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UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY UNDER SECRETARY FOR PLANNING, BUDGET AND EVALUATION

THE DEPUTY UNDER SECRETARY

August 27, 1982

The Honorable Morton Blackwell
Special Assistant to the President
The White House
Washington, D.C. 20500

Dear Morton:

I wanted to drop you a note to tell you how much I enjoyed working with you over the last year and a half. I think we can both feel very good about quite a few "victories" we managed to score and even on the defeats we "fought the good fight."

My new assignment at Education is a real challenge. I know I will be able to call on you in the months ahead for advice. Likewise, please don't hesitate to give me a call if I can be of help. Let's continue to move ahead to complete the Reagan revolution.

Sincerely,

Gary
Gary L. Bauer

**U.S. Department of Housing
and Urban Development**
Office of the Secretary



From: B. A. Smith
Assistant to the Secretary
for Labor Relations

To

date

FYI

BAS

HUD Labor Chief May Face Hill Probe

By RUTH MARLOW

A high-level Reagan administration official is being accused of mismanagement, misuse of government time and resources, discrimination and employee abuse at the Department of Housing and Urban Development.

Federal Times has learned that a General Accounting Office investigation has been requested into the activities of Baker A. Smith, head of the department's office of labor relations.

The investigation was requested by Rep. James Mattox, D-Tex., who sits on the HUD oversight subcommittee in the House. GAO is the auditing and investigative arm of Congress.

Mattox said he has received "numerous allegations of fraud, abuse and mismanagement" during the past eight to nine months, causing concern about whether the office is being operated properly.

These allegations, Mattox said, "involve the use of government time, money, resources and personnel for Mr. Smith's personal and private use, and mismanagement of his professional duties and responsibilities."

Repeated efforts by this newspaper to reach Smith in reference to these charges have been unsuccessful.

Congressional and department sources say Smith used a former office secretary to type personal correspondence and run personal errands. The secretary, Ida Elaine Clark, confirmed the allegations and said she frequently was required to work overtime and on holidays and weekends to complete both Smith's personal work as well as HUD-related assignments.

Clark, who resigned under pressure last January after nearly 13 years of government service, said Smith often required her to get him lunch and to eat and work at her desk during her own lunch period.

She also confirmed allegations that Smith had instructed her to use government resources, including computers and paper, to type and mail personal correspondence involving his legal fraternity, a law school in Northern Virginia, and personal associates.

She noted that she had spent many work hours typing several drafts of Smith's graduate law school thesis. Clark added that after she told Smith the practice violated federal personnel regulations, some of the work was given to a secretary from another office. Clark said she completed some of the law school paper on her own time for a fee from Smith.

She explained that a computerized mailing list and form letters for members of Smith's legal fraternity were also stored in a government computer and typed and mailed on government time.

Clark said Smith told her to

make hotel and travel arrangements for trips to his legal fraternity and American Bar Association meetings. She added that government machines were also used to wrap and weigh Smith's Christmas packages and she was instructed to mail them using a private mail handling firm.

Clark said she was assigned to perform duties regularly assigned to professional labor relations staffers, but was denied recognition or compensation for working out of her position classification. Instead she charged that Smith put her on leave restriction and harassed her about taking leave that had already been approved.

"He wanted me there early in the morning and late at night, and if I wasn't, I was charged with being AWOL," she said.

Sources say Smith has run afoul of federal employee laws and regulations in several other instances as well. He is said to have harassed an office secretary to return early from maternity leave with threats that her leave status would be adversely changed.

Federal Times has obtained a copy of a letter to the employee that was proposed but not sent. In the letter, Smith wrote, "If you do not return to work... you will be charged with AWOL." He then reminded that such an absence-without-leave status could result in removal.

According to other sources familiar with the office's operations who asked not to be identified, many workers are in a "state of fear" and work is backlogged in several labor relations offices around the nation as the result of what has been described as a racial and ideological "purge" by Smith.

The Federal Labor Relations Authority is investigating an unfair labor practices charge filed against Smith's office by local 476 of the American Federation of Government Employees, which represents workers at HUD headquarters.

A union spokesman said the charge was filed after the local "became aware of a pattern of reassignments and other personnel actions" taken with Smith's approval against employees in the headquarters and regional labor relations offices.

The ULP charges that Smith's actions were in reprisal for the employees' ties to organized labor. Before assuming the HUD post, Smith was executive director of the Center on National Labor Relations Policy, Inc., which has been described by labor observers as having an anti-union orientation. Smith has also been named in publications as a member of several conservative, right-to-work groups.

Last September Smith made headlines after an internal memo he had written blasting Solidarity Day was leaked. The event was



BAKER A. SMITH
... "numerous allegations."

called to protest Reagan administration budget cutbacks.

In the memo, Smith described the event as just another of organized labor's "put up jobs." He accused federal employee unions of "advocating shutdowns of the Reagan government by federal union job actions."

At the time, Mattox criticized the document and a proposal to leaflet HUD headquarters with what was termed anti-union literature. Department sources say Smith was among several officials who attempted to prevent HUD employees from participating in the event.

In another memo obtained by Federal Times, Smith praised the leafletting effort and said, "Consistently, union officials look unreasonable while HUD looks like nice guys."

Smith is also said to have "targeted" certain employees for disparate treatment or involuntary transfers and to have devised a "hit list" of those who are to either lose their jobs or be downgraded. Federal Times has obtained a copy of the list, which was written by Smith sometime before late March.

Last December a hotline complaint was lodged with the HUD inspector general's office alleging that several employees were unnecessarily transferred, costing the department thousands of dollars in moving and other expenses. Sources said the transfers, which became cynically known as the "Thanksgiving Day massacres," were a thinly-disguised attempt by Smith to spur the workers to resign in disgust.

Sources familiar with Smith's office said several of the transferred workers were more needed in the cities from which they came

than in the cities to which they were sent.

At least one of the workers transferred was also on the list made by Smith. Four of the employees have extensive building trades backgrounds. Another worker on the list has a history of AFGE activism.

