences and subscribers will be identified. By late fall 1983, these organizations will be contacted for the purchasing of advertising time and space. Funds from the advertising budget will be allocated to cover the cost of these activities.
- o Every black potential student referred to the admissions staff or identified through other recruitment activities will be sent a letter by the recruiter within two weeks of the referral. The recruiter's letter will introduce the student to opportunities for graduate and professional study at the University and will enclose the brochure described above.
- o The Dean of the Graduate School will regularly hold seminars with undergraduate students at the University. The purpose of these seminars will be to acquaint students with the opportunities for graduate and professional studies at the institution and to present information regarding financial support for graduate students. Black students will be encouraged to attend.
- o The Graduate/Professional School Dean or his/her designee will initiate meetings with and counsel individually senior black students whose performance indicates their potential for successful graduate work. In these one-on-one meetings, the Dean will explain what graduate professional work entails, identify what financial support is available, and explain why the student should consider a professional career.
- o The deans of the various schools and departments or their designees will contact all black students admitted to a graduate or professional program at the University who have not responded within two weeks. The purpose of the contacts will be to provide additional information that will assist the students in making a decision.
- o Every spring beginning in 1983, the Office of Graduate Admissions will contact promising black students enrolled in nondegree graduate programs at the University and encourage them to enroll in degree programs.
- o By November 1983, each graduate and professional Department Head will identify the public and private employers in the service area with integrated workforces whose employees could benefit from additional training available in the school or Department. The employers will be sent a brochure describing course offerings and will be asked to encourage their employees, particularly black employees, to enroll in one or more courses. Courses will be offered in the evening and on weekends to accommodate these students.

- o Every fall, the Dean of the Medical School or his/her designee will conduct a Pre-Health Science Advisor Day Seminar for undergraduate pre-health science advisors. Advisors from colleges with large black enrollments will be encouraged to attend.
- o The University will sponsor a two-day Graduate and Professional School open house on its own campus each fall beginning in 1983 for undergraduate juniors and seniors. Black students will be identified from student referrals and inquiries, notified, and encouraged to attend. During the two-day session, participants will attend classes, meet with students, faculty, counselors, and admissions staff. They will be given information on admission requirements, financial aid, support services, student activities, and career opportunities. A schedule for the open house will be submitted to OCR no later than September 1983, and annually thereafter.
- o The University will participate in an annual two-day conference to be held on the campus of each traditionally black institution in the State. This gathering will acquaint black potential graduate students with available programs, provide information about careers in higher education in the State, and explain graduate school admission and financial aid procedures. This program will seek to attract at least 400 potential black graduate students each year. Graduate departments/professional schools will follow up with students who attend the conference by sending them additional material on financial aid opportunities and other relevant information. The schedule for this conference will be submitted to OCR no later than October 1983 and annually thereafter. The University will defray the expenses of students who could not otherwise attend.
- o Beginning in 1984, the University will offer an eight-week summer session enrolling at least 200 sophomore and junior undergraduates who are interested in applying to graduate or professional school. Black students will be encouraged to participate. The students will be assigned to sections based on their area of interest. A section will be organized for students interested in the health professions, a second for students interested in law, a third for students interested in engineering, a fourth for students interested in business administration and a fifth for students interested in the arts and sciences. The students will take courses to enrich their skills in undergraduate courses that are prerequisites for graduate study. In addition, students will attend test preparation classes designed to improve their performance on the Medical College Admissions Test (MCAT), Dental Admissions Test (DAT), Pharmacy College Admissions Test (PCAT), the Graduate Record Exam (GRE), the Law School Admissions Test (LSAT), and the Graduate Management Admissions Test (GMAT). The summer program will include field experience with professionals employed in the students' area of interest and information on obtaining financial aid. Students for the summer session will be selected from referrals and student inquiries.
- o The University will also offer, beginning in 1984, an eight-week summer session for students who have been admitted to its graduate and

professional programs but whose academic records suggest that further academic support would be beneficial. During this session students will take courses in their fields that are creditable toward a degree. Classes will be much smaller than regular session classes and students will receive frequent feedback on their performance. The summer session will be taught by the graduate and professional school faculty. At the end of the session, the faculty will carefully evaluate each student, recommend support services, if indicated, and advise each student of any actions deemed necessary for success in the program. Expenses for students enrolled in both summer sessions will be paid by the University.

- o All graduate departments and professional school admissions officers will consider each candidate's entire record and will admit black students who demonstrate potential for success but who do not necessarily meet all of the traditional admissions requirements. Records will be maintained on all applicants, including information on the basis of any denials of admission.
- o Each graduate department and professional school that admits students will review its admissions process. The review will include a reevaluation of all admissions standards and criteria. Admissions credentials of students admitted in prior academic years will be compared to their academic performance to determine the predictive value of each admission standard. The records of all black students admitted the previous year will be reviewed during this process. During the review process, current research from other sources on the validity of admissions criteria will be discussed. The results of each annual review, including recommendations for change, will be submitted to the Dean of Graduate and Professional Studies and to OCR by June.
- o By January 1984 the University will enter into agreements with all public TBIs in the State under which the University will accept all credits earned with a grade of "C" or better in specified graduate degree programs as creditable towards a graduate degree at the University in the same programs.
- o By January 1984, the University will establish a cooperative program with each TBI pursuant to which any student completing a prescribed undergraduate curriculum with a prescribed grade point average will be automatically admitted to the University's graduate or professional school. Each graduate department and professional school dean will be responsible for reviewing the curricula at the TBIs to ensure that students admitted under this program will have the academic skills needed to succeed in graduate or professional school. If new courses, faculty, or library materials need to be added at any TBI for this purpose, the graduate or professional dean will notify the institution president and OCR by December 1, 1983. The University's graduate and professional faculty will assist in the retraining of TBI faculty and will teach selected courses at these institutions as needed for this program.

