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THE WHITE HOUSE
WASHINGTON

May 26, 1983

*Bill
acts decision*

MEMORANDUM FOR THE SECRETARY OF EDUCATION

FROM: CRAIG L. FULLER

SUBJECT: Surrogate Speaker Program/Education

We would like to have the administration's surrogate speakers focus on the education message in June and July while the President is concentrating attention on the education issues.

We will schedule a surrogate briefing for select administration officials within the next couple of weeks. Would you give consideration to who you think we might include in this briefing. I would appreciate a list of people both inside and outside of government that we could invite to such a briefing.

Let me know if there are any questions.

Would you forward the proposed invitees list to my office by June 2, 1983.

Thank you.

THE WHITE HOUSE
WASHINGTON

May 26, 1983

MEMORANDUM FOR THE SECRETARY OF EDUCATION

FROM: CRAIG L. FULLER
SUBJECT: Education Briefing Kit

As we prepare for the several education-related events in June and July involving the President, it would be helpful to have a briefing kit available for use by staff and surrogate speakers. Could you assist by having the Department develop initial draft fact sheets on the following:

1. Report of the Commission on Excellence in Education
2. merit pay/Master Teacher concept
3. spending on education--nationwide, federal, on a per capita basis--showing trends over time (some material developed by Bob Carleson is attached)
4. the "Scholastic Fitness Award" (or whatever we name we determine appropriate for the award made to students who complete exemplary curricula at the high school level)
5. Tuition Tax Credits
6. Tuition Vouchers
7. Block Grants/Science and Math Teacher Training
8. Education Savings Accounts
9. Education's data bank on successful education programs
10. Educational research that will contribute to improvements in teaching and teacher training
11. Other.

As indicated by this listing, I would prefer to start by examining all of the fact sheets that we can develop. We may

decide to use different Briefing Kits for different purposes as the program develops.

We should try to review draft fact sheets by the middle of next week. Let me know if there are questions or if you have additional suggestions.

THE WHITE HOUSE

WASHINGTON

May 26, 1983

MEMORANDUM FOR EDWIN MEESE III

FROM: Robert B. Carleson

SUBJECT: Education Statistics

Total expenditure per pupil in average daily attendance in public elementary and secondary education during the past 20 years: Adjusted dollars (1979-80 purchasing power) (See table 72 attached)

1961-62	\$1368
1963-64	1406 *
1965-66	1590
1967-68	1794
1969-70	1963
1971-72	2128
1973-74	2270
1975-76	2375
1977-78	2481
1979-80	2494
1980-81	2690

Per pupil expenditure has increased by \$1322 or nearly doubled over the past twenty years.

Average annual salary of instructional staff in public elementary and secondary schools in the last 20 years Adjusted dollars (1980-81 purchasing power) (See table 50 attached)

1961-62	\$16,418
1963-64	17,513
1965-66	18,809
1967-68	19,424
1969-70	20,271
1971-72	21,257
1973-74	20,769
1975-76	20,484
1977-78	20,340
*1979-80	18,720
*1980-81	18,409
*1981-82	20,114

* Estimated

The average annual salary for instructional staff for teachers increased by \$3692 or 23% over the past 20 years.

Total expenditure for education in the United States over the past 20 years

1961-	\$ 29.3 Billion
1963-	36.0 "
1965-	45.4 "
1967-	57.2 "
1969-	70.4 "
1971-	82.9 "
1973-	98.0 "
1975-	121.6 "
1977-	140.4 "
1979-	169.6 "
1981-	199.8 "
1982-	215.0 "

The annual expenditure for education in the United States has increased during the past 20 years by nearly \$180 billion or over 500% (See table 16 attached)

Total expenditure on Education and defense compared.

<u>Education</u>	<u>Defense</u>
1961 - 29.3 Billion	1961 - 46.9 Billion
1971 - 82.9 "	1971 - 70.2 "
1981 - 199.8 "	1981 - 153.7 "
1982 - 215. "	1982 - 178.6 "

Figures taken from Survey of Current Business, April 1983, and The Digest of Education Statistics, 1982.

