

Ronald Reagan Presidential Library  
Digital Library Collections

---

This is a PDF of a folder from our textual  
collections.

---

**Collection: Deaver, Michael**  
**Folder Title: Education-Education**  
**General (5)**  
**Box: 38**

---

To see more digitized collections  
visit: <https://reaganlibrary.gov/archives/digital-library>

To see all Ronald Reagan Presidential Library inventories  
visit: <https://reaganlibrary.gov/document-collection>

Contact a reference archivist at: [reagan.library@nara.gov](mailto:reagan.library@nara.gov)

Citation Guidelines: <https://reaganlibrary.gov/citing>

National Archives

Catalogue: <https://catalog.archives.gov/>

*Education  
File*

THE WHITE HOUSE  
WASHINGTON

May 17, 1983

*Bill  
add these  
to our  
education  
project  
July?*

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

Today, Lee Atwater and I met with Dave Parker and Red Cavaney to discuss the education theme. They offered some good ideas that I thought you might be interested in.

1) High School Commencement

It was suggested that a high school commencement address be done as an immediate follow-up to Williamsburg. This would tie-in the importance of education and the role the U.S. plays in world diplomacy.

*good* A convenient option would be to address one of the many local high school commencements that are scheduled to take place at Constitution Hall.

2) Address to National Education Association

It was felt that because of the hostile nature of this group, the President should not address the N.E.A. Convention. Such an address would only add importance to the N.E.A. and, the convention is likely to be heavily worked by the Democratic Presidential candidates.

*good* One good suggestion was to address a state education association. We could select one of our key political states and address a group that is not as hostile as the national organization. The speech would probably get the same amount of national coverage.

3) Visit Summer School Class

There are two typical types of summer school students: the remedial student who is making up a failed class

and the exceptional student who is there to get ahead. It was felt that a Presidential visit to either of these types of classes would send a good message.

4) Teacher Training Seminars

*good*  
During the summer months, teachers from all school levels attend refresher courses and work toward advanced degrees. It was suggested that the President address one of these sessions in a key political state.

5) Additional Points

*absolutely  
lets discuss*  
Both Parker and Cavaney strongly stressed the need for significant surrogate involvement in the education theme. They pointed to this theme as an opportunity to develop the surrogate program as a useful tool for the future.

The group also stressed the need for good "people oriented photos" in the education theme (i.e., photos with students in the classroom, etc.). In addition to providing a good visual story about the education program, it conveys the image of a President who is not isolated or out of touch.



*File*  
I decided not to squeeze  
this in with the other  
paper.

If you haven't already  
received the other  
envelope, please call  
me.

916/444-8725

916-449-7430 (0)

*In  
Mm  
11-12*

*Call*

*Regi*  
*called 3-21-83*  
*I said didn't*  
*receive*  
*PM*

# Parents Choose Quality Education

The School Voucher Initiative

## THE ORGANIZATION

### THE SCHOOL VOUCHER

All parents of school age children (K-12) would be eligible to receive educational vouchers from the State to pay the cost of their children's tuition at either public or private schools.

### MEMBERSHIP ORGANIZATION

*Parents Choose Quality Education* is a membership organization formed to qualify the school voucher initiative for the November, 1984 California Ballot. The organization is registered with the California Fair Political Practices Committee and is required to report all contributions and expenditures.

### 750,000 SIGNATURES NEEDED

To qualify the school voucher initiative for the 1984 ballot, *Parents Choose Quality Education* must collect 750,000 signatures of California voters by April, 1984. This will be accomplished by building a statewide organization composed of approximately 50 area chapters — each with its own steering committee.

### CLASSES OF MEMBERSHIP

In order to raise enough money to build a statewide organization interested citizens and institutions will be asked

to join *Parents Choose Quality Education*.

Individual Member (Annual)... \$ 30.00

Institution Member (Annual) .... 100.00

### AUTHORS OF THE INITIATIVE

John E. Coons and Stephen D. Sugarman, Professors of Law, University of California at Berkeley School of Law.

### STATE DIRECTORS

**LeRoy Chatfield** is a real estate developer in Sacramento and a member of the California State Personnel Board. During the Brown Administration, he was appointed to several high level policy and administrative positions including Director of the California Conservation Corps and Member of the Agricultural Labor Relations Board. Mr. Chatfield has also been a Catholic high school teacher and administrator.

**Roger Magyar** is a professor of economics at Sacramento City College. He was a Special Assistant to Governor Reagan and was also appointed the Administrative Officer for the Governor's Task Force on Local Government Reform. Mr. Magyar is a Vietnam veteran having served as a Captain in the U.S. Marine Corps.

## THE INITIATIVE

The following section shall be added to Article IX of the California Constitution:

Section 17. **Purpose.** The people of California have adopted this section to improve the quality and efficiency of schools, to maximize the educational opportunities of all children, and to increase the authority of parents and teachers.

#### (1) Voucher Schools

(a) **Classes of Schools.** In addition to the public schools and private schools presently recognized by law, there shall be two classes of schools together known as Voucher Schools.

(b) **Private Voucher Schools.** Private Voucher Schools are private schools entitled to redeem state educational vouchers.

(c) **Public Voucher Schools.** Public Voucher Schools are schools organized as public corporations entitled to redeem such vouchers.

School districts, community colleges and public universities may establish Public Voucher Schools. Each

the organizing authority at the time of incorporation. Under this article such schools are common schools, and section 6 shall not limit their formation. Except as stated in this section, Public Voucher Schools shall operate according to the laws affecting Private Voucher Schools.

(d) **Limits on Regulation of Voucher Schools.** Voucher Schools shall be entitled to redeem the state vouchers of their students upon filing a statement indicating satisfaction of those requirements for hiring and employment, for curriculum and for facilities which applied to private schools on July 1, 1982; the Legislature may not augment such requirements. No school shall lose eligibility to redeem vouchers except upon proof of substantial violation of this section after notice and opportunity to defend.

No Voucher School may advocate unlawful behavior or expound the inferiority of either sex or of any race nor deliberately provide false or misleading information respecting the school. Each shall be subject to reasonable requirements of disclosure. The Legislature may



# THE INITIATIVE

## (continued)

No school shall be ineligible to redeem state vouchers because it teaches moral or social values, philosophy, or religion, but religion may not be taught in public schools or Public Voucher Schools; a curriculum may be required, but no pupil shall be compelled to profess ideological belief or actively to participate in ceremony symbolic of belief.

### (2) Admissions

(a) **Rules for Admission.** A Voucher School may set enrollment and select students by criteria valid under the federal constitution other than physical handicap, national origin, and place of residence within the state.