A ranking labor relations employee, who asked not to be identified, said that the transfers were "arbitrary and unnecessary," reflecting Smith's personal ideological clashes with the workers rather than an effort to improve the structure or efficiency of government service.

HUD IG Charles Dempsey said the complaint was "thoroughly investigated" and that no wrongdoing was found. But sources familiar with both the complaint and the department's internal investigatory procedures say that questions remain to be answered.

Under a system created by the HUD IG's office, complaints that deal with personnel or other administrative procedures are sent to a special departmental committee for review. HUD offices have been asked to designate representatives who act as liaisons with the committee, review complaints relating to their particular offices and make reports to the IG.

There is some question whether Smith sat on the committee as his office's representative during the time the complaint about the transfers was made and reviewed.

The IG's office said Smith has been a committee member since last September. But Smith also was permitted to name subordinates to serve as his alternate on the committee at various intervals.

In a handwritten note last October to one of his assistants, Smith made a reference to an urgent need to replace one employee who was said to be serving on the committee at the time. Smith said the worker was "non-responsive." Smith was said to have placed himself back on the committee.

Sources said the report on the hotline complaint about the employee transfers, although made by a deputy to Smith, was actually reviewed and signed off on by Smith.

A source close to Mattox's office said the circumstances surrounding that report are of particular concern. Another source, who also asked not to be identified, also questioned the circumstances. He noted: "If a good faith effort was being done, [the complaint] wouldn't have stopped with us since we're the office that caused the events to happen in the first place."

At least one of Smith's superiors, Undersecretary Donald Hovde, said that he did not remember reviewing the complaint.

Calls to HUD Secretary Samuel Pierce's office for information about the complaint were referred to the department's public affairs

office, but were not returned.

Other departmental and congressional sources said another review will have to be made to determine the details of Smith's role in the report.

In addition to the complaint, at least three formal discrimination charges have been filed with HUD against Smith's office. Most involve minority group employees.

One complaint, filed by a Hispanic employee, charges Smith's office with discrimination based on sex and national origin. Another charge, by a black middle-management employee, accuses Smith of racial and political discrimination.

This second complaint charges, among other things, that Smith "illegally" detailed the worker to a 42-day assignment in Alaska, causing the loss of 17 days of "use-or-lose" annual leave. Sources said that Smith had talked openly about having the employee removed.

Another sex discrimination charge was filed by a white worker who also has a lawsuit pending against the Merit Systems Protection Board to obtain information submitted by Smith during a board investigation of her grievance against him.

Sources who asked not to be identified said that on several occasions Smith has made racially derogatory remarks about black workers.

During a recent press conference, President Reagan, denying that discrimination exists in his administration, said that he was raised to have an "intolerance of bigotry." And HUD Secretary Pierce has recently fended off criticism from other corners of the department that he has allowed racism to show its face at HUD. He is reported to be taking steps against alleged racial imbalances and insensitivities.

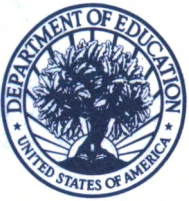
A congressional source said GAO has also been asked to look at alleged irregularities in the assessment of liquidated damages against contractors doing business on HUD-funded projects. These damages are recommended by HUD and collected by the Labor Department.

Some sources contend that Smith has overstepped his office's authority to recommend waivers or amounts of the damages, causing confusion among staff at HUD and Labor.

As one employee put it, "What do you do when you have a set of laws and regulations to follow and you have a man in charge of the office who has his own agenda?"

Plan \$22.4M Post Office

The board of governors of the U.S. Postal Service has approved construction of a \$22.4 million post office and vehicle maintenance facility in Bakersfield, Calif. Construction is expected to be completed by October 1985.



UNITED STATES DEPARTMENT OF EDUCATION

WASHINGTON, D.C. 20202

OFFICE OF THE SECRETARY

August 12, 1982

Mr. Morton Blackwell
Special Assistant
The White House
191 OEOB
Washington, D.C. 20500

Dear Mr. Blackwell:

Thank you very much for seeing me on Tuesday, August 10. Your help and assistance is greatly appreciated.

Val Watkins and Leora Day have been very helpful, and hopefully something will pay off in the end.

Thank you again.

Sincerely,

Lori Saxon



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

*Alpert of
Ed*

OFFICE OF THE UNDER SECRETARY

September 15, 1982

MEMORANDUM

TO : Morton Blackwell
Special Assistant to the President
The White House

FROM : Robert J. Billings *[Signature]*
Director, Administrative Processing Unit
Department of Education

SUBJECT: Schedule C Meeting

Thank you for your participation in our monthly Schedule C meeting.
Your presentation was well accepted.

I appreciate your sense of humor, but beyond that, your sincere
dedication to this Administration. I am glad to call you a
friend.

RJB:ms



UNITED STATES DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
WASHINGTON, D.C. 20208

Dept of Ed
Invite To Lunch at home

August 31, 1982

OFFICE OF THE DIRECTOR

Done

Mr. Morton Blackwell
Special Assistant to the President
The White House
Washington, D. C. 20500

Dear Mr. Blackwell:

Thank you very much for your support of my candidacy for the Director of the National Institute of Education. It is my understanding that a new nominee has been selected to serve as Director. However, I have agreed, for the time being, to continue to serve as Deputy Director and to support the new nominee.

I believe we have a real opportunity to make a positive contribution to American education by using the limited resources provided us by the Congress to carry out education research. As long as these resources continue to be available, I believe it is my responsibility to administer them properly and effectively so that the American taxpayers get their moneys worth.

I am still committed to the principles of reduced government and a limit to the amount of influence that the Department of Education has on public and private education policy.

If you would like to know about some of the programs that we are considering for funding or would like to discuss other aspects of the National Institute of Education, I would be very pleased to provide you with further information. I consider it to be a real privilege to serve in the Administration and to help make Washington truly a "Shining City on a Hill."

Thank you very much for your kind support.

Sincerely,

Bob Sweet
Robert W. Sweet, Jr.
Acting Director

254-5740.