cc: Edwin L. Harper
Craig Fuller ✓
Richard Darman
Larry Speakes
Kevin Hopkins

Talking Points on NEA Newsclip, May 25, 1983

- o We need to make the teaching profession more attractive for college graduates.
- o Education is not now attracting the most capable, or brightest, graduates into the teaching profession.
 - SAT verbal scores 1973-1981 for perspective education majors dropped from 418 to 391.
 - SAT math scores 1973-1981 dropped from 449 to 418.
- o The most talented teachers leave the profession sooner than others.
- o Over half of the states have introduced a teacher competency test, which the NEA has consistently opposed.
- o Governor Lamar Alexander proposed a master teacher plan in Tennessee this year, and the legislature rejected it due in large measure to the opposition of the teachers' union.
- o Education spending rose from \$11 billion in 1951-52 to over \$200 billion in 1981-82.
- o Expressed in constant dollars, education funds over that same period have increased by over 400%.
- o The number of public school students during the same period increased 75%.
- o The number of teachers in the same period of time increased 157%.
- o During the period between 1960 and 1980, the number of supervisory personnel increased 150%.
- o During the period between 1960 and 1980, the number of teachers and librarians increased 65.6%.
- o Education represented 3.4% of the GNP in 1951 and 6.8% in 1981.
- o Defense expenditures in 1982 equalled \$176 billion; education equalled \$215 billion.
- o The cost per student in public education in constant dollars multiplied nearly three times over the past 30 years.
- o Three-fourths of the school budget is allocated to wages and salaries.

- o Research shows that a reduction of pupil-teacher ratio and of class size does not raise pupil achievement.

-- ". . . that there is no consistent relationship between cognitive achievement and class size. In fact, more often than not, any effect of class size or pupil-teacher ratio is found to be absent." National Academy of Education, 1979.

- o Education is the biggest item in most state budgets, accounting for nearly 40% of aggregate state and local government general expenditures.
- o Outstanding teachers may not be adequately compensated. But this cannot be corrected under union-enforced contracts which dictate uniform pay scales governed by college-earned credits and length of service. The American people will never be willing to pay all teachers as much as good teachers are worth. This is particularly true with respect to science and mathematics teachers whose numbers now are inadequate -- because the teacher unions will not permit the schools to pay science teachers wages attuned to market levels rather than uniform teacher pay scales.

Table 72.—Total and current expenditure per pupil in average daily attendance in public elementary and secondary schools: United States, 1929-30 to 1979-80

School year	Unadjusted dollars		Adjusted dollars (1979-80 purchasing power) ¹	
	Total ²	Current ³	Total ²	Current ³
1	2	3	4	5
1929-30.....	\$ 108	\$ 87	\$ 490	\$ 395
1931-32.....	97	81	522	436
1933-34.....	76	67	445	393
1935-36.....	88	74	497	418
1937-38.....	100	84	542	456
1939-40.....	106	88	589	489
1941-42.....	110	98	548	488
1943-44.....	125	117	557	522
1945-46.....	145	136	617	579
1947-48.....	203	179	676	596
1949-50.....	259	209	849	685
1951-52.....	313	244	924	720
1953-54.....	351	265	1,013	765
1955-56.....	388	294	1,120	849
1957-58.....	449	341	1,219	926
1959-60.....	472	375	1,247	991
1961-62.....	530	419	1,368	1,082
1963-64.....	559	460	1,406	1,157
1965-66.....	654	537	1,590	1,306
1967-68.....	786	658	1,794	1,502
1969-70.....	855	816	1,963	1,677
1971-72.....	1,128	990	2,128	1,868
1973-74.....	1,364	1,207	2,270	2,009
1975-76.....	1,697	1,504	2,375	2,105
1977-78.....	2,002	1,823	2,481	2,260
1979-80 ⁴	2,494	2,275	2,494	2,275

¹Based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

²Includes current expenditures for day schools, capital outlay, and interest on school debt.

³Includes day school expenditures only; excludes current expenditures for other programs.

⁴Preliminary data.

SOURCES: U.S. Department of Education, National Center for Education Statistics, *Statistics of State School Systems: Revenues and Expenditures for Public Elementary and Secondary Education, 1977-78*, and unpublished data.

Table 50.—Average annual salary of instructional staff in public elementary and secondary schools, and average annual earnings of full-time employees in all industries, United States, 1929-30 to 1980-81

School year	Unadjusted dollars		Adjusted dollars (1980-81 purchasing power) ¹	
	Salary per member of instructional staff	Earnings per full-time employee working for wages or salary ²	Salary per member of instructional staff	Earnings per full-time employee working for wages or salary ²
1	2	3	4	5
1929-30.....	\$1,420	\$1,386	\$7,185	\$7,013
1931-32.....	1,417	1,198	8,513	7,198
1933-34.....	1,227	1,070	8,024	6,997
1935-36.....	1,283	1,160	8,091	7,315
1937-38.....	1,374	1,244	8,316	7,529
1939-40.....	1,441	1,282	8,930	7,944
1941-42.....	1,507	1,576	8,378	8,762
1943-44.....	1,728	2,030	8,597	10,099
1945-46.....	1,995	2,272	9,478	10,794
1947-48.....	2,639	2,692	9,805	10,002
1949-50.....	3,010	2,930	11,008	10,715
1951-52.....	3,450	3,322	11,365	10,943
1953-54.....	3,825	3,628	12,313	11,679
1955-56.....	4,156	3,924	13,389	12,642
1957-58.....	4,702	4,276	14,247	12,956
1959-60.....	5,174	4,632	15,251	13,653
1961-62.....	5,700	4,928	16,418	14,194
1963-64.....	6,240	5,373	17,513	15,079
1965-66.....	6,935	5,838	18,809	15,834
1967-68.....	7,630	6,444	19,424	16,405
1969-70.....	8,840	7,334	20,271	16,818
1971-72.....	10,100	8,334	21,257	17,541
1973-74.....	11,185	9,647	20,769	17,914
1975-76.....	13,120	11,218	20,484	17,515
1977-78.....	14,709	12,840	20,340	17,755
1979-80 ³	16,780	14,870	18,720	16,589
1980-81 ³	18,409	16,050	18,409	16,050
1981-82.....			29,114	