(b) **Protecting Low Income Families.** Each Voucher School shall reserve twenty-five percent of each year's new admissions for timely applications from families with income lower than seventy-five percent of California families. If such applications are fewer than the places reserved, all shall be admitted and the balance of reserved places selected as in paragraph (a) of this subsection; if such applications exceed the reserved places, the school may select therefrom the reserved number.

(c) **Choice Among Public Schools.** When district assignments are complete, any district with space remaining in its public schools may open such space to children irrespective of residence, giving reasonable preference to children described in (b). Children so enrolled shall be deemed residents of the receiving district for fiscal purposes.

### (3) Finance

(a) **A Child's Right to a Voucher.** Every child of school age residing in California is entitled annually without charge to a state voucher redeemable by Voucher Schools and adequate for a thorough education as defined by law.

(b) **Limits on Tuition.** Voucher Schools shall accept vouchers from low income families as full payment for educational and related services. Charges to others shall be consistent with the family's ability to pay.

(c) **Setting the Value of Vouchers.** The average voucher shall be worth approximately ninety percent of the average public cost per pupil of pupils enrolled in public schools. Public cost here and in subsection (3)

(d) shall mean every cost to state and local government of maintaining elementary and secondary education in the relevant year as determined by the Department of Finance according to law; it shall not include the costs of funding employee retirement benefits which are unfunded on July 3, 1984.

Vouchers shall be equal for every child of similar circumstance differing only by factors determined to be reasonable by the Legislature. They shall reflect the educational cost attributable to physical handicap and learning disability, and, for children of low income families, the cost of reasonable transportation. Except for schools in which parents or other relatives are principal instructors of their own children, no voucher shall be less than eighty percent of the average voucher for children of similar grade level. A nonprofit Private Voucher School shall use income from vouchers solely for the provision of educational goods, services, and facilities for its students. The Legislature shall provide for an appropriate division of the voucher in the case of transfers. Nothing required or permitted by this section shall be deemed to repeal or conflict with section 8 of this article or section 5 of Article XVI.

(d) **Limits on Cost.** For school years 1985-86 through 1990-91 the total public cost of elementary and secondary education shall not exceed that of 1983-84 adjusted for changes in average personal income and total school age population. The Controller shall authorize no payment in violation of this sub-section.

(e) **School Building Aid.** Excess space in public schools shall be available to Voucher Schools for rental at actual cost. Where appropriate and necessary, community groups shall be assisted in the founding of Voucher Schools by guaranteed loans and similar aids.

### (4) Rights

(a) **Fair Treatment of Students.** A pupil subject to compulsory education who attends a Voucher School may continue therein unless she or he is deriving no substantial academic benefit or is responsible for serious or habitual misconduct related to school. With fair notice and procedures each school may set and enforce a code of conduct and discipline and regulate its academic dismissals. No pupil enrolled in any such school shall suffer discrimination on the basis of race, religion, gender or national origin.

(b) **Consumer Information.** The Legislature shall assure provision of adequate information about Voucher Schools through sources independent of any school authority. Parents with special information needs shall receive a grant redeemable for the services of independent education counsellors.

### (5) Transitional Provision

The Legislature shall promptly implement this section ensuring full eligibility for vouchers of at least one-half of all pupils no later than the school year 1985-86 and all pupils in 1986-87.



## PARENTS CHOOSE QUALITY EDUCATION

### The School Voucher Initiative

1537 Hood Road — Suite D  
Sacramento, California 95825  
Telephone: (916) 921-0575

## Membership Dues

Individual Member (Annual) .....	\$30
Institution Member (Annual) .....	\$100
Individual Life Membership .....	\$500
Institution Life Membership .....	\$1,000

## MEMBERSHIP APPLICATION (Please Print)

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_ CITY \_\_\_\_\_ ZIP \_\_\_\_\_

OCCUPATION \_\_\_\_\_ EMPLOYER \_\_\_\_\_

AMOUNT OF CONTRIBUTION \$ \_\_\_\_\_

☐ I cannot contribute time.

☐ I can volunteer **SOME** time on an organized basis.

☐ I am willing to undertake a leadership responsibility.

☐ I would like to start a chapter in my area.

## QUESTIONS AND ANSWERS

Professors J. E. Coons and S. D. Sugarman

The following is a conversation with Professors John E. Coons and Stephen D. Sugarman, co-authors of the initiative. Both are faculty members at The School of Law of the University of California Berkeley. They have been writing about family choice in education since 1968 and have twice argued successfully the celebrated case of *Serrano v. Priest* before the California Supreme Court. Their best known books are *Private Wealth and Public Education* (Harvard University Press, 1970) and *Education by Choice — The Case for Family Control* (University of California Press, 1978).

**Q:** In a nutshell, how would the "voucher" plan work?

**A:** (Sugarman) Parents would be permitted to take their child's share of education taxes in the form of a voucher to the school of their choice, either public or private. They would no longer be forced by an educational monopoly to send their child to a school selected for them — one that may not share their moral, political, religious or educational values. For the first time the ordinary and low-income family would have a choice. Private education would thrive, and public education would improve under the spur of competition.

**Q:** The people who run the system have lots of political power and money. Does the initiative have a chance?

**A:** (Coons) Recent polls taken on the voucher plan show that more people favor it than oppose it. One major pollster shows that the majority would be 59% for and 38% against with only 3% undecided. The 1982 annual Gallup poll on education shows that 45% of all families would desert the public schools *as presently organized* if they could afford to do so.

**Q:** Giving families choice in education seems a good idea, but since some will choose religious schools, won't this violate the Constitution?

**A:** (Sugarman) Since education vouchers promise real choice for all families and real improvement in public education, they are altogether different from those so-called "parochial" plans that the U.S. Supreme Court has struck down. Leading constitutional law authorities at major law schools agree that the existing court decisions don't cover our voucher plan and join us in confidently predicting that the court will uphold it.

**Q:** Has an idea like this ever been tried before?

**A:** (Sugarman) For generations in many school districts in Vermont and New Hampshire families have been allowed to take their child's share of tax money and to enroll the child in a private school or a public school in another district. Although such a system is unusual in this country, in most of the free world it is standard policy. For example, in England, Denmark, Holland, Germany, Australia, New Zealand and several provinces of Canada similar schemes are set up to respect the family's authority and preferences. Often the European visitor is surprised to discover the lack of choice in "the land of the free."

**Q:** Didn't the federal government run an experiment with vouchers in San Jose?

**A:** (Coons) Yes, a limited one, confined to public schools. The evaluation of this experiment by the RAND Corporation showed that parents and teachers alike were pleased to have greater choice. Many families picked other than their "neighborhood school"; many chose different schools for siblings depending on the individual child's needs. Although it was only a very small step in the right direction, this experiment showed that vouchers can work.