- o By January 1984, the University will establish a graduate professional school exchange program with each predominately black institution in the State. Students enrolled in graduate or professional programs at these institutions will be allowed to take up to one-third of their courses at the University. Similarly University students will be allowed to take courses at the predominately black institutions. The Presidents of all participating institutions will be responsible for ensuring that all graduate and professional students are aware of this opportunity and encouraged to participate in it.
- o The State will initiate in the fall of 1983 a graduate and professional work-study program in each traditionally white University. The program will be coordinated by the state's higher education coordinating body and implemented jointly by individual State institutions and major employers of graduate and professional persons in the State. The program will provide both education and on-the-job training to graduate and professional students in various fields, as well as provide a stipend to participating students. By August 1, 1983, the coordinating board will identify and send out information to employers in the State regarding the program. A list of those employers who respond by September 1, 1983 indicating their interest in the program will be forwarded to each institution for possible placement of eligible students. Participation in the program will be limited to students who demonstrate economic need and academic promise. Priority consideration will be given to black candidates in order to achieve the goals of the Plan.
- o Beginning with the fall 1983 semester, undergraduate seniors at the University with grade point averages of 3.0 or above will be permitted to enroll in up to six credit hours in any graduate or professional program at the University. These credits will be creditable toward either a bachelor's or graduate degree. Black undergraduates will be encouraged to exercise this option.
- o The University will establish by September 1983 off-campus graduate centers in _____ and _____, two nearby localities with a substantial number of black residents. The graduate centers will be administered by the University's dean of graduate studies and will offer the entry level graduate and professional courses. All courses will be taught by members of the University's graduate and professional faculty and will be creditable towards a graduate or professional degree at the University. Students enrolled at the centers will have all the rights and privileges of students enrolled on the main campus and will be encouraged to enroll on the main campus to complete their degrees. The operating budget for the center is expected to be about \$_____ per year, and will come from the University's general appropriation.
- o The University will provide \$_____ annually for scholarships for black graduate and professional students. At least 50% of this money will be earmarked for students pursuing degrees in fields in which blacks are underrepresented, such as medicine, dentistry, and engineering.

The president or his/her designee will be responsible for determining and reporting on how the money will be allocated among the various schools and departments by the February preceding each academic year. Recipients of scholarships from this fund will be selected on the basis of demonstrated potential for academic success. The amount of each award will be based on the financial need of the students but shall not be less than \$1000 per year.

- o The president or his/her designee will review all graduate assistantships and teaching fellowships to determine whether or not black students are underrepresented in comparison to their enrollment in the school or Department awarding the assistantships. Each school or department in which underrepresentation is found will establish goals to eliminate the underrepresentation during the life of the Plan. As part of its corrective action plan, each such school and department will offer an assistantship to the best qualified black student for the 1984-85 academic year.
- o Beginning with the 1983-84 academic year a full tuition scholarship plus a \$5000 stipend for living expenses will be awarded to two entering graduate or professional students who agree to provide professional services to an underserved community after graduation. The selection of the two students will be based solely on merit and dedication to provide service to underserved communities. The award will be renewable for up to five years as long as the recipient is enrolled full time in a degree program and maintains a satisfactory academic record. However, the recipient must agree to work in an underserved community for one year for each year that he/she accepts the award.
- o The president or his/her designee will review all financial aid awards to graduate and professional students and ensure that financial aid is awarded in a manner that will achieve the goals of this Plan. By January 1984 the president will notify the heads of those departments and schools in which black students are not participating appropriately in financial aid programs. Those persons will submit a plan within 30 days of notification demonstrating how they will increase black student participation.
- o The University will seek external funding for scholarships from corporations and charitable organizations. The admissions office will research external financial aid sources, including private foundations and government programs. The results of the research will be published by November 1, 1983 in a brochure entitled "Financing Graduate and Professional Education" and in the brochure prepared for black students. Both brochures will be distributed widely as part of the University's recruitment materials.
- o The University will maintain an emergency loan fund for graduate and professional students who develop severe financial problems. Students will be awarded short-term interest-free loans from the fund based upon demonstrations of financial hardship.

ID # 156303

WHITE HOUSE
CORRESPONDENCE TRACKING WORKSHEET

ED

☐ O - OUTGOING

☐ H - INTERNAL

☒ I - INCOMING

Date Correspondence
Received (YY/MM/DD) 83106106

Name of Correspondent: Hilda Weissberg

☐ MI Mail Report

User Codes: (A) (B) (C)

Subject: She is a school principal who sent for a copy of the Education Commission's report and is disturbed after receiving a notification that it will take 60 to 90 days. She needs the report for school planning.