¹Based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

²Calendar year data from the U.S. Department of Commerce have been converted to a school year basis by averaging the two appropriate calendar years in each case. Estimates for 1980 and 1981 were made by the National Center for Education Statistics.

³Estimated.

SOURCES: (1) U.S. Department of Education, National Center for Education Statistics, *Statistics of State School Systems*; (2) National Education Association, *Estimates of School Statistics 1981-82* (Copyright © 1982 by the National Education Association. All rights reserved.); (3) U.S. Department of Commerce, *Survey of Current Business*, July issues; and *National Income and Product Accounts, 1976-79, July 1981*.

Table 16.—Gross national product related to total expenditures ¹ for education: United States, 1929-30 to 1981-82

Calendar year	Gross national product (in millions)	School year	Expenditures for education	
			Total (in thousands)	As a percent of gross national product
1	2	3	4	5
1929	\$103,400	1929-30	\$3,233,601	3.1
1931	76,100	1931-32	2,966,464	3.9
1933	55,800	1933-34	2,294,896	4.1
1935	72,500	1935-36	2,649,914	3.7
1937	90,700	1937-38	3,014,074	3.3
1939	90,800	1939-40	3,199,593	3.5
1941	124,900	1941-42	3,203,548	2.6
1943	192,000	1943-44	3,522,007	1.8
1945	212,300	1945-46	4,167,597	2.0
1947	232,757	1947-48	6,574,379	2.8
1949	258,023	1949-50	8,795,638	3.4
1951	330,183	1951-52	11,312,446	3.4
1953	366,129	1953-54	13,949,876	3.8
1955	399,266	1955-56	16,811,651	4.2
1957	442,755	1957-58	21,119,565	4.8
1959	486,465	1959-60	24,722,464	5.1
1961	523,292	1961-62	29,366,305	5.6
1963	594,738	1963-64	36,010,210	6.1
1965	688,110	1965-66	45,397,713	6.6
1967	796,312	1967-68	57,213,374	7.2
1969	935,541	1969-70	70,400,980	7.5
1971	1,063,436	1971-72	82,999,062	7.8
1973	1,306,554	1973-74	98,019,434	7.5
1975	1,528,833	1975-76	121,603,841	8.0
1977	1,899,508	1977-78	140,367,563	7.4
1979	2,413,900	1979-80	169,615,149	7.0
1981	2,925,500	1981-82	199,800,000	6.8
1982	(2) 3,057,300	1982-83	215,000,000	

¹Includes expenditures of public and private schools at all levels of education (elementary, secondary, and higher).

²Preliminary data.

³Estimated.

NOTE.—Beginning with 1959-60 school year, includes Alaska and Hawaii.

SOURCES: (1) U.S. Department of Education, National Center for Education Statistics, *Statistics of State School Systems: Financial Statistics of Institutions of Higher Education*; and unpublished data. (2) U.S. Department of Commerce, Bureau of Economic Analysis, *Survey of Current Business*, January and July issues.

THE WHITE HOUSE

WASHINGTON

May 4, 1983

MEMORANDUM TO MICHAEL K. DEEVER

FROM: WILLIAM F. SITTMANN

SUBJECT: Education and Family Issues

Recommendations

There are some concrete steps we can take to improve our standing with the populists in terms of symbolism and issues.

1. The President could greatly advance his education agenda and help himself with the populists if he spoke to a conservative education group, such as the PTA or the National Association of School Boards.
2. The President might also consider speaking at a high school or grammar school commencement. There is no reason why the school has to be large. Surely we can find a traditionally-minded public school which never lost sight of the three R's and still graduates achievers without huge expenditures or frills.
3. The family has a special place in American life. All Americans enjoy celebrating holidays, birthdays, and reunions. They are showing increasing interest in their "roots." The President is uniquely qualified to explain to his fellow citizens how his vision for America speaks to their concerns and aspirations and how his policies address those concerns and aspirations. By word and deed, the President can help the families of America celebrate their unity and their diversity.

Issues

It is believed that the social issues listed below serve to reinforce our strength with the populists while not jeopardizing our overall coalition.