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

Sept 17
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OFFICE OF THE SECRETARY

September 17, 1982

Mr. Morton Blackwell
Special Assistant to the President
for Public Liaison
Room 134
Old Executive Office Building
Washington, D.C. 20500

Dear Morton:

Thank you so much for taking time out of your busy schedule to address our Schedule C's on Tuesday. It is always a "shot in the arm" for us to meet with someone close to the President.

Your presentation was interesting and informative, and I have heard many good comments about it from our people. The only complaint I heard was we didn't have more time with you. Perhaps you'll have to come speak to the group another time!

Let me say, again, how much I appreciate your speaking for us.

Sincerely,

RJB
Robert J. Billings

RJB:dlg

THE WHITE HOUSE

WASHINGTON

September 15, 1982

*Dept of
Ed*

Dr. Robert Billings
Director of Regional Liaison
Department of Education
Room 4153
400 Maryland Avenue, S. W.
Washington, D. C. 20202

Dear Bob:

I enjoyed very much speaking to your Schedule C personnel.

I hope you all take to heart my thought that your resumes are not improving with age at the Education Department.

You asked for material relating to my remarks. Here are three items:

1. My exchange of memos with Jim Pinkerton.
2. My recent letter to Dick Wirthlin
3. The party committee fund raising data.

I hope these are helpful to you.

Cordially,


Morton C. Blackwell
Special Assistant to the President
for Public Liaison

Enclosures

July 31, 1982

Copies to
Suzie Phillips
Dan Olliver
Gary Bauer
Wendy

Morton Blackwell
Old Executive Building
THE WHITE HOUSE
Washington, D. C. 20500

MB
Sent to
Doug

Dear Morton:

I know that President Reagan is seeking a Hispanic woman for a high level position in the U. S. Department of Education.

In Colorado we have a woman of hispanic heritage whose distinctive and distinguishing contributions should readily indicate her value to the present administration.

Dr. Betty R. Sepulveda spouses our philosophy which in her professional involvement, is carried out by example and precept. She is fully supportive of our cause and I am so comfortable in recommending her that I plan to do everything in my power to see that she is appointed to the Office of Deputy Under Secretary of Intergovernmental and Interagency Affairs. I commend Dr. Sepulveda to you as one worthy of this appointment.

I find her past performance so worthwhile that I believe her appointment would be a one time opportunity for the administration to utilize this caliber of Hispanic to firmly underscore a conservative philosophy among her ethnic group. It would stimulate and broaden the contributions among this ethnic minority to help strengthen support for our cause in highlighting this type "role model".

Dr. Betty R. Sepulveda's credentials are well authenticated in her resume and their significance is accentuated by services and national and international contributions in the field of education.

The following are some examples of her service; she not only has preparation and the courage of her convictions, but has paid the price for holding them during a time of darkness in Colorado school matters.

During the decade of the 1970's, she served as Ombudsman in the Office of the Superintendent of the Denver Public Schools to help resolve concerns brought to the Denver Board of Education by Staff members, citizens, and community groups. In this capacity she spent many hours of her own time assisting members of the board in their efforts to understand complex problems of large city school systems. Many Denver School Board members in the last decade have seen their performances, as board members, greatly improved because

of her work with them. Also during this time, she assisted Colorado Legislators providing them timely and relevant types of informational services so their term in office became quickly productive.

Dr. Sepulveda's contributions to the youth of Denver through her teacher training courses, while serving as Instructional Consultant in the Office of Curriculum Development, met a critical language development need of thousands of poverty culture students. Her extremely effective teaching methods and expertise were quickly recognized by teachers seeking better ways of reaching students. The preparation of many Denver teachers stands as a testimonial of her commitment to education.

During her years as a teacher, working in the classroom teaching situation, she developed the ability to identify learning problems and develop solutions that served others -- parents, teachers, administrators and scholars in the field of education.

Dr. Sepulveda is an author, a lecturer, a dynamic speaker as well as a public relation expert. She has served as guest lecturer for many colleges and universities. She is a woman who has consistently given of her extraordinary talents and understanding. She demands much of herself and as a result her accomplishments are of the highest quality. Paramount to all of this is a deep and practical understanding of human nature which makes her a successful administrator.

It would be difficult for the administration to find a better qualified civic, political and educational leader for the position of Deputy Under Secretary of Intergovernmental and Interagency Affairs than Betty R. Sepulveda who is equally at home communicating in either the English or the Spanish Language.

Betty and her husband Thomas supported President Reagan during his campaign. They prepared radio broadcasts translating content from English to Spanish for each broadcast. The Spanish material was picked-up and utilized in Texas, New Mexico, Arizona and California.

Sincerely,

Freda

Freda Poundstone
9500 Poundstone Pl.
Englewood, CO. 80111
Phone: 771-4946

The Rocky Mountain



UNITED

METHODIST

VOLUME 1 NUMBER 22

Official Publication of the United Methodist Church in Colorado, Utah and Wyoming

MAY 18, 1973

Send P.O. Form To Box 1076, Dallas, Texas 75221

An edition of the UNITED METHODIST REPORTER

Betty Sepulveda article translated into five languages

Mrs. Betty R. Sepulveda, Hispano educator employed by the Denver Public Schools has written an educational article titled "The Language Barrier and Its Effect on Learning," which was published in the February 1973 issue of *ELEMENTARY ENGLISH*, a publication of the National Council of Teachers of English.

Mrs. Sepulveda's article has been selected for referencing in *LANGUAGE AND LANGUAGE BEHAVIOR ABSTRACTS*, the Ann Arbor Research Center of the Midwest located at the University of Michigan. There it will be translated and published in abstract

form in five different languages, including Russian, and will be distributed to scholars in 55 countries in cooperation with the international dissemination of information about language.

Betty is the wife of the Rev. Thomas Sepulveda, psychiatric chaplain at Denver General hospital, an appointment in the RM Conference. He was formerly pastor of Spanish Methodist work in Pueblo and of First Spanish church in Denver. Their daughter, Mrs. Dolores Weeks is with the Albuquerque public schools, while their son, Thomas Jr. is a member of the Cleveland, Ohio Symphony Orchestra.