ROUTE TO:

ACTION

DISPOSITION

Office/Agency	(Staff Name)	Action Code	Tracking Date YY/MM/DD	Type of Response	Completion Date YY/MM/DD
	Co Coza	ORIGINATOR	83107122		1 1
	GPO	Referral Note:	R 83107126		83108103
	Ed	Referral Note:	R 830726	see memo attached	1 1
		Referral Note:			1 1
		Referral Note:			1 1
		Referral Note:			1 1

ACTION CODES:

A - Appropriate Action
C - Comment/Recommendation
D - Draft Response
F - Furnish Fact Sheet
to be used as Enclosure

I - Info Copy Only/No Action Necessary
R - Direct Reply w/Copy
S - For Signature
X - Interim Reply

DISPOSITION CODES:

A - Answered
B - Non-Special Referral
C - Completed
S - Suspended

FOR OUTGOING CORRESPONDENCE:

Type of Response = Initials of Signer
Code = "A"
Completion Date = Date of Outgoing

3070990

Comments:

Keep this worksheet attached to the original incoming letter.
Send all routing updates to Central Reference (Room 75, OEOB).
Always return completed correspondence record to Central Files.
Refer questions about the correspondence tracking system to Central Reference, ext. 2590.

RECORDS MANAGEMENT ONLY

CLASSIFICATION SECTION

No. of Additional Correspondents: _____ Media: 2 Individual Codes: 4.610 _____

Prime Subject Code: ED _____ Secondary Subject Codes: RS _____
EG 999 _____
EG 026 _____

PRESIDENTIAL REPLY

Code	Date	Comment	Form
C	_____	Time: _____	P- _____
DSP	_____	Time: _____	Media: _____

SIGNATURE CODES:

CPn - Presidential Correspondence
 n - 0 - Unknown
 n - 1 - Ronald Wilson Reagan
 n - 2 - Ronald Reagan
 n - 3 - Ron
 n - 4 - Dutch
 n - 5 - Ron Reagan
 n - 6 - Ronald
 n - 7 - Ronnie

CLn - First Lady's Correspondence
 n - 0 - Unknown
 n - 1 - Nancy Reagan
 n - 2 - Nancy
 n - 3 - Mrs. Ronald Reagan

CBn - Presidential & First Lady's Correspondence
 n - 1 - Ronald Reagan - Nancy Reagan
 n - 2 - Ron - Nancy

MEDIA CODES:

B - Box/package
C - Copy
D - Official document
G - Message
H - Handcarried
L - Letter
M - Mailgram
O - Memo
P - Photo
R - Report
S - Sealed
T - Telegram
V - Telephone
X - Miscellaneous
Y - Study



From the desk of
MARTY BEYER

10/24

Note to Sally

This control (#156303)
was answered by
phone 8/14

marty

UNITED STATES
GOVERNMENT PRINTING OFFICE
ASSISTANT PUBLIC PRINTER
(SUPERINTENDENT OF DOCUMENTS)
WASHINGTON, D.C. 20402

August 3, 1983
307-0990

Dear Miss Kelley:

This is pursuant to a telephone conversation on August 1, 1983, concerning Ms. Hilda Weissberg, Principal of the Southard School in Howell, New Jersey.

Ms. Weissberg was contacted by telephone and advised this Office that one copy of "A Nation at Risk" was received two weeks ago.

If we can be of further assistance, please let us know.

SUPERINTENDENT OF DOCUMENTS

Enclosure

9324/DCB/nc

029971

T H E W H I T E H O U S E O F F I C E

REFERRAL

JULY 26, 1983

JUL 26 1 25 PM '83

TO: DEPARTMENT OF EDUCATION

ACTION REQUESTED:

DIRECT REPLY, FURNISH INFO COPY

REMARKS: ALSO REFERRED TO GOVERNMENT PRINTING OFFICE

DESCRIPTION OF INCOMING:

ID: 156303

MEDIA: LETTER, DATED JUNE 2, 1983

TO: PRESIDENT REAGAN

FROM: MS. HILDA WEISSBERG
PRINCIPAL
HOWELL TOWNSHIP PUBLIC SCHOOLS
SOUTHARD SCHOOL
KENT ROAD
HOWELL NJ 07731

SUBJECT: SHE IS A SCHOOL PRINCIPAL WHO SENT FOR A
COPY OF THE EDUCATION COMMISSION'S REPORT
AND IS DISTURBED AFTER RECEIVING A
NOTIFICATION THAT IT WILL TAKE 60 TO 90 DAYS;
SHE NEEDS THE REPORT FOR SCHOOL PLANNING

PROMPT ACTION IS ESSENTIAL -- IF REQUIRED ACTION HAS NOT BEEN
TAKEN WITHIN 9 WORKING DAYS OF RECEIPT, PLEASE TELEPHONE THE
UNDERSIGNED AT 456-7486.

RETURN CORRESPONDENCE, WORKSHEET AND COPY OF RESPONSE
(OR DRAFT) TO:
AGENCY LIAISON, ROOM 91, THE WHITE HOUSE

SALLY KELLEY
DIRECTOR OF AGENCY LIAISON
PRESIDENTIAL CORRESPONDENCE

T H E W H I T E H O U S E O F F I C E

REFERRAL

JULY 26, 1983

TO: GOVERNMENT PRINTING OFFICE

ACTION REQUESTED:

DIRECT REPLY, FURNISH INFO COPY

REMARKS: ALSO REFERRED TO DEPARTMENT OF EDUCATION

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ID: 156303

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TAKEN WITHIN 9 WORKING DAYS OF RECEIPT, PLEASE TELEPHONE THE
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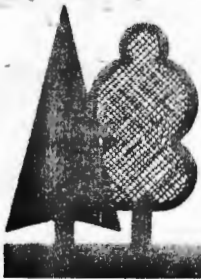
RETURN CORRESPONDENCE, WORKSHEET AND COPY OF RESPONSE
(OR DRAFT) TO:
AGENCY LIAISON, ROOM 91, THE WHITE HOUSE

3070990

SALLY KELLEY
DIRECTOR OF AGENCY LIAISON
PRESIDENTIAL CORRESPONDENCE

JUL 27 1 46 PM '83

REC'D
AC



HOWELL TOWNSHIP PUBLIC SCHOOLS

OFFICE OF THE PRINCIPAL
SOUTHARD SCHOOL
(201) 363-1246

156303

KENT ROAD, HOWELL, N. J. 07731

Dear President Reagan,

All the mediocrity does not belong on the doorsteps of public schools. Some of it appears to be in public offices also.