1. Education. Americans are deeply concerned about deteriorating standards and discipline in our schools. President Reagan has already addressed these concerns, with programs and proposals to improve computer literacy, to direct special aid to science and math instruction, to eliminate counterproductive school busing, promote tuition tax credits, and so on.

The President can continue to press for educational reforms. He can push for higher teacher competency standards, for more job-oriented instruction, and further advances in high technology training. At the same time, he can continue to stress the importance of basic instruction, school prayer and morality.

Action Items

1. The President should make appearances at key ethnic events, and speak to family values and jobs. This will show a sensitivity to the blue collar ethnics.
2. Whenever travelling the President should try to meet local Catholic Bishops or church leaders.
3. The President should increase the frequency with which he attends Sunday service with Mrs. Reagan. (Religion and fear of its decline are important to blue collar ethnics.)
4. The President should meet with educators, university level and secondary to discuss ways of bettering schools and to ask their support in re-education programs.
5. Education and the need for it in our future is a way of life and our economic growth must be expanded on. We must show the value of education, how it will effect jobs in the future, and how it will help our foreign markets.

THE WHITE HOUSE
WASHINGTON

file

May 23, 1983

MEMORANDUM FOR: MICHAEL K. DEEVER
FROM: FREDERICK J. RYAN, JR. *FR*
SUBJ: EDUCATION THEME

The following is a list of the various options that have been submitted by the Political and Scheduling Offices:

I. CONVENTIONS

- | | | | | | |
|-----|---|-----|---|----|---|
| ___ | A | ___ | D | 1) | Address the <u>National PTA Conference</u> in Albuquerque, N.M., June 12-15. |
| ___ | A | ___ | D | 2) | Address the <u>American Association of University Women</u> in San Francisco, CA, June 25-29. |
| ___ | A | ___ | D | 3) | Address the <u>National Association of Secondary School Principals</u> in Kansas City, MO, June 26-30 (enroute to Ranch). |
| ___ | A | ___ | D | 4) | Visit the " <u>Skills Olympics</u> ", sponsored by the Vocational <u>Industrial Clubs of America</u> , in Louisville, KY, June 27-30. |
| ___ | A | ___ | D | 5) | Address the <u>American Federation of Teachers</u> in Los Angeles, July 3-8. |
| ___ | A | ___ | D | 6) | Address the <u>Education Commission of the States</u> in Denver, CO, July 20-23. |

II. WHITE HOUSE EVENTS

- ___ A ___ D 1) Invite State and local elected officials to an Education Conference at the White House.
- ___ A ___ D 2) Invite individual students recognized for academic excellence to meet the President.
- ___ A ___ D 3) Present the National Inventors Award to two young inventors.
- ___ A ___ D 4) Present the Secretary of Education's Awards to outstanding elementary, secondary and vocational schools. (Schools will be selected some time this fall.)
- ___ A ___ D 5) Nationally televised "Back to School" Address to parents and children from the Oval Office. (Early September)
- ___ A ___ D 6) Host White House Luncheon for teachers chosen from all 50 states as "Teachers of the Year".
- ___ A ___ D 7) Invite nationally-recognized Chicago teacher, Marva Collins, to lunch at the White House.

III. CREATED EVENTS


- ___ A ___ D 1) Address one of several high school graduations scheduled at Constitution Hall, June 2-8.
- ___ A ___ D 2) Address students at local public school during Minnesota trip, June 9.
- ___ A ___ D 3) Visit Garfield High School in Los Angeles and present award to outstanding math teacher, Jaime Escalante. (while in California)
- ___ A ___ D 4) Call for "Education Summit" at Camp David and invite national education leaders. (Early September). This would lead into the Oval Office "Back to School" address.
- ___ A ___ D 5) Address state legislatures in Tennessee, Mississippi and California, praising their particular efforts in promoting education.
- ___ A ___ D 6) Visit a school that is part of the "adopt-a school" program.

- ___ A ___ D 7) Visit the site of an adult literacy program.
- ___ A ___ D 8) Visit a vocational-technical school.
- ___ A ___ D 9) Visit a gifted child program.
- ___ A ___ D 10) Address a local PTA meeting.
- ___ A ___ D 11) Visit Education Department's model schools.
(Schools will be determined this Fall)
- ___ A ___ D 12) Visit summer school class.
- ___ A ___ D 13) Address state education association in tar-
geted political state.
- ___ A ___ D 14) Visit an academic summer camp.
- ___ A ___ D 15) Meet with Ruth Love, black school superinten-
dent of Chicago schools, while in Chicago,
June 23. (She has developed a model adopt-a
school program.)