Mrs. Sepulveda is in steady demand as a lecturer and as a consultant in the area of education for the disadvantaged. As a consultant she has participated in teacher preparation workshops sponsored by Regis College, the Uni. of Denver, Colorado State Uni., the Uni. of Northern Colorado, in Wyoming and Nebraska schools. She has served on the summer faculty at Regis for several years.

Mrs. Sepulveda is the author of several academic articles, her research in education recently having been listed in the abstract journal, *RESEARCH IN EDUCATION* of the U.S. office of Education which indexes completed research reports in the field of education.

One of Mrs. Sepulveda's present duties in the Denver Public schools is the preparation of teachers in 22 elementary schools with 50 percent or more Hispano enrollment.



Mrs. Sepulveda, educator-writer

Sepulveda Named to President's Council

May 19, 1982

Betty R. Sepulveda, a former language development instructional consultant of the Department of Curriculum of the Denver Public Schools has been appointed by President Ronald Reagan to serve on the Intergovernmental Advisory Council on Education.

The council will provide assistance and make recommendations to the U.S. Secretary of Education, the president and the congress concerning intergovernmental policies and relations relating to education.

In carrying out its functions under Sec. 213 of Public Law 96-88, the council will assess the impact of Federal policies on the states and

local school districts and review existing and proposed rules or regulations of the Department of Education.

It also will provide a forum for representatives of federal, state and local school districts to discuss issues and make recommendations for the improvement of the administration and operation of Federal education and education-related programs.

The council is composed of 20 members appointed by the president who represent a diversity of geographic areas and demographic characteristics.

Sepulveda is the only member from Colorado.

Sepulveda is the wife of the Reverend Thomas Sepulveda, Sr.



Denver Downtowner

Volume IV Number 1

METRO Section B-2
May 22, 1982

2B

THE DENVER POST

Lee J. Guittar, Publisher

William H. Hornby
Editor

Bill Hosokawa
Editor, Editorial Page

Will Jarrett
Executive Editor

Tim Kelly
Managing Editor

An ear for the schools

THE METAPHOR for the federal government's relationship with the thousands of local school districts has long been one of a mouth: dispensing orders, advice and general gobbledygook. It's about to gain something it has badly needed — an ear.

President Reagan is shaking up the Intergovernmental Advisory Council on Education. The committee will retain its standing role of monitoring the effects of federal education programs on states and school systems. But it will now also provide a broader forum for local officials to discuss their own problems — which more often than not are compounded by well-intentioned but ham-handed federal policies.

Coloradans can be pleased that one

of the 18 members named to the revamped council by the president is Dr. Betty R. Sepulveda of Denver. A former language development expert with the Denver Public Schools, she is eminently qualified. Her articles on educational issues have been translated into five languages and distributed to scholars in 55 countries.

In accepting the appointment, Sepulveda restated her commitment to "opening up lines of communication and restoring the balance of educational power to states and local agencies in dramatic ways."

Judging by her record, its reassuring to know that this new ear listening to local school problems will be connected to such a fine and sensitive mind.

VITA

Betty R. Sepulveda
Instructional Consultant,
Language Development
OFFICE of CURRICULUM
DENVER PUBLIC SCHOOLS, DISTRICT ONE

Betty R. Sepulveda
(Mrs. Thomas Sepulveda, Sr.)
Thirty-fifth Floor - G
1020 15th Street
Denver, CO. 80202
303-573-3979

EDUCATION:

1953 Baylor University, B.A. major, Education, minor, Psychology and Spanish
1966 University of Denver, M.A. Curriculum, Elementary Education
1967 University of Northern Colorado, Post graduate work
1980 Honorary Degree, Doctor of Education, The Fundamental Bible Seminary

LANGUAGE EXPERIENCE:

Spanish, native speaker
High School Certification, North Central Association
English, second language

TEACHING EXPERIENCE:

1949 - 1953 Director of Webster Avenue Methodist Church Kindergarten,
Waco, Texas.
1950 - Certified Instructor for Laboratory Teaching, General
Board of Education of The Methodist Church, Nashville,
Tennessee - Field of Primary Work - "Teaching Adults
To Teach Children".
1953 - 1959 Elementary Teacher, Pueblo Public Schools, District 60.
1959 - 1969 Elementary Teacher, Denver Public Schools, District 1.
1969 - 1971 Teacher on Special Assignment, Denver Public Schools,
Laboratory Teaching, "Providing Inservice for Teachers
of Disadvantaged Children," (demonstration teaching
in the mornings with a class of twenty-six first graders,
and seminars for teacher-participants in the afternoon.)
Teachers selected from twenty elementary schools having
50 percent or more Hispanic enrollment.
1967 - 1971 Faculty member, Regis College, Summer Sessions.

SUPERVISORY POSITIONS:

1971 - 1972 Community Specialist, General Administration, Office of
the Superintendent, Denver Public Schools.
1972 - 1979 Instructional Consultant, Language Development, Office of
Curriculum Development, Denver Public Schools.

RETIREMENT:

1979, August Position at time of retirement: Instructional Consultant,
Language Development, Office of Curriculum Development,
District One, Denver Public Schools.
Salary \$31,054.00 (at time of retirement).

PUBLICATIONS:

1973 - Sepulveda, Betty R. "The Language Barrier and Its Effects
On Learning." Elementary English, Vol. 50. No. 2.
(February, 1973), 209-217.
(Elementary English is the Official publication of
The National Council of Teachers of English.

ED 063 294 RESEARCH IN EDUCATION, Vol. 7. No. 9.
(September, 1972), Author Index 203, Document Resume 98,
Subject Index 149. Descriptor-ENGLISH (Second Language).

PUBLICATIONS:

(continued) (ERIC) the Educational Resource Information Center requested permission to abstract, reproduce on microfiche, and disseminate copies of the article mentioned above as part of the ERIC system, a nationwide information network.