**Q:** How will the initiative help public schools?

**A:** (Sugarman) Once the public school monopoly is broken, families can put real pressure on the public schools to improve themselves. Giving families power is the best possible medicine for a system which has been able to rest on its oars because it has been assured of a captive clientele. How hard would Safeway try to please you if it were the only place you could go for food?

If a district runs schools that nobody likes, it will lose students to other districts and to Private Voucher Schools. Since public school employees will want to keep their jobs, they will make public schools better. Since their students will be enrolled by family choice, public schools will be able to be more demanding of them and will earn the loyalty that comes from choice.

For their part, school districts could decide how many schools they prefer to operate on the traditional geographic basis and how many they wish to turn into Public Voucher Schools which would be out from under the yoke of much of the regulation that now strangles good public education.



your child deserves the best

1537 Hood Road — Suite D  
Sacramento, California 95825  
(916) 921-0575

*Parents Choose Quality Education*  
The School Voucher Initiative

BULK RATE  
U.S. POSTAGE  
PAID  
PERMIT #176  
SACRAMENTO, CA

## THE SCHOOL VOUCHER INITIATIVE

### Questions and Answers (continued)

**Q:** Will total public spending on education go up?

**A:** (Sugarman) No. The initiative contains a six year ceiling on public spending for education. What will rise is quality. In many public school districts today less than half of the employees are regular teachers. Since private school families have shown that they prefer the money to go to teachers rather than administrators, the voucher plan would shift more of the resources toward more teachers.

**Q:** Are private schools less expensive to operate?

**A:** (Coons) Even when volunteer services are counted, private schools on the average spend half or less than half of the average cost in public elementary and secondary schools. The latter now spend over \$3,000 per child each year according to official state figures. Once the system begins to operate on an efficient competitive basis, however, taxpayers can be more confident that they are getting their money's worth.

**Q:** Are private schools better?

**A:** (Sugarman) Those who now pay money to use them must think that they are superior to the public school to which their child would have been assigned. Of course many public schools are good. Wealthy people in Beverly Hills and Palo Alto who could afford to pay private tuition still usually use the public system; in general, where the wealthy cluster, public schools are probably rather good. In the cities and elsewhere, however, national studies show that, for the non-wealthy families, low budget private and parochial schools are doing the best job of education.

**Q:** Is there a danger that regulation will ruin private schools?

**A:** (Coons) There certainly is. Indeed, today's private schools are at risk, for there is a growing movement to clamp regulation upon them that will tie them in the same knots that have crippled public education. The answer lies in the initiative. It is an amendment to the *constitution* of California, and it protects private voucher schools from new regulation. For example, sub-section (1) (d) absolutely insulates voucher schools from any new laws that would further regulate hiring, employment, curriculum, number of pupils and choice of facilities; under sub-section (4) (a) the voucher school remains free to set its own code of discipline and enforce it.

**Q:** Will vouchers go to Nazi and KKK schools?

**A:** (Sugarman) No. As the initiative plainly says, schools that promote racism would not be eligible for vouchers; nor could a school advocate unlawful behavior.

**Q:** What will vouchers do to bring Americans together and to make them feel good about their schools?

**A:** (Coons) At present hostility, violence and divisiveness in public schools are the natural product of a system that does not value the opinions of its clients. Many families deeply resent this. No wonder their children find school an alien and hostile place. The initiative reverses this error. Its principle is that people will respect the society which respects them. Vouchers are a way of building social trust.

**Q:** Are vouchers democratic?

**A:** (Sugarman) The initiative would give all families substantial choice. That is what democracy is about. Today, only the wealthy have choice. We think it is undemocratic to make one's access to a public school depend on his ability to buy a house in the neighborhood. Under the initiative, for the first time our schools would deserve the name "public."

**Q:** Would you call choice in education a left-wing or a right-wing idea?

**A:** (Coons) Those terms simply do not fit. Trusting parents and children is not a partisan matter. Once the initiative gets on the ballot there will be politicians of both parties falling over themselves to endorse it.

**Q:** How much would a voucher be worth?

**A:** (Sugarman) The voucher would be worth 90% of the average amount spent on a child in the public school by the State. If a voucher plan were in effect now, the average voucher would be worth about \$2,500.00 because public schools in California now spend about \$2,800.00 of State money per child.

Not all vouchers would be worth the same, however. Handicapped children, for example, would get bigger vouchers because extra money is needed to provide them with a quality education. Although the initiative gives the Legislature some flexibility in adjusting vouchers to meet special educational needs, all families are guaranteed a voucher amount that will be adequate to pay for a quality education for their child.

**Q:** But won't the politicians be telling voucher schools how to operate?

**A:** (Sugarman) Not at all. Voucher schools will control their own curriculum, hiring, discipline and facilities. The initiative does permit the Legislature to set reasonable standards of competence for the awarding of a high school diploma and schools would be required to provide information that will help families make an informed choice, but they would want to do this anyway.

DISTRIBUTION PLANS

FINAL REPORT

NATIONAL COMMISSION ON EXCELLENCE IN EDUCATION

BACKGROUND

The report of this commission, entitled "A Nation At Risk", is being offered for sale by the Government Printing Office. It will also be available through the Education Resources Information Center (ERIC) after July 1983. In order to ensure timely and effective delivery of the report to those in a position to take leadership with regard to the recommendations the report will be distributed to the groups listed below. An announcement flyer will also be provided to groups interested in advising their membership about the report and how to obtain it. Further distribution plans will depend on the specific need.

DISTRIBUTION

White House Reception Guests	200
Department of Education On-Demand Distribution Mailing to all Members of Congress	2000
Department of Education White House Press Conference & Department of Education Press Conference, On-Demand Requests from the Press & Members of Congress	2000
Members of the Commission Preliminary set of complimentary copies	440
National Commission on Excellence in Education On-Demand Distribution, immediately after release of report (Includes 220 to Chief State School Officers, per their request)	340
Governors of States and Territories	56
State Boards of Education	800
Local School Boards	17000
Parent-Teacher Associations	500



Heads of Diocese school systems and like organizations	500
Major groups outside of education such as the U.S. Chamber of Commerce Board of Directors, National Association of Manufacturers, Conference Board, President's Task Force on Private Sector Initiatives, Civic clubs and other organizations active in helping schools -- approximately 100.	100*
Major education organizations such as the Council for Basic Education, the American Council on Education, American Association of Christian Schools, the National Association of Secondary School Principals, the Council for American Private Education and the National Association for Independent Colleges and Universities. This set includes approximately 200.	200*
State Legislative Leaders	500
Presidential and Secretarial Advisory Committees on Education	200
State and regional associations of private schools and colleges	150*
National Science Board and supporting staff	220
National Academy of Sciences	60
National Academy of Education	50
Education Commission of the States	110
Private Foundations which actively fund education programs	100
Institutions of Higher Education	3200
Schools of Education	1300
National Commission on Excellence in Education -- Directed Distribution by Members	3600
Contributors to the NCEE Report	500
Stock for Dissemination Services (ERIC, NDN, Libraries)	2300
Outstanding High Schools (includes public and private being identified through nationwide recognition programs now in progress)	800



Reserve to be held for special requests from  
Congress, Members of the Commission and  
the Secretary (1500 of reserve to be  
delivered to Department 5/3/83)

2754

TOTAL

---

40000

- 
- \* Some organizations, such as CAPE, have member organizations to which copies will also be sent. (Council for American Private Education -- CAPE).