THE WHITE HOUSE
WASHINGTON

May 20, 1983

*Bill
They did look
at all of
them and make
a recommendation*



MEMORANDUM FOR: MICHAEL K. DEEVER
FROM: FREDERICK J. RYAN, JR. *FR*
SUBJ: EDUCATION EVENT IN MINNESOTA

I suggest the following options for education events during the June 9 trip to Minneapolis.

1) High School Commencement Address

Although the Minneapolis School System will have already closed for the summer, there are several options for a commencement address in nearby St. Paul. (See Tab A for Specific Schools).

_____ Approve _____ Disapprove

2) Teach a Junior High Civics Class

June 9 is the last day of class for all Junior High Schools in St. Paul. (See Tab B in Specific Schools.) The President could visit one of the civics/government classes. When he did this last year in Chicago, it received good media play.

_____ Approve _____ Disapprove

3) Address to an All-School Assembly

Rather than addressing a single class, the President could address an all-school assembly at any of the senior or junior high schools.

_____ Approve _____ Disapprove

Senior High Schools/St. Paul, MN

<u>Name</u>	<u>Last Day of Class</u>	<u>Graduation</u>
Central Senior High School 275 N. Lexington Pkwy. St. Paul, MN 55104 (612) 645-9217	June 9	June 9
Como Park Senior High School 740 W. Rose Avenue St. Paul, MN (612) 487-2001	June 9	June 9
Harding Senior High School 1540 E. 6th Street St. Paul, MN (612) 776-8533	June 9	June 8
Highland Park Senior & Junior School 1015 Snelling Avenue South St. Paul, MN (612) 690-1545	June 10	June 8
Humboldt Senior & Junior High School 30 E. Baker Avenue St. Paul, MN (612) 222-3671	June 10	June 9
Johnson Senior High School 1349 Arcade St. St. Paul, MN (612) 776-8581	June 10	June 8

Junior High Schools/St. Paul, MN

Battle Creek Junior High School 2121 No. Park Drive St. Paul, MN 55119	(612) 735-4060
Cleveland Junior High School 1000 Walsh Street St. Paul, MN 55106	(612) 774-6096
Hazel Park Junior High School 1140 White Bear Avenue St. Paul, MN 55106	(612) 771-5588
Highland Park Junior & Senior High School 1015 Snelling Avenue, South St. Paul, MN 55116	(612) 699-1385
Humboldt Junior & Senior High School 30 East Baker Avenue St. Paul, MN 55107	(612) 227-8051
Mounds Park Junior High School 516 Earl Street St. Paul, MN 55106	(612) 771-5535
Murray Junior High School 1450 Grantham Street St. Paul, MN 55108	(612) 645-9474
Ramsey Junior High School 1700 Summit Avenue St. Paul, MN 55104	(612) 698-3823
Washington Junior High School 1041 Marion Street St. Paul, MN 55117	(612) 488-5525

VOCATIONAL TECHNICAL SCHOOLS

- 1) Dunwoody Technical Vocational School
818 Wayzata
Minneapolis, MN 55403
Contact: Mr. Bassford
(612) 374-5800
- 2) St. Paul Technical Vocational Institute
235 Marshall Avenue
St. Paul, MN 55102
Contact: Gerhard Nelson
(612) 221-1300

4) Visit a Vocational Technical School

The President could visit a vocational technical school and observe some of the classes that are taking place. This would include autobody and mechanics, welding, drafting, computer programming, carpentry, plumbing, etc. Generally, these would be older students that have completed high school. (See Tab C for specific locations.)

_____ Approve _____ Disapprove

18. Cal Tech Commencement Address, June 10.

19. West Point Commencement Address, May 25.

20. Education Day in Texas. The President could address the Texas State Legislature and commend it for reforms signed by Governor Clements in 1981. He could take issue with Governor White's blanket proposal for teacher pay increases, stating that raises should be based on merit. He could visit model schools such as Houston's, with their teacher testing and high technology programs, or San Antonio, where discipline has been dramatically improved in the heavily Hispanic schools.

21. Hispanics. Since Hispanics are a key target group, with strong family and educational values, we suggest the President go to Garfield High School in East Los Angeles to meet with Jaime Escalante, a dedicated math teacher whose students scored in the top 2 percent in national calculus tests. Escalante is definitely in tune with the President's goals.

22. Blue Ribbon Committee for Jobs and Education. Co-chaired by Governors Pete DuPont and Lamar Alexander and a host of other distinguished men and women, this Committee would analyze and report on the role of the educational system in training and retraining American youth for the jobs of the future.

23. First Lady and drug abuse prevention. Because parents reportedly single out drug and alcohol abuse as a major factor in academic decline, we recommend concurrent events featuring the First Lady in schools with successful prevention programs.

6. Tennessee State Legislature. The President would praise the efforts of GOP Governor Lamar Alexander in proposing an ambitious program of education reform. His package included basic skills, master teachers, competency tests, school computer literacy programs, more math and science instruction and a "center for excellence for the state universities."