When the Education Commission's report was discussed in the newspapers, I sent for a copy so that I could set some goals based on the recommendations. I believe in research and I seek ways to improve what we do in our elementary school. I heard nothing for a long time. Today I received a card saying I must wait 60-90 days for a copy.

Can't the Government Printing Office print a document faster than that? If the government holds my \$4.50 for 3 or 4 months, will I get interest on it? Please route this complaint to someone who will get some action. I thank you.

Hilda Weissberg, Principal.

Title: Nation At Risk: The
Imperative for Educational
Reform.

S/N: 065-000-00177-2 U/I EA

1 @ \$4.50

Cont. No: 00972862

Batch # 83140xsx008 5/20

3070990

U.S. GOVERNMENT PRINTING OFFICE
SERVICE SECTION, SSOS
WASHINGTON, D.C. 20402

065-000-00177-2

U.S. GOVERNMENT PRINTING OFFICE
BACKORDER NOTIFICATION

Thank you for your order. The publication you requested, listed on the opposite side of this card, is temporarily out of stock. It will be backordered and mailed to you as soon as we receive stock. Please allow 60 to 90 days for shipment. If your order contained more than one title, you will receive the remaining title(s) and/or information under separate cover.

Should you find it necessary to write us concerning this item, please return this notice with your letter to:

Called
8/1/83

GPO Form 3937
(R 10-82)

P.S. I'm sorry to sound so negative. I'm really a nice person but it's difficult for me to understand why I can't use this document to work out plans during the summer. We have plenty of quickie print shops here. Why not in Washington? Per.
Published 2 weeks ago H. Weissberg

REC-

JUL 27

1 45 PM '50

10

ID # 156357

WHITE HOUSE CORRESPONDENCE TRACKING WORKSHEET

ED☐ O - OUTGOING☐ H - INTERNAL☐ I - INCOMINGDate Correspondence
Received (YY/MM/DD)83,07,21Name of Correspondent: Robert L. Walker☐ MI Mail Report

User Codes: (A) _____ (B) _____ (C) _____

Subject: Support of the President's position on
the need to restore quality and excellence
in our schools

ROUTE TO:

ACTION

DISPOSITION

Office/Agency	(Staff Name)	Action Code	Tracking Date YY/MM/DD	Type of Response	Code	Completion Date YY/MM/DD
IA	Howlett	ORIGINATOR	<u>83,07,21</u>		C	<u>83,07,25</u>
✓ CO	Hiqg	Referral Note: R	<u>83,07,25</u>		C	<u>83,09,15</u>
✓ Education		Referral Note: <u>R</u>	<u>83,07,28</u>		C	<u>83,09,10</u> ^{WS}
		Referral Note:				
			<u>1 1</u>			<u>1 1</u>
		Referral Note:				
			<u>1 1</u>			<u>1 1</u>
		Referral Note:				

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A - Appropriate Action
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to be used as Enclosure

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DISPOSITION CODES:

A - Answered
B - Non-Special Referral
C - Completed
S - Suspended

FOR OUTGOING CORRESPONDENCE:

Type of Response = Initials of Signer
Code = "A"
Completion Date = Date of Outgoing

Comments: Request Presidential response to this
supportive letter of the Administration's Education
policy

Keep this worksheet attached to the original incoming letter.

Send all routing updates to Central Reference (Room 75, OEOB).

Always return completed correspondence record to Central Files.

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PRESIDENTIAL REPLY

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C	_____	Time: _____	P- _____
DSP	_____	Time: _____	Media: _____

SIGNATURE CODES:

CPn - Presidential Correspondence

- n - 0 - Unknown
- n - 1 - Ronald Wilson Reagan
- n - 2 - Ronald Reagan
- n - 3 - Ron
- n - 4 - Dutch
- n - 5 - Ron Reagan
- n - 6 - Ronald
- n - 7 - Ronnie

CLn - First Lady's Correspondence

- n - 0 - Unknown
- n - 1 - Nancy Reagan
- n - 2 - Nancy
- n - 3 - Mrs. Ronald Reagan

CBn - Presidential & First Lady's Correspondence

- n - 1 - Ronald Reagan - Nancy Reagan
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- Y - Study



UNITED STATES DEPARTMENT OF EDUCATION

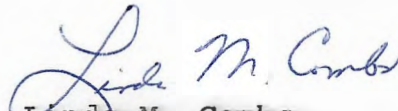
WASHINGTON, D.C. 20202

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OFFICE OF THE SECRETARY

MEMORANDUM FOR SALLY KELLEY

As requested in your referral of July 28, I have enclosed a proposed draft for the signature of a White House Staff member on behalf of Mr. Robert L. Walker who supports the President's position on the need to restore quality and excellence in our schools.