In addition to the above, Education Week (50,000 circulation) and the Chronicle of Higher Education (70,000 circulation) reprinted the report. It was also offered through EDNET (300 school districts subscribe).

Plans under consideration to sponsor regional forums for discussion of the report, or to cooperate with private, professional and public groups interested in conducting seminars and forums. Such events will involve parents, educators and policymakers in public and private education, in general government, and representatives of the private sector. Other plans are being developed for dissemination of the report and follow-up activities, giving particular attention to private initiatives at the local and state level.



UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

April 28, 1983

The Honorable Michael K. Deaver  
Assistant to the President and  
Deputy Chief of Staff  
The White House  
Washington, D.C. 20500

Dear Mike:

In August of 1981, I appointed 18 distinguished citizens to a National Commission on Excellence in Education. The Commission was requested to make recommendations to the Nation concerning what steps should be taken to strengthen American education. I asked this Commission to gather data and hold hearings across the Nation.

I am proud to send to you the enclosed final report of the Commission. This report is entitled A Nation at Risk: The Imperative for Educational Reform. It succinctly describes the status of American education and the need for substantial reform.

The Commission recommends new emphasis at the State and local levels in such areas as strengthening standards, increasing high school graduation requirements, and devoting more time to learning five "New Basics." The Commission also recommends steps to make teaching a more rewarding and respected profession.

This document represents a significant contribution to all of our efforts to improve education in our Nation.

With best wishes,

T. H. Bell

Enclosure

THE WHITE HOUSE

WASHINGTON

May 11, 1983

*bul's*  
*741*

MEMORANDUM TO MICHAEL DEEVER

FROM: JAMES K. COYNE, SPECIAL ASSISTANT TO THE  
PRESIDENT, PRIVATE SECTOR INITIATIVES

SUBJECT: CENTER FOR CITIZENSHIP EDUCATION.

For your information, I have been talking with the Center for Citizenship Education which is located in Washington, D.C. This group, which has collected a number of distinguished Americans such as Clem Stone on their Board, wants to make citizenship education a high national priority. They are seeking the President's personal involvement.

Though the group has presented us with an interesting program and letters of support, we feel that Secretary Bell should work with them at this point.

I recommend that you not allocate scarce resources to this project now. Clem Stone's organization has indicated to us that this group is not their only priority. We will work with them on other PSI projects.

This memo is for your information only and does not require a response.

THE WHITE HOUSE

WASHINGTON

May 10, 1983

MEMORANDUM FOR MICHAEL K. DEEVER

FROM:

EDWIN L. HARPER

SUBJECT:

Nine Myths About Reagan Education Policy

Per your request, attached is the document that I mentioned this morning which was prepared by Gary Bauer of the Department of Education (formerly of my staff).

Kevin Hopkins is working up a brief "Issue Alert" to be distributed to key Administration spokesmen based on Bauer's document. A copy of the Bauer paper has also been provided to Joanna Bistany for use by Dave Gergen's office.

Attachment

Bill

If you noticed -  
all of these  
issues are put in  
the negative sense  
- Defensive!  
shd be turned  
around on

shd be 9  
accomplishments  
- see if Lee agrees  
and rewrite  
officials.



Myth #1. This Administration has made massive cuts in loans and grants to those seeking higher education.

- o The Administration has requested a 1984 budget for grants and loans which will provide more actual assistance to students than has ever been provided previously.
- o The Pell grant program has not been cut. New Pell grant proposals increase the funding level by about \$300 million with maximum grants increasing from \$1,800 to \$3,000. This is made possible by a distribution formula which assumes students should contribute to their educational support, and doubles the limit of educational costs which the grants may be applied to meet. This expands the range of choice available to the student applicant, and permits poor students to attend schools never before open to them.
- o Over 2.6 million students and their parents obtained \$5.9 billion in Guaranteed Student Loans in fiscal year 1982. The Administration projects that, under its 1984 budget policy, borrowing will increase to \$6.6 billion (2.8 million recipients) in 1983 and to \$7.2 billion (2.9 million recipients) in 1984. This equals a 22% increase in just two years.
- o Reductions in Federal appropriations for the Guaranteed Student Loan program have been due primarily to the fall in interest rates, not to a reduction in the availability of loans.

Myth #2. Public schools are suffering under Reagan Administration policies.

- o The Administration's emphasis on reducing inflation and stabilizing the national economy has slowed down the growth in costs of public education and provided an improved setting for meaningful planning, conduct and evaluation of public school programs.
- o Across the board, programs proposed by the Administration for elementary and secondary education are designed to give local public school districts more flexibility than they have had in the past in administering Federal programs--and with a greatly reduced amount of paperwork. School officials are being freed to educate the children in the ways they think best.
- o Under the block grant program, public school funds are being distributed more equitably than they were under the previous categorical programs. School districts unable to compete successfully under the old programs are now receiving funds.
- o The President's budget for 1984 proposes that funding for disadvantaged and handicapped children are set at \$4.1 billion. In fact, this includes over \$1.0 billion for handicapped State grant programs, which, if enacted, would be the highest level of funding in the history of the programs.

Myth #3. Women and blacks have been harmed by the Administration's education program.

- o Women receive more individual awards in all student aid programs and receive higher average awards in all programs except Guaranteed Loans. Their proportion of aid (from 52% in NDSL to 60.4% in Pell) far exceeds their proportion of higher education enrollment (slightly over 50%).
- o A much larger proportion of blacks receive student aid (34%) than their proportion of higher education enrollment (10%).
- o The Administration has consistently requested additional funds for programs assisting historically black colleges and universities, enabling these institutions to become more financially viable and self-sufficient.
- o The Administration is targeting resources to assure that disadvantaged students receive adequate services and financial student assistance. For example, under the TRIO program, Federal assistance will be targeted to those institutions that enroll substantial numbers of students from families of low incomes. These institutions typically serve large numbers of minority students.
- o The Department is proposing an increase in funds for the Chapter 1 State grant LEA program. Chapter 1 funds are targeted to disadvantaged students of which minority students make up a sizeable portion.