7. National Conference of the Parent-Teacher Association in Albuquerque, New Mexico, June 12-15. The convention theme is "where children come first." The President would ask parents and teachers to unite in improving the schools.

8. American Federation of Teachers Convention, Los Angeles, July 3-8. Following NEA address, the President could deliver a similar message to the rival AFT.

9. Address a local PTA. This could be done with advance planning, or it could be spontaneous, done along with some other event that brought the President on the road.

10. Excellent Teacher/Student. Each Reagan-Bush state chairman could designate one excellent teacher from their state to come to the White House and meet with the President. This process could be repeated for excellent student, high school newspaper editor, college newspaper editor, etc. Of course, more than one person per state could be selected for each category.

11. Education Summits. The President could meet with governors, state superintendents of education, or members of commissions that have written compatible reports, e.g. 20th Century Fund.

12. Visits to select local schools which have improved academic performance, cut down drugs and violence. Note that the school year ends in just a few weeks.

13. Visit to a high tech school, such as Oxon Hill High School in Oxon Hill, Maryland. This school has a program for gifted and talented students specializing in math and science. It has high minority enrollment. It uses a computer donated by Hewlett-Packard. Oxon Hill has been used by the USIA to showcase American technology.

14. American Association of University Women, San Francisco, Calif., June 25-29. This is the national convention, with 4,000 attendees. A good place to address the gender gap and educational equity for women.

15. American Library Association Convention, Los Angeles, June 25-30. Twelve thousand members will attend. The President could stress the basics and literacy.

16. Harvard University Commencement Address, June 9. A perfect place to counter the recent Harvard speech by Mondale.

17. Stanford University Commencement Address, June 12.

I. ACTION ITEMS

The President is scheduled to give the commencement address at Seton Hall University on May 21. This is the logical place to kick off a campaign for education renewal.

To give coherence to the campaign the selection of further events must be integrated with the themes and issues the President ultimately chooses to emphasize.

Below are some suggestions for events, ranked in order of importance.

1. Nationally televised Oval Office message to parents and children. The President would discuss ways to strengthen parental influence in education, provide the context of recent alarming reports of decline and call on parents to join him in a campaign for educational renewal.

2. Fourth of July address to National Education Association convention in Philadelphia. The President would appeal directly to teachers to place students and learning first, support merit pay for master teachers, remind the Congress that their forebears at the Constitutional Convention in Philadelphia 200 years ago placed responsibility for education with the people and the states--not the Federal Government.

It is important for us to distinguish between the liberal NEA leadership and the more conservative rank and file. Three quarters of a million NEA members voted for the President in 1980. By speaking over the heads of the NEA elite, the President could drive a wedge into the organization that could help neutralize the NEA in 1984.

The Philadelphia trip could also feature photo opportunities and brief remarks at key historical sites, e.g. the Liberty Bell, where the President could re-emphasize the connection between education and freedom.

3. Air Force Academy commencement address, Colorado Springs, Colorado, June 1st. The President could emphasize the parallel between the disrepair in our defenses and the decline of American education. He could observe that education declined even as spending increased, but defense declined with spending levels. The campaign for the renewal of education begins with getting more in return for our \$215 billion annual investment in America's second-largest industry--education.

4. Address to Mississippi State Legislature. The President could praise Governor Winter's educational reforms as exemplifying the new commitment of states to improve education using state resources. Once thought of as the least-socially developed state in the nation, Mississippi proves that the states will be fair and responsible without prodding by the Federal Government.

5. Adopt-a-school program. Ruth Love, the black female superintendent of the Chicago public schools, has developed a model program of public-private sector cooperation to improve the heavily minority system.

II. THEMES

The President could call for a campaign for educational renewal, uniting parents and teachers in reinvigorating education.

America's educational enterprise is our second-largest national expenditure, almost equal to defense spending at \$215 billion this year. Yet by losing sight of the basics, school discipline, reward of merit for teachers and students, we have squandered our massive investment--as recent reports from eminent panels show--in education.

We must remember that the public still respects grandiose Manhattan Project-style government programs. Here the liberals have the advantage, since they are always willing to outbid us on spending.

Fortunately, the public also holds dear basic conservative values, such as discipline, hard work, and basics (cf New York Times poll, April 6). Here the conservatives have the clear advantage.

We must reframe the education issue so that the stress is shifted away from new programs and spending and towards old values and tradition. If we don't succeed at this, we will lose a bidding war with our opponents.

We must forge an unbreakable link in the public mind between the education issue and the family. Conservatives are definitely with the majority on family issues, while liberals are very definitely with the minority. Certainly special interest groups, such as the NEA, are anti-family.

Very heavy stress on the education-family connection will smoke out our opponents, shining light on their anti-family, anti-tradition standpoints. If we can thusly discredit them, the education issue will be ours in 1984.