Linda M. Combs
Executive Secretary

Enclosure

DRAFT

The Honorable Robert L. Walker
Commissioner
Board of School Commissioners
Department of Education
Three East 25th Street
Baltimore, Maryland 21218

Dear Commissioner Walker:

Thank you for your letter in support of President Reagan's comments on education in America and the need to restore quality and excellence in our schools.

Your letter is an affirmation of many of the points the President is making as he speaks out on educational reform. ~~We thank you for the expression of support.~~ Your concerns about the quality of teaching and administration, higher standards, ~~and expectations,~~ as well as the relationship between excellence in education and our economic and National security, are shared by the ^{ia Administration,} ~~members of the National Commission on Excellence in Education.~~ Indeed, each of these issues is ~~discussed in the Commission's report.~~

We encourage your continued leadership and support.

With best wishes from the President,

Sincerely,

ED/WH/CAD/

THE WHITE HOUSE OFFICE

REFERRAL

JULY 28, 1983

TO: DEPARTMENT OF EDUCATION

ACTION REQUESTED:

DRAFT REPLY FOR SIGNATURE OF WHITE HOUSE STAFF MEMBER

DESCRIPTION OF INCOMING:

ID: 156357

MEDIA: LETTER, DATED JULY 6, 1983

TO: PRESIDENT REAGAN

FROM: MR. ROBERT L. WALKER
COMMISSIONER
BOARD OF SCHOOL COMMISSIONERS
DEPARTMENT OF EDUCATION
3 EAST 25TH STREET
BALTIMORE MD 21218

SUBJECT: SUPPORT OF THE PRESIDENT'S POSITION ON THE
NEED TO RESTORE QUALITY AND EXCELLENCE IN OUR
SCHOOLS

PROMPT ACTION IS ESSENTIAL -- IF REQUIRED ACTION HAS NOT BEEN
TAKEN WITHIN 9 WORKING DAYS OF RECEIPT, PLEASE TELEPHONE THE
UNDERSIGNED AT 456-7486.

RETURN CORRESPONDENCE, WORKSHEET AND COPY OF RESPONSE
(OR DRAFT) TO:
AGENCY LIAISON, ROOM 91, THE WHITE HOUSE

SALLY KELLEY
DIRECTOR OF AGENCY LIAISON
PRESIDENTIAL CORRESPONDENCE

31 CITY OF BALTIMORE

WILLIAM DONALD SCHAEFER, Mayor



BOARD OF SCHOOL COMMISSIONERS

DEPARTMENT OF EDUCATION
3 East 25th Street, Baltimore, Maryland 21218

July 6, 1983

156357

C.A. Howlett
The Honorable Ronald Wilson Reagan
President of the United States
The White House
1600 Pennsylvania Avenue
Washington, DC 20500

Dear Mr. President:

I have followed with much interest and enthusiasm your comments about education in America, and the need to restore quality and excellence in our schools.

Whether it be the need to increase the number of required courses in science and math -- at the expense of the educational pabulum that has crept into our curriculum, the need for increased emphasis on foreign language and international studies, the need to have a strong basic academic program for all students, or the need for computer literacy, we must begin to attack head-on the alarming and disturbing weaknesses in our educational system cited in the recent Report on Excellence in Education.

But making progress in improving our curricula and other academic/vocational programs, in and of itself, is only part of the answer, as you, Mr. President, so rightly observed. We need to strengthen teacher testing, establish tougher evaluation standards for both teachers and principals, and build performance and accountability measures for everyone in the educational hierarchy.

If we are to continue to strengthen and undergird our economic and national security, as you, Mr. President, have so admirably and courageously worked to bring about, we must focus our efforts on our total education system, especially our elementary and secondary schools, with a dogged determination to overcome the self-appointed apologists for our current educational mediocrity, those who believe money alone is the answer to educational excellence or effective schools.

I applaud you, Mr. President, for your personal initiative in this critical area. It is a strong educational system,

Re: Do Ed.

CITY OF BALTIMORE

WILLIAM DONALD SCHAEFER, Mayor



BOARD OF SCHOOL COMMISSIONERS

DEPARTMENT OF EDUCATION
3 East 25th Street, Baltimore, Maryland 21218

Honorable Ronald Wilson Reagan
President
July 6, 1983
Page Two

committed to excellence, which, in the final analysis, is the ultimate guarantor of our economic growth, our national security, and our democratic society.

If I can assist you, Mr. President, in this bold and important initiative, do not hesitate to call on me.

Kindest personal regards.

Sincerely,



Robert L. Walker
Commissioner

RLW/tk



State of Tennessee

LAMAR ALEXANDER GOVERNOR

July 14, 1983

Mr. Lee L. Verstandig
Assistant to the President
for Intergovernmental Affairs
The White House
Washington, D. C. 20500

Dear Mr. Verstandig,

I am certainly grateful to you for sharing the report prepared by Secretary of Education Terrell Bell about various state initiatives to promote excellence in education. I found it very interesting, and I can certainly make good use of it.

It was thoughtful of you to send it. I appreciate it.

Sincerely,

A handwritten signature in dark ink, appearing to read "Lamar Alexander".
Lamar Alexander

LA/mps

cc: Mr. Bracey Campbell
Dr. Robert McElrath

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STATE OF NORTH CAROLINA
OFFICE OF THE GOVERNOR
RALEIGH 27611

JAMES B. HUNT, JR.
GOVERNOR

July 20, 1983

Dear Mr. Verstandig:

Thank you for your recent letter and the enclosed report on state initiatives in the area of education.