Myth #4. School prayer will violate individual freedom of choice among students.

- o The Administration's proposed Constitutional Amendment specifically guarantees objecting students the right not to participate in prayer. Those who wish could be excused or remain silent without interfering with or denying the rights of those who choose to participate.
- o On the other hand, without the Amendment those who wish to pray have their freedom of choice violated. The far-reaching effect of two decisions of the Supreme Court has been to foreclose prayer on school property--even outside regular class hours--thereby taking religious freedom away from those who desire to pray.
- o The Amendment would restore to American citizens the freedom to choose to pray in public schools and institutions, subject to State law.
- o The Amendment will allow communities to determine for themselves whether prayer should be permitted in their public schools and allow individuals to decide for themselves whether they wish to participate.

Myth #5. A voucher program will adversely affect the poor and educationally disadvantaged.

- o The Administration's voucher proposal would enhance the educational choice and equality of opportunity for the poor and disadvantaged. Vouchers would give parents of the educationally deprived more options in where to obtain schooling for their children.
- o The voucher program would be optional. It will likely only be implemented in communities where parents of (educationally deprived) Chapter 1 students demand it. Thus, it is difficult to imagine how the program would adversely affect these children.
- o Parents would have access to the schools offering the best or most appropriate education for their children. The poor and the educationally disadvantaged currently have the fewest education alternatives available to them if they are dissatisfied--vouchers promote equity!
- o Schools would continue to be obligated to comply with all Federal civil rights laws. Vouchers would eliminate or, at least, diminish current economic barriers.

Myth #6. Quality education is not a priority in this Administration.

- o The Administration proposed and created a Commission on Excellence that raised public awareness to the issue of excellence and underscored the commitment to it. The Commission's activities have spurred a national debate on the meaning of excellence and on practical ways to achieve it in education.
- o The Secretary has demonstrated his commitment to improving the quality of education through projects funded under the Secretary's Discretionary Funds provided under Chapter 2. The include:
  - Secondary School Recognition Program: A nationwide program carried out in conjunction with the Chief State School Officers organization aimed at seeking out and recognizing exemplary schools.
  - More Effective Schools Project: A research project designed to provide a variety of policy recommendations which would increase the effectiveness of schools. These findings would in turn be disseminated nationally.
  - Excellence Through School Board Policies: A fact-gathering project conducted by the National School Boards Association analyzing existing policies relating to educational excellence; a guide and special monographs will be disseminated.

Myth #7. Education block grants are ineffective.

- o The Chapter 2 education block grant is in its first year. Preliminary indications are that:
  - The transition from categorical grants to block grants has been extremely smooth.
  - School officials are expressing widespread pleasure with the greater flexibility and simplicity of awards under Chapter 2.
  - States are using a smaller percentage of grant funds to administer Chapter 2 than they did under the previous programs--5% for the previous programs, 2% for Chapter 2.
- o The block grant program has resulted in:
  - The removal of 30 sets of regulations from the books.
  - A reduction at the State and local levels of 191,000 person hours in the time required to complete applications.
  - A reduction of 68,390 person hours in the time required to complete financial and performance requirements.
  - Administrative cost savings at the State and local levels of \$1.8 million.

Myth #8. The Administration isn't preparing America's students for the technology challenge of the future.

- o The Secretary of Education, through his Technology Initiative, is supporting projects aimed at increasing the capacity of States and localities to use computers wisely in schools--for computer literacy, computer-assisted instruction, and administration.
- o The Administration has proposed a new program, costing \$200 million over 4 years, to improve the quality of secondary level science and mathematics education. Funds would be used for scholarships to train additional science and math teachers. The Administration believes that this proposal addresses one of the most critical elements of the problem--the growing shortage of qualified science and math teachers in our high schools.
- o The National Diffusion Network program in the Department of Education is making a special effort to disseminate information about successful science, math, and technology programs already in place in schools. As a result of this effort, we would expect thousands of schools to adopt new programs in these areas that have been proven to be effective.



Myth #9. Tuition tax credits will benefit only the rich.

- o The Census Bureau found in its fall 1979 Current Population Survey that more than 50% of private school pupils came from families with incomes below \$25,000.
- o The Census Bureau also found that 81% of private school pupils came from families with income below \$50,000.
- o Unlike a tax deduction that provides greater benefits for rich families and individuals in higher tax brackets, a tax credit provides the same dollar benefit to all taxpayers.
- o The rich do not need a tax credit to enable them to send their children to private schools--they can already afford to do so. It is the low and middle income family that will gain more choice as a result of this tax equity proposal.

Y930

THE WHITE HOUSE  
WASHINGTON

May 9, 1983

MEMORANDUM FOR: MICHAEL K. DEEVER  
FROM: FREDERICK J. RYAN, JR. *FJR*  
SUBJ: "EXCELLENCE IN EDUCATION" THEME

As a follow-up on our breakfast meeting, we have assembled the following package of proposed Presidential events to pursue a theme of "Excellence in Education".

I. Introduction

After reviewing the report of the Commission on Excellence in Education, I am convinced that education is an excellent issue for us to make an all out effort.

- . It touches at the heart of the "family" issue. There is probably no greater concern on the part of parents than the educational future of their children.
- . It appeals to an American's sense of pride and patriotism. Americans have traditionally been proud of the educational opportunities that have continued to make us the world leaders in scientific and academic achievement. According to the Commissioner's report, this is no longer true.
- . Education is closely related to Racial and Economic equality. Recent surveys have shown a significant distinction between the educational skills of poor minority students and those of upperclass whites. By way of example, one report indicates that functional illiteracy among minority youth may run as high as 40 percent.
- . Education certainly ties in closely with the unemployment situation.



- . It cuts at the core of America's national sense of Optimism. Although Americans have always believed that even greater days lie ahead, the Commission's report suggests to the contrary:

"For the first time in the history of our country, the educational skills of one generation will not surpass, will not equal, will not even approach, those of their parents."

These points add up to make this an issue that fits right in with the President's plan to "Make America Great Again". This "Crisis in the Classroom" is a problem that this administration has inherited. We are in a prime position to take the lead in pursuing "Excellence in Education".

## II. Proposal

This education theme should be pursued with regular Presidential activities during a condensed period of time (Late May through July) and appropriate follow-up activities to keep the issue in the spotlight. If we are to really succeed with this experiment, there should also be a coordinated surrogate effort. This would involve placing surrogates in appropriate education related forums and references to "excellence in education" by speakers at noneducation events. Simply stated, through the nationwide coverage of a series of Presidential activities and the local coverage of surrogate events, the news should be dominated by the Administration's new thrust in education.