The President could call for:

1. Reversing trends which have disenfranchised parents from their children's education.
2. A renewed emphasis on the basics, as outlined in the National Commission on Excellence report (the majority of its reforms are issues of policy, not price).
3. Education must bolster America's competitive edge in the world economy and prepare students for effective citizenship in a republic.
4. Restore the status and prestige of the teaching profession.
5. Remove education from partisan politics by restoring local control and healing the rift between parents and teachers, schools and government.
6. Remind Americans that education unites us all, whether as parents, students or teachers.

7. The recognition that education is the major family issue of our time.

8. Alert parents to the "educational-instructional-complex", which has grown with the proliferation of special interests surrounding our \$215 billion investment in education. Precisely characterize the problems of the status quo and why our educational resources were squandered.

9. Eradication of crime, drug and alcohol abuse, and other signs of social decay.

III. ISSUES

The campaign's themes embody a number of substantive issues, embracing the President's longstanding convictions and the Administration's education initiatives.

Several of the following issues must be subjected to expedited analysis if they are to be incorporated in the campaign:

1. Provide a public school tax credit directly to parents who enroll their children in public schools. A credit of \$100-\$300 per family might fit into acceptable levels of revenue loss, and create a parental constituency empowered with the means to increase local school finances if the schools respond to parental demands for improvement.

2. Merge the Departments of Education and Labor for efficiency, concentrating continuing Federal programs on key educational and training needs. This would result in cost-savings to offset the public school tax credit, and accomplish the President's campaign commitment.

3. Support merit pay for teachers based on the "master teacher" concept. Although teachers unions oppose this, the rank-and-file would welcome the increased pay, status and prestige if the selection process incorporates a faculty-review similar to that used in universities, where teachers help select their best to be masters.

4. Competency tests for teachers and students to measure achievement, diagnose and remedy weaknesses, and end grade inflation and social promotion.

5. Advocate that states establish five new basics to the high school curriculum in every state: 4 years of English; 3 years each of social studies, science and mathematics, and one-half year of computer instruction for all graduates. (Recommendations of the National Commission on Excellence in Education)

6. Continued deregulation and relief from the paperwork and administrative burdens on teachers so that time in class can be spent on teaching and learning.

7. To strengthen the role of parents, measures such as tuition tax credits and, optional educational vouchers for the educationally-disadvantaged must be enacted. This gives middle and lower-income families choices the wealthy already possess when faced with ineffective, unresponsive schools.

8. Renew the moral fabric of our schools through drug abuse prevention efforts, voluntary school prayer, and improved school discipline to end chronic disruption.

9. Strengthen private sector initiatives to integrate corporate and business support for education with measures to improve excellence outlined in the President's campaign: i.e., new texts and materials for the basics, recognition for outstanding teachers and students, support for drug abuse prevention programs, and high-technology efforts.

THE WHITE HOUSE
WASHINGTON

May 20, 1983

Beel
Some of this is
good - get
opinions of
CF & Ed Hollis

MEMORANDUM TO MICHAEL K. DEEVER

FROM

JAMES K. COYNE *James K. Coyne*

SUBJECT:

ADOPT-A-SCHOOL

Following up our earlier discussions this week and my memo (copy attached) regarding our Adopt-A-School activities. We are at a decision point on four issues and would like to have your approval before proceeding.

KICK-OFF OF ADOPT-A-SCHOOL YEAR

We have submitted a proposal to Fred Ryan requesting that the President kick-off the program on June 7, in Baltimore. Although we realize that there isn't much lead time, it is essential to get this program off the ground before the school year ends.

Jerry Udwin, Vice President of Group W Government Relations and David L. Ritchie, Chairman of Group W have agreed to wholeheartedly embrace the program. The kick-off event would be in a center-city junior high school in Baltimore where the President would announce the Adopt-A-School program and challenge all elements of the private sector to adopt schools across the country before the 1983-84 school year begins. Both Secretary Bell and Karna Small have been informed about this idea and responded enthusiastically.

All of Group W's local TV stations are already committed to the project and we expect that their radio stations and cable outlets will adopt-a-school in their local market. On June 7, the six Group W TV stations in Boston, New York, Philadelphia, Charlotte, San Francisco, and Baltimore will announce with maximum fanfare that they are adopting specific schools in their home communities.

As the President is kicking off the program in the school in Baltimore, they will satellite-link the ceremony with similar ceremonies in the five other schools across the country and televise the President's announcement live in each of the six television markets across the country.

Then, through the summer and on into the 1983-84 school year each of these local stations will publicize the TV station's link with the school and exhort the communities' businesses to adopt all the other schools in the region. This will be one of the major on-air media events in these markets over the next 16 months.