I appreciate your taking the time to write and share this with me.

My warmest personal regards.

Sincerely

A handwritten signature in black ink, appearing to be "J. B. Hunt", written over the word "Sincerely".

Mr. Lee L. Verstandig
Assistant to the President
for Intergovernmental Affairs
The White House
Washington, D. C. 20500

JUL 25 1983

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THE WHITE HOUSE

WASHINGTON

July 18, 1983

MEETING WITH EDUCATION LEADERS

DATE: July 19, 1983
 LOCATION: Cabinet Room
 TIME: 2:00 P.M. (45 minutes)
 FROM: Craig L. Fuller

I. PURPOSE

To continue the dialogue with primary and secondary education leaders in an effort to promote Administration education initiatives.

II. BACKGROUND

These groups represent the major interest groups in public primary and secondary education. The National Association of State Boards of Education promotes lay control of education. The National Association of Secondary School Principals seeks the improvement of secondary education through the promotion of high professional standards. The National Association of Elementary School Principals tries to enhance the image of elementary principals as educational leaders. The American Federation of Teachers, with close ties to the AFL-CIO, works to obtain exclusive bargaining rights for members, improve professional standards, improve discipline, toughen curriculum, and require strict teacher competency examinations. While at odds with many Administration proposals, it has promised cooperation in implementing several proposals of the National Commission on Excellence and is open to further discussion on merit pay. The National Education Association, AFT's larger, bitter rival, was invited to attend but as of now has chosen not to participate.

Topics of discussion are: The entire issue of excellence, improving technology, merit pay/master teacher concepts, improvement of elementary school efforts, Federal and State roles in the future, teacher and student testing, discipline, salary increases, and your opinions on the Federal role.

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35/50 state
reg only
math, 1 yr science

steps
25 communities

I. PURPOSE

To continue the dialogue with primary and secondary education leaders in an effort to promote Administration education initiatives.

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(merit teacher)
based on a
school performance

State Boards
meeting w/ one
Board member
in Jan
NW

Florida just
passed plan
merit pay/master teacher

Defining the
mission of
the school house
most students in
many areas come
from single parent
families

steps
25 communities

III. PARTICIPANTS

- Secretary Bell
- Ms. Jolly Ann Davidson, President-elect, Phyllis Blaunstein, Executive Director, National Association of State Boards of Education
- Dr. Robert C. Howe, President, Dr. Scott Thomson, Executive Director, National Association of Secondary School Principals
- Gilmon Jenkins, President, Dr. Samuel G. Sava, Executive Director, National Association of Elementary School Principals
- Robert Porter, Secretary-Treasurer, Mr. Pat Daly, Vice President, American Federation of Teachers

IV. PRESS PLAN

White House Photographer

V. SEQUENCE OF EVENTS

Secretary Bell will introduce each Education Leader to you. A representative from each group will present his group's views and you will respond accordingly. A round table discussion will take place as time permits.

Attachment

TALKING POINTS FOR THE MEETING WITH EDUCATION LEADERS

- o Pleased to welcome representatives from the Elementary and Secondary School Principals Association and the Association of State Boards of Education...and of course it is good to welcome back the representatives from the American Federation of Teachers.
- o Regretfully, your colleagues at the NEA have elected not to attend today. (Secretary Bell and Craig Fuller both spoke with Don Cameron, Executive Director, NEA and invited their participation)
- o I want you to know that I am encouraged by the response around the country to the Report from the Commission on Excellence in Education.
- o I would like to spend our time together talking a bit about what your organizations have been able to do and how we might help encourage educators, administrators and school boards advance the recommendations contained in the report at the local level.

POINTS TO MAKE DURING THE MEETING

- o State by state accomplishments are impressive:
 - Master teacher/merit pay concepts are being initiated in Tennessee, Florida and Virginia;
 - higher standards are being imposed in Mississippi, California, Utah and Florida;
 - longer school days are under active consideration in Florida, California and North Carolina
 - the list of states and local school boards that have these education reforms at the top of the agenda is encouraging.

o The Administration's effort is designed to improve the quality of education--we believe and the American people believe in:

- the recommendations of the bipartisan Commission on Excellence in Education
- competency tests for teachers
- teacher pay based on merit (merit pay/master teacher programs as designed by the states)
- incentives to attract bright students into teaching
- emphasis on the basics to prepare our young people for the future.

[NOTE: A briefing paper on state and local actions around the country is attached as is a briefing paper on the latest situation with our math and science legislative initiative.]

HIGHLIGHTS OF SIGNIFICANT STATE EFFORTS IN ACHIEVING EXCELLENCE

The following activities represent significant efforts being undertaken by various States which are consistent with the recommendations of the report of the Commission on Excellence.

MASTER TEACHER PROPOSALS

- 1) Tennessee--During this year's legislative session, Governor LaMar Alexander of Tennessee introduced to the Tennessee legislature his well-known Master Teacher proposal along with a related program for master principals and administrators. Largely due to the efforts of the Tennessee Educators' Association (TEA), an affiliate of NEA, the Governor's proposals were defeated during the regular session. The Governor's office, however, has not given up the effort. When the legislature re-convenes next January, the Governor will re-introduce the plan with some changes, hoping that a rising tide of favorable public opinion and a few modifications will make the proposal acceptable to the teachers' union.

Beyond any general pay hikes, Governor Alexander's plan envisions separate career ladders for teachers, ranging from apprentice to Master Teacher, with wide pay differentials between the levels. The evaluation process would involve peer and supervisor review and would allow each teacher the opportunity for an evaluation and a possible step up to a higher level every few years.