The article was also selected for referencing in: LANGUAGE AND LANGUAGE BEHAVIOR ABSTRACTS; it was then translated into five languages, including Russian, and distributed to scholars in 55 countries in cooperation with the International Dissemination of Information Center about Language, Ann Arbor Research Center, University of Michigan.

1972 - Sepulveda, Betty R. "The Hispanic Woman Responding to Challenges that Affect Us All." LA LUZ MAGAZINE, Vol. 1. No. 7. (November, 1972), 56-59. (Second Printing). Delivered initially as a "guest speaker Address" at The Mayor's Conference on Women, Temple Buell College, Denver, Colorado. First printing in Program Booklet (May 7, 1971), 16-24.

Copies requested by Mrs. Lionila L. Saenz, Regional Director of Women's Bureau to be submitted to the National Women's Bureau.

1969 - MONOGRAPH: "Issues Facing Education in Colorado," (contributing member to the contents of), as part of an eight states project for DESIGNING EDUCATION FOR THE FUTURE. The project received a national award from the editors of School Management Journal.

1967 - Sepulveda, Betty R. "Setting the Environment for Learning," STATEMENT, The Journal of the Colorado Language Arts Society, Vol. 3. No. 1. (December, 1967), 9-20.

ED 016 670 RESEARCH IN EDUCATION, Vol. 3. No. 7. (July, 1968). Author Index 249, Document Resume 108, Subject Index 174. Descriptor - (Disadvantaged, Culturally Disadvantaged).

(ERIC the Educational Resource Information Center requested permission to abstract, reproduce on microfiche, and disseminate copies of the above mentioned article as part of the ERIC system.

CONTRIBUTIONS TO EDUCATION:

Developed a preventive, intrinsically motivated teaching approach to teach Hispanic Children at the K-3 level of schooling through individual research and classroom experimentation.

NCTE/ERIC Clearinghouse on the Teaching of English state: "We have had the article: "The Language Barrier and Its Effects on Learning" reviewed by document evaluators for this Clearinghouse; and it is their judgment that it con-

Resume, Betty R. Sepulveda

stitutes a significant contribution to the professional literature of education "

CONSULTANTSHIP SERVICES :

- 1972 - June Teacher Workshop, Scottsbluff Public Schools, Prepared and conducted for 110 elementary teachers.
- 1970 - March Colorado Council International Reading Association (CCIRA), Sectional Meeting, Colorado State College. Topic: "Breaking the Poverty Dialect Barrier- Reading the Bilingual Child."
- 1969 - March Conference on Teaching Reading, Colorado State College. Topic: "Procedures for Teaching Reading to Spanish Children"
- 1969 - April K F S C Radio Denver, Colorado, Presentation: "Special Approach for Teaching Hispanic Children at the K-3 level of schooling. (Two presentation: one in Spanish and another in English.
- 1969 - July Colorado State College, Greeley, Colorado - "ID 200-7 Workshop (Consultant)" Teaching Reading to Culturally Disadvantaged Children."
- 1969 - Winter Corlett Schools, Cheyenne, Wyoming. Teacher Inservices (70 elementary teachers).
- 1968 - April Orientation Inservice for Elementary Coordinators of Instruction, Denver Public Schools.
- 1968 - July Colorado State University, Fort Collins, Colorado. Teacher Inservice Workshop for teachers of Migrant Children.
- 1968 - Fall Video Tape on Instruction, "Special Approach for Teaching Hispanic Children" for Department of Elementary Education, Denver Public Schools, District One, Denver, Colorado. (This service in addition to my Elementary Teaching Assignment with the district.) In March of 1969, Colorado State College, Greeley, Colorado requested and received a copy of this video tape on instruction.
- 1968 - Winter Radio Interview, Station K T L N, Topic: Rationale of Special Approach for Teaching Poverty Children", interview by State Representative Don Friedman.
- 1956 - May University of Denver, Denver, Colorado. Video Tape made. Topic: "Teaching Listen and oral speech as part of the Language Arts. (First grade class members at Greenlee School are featured.)

RELATED SERVICES:

- 1969 - 1971, Member, Staff Advisory Committee appointed by the Superintendent, Denver Public Schools, as one of seven educators with expertise relevant to Hispanic students. Co-Chairman of "The Curriculum Revisions presented to The Denver Board of Education, Denver Public Schools in April, 1971.

- 1966 - 1969 Member, Study Committee: PURPOSES, SCOPE, AND GOALS OF EDUCATION. An eight state project for "Designing Education for the Future" (the 1980's). Colorado Department of Education.
- 1968 - 1971 Member, Elementary Mathematics Curriculum Committee, Denver Public Schools, District One.
- 1954 - Member, White House Conference on Children and Youth, State of Colorado.
- 1949 - 1953 Director of Children's Work, Northern District, Methodist Rio Grande Conference.. (Spanish Work).
- 1950 - 1952 Conference Secretary of Promotion, WSCS- Women's Society of Christian Service, Rio Grande Methodist Conference. (sixty-six churches).
- 1953 - 1959 Director of Children's Work, Pueblo District, Rocky Mountain Conference of the Methodist Church. (forty-seven churches)

COMMUNITY ORGANIZATIONS :

- 1959 - 1969 Member, First Spanish Methodist Church, Denver, Colorado
- 1949 - Life Member, Woman's Society of Christian Service of The Methodist Church
- 1959 - 1981 Member, LATIN AMERICAN EDUCATIONAL FOUNDATION (LAEF).
- 1960 - 1964 Member, Board of Directors, Latin American Educational Foundation.
- 1965 - 1969 Member, Latin American Research and Service Agency, Education Committee.
- 1970 - 1972 Member, Board of Trustees, Mile Hi United Way Agency.
- 1973 - 1976 Member at Large, Board of Directors, GirlScouts of America
- 1969 - 1981 Member, Lincoln Club of Colorado.

PROFESSIONAL ORGANIZATIONS:

- 1953 - Life member, National Education Association
- 1953 - 1972 Member, Colorado Education Association
- 1959 - 1972 Member Denver Classroom Teacher's Association
- 1959 - 1972 Member, Parent and Teachers' Association
- 1966 - Member, KAPPA DELTA PI - National Honor Society of Education
- 1972 - 1979 Member, Administrators and Supervisors Association, Denver Public Schools, Denver, Colorado.