This would be accomplished by addresses to national education conventions, created events for both the President and surrogates, and appropriate substantive announcements.

### 1. Educational Conventions and Conferences

- A. National Parent Teachers Association Convention, Albuquerque, New Mexico - June 12-15, 1983.

This convention provides an excellent opportunity for a big kick-off for the education theme. The theme for the convention is "Where Children Come First".

\_\_\_\_\_ Approve                      \_\_\_\_\_ Disapprove

- B. U.S. Skills Olympics (Sponsored by Vocational and Industrial Clubs of America), Louisville, Kentucky - June 27-30, 1983.

The "Skills Olympics" is the national competition for students enrolled in vocational education programs across the country. It features competition in the use of all types of industrial and technical equipment.

Although vocational education may not have the glamour associated with other forms of higher education, this event has great potential for reaching the blue collar constituency.

\_\_\_\_\_ Approve                      \_\_\_\_\_ Disapprove

C. American Federation of Teachers, Los Angeles, California - July 3-8, 1983.

This group, although not as critical as the N.E.A., is fairly liberal and has not been a supporter of the Administration. If you feel there should be an address to a national teachers' organization, this one presents one of the better opportunities. The President is scheduled to be in Santa Barbara at this time and could address the group before returning to Washington.

\_\_\_\_\_ Approve                      \_\_\_\_\_ Disapprove

2. Creative Events

A. Teach A Junior High Civic Class -

This could be done in conjunction with another trip. (Note: Because of the June/July time frame, this may be difficult.)

This could also be a good activity for surrogates. Every Cabinet Secretary could teach a civics class in different junior high schools across the country.

It was very successful and received good news play when the President previously visited the Civics class of a Chicago Catholic Junior High.

\_\_\_\_\_ Approve                      \_\_\_\_\_ Disapprove

B. Address to Elementary or Secondary School Assembly

Although this may also be difficult to arrange during the summer months, it could be added on to an already scheduled trip.

It could be done at any one of the many "model schools" that the Department of Education has selected.

\_\_\_\_\_ Approve          \_\_\_\_\_ Disapprove

C. Visit Marva Collins (the innovative black teacher) in conjunction with June 23 trip to Chicago.

The remarkable results that this woman has achieved have received wide-spread public recognition. The President could meet with her and observe her class in action.

\_\_\_\_\_ Approve          \_\_\_\_\_ Disapprove

D. Lunch with America's "Teacher of the Year"

The President could have a one-on-one lunch with this year's "teacher of the year". Or, it could be an expanded group of "teachers of the year" from the 32 years that the award has been given.

\_\_\_\_\_ Approve          \_\_\_\_\_ Disapprove

E. Visit an Adopt-A-School

There are numerous examples across the country of schools and special programs that receive support from the private sector. In many cases, these schools have innovative new programs that have achieved dramatic results with the students.

We could do this in conjunction with a trip into one of our key political states.

\_\_\_\_\_ Approve          \_\_\_\_\_ Disapprove

F. Visit the site of an Adult Literacy Program.

With the recent data suggesting that there are over 23 million functional illiterates in our country, the battle against illiteracy should be



a major thrust of the educational theme. There are numerous programs across the country that work to combat adult illiteracy, many of which are operated by volunteers. This would be a good combination P.S.I/Education event.

\_\_\_\_\_ Approve                      \_\_\_\_\_ Disapprove

G. Address a Local P.T.A. Meeting

This could be done with advance notice, or on a spontaneous basis when the President is out on the road. It would provide a good opportunity to emphasize the "family" component of the education theme.

\_\_\_\_\_ Approve                      \_\_\_\_\_ Disapprove

H. Presentation of the New Presidential Science and Mathematics Teaching Awards to outstanding teachers.

These could be done in one large ceremony at the White House, or individually out on the road. One possible candidate would be Jaime Escalante, a mathematics teacher at Garfield High School in East Los Angeles. Recently a group of underprivileged Mexican- American students under his instruction scored in the top 2 percent in the nation on the advanced calculus placement test.

\_\_\_\_\_ Approve                      \_\_\_\_\_ Disapprove

I. Present National Inventors Award to two young inventors.

Two adolescent inventors who have compiled a very impressive list of patents on their inventions have been recognized as the National Inventors of the Year. We could bring them in for a photo in recognition of their accomplishments. (One of their recent inventions is an improved type of swimming pool cleaner. They would like to present one to the White House.)

\_\_\_\_\_ Approve                      \_\_\_\_\_ Disapprove

J. Attend Presentation of the Secretary of Education Awards to outstanding Elementary, Secondary and Vocational Schools.

This award ceremony is expected to take place some time in October. It would be a good follow-up on the Education theme.

\_\_\_\_\_ Approve      \_\_\_\_\_ Disapprove

III. Substantive Issues

Although these would require the recommendation of the Policy Development Office, I suggest two substantive points for consideration:

1. The Department of Education

Although it was a campaign promise to abolish this Department that the Carter Administration created, we may want to announce that the plan has been postponed, if not set aside completely. In the mind of the average American parents, the concern for the future of their children is paramount. At a time when they are learning of the sad shape of the American education system, the last thing they want to hear is that the President is working to abolish the Department. Many do not know that the Department was only recently created or that the President's goal is to transfer the responsibilities back to the states and other federal agencies.

As the education theme begins to develop, the Democratic response will likely be to draw attention to the President's plans with respect to the Department. It may be wise to announce from the start that, because of the drastic state of affairs of the American Educational system, the plans to dismantle will be delayed. This would allow the Department to assist in the program of getting America back on the road to quality education.

Although this may upset part of our conservative support base, the harm could be reduced by preceding the announcement with a report that the plans to dismantle the Department of Energy are going to continue on schedule.

## 2. Campaign for Adult Literacy

It is our understanding that the Secretary of Education has recently prepared to begin a large scale "Campaign for Adult Literacy." Because of the staggering statistics that have recently revealed the seriousness of this problem, this program may justify Presidential participation from its inception. You may want to consider a White House ceremony to kick it off, or perhaps Presidential attendance at the Department of Education when it is announced.

## IV. Proposed Schedule

I have attached (Tab A) a proposed schedule for the May through July time frame. With the exception of the Summit Week, there is at least one proposed education event each week through July.



SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 Law Day	2 8:45 Yr. of Bible Presentation 10:45 OIL & MS Bus. Ldr. 11:00 Summit Prep. 11:50 Mtg. Priv. Enterprise Task Force 12:00 Issues Lunch 2:00 Inv. Briefing 2:30 Inv. w/family 4:00 Weekly 4:00 GOP Senators 5:00 H-Hold	3 8:30 GOP Leadership 11:00 Mtg. w/Blum Suk LEE Korean Minister of Foreign Affairs 1:15 Cabinet Time 4:00 M. Stone Taping 6:30 Diplomatic Reception B-TIE	4 11:00 Sen. Laxalt 11:45 "Team America" 11:55 NCS Basketball Team 1:00 Handicapped of Yr. 1:15 Inv. Briefing 2:00 Inv. w/Six WH Correspondents 2:30 R. Wirthlin 3:00 Cong. Mtg. 7:30 Private Dinner w/ GOP Group	5 10:00 Cong. Mtg. 11:00 Photo - Mrs. B. Clark 11:10 To San Antonio /Cinco de Mayo Activities ★ Late All. to Phoenix ON PHOENIX	6 9:45 Phoenix ★ Am Address POSSE & Sign Older American Proclamation ★ 1:00 Address Natl. Rifle Assoc. ★ Approx. 4:00 To Santa Barbara ON RANCH	7 9:00 Ranch ★ 9:00 Radio Talk
8 Mothers Day	9 ON WASHINGTON, D.C. ★ To Ashland, Ohio ★ Eve. John Ashbrook Memorial Dinner N Rel. to Washington	10 ON WASHINGTON, D.C. ★ 9:30 NSC Meeting 11:30 Teleconference Export Trading Act 12:30 Issues Lunch 1:45 Cabinet Time 4:00 Cong. Meeting 7:30 Private Dinner	11 ON WASHINGTON, D.C. 11:00 Small Business Person of the Year Cere. 11:15 Mtg. w/Cardinal 11:45 Inv. Ray Cave 12:00 Nuts & Gravy 1:00 Cong. Mtg. 2:00 Signing Cere. Natl. Amateur Baseball Month 2:30 Cong. Mtg. 3:30 Cong. Mtg.	12 9:45 P. Grace 10:45 PFIAB 11:15 Price Briefing 11:30 Mtg. w/Price 12:00 Lunch w/Price 12:45 Depart. Sims 1:15 Clerk Briefing 2:00 Cabinet Time 4:00 Personnel Time 4:30 WH Fellows 5:15 House/Sen. Photos 5:30 House/Sen. Recep. 7:30 House/Senate ★ B-TIE	13 9:45 Mtg. with Speechwriters 10:45 Mtg. w/Intel. Oversight Bd. 11:00 Cong. Mtg. 1:00 Father Blum 2:00 Father Blum 2:15 L. Kirkland and Trade Unions 2:45 C. Heslon ★ To Camp David	14 9:00 Camp David ★ 12:06 Radio Talk ★ 12:30 Hold for Summit Prep. Mtg.
15 ON RANCH	16 ON WASHINGTON, D.C. ★ 11:00 Address Natl Assoc Home Builders 12:00 Issues Lunch 1:00 Economic Briefing Hold Afternoon 4:00 Official Photo 4:30 H-Hold 5:00 Swearing in H. von Damm	17 ON WASHINGTON, D.C. T 9:30 GOP Leadership T 11:00 NSC T 12:00 Arts & Humanities Luncheon Hold Afternoon & Evening	18 ON WASHINGTON, D.C. 10:45 Signing Cere. Honoring Andrei Sakharov T 11:00 Cabinet Time 12:00 Lunch w/Key Supporters ★ Eve. Dropby WH News Photographers Dinner B-TIE	19 9:45 Mtg. with Speechwriters 11:00 Inv. Briefing 11:30 Inv. with H. Thomas 1:30 Clark Briefing 2:00 Cabinet Time 4:00 Personnel Time 4:30 Admin. Time 5:00 Taping for Bob Hope TV Special	20 ON CAMP DAVID Hold for Travel Late All. Radio Talk Taping N 6:30 Private Dinner ★ Eve. Bob Hope USO TV Show	21 ON CAMP DAVID ★ 10:00 Commencement Address ★ A.M. To South Orange, NJ
22 ON WASHINGTON, D.C. ★ Camp David	23 ON WASHINGTON, D.C. 11:30 State Municipal League 12:00 Issues Lunch 1:30 Presentation of Outstanding Exporters Awards 2:00 Sen. Wallop 4:15 Handicapped Girl Scouts 4:30 Cong. Time 5:00 Taping Session	24 ON WASHINGTON, D.C. 9:30 Dktl. w/New Presidential Appointees T 11:00 Cabinet Time 1:45 Medal of Science Presentation 3:00 Hold for Summit Prep.	25 ON WASHINGTON, D.C.	26 ON WASHINGTON, D.C. T Bilateral w/P.M. Fanfani of Italy 11:00 Briefing 11:30 Meeting 12:15 Lunch 1:30 Depart. Sims. 2:00 Nakasone 2:30 Thatcher Briefing 4:00 Personnel Time 4:30 Admin. Time 5:00 H-Hold	27 ON WASHINGTON, D.C. ★ House Recess thru 6/1 8:30 Dktl. w/PM Nakasone 10:15 Depart. Stments 11:30 Meeting w/PM Thatcher 12:15 Lunch w/PM Thatcher 1:30 Depart. Stments ★ To Williamsburg	28 ON CAMP DAVID ★ Senate Recess thru 6/5 ★ Summit of Industrialized Countries ★ 12:06 Radio Talk
29 ON WASHINGTON, D.C. ★ Summit	30 Memorial Day	31 ON WASHINGTON, D.C. ★ 12:00 To Camp David				ON WILLIAMSBURG
ON WILLIAMSBURG	ON WILLIAMSBURG	ON CAMP DAVID	SENSITIVE -- DO NOT COPY			ON WILLIAMSBURG



SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<p>Proposed &amp; Tentative For Administrative Use Only</p> <p>N — First Lady * — Away from White House T — Tentative</p>						
<p>5 N* Camp David</p>	<p>6 D-Day Senate Reconciles thru 7/1 11:45 Coast Guard Medal Pres. 12:00 Issues Lunch 2:00 NSC T 4:30 Cong. Time 5:00 PBS Taping "Performance in WH Series"</p>	<p>7 9:30 Houphouet- Boigny Briefing 10:00 Arrival, Pres Houphouet- Boigny of Ivory Coast 10:30 Mfg. with Houphouet- Boigny N 5:00 H-Hold 7:30 State Dinner B-Tie</p>	<p>8 N* Camp David</p> <p>T 11:00 Cabinet Time</p> <p>N 3:00 PBS Taping "Performance in WH Series" (Rain Date)</p>	<p>9 N* Camp David</p> <p>To Minnesota * Jr. High Civics Class * Fundraiser-Sen. Rudy Boschwitz Rel to Washington</p>	<p>10 N* Camp David</p> <p>9:45 Mfg. w/ Speechwriters T 11:00 NSC 12:00 Lunch w/Bipart Roundtable (re: Cap. Formation)</p>	<p>11 N* Camp David</p> <p>* 12:06 Radio Talk</p>
<p>12 TN* Camp David</p>	<p>13 ON WASHINGTON, D.C. 11:00 Hawke Briefing 11:30 Mfg. w/P.M. Hawke of Australia 12:15 Lunch w/Hawke 1:30 Depart. Stms. 2:00 Cabinet Time T 4:30 Taping Session</p>	<p>14 T Flag Day 9:30 Bipart Leadership 12:00 Issues Lunch</p>	<p>15 T 11:00 NSC 12:00 Lunch w/Key Supporters</p>	<p>16 ON WASHINGTON, D.C. 11:45 Modesta to Nation- wide Presidential Scholars 12:00 Lunch w/VP 1:00 Students TV Show T 2:00 Cabinet Time 4:00 Personnel Time 4:30 Admin. Time</p>	<p>17 TN* To Camp David ON CAMP DAVID 8:45 Mfg. w/ Speechwriters 11:00 Magana Briefing 11:30 Mfg w/P.M. Magana of El Salvador 12:15 Lunch w/Magana 1:30 Depart. Stms.</p>	<p>18 TN* Camp David</p> <p>* 12:06 Radio Talk</p>
<p>19 ON WASHINGTON, D.C. Father's Day Camp David</p>	<p>20 ON WASHINGTON, D.C. 11:00 Smithsonian Groundbreaking Ceremony 12:00 Issues Lunch T* Late Aft. to Mississippi for GOP Fundraiser Rel. to Wash.</p>	<p>21 ON WASHINGTON, D.C. Summer Begins 9:30 GOP Leadership 11:00 Gonzales Briefing 11:30 Mfg. w/PM Gonzales of Spain 12:15 Lunch with Gonzales 1:30 Depart. Stms. 2:00 Cabinet Time T 5:00 H-Hold</p>	<p>22 ON WASHINGTON, D.C. 11:00 NSC 1:00 Address NFIB</p>	<p>23 N* Eve Reception Sen. J. Helms ON WASHINGTON, D.C.</p>	<p>24 TN* To Camp David ON CAMP DAVID 9:45 Mfg. w/ Speechwriters 11:00 NSC T 2:00 Cabinet Time</p>	<p>25 ON CAMP DAVID</p> <p>* 12:06 Radio Talk</p>
<p>26 TN* Camp David</p>	<p>27 ON WASHINGTON, D.C. 11:30 Combined Fed. Campaign Awards 12:30 Issues Lunch T 2:00 Cabinet Time</p>	<p>28 ON WASHINGTON, D.C. 11:00 NSC Hold Afternoon</p>	<p>29 U.S. Skills Olympics Louisville, KY. Hold Afternoon &amp; Evening</p>	<p>30 ON WASHINGTON, D.C. 12:00 Lunch w/VP 2:00 Cabinet Time T 4:00 Personnel Time 4:30 Admin. Time * To Los Angeles N* Fundraiser, CA-GOP</p>		
<p>ON WASHINGTON, D.C.</p>	<p>ON WASHINGTON, D.C.</p>	<p>ON WASHINGTON, D.C.</p>	<p>ON WASHINGTON, D.C.</p>	<p>ON LOS ANGELES</p>		



SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Proposed & Tentative For Administrative Use Only N—First Lady ★—Away from White House T—Tentative					1 House Recess thru 7/10 N★ Los Angeles N★ To Ranch	2 Senate Recess thru 7/10 N★ Ranch ★ 9:06 Radio Talk
3 N★ Ranch	4 Independence Day (T-TRAVEL)	5 American Federation of Teachers Los Angeles, CA	6	7 12:00 Lunch w/VP T 2:00 Cabinet Time 4:00 Personnel Time 4:30 Admin Time	8 ON RANCH T 11:00 NSC TN★ To Camp David	9 ON RANCH TN★ Camp David ★ 12:06 Radio Talk
ON RANCH	ON WASHINGTON, D.C. TN★ Rel. to Washington	ON WASHINGTON, D.C.	ON WASHINGTON, D.C.	ON WASHINGTON, D.C.	ON CAMP DAVID	ON CAMP DAVID
10 TN★ Camp David	11 Senate Reconvenes thru 8/5 House Reconvenes thru 8/12 12:00 Issues Lunch T 4:30 Cong. Time	12 T 9:30 Bi-Part Leadership T 11:00 NSC T 2:00 Cabinet Time	13 Lunch with Teacher of the Year	14 12:00 Lunch w/VP T 2:00 Cabinet Time 4:00 Personnel Time 4:30 Admin Time	15 T 11:00 NSC TN★ To Camp David	16 TN★ Camp David ★ 12:06 Radio Talk
TN Rel. to WH	T 4:30 Cong. Time N★ Eve. Kennedy Center Marine Band B-Day					
ON WASHINGTON, D.C.	ON WASHINGTON, D.C.	ON WASHINGTON, D.C.	ON WASHINGTON, D.C.	ON WASHINGTON, D.C.	ON CAMP DAVID	ON CAMP DAVID
17 TN★ Camp David	18 12:00 Issues Lunch Hold Afternoon	19 T 9:30 GOP Leadership T 11:00 NSC Hold Afternoon & Evening 5:00 H-Hold	20 T 11:00 Cabinet Time Visit site of Adult Literacy Program	21 12:00 Lunch w/VP T 2:00 Cabinet Time 4:00 Personnel Time 4:30 Admin Time	22 T 11:00 NSC TN★ To Camp David	23 TN★ Camp David ★ 12:06 Radio Talk
TN Rel. to WH						
ON WASHINGTON, D.C.	ON WASHINGTON, D.C.	ON WASHINGTON, D.C.	ON WASHINGTON, D.C.	ON WASHINGTON, D.C.	ON CAMP DAVID	ON CAMP DAVID
24 TN★ Camp David TN Rel. to WH	25	26 T 11:00 NSC T 2:00 Cabinet Time	27	28 12:00 Lunch w/VP T 2:00 Cabinet Time 4:00 Personnel Time 4:30 Admin Time Meet with Young Inventors	29 T 11:00 NSC TN★ To Camp David	30 TN★ Camp David ★ 12:06 Radio Talk
ON WASHINGTON, D.C.	12:00 Issues Lunch					
31 TN★ Camp David TN Rel. to WH						
ON WASHINGTON, D.C.	ON WASHINGTON, D.C.	ON WASHINGTON, D.C.	ON WASHINGTON, D.C.	ON WASHINGTON, D.C.	ON CAMP DAVID	ON CAMP DAVID