- 2) Florida--This year in Florida, the process of determining teacher evaluation standards and methods will begin. By the 1984-85 school year, some Florida teachers will receive higher pay than their peers, based on their respective merit. A bill, signed into law Tuesday (July 12th) by Governor Robert Graham, provides for a two-tiered system, the "Florida Merit Compensation Program." The program calls on each of the State's school districts to develop its own merit plan, which will be reviewed by the newly-formed Florida Quality Instruction Incentives Council and approved by the State's Department of Education. Once approved, these programs will be funded through a central trust fund. The same fund will be used to support the second tier of the program, a State-wide master teacher career ladder. Unified, stringent guidelines will be used throughout the State to determine which teachers may become Associate Master Teachers and Master Teachers, thereby earning a few additional thousand dollars. Their selection will be based on attendance, experience, educational preparation (advanced degrees), and an evaluation by their principal, a fellow teacher, and a non-teaching subject specialist. Appropriations for the \$80 million package, which also includes enhancement of math, science, and computer education and the establishment of a longer school day, should be signed into law Monday, July 18th.
- 3) Virginia--For the 1984-86 biennium, Governor Charles Robb has proposed the funding of a Pay-for-Performance pilot program through which grants would be given to local districts to test various approaches to performance-based teacher pay. While details of the \$500,000 program remain to be worked out, the Governor has suggested that all local pilot

projects would include the following: 1) direct participation of teachers; 2) separate selection procedures for excellent teachers and administrators; and 3) monitoring and full disclosure of results, with a public report to the Governor. In his proposed budget for the upcoming biennium, Governor Robb also recommends an annual 10 percent increase in teacher salaries.

HIGHER STANDARDS/REQUIREMENTS

- 1) Mississippi--This Spring, the State of Mississippi Higher Education Commission established new requirements for admission to the State's universities, effective the Fall of 1987. Under these new requirements, college applicants must complete 13.5 academic units for admission, as follows: four units of English, three of math, three of science, two of social studies, and one and one-half units of a foreign language or other academic subject.
- 2) California--As one part of its major K-12 educational reform proposal currently pending before the California Legislature, the State is proposing to increase high school graduation requirements. Other components of the omnibus proposal include additional incentives for teaching math and science, streamlined procedures for teacher dismissal, funds for textbooks, a 10 percent increase in beginning teacher pay, and extra pay for extra duties ("mentor teachers"). At this time, the program has yet to be adopted, pending resolution of disagreements over the proposed budget to fund the program. State sources estimate that the final education budget will total approximately \$800 million; adoption is expected early during the week of July 18 (see below).
- 3) Utah--At the end of 1982, the University of Utah Board of Regents announced the raising of admissions standards for students seeking enrollment in the Fall of 1987. The announcement, which was widely disseminated by the media in full page advertisements, was favorably received by the public. These strengthened standards are expected to result ultimately in the raising of high school graduation requirements around the State.
- 4) Florida--As one part of an \$80 million education improvement bill, the enhancement of math, science, and computer education has been authorized in the State of Florida. Governor Robert Graham signed the authorizing bill last Tuesday (July 12), and plans to sign the appropriations bill Monday, July 18th. The bill requires the Florida Commissioner of Education to provide a plan for State-wide educational improvement in the areas of math, science and computer education. It authorizes the Legislature to provide categorical funding to local school districts excelling in these areas to fund the purchase of scientific equipment and computers, to fund various related efforts at planning centers associated with schools throughout the State, to establish teacher scholarship/loan programs, and to fund visiting scholar programs whereby individuals with Ph.D.s will be brought into high schools to teach for one year. The bill also includes provisions for merit pay/master teachers and a longer school day (see below).

- 5) Kentucky--In January, the State Higher Education Council raised requirements for entrance to State institutions, requiring 20 minimum credits (including four of English, two of math, two of science--biology and chemistry). The State Board of Education also adopted a 20 credit minimum for high school graduation, including four in English, three in math, and two in science. In response to concern that stricter minimum requirements could increase the school drop out rate, the State undertook a study of districts which had required the 20 credit minimum for several years. No significant impact on the drop out rate was evident. The new minimum standards have not yet been implemented State-wide, awaiting clearance by the State Legislative Research Committee.
- 6) Iowa--Governor Branstad recently signed into law a program providing grants to local districts totalling \$50 for each pupil enrolled in a first year of foreign language instruction and \$25 per pupil for enrollment in advanced math or science classes. Additionally, the law provides a State guaranteed student loan program for highly qualified students wishing to enter the teaching profession and a loan program for teachers desiring to upgrade their skills in science and math. This effort is quite consistent with the goal of attracting high quality students into teaching and strengthening the skills of inservice personnel in these critical areas.