RECOGNITIONS RECEIVED:

- 1950 - Awarded an Honorary Life Membership to The Women's Society of Christian Service (WSCS) for services to Women's Societies of the local churches in Colorado.
- 1966 - Featured in KFSC Radio Program: "Let Us Know Each Other," A program sponsored by The Central Bank and Trust Company, Denver, Colorado. (The program featured the "LIFE" of Leaders in the Spanish surnamed Community.
- 1969 - October Featured in CONTEMPORARY, "Breaking the Poverty Dialect Barrier," by Eva Hodges, Staff Writer, THE SUNDAY DENVER POST, (October 19, 1969) 6,7.
- 1970 - April Recipient, Latin American Educational AWARD, for "Service to Education".
- 1971 - March Featured as "UNUSUAL METHODIST" in TOGETHER MAGAZINE. Vol. XV. No. 3. (March, 1971), 53.
- 1979 - October EDUCATIONAL SERVICE AWARD, Denver Board of Education and The Denver Public Schools, District One, "In Acknowledgment of years of service as a staff member of the Denver Public Schools and for contributions made to the education and development of the youth of this community"
- 1980 - April Awarded an Honorary Doctor of Education Degree, The Fundamental Bible Seminary. Cited for personal services to children, teachers, and school districts in Colorado, Texas, and New Mexico.
- 1982 - April Appointed by the President of the United States, President Ronald Reagan, to serve on the Intergovernmental Advisory Council on Education. A national council composed of twenty members appointed by the President.
- 1982 - June Elected by the council membership to serve on the Executive Committee of the Intergovernmental Advisory Council on Education.

MAR - 2 1982

To : The Secretary
Through: US
ES

From : Assistant Secretary for
Educational Research and Improvement

SUBJECT: Briefing on Secretary's Technology Initiative

The U. S. Department of Education has a long history of support for technology activities of all kinds. I am pleased to be able to forward you a plan for a new program to assist the schools in realizing the benefits of the microelectronics revolution.

This plan was systematically developed through individual consultation with various private sector firms; invitational meetings with representatives of firms, state and local education agencies, and education associations; and staff analysis of available data, including school surveys.

The new education technology -- based on one of the principal products of the microelectronics revolution, the personal computer -- provides an unusual, perhaps unique, opportunity to improve excellence in education, student learning and teacher productivity. The schools, school publishers and other interested private firms are tentatively investing in exploring this opportunity. But certain barriers exist that prevent the schools from full realization of the potential benefits. These include a shortage of courseware and educational software of all kinds to enable the schools to realize the benefit of their investment in hardware; and the absence of adequate basic and applied research to ensure the steady improvement in the quality of presently available courseware.

The cost of the federal program of about \$16 million over three years (including an NIE component of about \$3 million) comes to about 13¢ per year for each of the nation's 40 million elementary-secondary students for the three-year term of the program. The amount is small, but critical. It will ensure the supply of educational software that the schools need to realize the benefit of their growing investment in hardware; and ensure also the development of the base of new knowledge needed for steady improvement in the quality of educational software.

A program of lighthouse school demonstrations and an information clearing-house and exchange are also included in this federal program to assist education authorities and practitioners in planning and implementing local education technology activities.

This program was developed with a strong concern for the elements of federal policy for education: leadership without coercion; high leverage on limited discretionary federal dollars; strong financial participation in educational

The Secretary - 2

improvement by schools and the private sector; and federal support of basic and applied research where broad societal benefits are involved and in circumstances where the private sector firm can not expect to realize the benefit of its investment.

This program is of limited cost and duration: \$16 million over about three years. Yet, it will determine the effectiveness of a much larger investment by schools and school publishers of about \$150 million over this same period, and more thereafter.

I look forward to our meeting on this subject, and will be pleased to respond to any remaining questions you may have. Enclosed here for your review is an Executive Summary and OERI FY 83 Program/Budget Plan (including preliminary FY 82 activities,) and a Report of the U. S. Department of Education Task Force on Learning and Electronic Technology, dated January 1981.

Donald J. Senese



UNITED STATES DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
WASHINGTON, D.C. 20208

file

7 OCT 1982

OFFICE OF THE DIRECTOR

Mr. Morton Blackwell
Special Assistant to the President
for Public Liaison
The White House
Washington, D. C. 20500

Dear Morton:

Thank you for inviting me to lunch last week. I enjoyed our conversation and was glad to get your perspective on the upcoming elections.

Attached for your information is a summary of some of the positive changes that have taken place here at NIE over the last few months.

The problems we face in reducing the size of government are enormous, but if we each chip away in our own area of responsibility, I really believe we can succeed.

Sincerely,

A handwritten signature in dark ink, appearing to be "RWS", is written over the typed name.

Robert W. Sweet, Jr.
Acting Director

Attachment

ACCOMPLISHMENTS AT NIE IN FY 1982

- o A reduction in salaries and expenses from 13.1 million dollars in FY 1981 to 11.9 million dollars in FY 1982; a net savings of 1.2 million dollars.
- o Travel costs for FY 1981 were \$283,000, and in FY 1982 costs were \$90,000 or a net savings of \$193,000, or a reduction of 68%.
- o An ED Task Force recommended that by September 30, 1983, our staffing level should be 278. As of September 30, 1982, one year early we are at 281 or within 3 positions of the recommended level of 278. Further reduction will take place during FY 1983.
- o NIE was able to award all but \$2,140.20 of its planned program obligations by September 30, 1982. We also were able to assist the Assistant Secretary, OERI and the Secretary by awarding \$1,143,000 in activities funded from the Secretaries discretionary account. We additionally were able to award \$2,349,793 in activities transferred from other organizations (e.g. OBEMLA, Follow Through, etc.).
- o A new directive on the excepted hiring authority has been implemented, the first change since 1976. This directive is being included in the National Collective Bargaining Agreement with AFGE.
- o A new directive was issued on the procedure for Requests for Proposals
A draft directive has been pending for over four years.
- o NIE is automating its peer review process. We have developed an ADP program that has privacy act clearance and will provide the Institute with a data base of highly qualified reviewers to provide recommendations on grant proposals submitted to the Institute for funding. This will be a first for the Institute.
- o NIE will enter into a new two year contract with each of the "Labs and Centers" to provide the support required by Congress which ends in 1985. However, open competition will prevail following this two year period. We will then be able to also give the 1,500 to 2,000 other institutions eligible to compete on national education research an opportunity to compete. Opening the labs and centers up to competition has been attempted unsuccessfully in the past.
- o Three Deputy Associate Directors have been hired to help with the overall management of the Institute. Additional staff members have been brought in to fill key program positions.
- o A Director's report on reading is scheduled to be produced, focussing on early reading methodology. This study is being commissioned to the National Academy of Education and will be a "Surgeon General's Report" on initial reading instruction.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE ASSISTANT SECRETARY FOR POSTSECONDARY EDUCATION