The Group W stations will give President Reagan the credit for initiating the idea. The Baltimore event will also include presentation of a video-tape outlining what Adopt-A-School is and what other cities have already done, (e.g. San Diego, Providence-St. Mel). In addition, the President can show his own commitment to Adopt-A-School by teaching a civics class (covered live on TV) in the Baltimore school.

approve _____

disapprove _____

ADOPT-A-SCHOOL PROCLAMATION OR EXECUTIVE ORDER

At the Baltimore kick-off, we propose that the President issue a proclamation declaring the 1983/1984 school year as "Adopt-A-School Year" and challenge businesses, national organizations, other television stations, etc., to adopt schools. We would like to move forward with OMB, Department of Education, in having the proclamation drafted.

approve 2 _____

disapprove _____

ADOPT-A-SCHOOL TASK FORCE::

We propose that White House ceremony be scheduled in late June to announce the formation of the Adopt-A-School Task Force. The Task Force, a non-profit organization would be composed of prominent members of the business, labor, government and education community to serve as a linking agent and catalyst for successful school partnership initiatives across the country. The Task Force would also implement a variety of Adopt-A-School Year events. We are compiling a list of potential Task Force members.

approve 2 _____

disapprove _____

PRESIDENTIAL AND CABINET OFFICER VISITS:

We suggest that the President and selected Cabinet officers (such as Secretaries Bell and Weinberger) visit Adopt-A-School kick-offs through out the summer during the course of their travels. For example, there are programs in Minneapolis, Memphis, Oakland, Seattle, Dallas, Boston, Houston, Los Angeles, San Diego, and other cities. Moreover, agencies and installations (such as the FAA in Minneapolis) might be encouraged to adopt schools. We would coordinate those visits and work with the Department of Education in providing technical assistance.

approve 2 _____

disapprove _____

successful programs. Business and educational leadership might be present as part of a coalition-building effort.

- ° During the ceremony, the President would announce the creation of a national "Adopt-A-School Council," a non-profit organization with prominent members from business, labor, government, education and community organizations. The Council would serve as a nationwide umbrella, act as a catalyst, linking agent, research arm, coordinator and replicator of successful school partnership initiatives. It would implement adopt-a-school year events, a more detailed description of which will be forthcoming. We will seek operational funds from corporate donors and the Department of Education.
- ° At the ceremony, we would announce the implementation of a DOD-wide adopt-a-school program, built around the San Diego model. We have already begun discussions with Secretary Weinberger's staff and the program will be in place by mid-June.
- ° Presidential visits to selected adopt-a-school locations would be scheduled. One attractive possibility is a visit to a successful naval ship/adopt-a-school program in San Diego when the ship returns from duty in the fall. This coincides, of course, with the start of the school year--which is excellent timing for high visibility of this program.

I will keep you advised of progress and opportunities.

THE WHITE HOUSE

WASHINGTON

May 16, 1983

MEMORANDUM TO MICHAEL K. DEEVER

FROM: JAMES K. COYNE 

SUBJECT: ADOPT-A-SCHOOL

There is a major opportunity for the Administration to highlight and give impetus to growing private sector efforts across the country to improve educational institutions -- principally through adopt-a-school programs.

Simply stated, an adopt-a-school program is a partnership between a business or community organization and a public school. The partnership uses the human resources of the business or group to improve the quality of education in local communities, to the mutual benefit of students, seeking career knowledge and of business needing prepared employees.

Successful programs are now underway in many cities across the country, including: Memphis, Oakland, Seattle, Dallas, Boston, Houston, Los Angeles and San Diego. In fact San Diego has developed a striking, new approach. Twelve naval ships have "adopted" schools. The direct benefits to the students, exposed to advanced technology and to the service, as sailors become involved in communities are clear. The indirect human benefits which make such good documentaries are there too. Several major corporations, including Hewlett-Packard, Federal Express, ARCO, Rockwell International, TRW and IBM are actively involved in adopt-a-school programs.

PLAN OF ACTION

My office is moving forward on a plan of action that involves four elements:

- o First, a White House ceremony in late June (a schedule request has already been submitted) during which the President would declare 1983/1984 as "Adopt-A-School Year" and encourage corporations, national organizations, military installations, television stations and other groups to adopt-a-school. Several models would be featured at the ceremony and recognition would be given to those businesses, school districts and other organizations with

successful programs. Business and educational leadership might be present as part of a coalition-building effort..

- ° During the ceremony, the President would announce the creation of a national "Adopt-A-School Council," a non-profit organization with prominent members from business, labor, government, education and community organizations. The Council would serve as a nationwide umbrella, act as a catalyst, linking agent, research arm, coordinator and replicator of successful school partnership initiatives. It would implement adopt-a-school year events, a more detailed description of which will be forthcoming. We will seek operational funds from corporate donors and the Department of Education.
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I will keep you advised of progress and opportunities.