LONGER SCHOOL DAY/YEAR

- 1) Florida--On Tuesday July 12, Governor Graham signed into law a bill implementing a new State-wide requirement for a longer school day. The law requires a minimum of seven instructional periods in the school day, and increases the required total hours of instruction per school year from 900 to 1050. The law, which takes effect in the 1984-85 school year, also includes provisions for merit pay/master teacher and the enhancement of math, science and computer education throughout the State. The Governor intends to sign an \$80 million appropriations bill on July 18, which will provide funds required for implementing the program.
- 2) California--Included in the State's major educational reform package for grades K-12 is a proposal for lengthening required instructional time. Interestingly, the proposal does not mandate that this be achieved by an increase in the length of the school day or year, but merely mandates that a certain number of additional minutes of instructional time be provided. The proposed increases are as follows: kindergarten--900 additional minutes; grades 1-3--a 25 percent increase or 10,000 additional minutes; and grades 4-12--a 28 percent increase or 12,000 additional minutes. As with other components of this education package, adoption of this proposal is contingent upon adoption of a State budget.
- 3) North Carolina--The State Board of Education has reviewed its first issue paper generated in response to the NCEE report, the topic of which was extension of the school day/year. The Board endorsed a three-year pilot project to test whether increased time in school results in improved student achievement. Two districts begin this pilot effort this month.

LEADERSHIP

A number of States (New Mexico, Utah, New Jersey, and Maryland, to name a few) and local school districts have established their own task forces to determine steps which should be taken to implement the Commission's recommendations. Governors and State legislators are taking a particularly strong role in this process, challenging educators and educational organizations to provide leadership in shaping the excellence agenda.

PARTNERSHIP WITH THE PRIVATE SECTOR

A number of excellent examples exist which illustrate the benefits of strengthening cooperation between public education and the private sector. To name a few:

- 1) The Business Partnership--This Minneapolis-based organization of business and community leaders has made education improvement a major priority, focusing largely on education finance and increased standards.
- 2) The Atlanta Partnership--In operation for five years, this group has promoted the Adopt-A-School Program, linking schools in the district with corporate sponsors. The program has been so successful that practically all schools in the district now have some linkage with the Partnership.
- 3) The California Roundtable--This organization of business leaders has been very active in urging educational reform and in supporting additional tax levies to upgrade educational programs.

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JUL 25 1983

P.O. BOX 281 - NOME, ALASKA 99762
TELEPHONE (907) 443-5242

July 20, 1983

Lee L. Verstandig
Assistant to President for
Intergovernmental Affairs
The White House
Washington, D.C.

Dear Mr. Verstandig:

Thank you for sending the report on education prepared for Secretary of Education Terrell Bell. There is strong expressions of community support for local control of education in Nome.

However, Nome may be faced with as much as a doubling in population as a result of oil exploration and development in the federal Outer Continental Shelf. The City of Nome and the Nome Public Schools could find it very difficult to finance education facilities when they are needed if the population increase occurs rapidly. The City of Nome is therefore strongly supporting the Outer Continental Shelf Revenue Sharing bills in Congress (H-R 5 and S.800). As an example of costs a new elementary school - designed to replace the existing school - is estimated to cost \$17 million.

We hope you will urge the President to back this legislation. We have written the President and Secretary Watt, Secretary Baldrige, and Budget Director Stockman urging their support.

Sincerely,

Leo Rasmussen
Mayor of Nome



State of Rhode Island and Providence Plantations

EXECUTIVE CHAMBER, PROVIDENCE

J. Joseph Garrahy
Governor

July 20, 1983

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Dr. Lee Verstandig
Assistant to the President for
Intergovernmental Affairs
The White House
Washington, DC 20500

Dear Doctor Verstandig:

Thank you for your recent letter. I appreciate your sending me a copy of the report outlining various state initiatives designed to promote excellence in education.

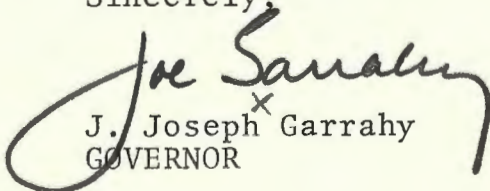
I note, however, that in this report there is no information concerning Rhode Island. I want to assure you that there are indeed several major initiatives underway designed to strengthen our education system and to promote excellence. Chief among these is the High Technology/Computer Literacy initiative which will provide more than \$8 million for the purchase of hardware and software for the public schools in our State, from the elementary schools through the university level.

Additionally, our Board of Regents for Elementary/Secondary Education recently approved more stringent requirements necessary to earn a high school diploma in Rhode Island. The Board is also considering increasing requirements for teacher certification as well.

Please be assured that my Administration is committed to excellence in education at all levels. Our students must be equipped with the skills they need to meet the challenges of the future.

If I or any member of my staff can be of any assistance to you in this area, please do not hesitate to contact me.

Sincerely,


J. Joseph Garrahy
GOVERNOR



HARRY HUGHES
GOVERNOR

STATE OF MARYLAND
EXECUTIVE DEPARTMENT
ANNAPOLIS, MARYLAND 21404
July 21, 1983

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Mr. Lee L. Verstandig
Assistant to the President for
Intergovernmental Affairs
The White House
Washington, D. C. 20500

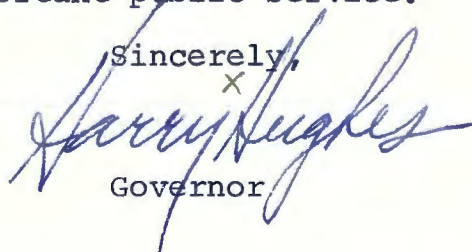
Dear Mr. Verstandig:

Thank you for your recent letter forwarding a list
of state initiatives for promoting excellence in educa-
tion.

I am pleased to note that the states actively and individually are taking action to improve public education. In Maryland, we have had an ongoing and long-standing commitment to this goal.

The President's recent focus on educational quality is bringing public attention to the importance of our schools. If this finds expression in support for state and local initiatives to improve the public schools, he will have provided an important public service.

Sincerely,


Governor