August 25, 1982

Mr. Morton Blackwell
Special Assistant to the President
for Public Liaison
The White House
Washington, D.C. 20500

Dear Mr. Blackwell:

Knowing of your interest in the subject of Tuition Tax Credits,
I am sending to you a copy of my article, "Absurd Arguments Against
Tuition Tax Credits," which appeared in today's issue of THE
WASHINGTON TIMES.

With best regards, I am

Sincerely yours,

William A. Keyes
Executive Assistant to
the Assistant Secretary

file
↓

WILLIAM KEYES

Absurd anti-tuition tax credit arguments

There was obvious benefit in having President Reagan announce his support for tuition tax credits as bills were being introduced in Congress. But much remains to be done before these bills become law. One of the biggest problems facing supporters is the prevalence of absurd arguments against tuition tax credits.

Chief among these is the argument that tuition tax credits are unconstitutional. But since the Reagan initiative allows parents to take credits against tuition paid for their children to attend non-sectarian as well as religious-affiliated schools, it does not violate any separation of church and state clauses.

Interestingly, those who oppose tax credits because some beneficiaries choose religious-affiliated schools would fight for dear life to protect tax deductions on charitable contributions although many charitable contributions go to religious organizations.

Collection plate donations are intended to help churches advance their religious mission. Tuition is not paid to benefit institutions but to benefit individuals in their personal academic endeavors. Thus, if church contributions are constitutional, tuition tax credits should be also.

Another ridiculous argument waged against tuition tax credits is that the initiative treats tuition differently from any other service. When President Reagan says his intention is to correct a basic injustice in the tax code, opponents respond by saying, "OK, then, let us also have recreation tax credits

Bill Keyes, an economist with the Joint Economic Committee, was assisted by James Burnham, a student at the Field School.



if our children play tennis at a country club rather than at public courts. Let us have crime prevention tax credits if we hire security guards to patrol our neighborhoods rather than relying on the metropolitan police."

But Reagan is right; the detractors are wrong. To think that the country club and private patrol cases are analogous to the tuition case is to ignore two basic facts. First, when children attend private or parochial schools, they do not attend public schools. These are mutually exclusive. But if a tennis player finds the country club courts booked, he can always use a taxpayer-supported court as a second option. Private guards may patrol a community, but taxpayers still pay local police to protect the citizens of that community.

The other important distinction is that children are required by law to attend school. No one is required to play tennis. Tax credits on tuition is reasonable. Tax credits on recreation and police protection is ridiculous.

A third ridiculous argument waged against tuition tax credits is that the plan will resegregate schools. I guess people who ascribe to the resegregation

argument assume tax credits will cause white parents to dash off in search of academic excellence (private schools) while black parents sit still. No assumption could be more unrealistic.

Realizing that a quality education is imperative if their children are to succeed in life, black parents behave in the same manner as white parents when it comes to the selection of their children's schools. Blacks are fleeing inadequate schools in droves. They account for more than 15 percent of Lutheran school enrollment and as much as 20 percent of Catholic school enrollment in urban areas.

In many cases, private schools are more integrated than public schools. Tax credits will not alter this reality.

These arguments are ridiculous, but opponents of tuition tax credits will continue forever with them. Such arguments place debate at the level of the emotional and thereby divert voters' and policy makers' attention from the purpose of the plan.

When people are yelling and screaming that the tuition tax credits movement is racially motivated, for example, few stop to think that blacks are leaving the public schools at break-neck

pace. Moreover, few stop to think about the fact that in such cities as Washington, D.C., private and parochial schools are more integrated than public schools.

For tuition tax credits to become a reality, a vigorous campaign must be waged by supporters. They must effectively point out that there are many inadequate public schools in which poor children are trapped. They must illustrate how tax credits will enable more low- and moderate-income parents to choose the schools best suited to meet their children's educational needs. They must explain how the competition resulting from the parents' ability to choose will lead to improvement in the quality of poor public schools.

The supporters of tuition tax credits must maintain that the plan is not racist or elitist, but just. They must help people understand that it is not the millionaires who will benefit, but the poor.

For tuition tax credits to become a reality, the advocates must not let the ridiculous arguments of their opponents cause them to compromise. Tuition tax credits are in the best interest of every American who is interested in quality education.

LAWRENCE A. UZZELL
Former Special Assistant to the Director, Edward A. Curran
NATIONAL INSTITUTE OF EDUCATION
U.S. DEPARTMENT OF EDUCATION

"...down there underneath is
that permanent structure that
is resisting everything you're
doing."

-President Ronald Reagan

Dear Friend of the President:

Ed Curran tried his best, as a Reagan appointee, to
eliminate one part of the federal bureaucracy.

But Ed Curran's plea to abolish NIE never got a fair
hearing before President Reagan. Bureaucrats friendly to the
man who fired Ed made sure of that.

Yes, the permanent structure won. Ed Curran was fired
on June 10, 1982, as director of the National Institute of
Education (NIE).

As his top assistant, I resigned immediately, in order to
seek your help in trying to get through to President Reagan.
Remember, Ed Curran never did get past the "permanent structure."

I do not believe President Reagan is ready to yield to the
permanent structure, the perpetual bureaucrats who seek total
domination over his Administration.

That is why I ask you to sign and mail the enclosed postcard
to President Reagan.

The bureaucrats may have cut down Ed Curran. They may have
buried his message to President Reagan and then dismissed him.

But I am certain they can not bury or dismiss thousands of
postcards, letters, and mailgrams from an angry and aroused Reagan
constituency appealing directly to the President himself.

So please sign and mail the postcard immediately. Or send
a letter or a mailgram. Thank you.

While I was on the Reagan transition team, I came to the

(over, please)

Not Printed at Government Expense.

Abolish National Institute of Education Project. Lawrence A. Uzzell, Chairman.
An emergency project of Public Advocate 2233 Wisconsin Ave., N.W., #222, Washington, D.C. 20007

conclusion that the NIE should be eliminated.

NIE is an agency of the Department of Education.

You may recall President Reagan had originally intended to abolish the Department of Education.

Earlier this year, an organization called Public Advocate presented over a quarter of a million signed petitions at the White House in support of his program, as the President was moving forward.

But thanks to bureaucratic maneuvering led by Department of Education head Terrel Bell, the campaign never got past first base.

As the year wore on, Terrel Bell was successful in persuading the President's top advisors that abolishing the Department of Education would be "politically unrealistic."

Then in May of 1982, President Reagan asked, in a nationally televised speech to the American people, for suggestions on how he could cut the size of the federal government.

Ed Curran responded by writing a letter to the President, suggesting that his own agency, NIE, be abolished.

Ed outlined his reasons, as you can see from the enclosure.

But despite the urgency, Ed and I are not sure if the President ever saw his letter. It is still a closely guarded bureaucratic secret.

And when Ed showed it to his own superior, Terrel Bell, he was asked this incredible question:

"How can you head an agency which
you think should not exist?"

Does Terrel Bell think Ronald Reagan was elected to perpetuate and strengthen the bureaucracy? Whose side is he on anyway?

Terrel Bell's action in dismissing my boss and squashing the initiative to abolish NIE, should be grounds for dismissal.

Terrel Bell is the principal reason for the failure in 1982 of President Reagan's bold effort to abolish the Department of Education.

Terrel Bell has put loyalty to his Department, the bureaucrats within it, and the special interests which defend it, ahead of his loyalty to President Ronald Reagan.

Terrel Bell has silenced a man who should instead be commended for unselfishly calling for an end to the agency he headed.

Terrel Bell is a part of the permanent structure dedicated to the sabotage of the Reagan presidency.

(More--)

If you agree then please, before you mail the enclosed postcard, write at the bottom of it, "Terrel Bell should be fired!"

I realize this is a drastic step. But whether you agree or not, I hope you will join me in trying to reach President Reagan with the message to abolish the National Institute of Education.

Incredible as it may sound, one NIE bureaucratic scheme seeks to get our school teachers to teach our school children to go home and argue with their parents about sex roles and family values.

This is their insidious plan for fourth grade school children of eight and nine years of age.

I could believe this if it were a story about Soviet Russia or Nazi Germany, where they try to turn children against parents.

Ed Curran and I fought from within to stop the anti-Reagan bureaucrats from getting their way with our children.

We did our very best.

The bureaucrats have already exposed 1,500,000 eight and nine year old children to their twisted, anti-family message.

And these anti-family bureaucrats are now doing their work virtually unchallenged -- in spite of the best intentions of the parents to bring their children up in a strong, moral manner.

The social planners have their anti-family message in slick, TV tape cassette form for easy distribution to local school teachers across America.

They are still telling our teachers to force our little children to listen and watch these twisted, pre-recorded TV propaganda messages right in the classrooms.

This is an unabashed attempt to completely brainwash eight and nine year old children against their parents.

And that's only the beginning. There's nothing to stop this bureaucratic scheme from continuing indefinitely.

Can you see why my former boss, Ed Curran, spoke out?

Just take a closer look at this scheme already enacted by NIE bureaucrats.

Over four million dollars (\$4,100,000) has been spent on the bureaucratic program called "FREESTYLE."

This so-called "FREESTYLE" is designed to alter our children's thinking about sex roles through a 13-week slickly produced TV series.

(Over, please)

A later investigation of "FREESTYLE" brought a frank admission: our children's attitudes are "deeply rooted in the family" -- and the NIE bureaucrats don't like that one bit.

So by their own admission, "FREESTYLE" is an open attack on what parents are teaching their children.

But there's even more.

NIE bureaucrats gave our tax dollars to a sex educator who pushed for a special section in children's libraries devoted to sex education.

This must be the ultimate in their idea of a "permissive society" -- where our children can just walk in with the open approval of the school and look at any sex literature these bureaucrats think is OK.

Perhaps that's how they want to bring up their own children -- but the NIE bureaucrats want to force this on our children too. And using our own tax dollars.

Radical, left-wing feminists just love the NIE -- they got over five million dollars from NIE during 1980. And they are still getting our tax dollars today.

One of those taxpayer funded grants taught women how the bureaucrats think you should cope with stress and pressure: by "joining women's (radical) groups," "smoking a joint" (marijuana), or "divorcing my husband."

In addition to promoting anti-family values and corrupting our children, these self-proclaimed "social engineers" are wasting millions of our tax dollars.

For instance, CEMREL, a social engineering laboratory in St. Louis, spent \$750,000 on taxpayer-paid junkets -- including trips to Egypt and Disney World.

Ed Curran and I fought these entrenched, ultra-liberal NIE bureaucrats during 1981 and 1982.

Finally, Ed Curran suggested NIE be abolished. While I can't show you an exact copy of the letter Ed tried to get to President Reagan, I can do the next best thing, since I helped draft that fateful letter.

I have enclosed a digest of the original letter as I recall it being written, and now you can see the "crime" of Ed Curran, for which he was dismissed.

Isn't it incredible that the head of a federal agency, a Reagan appointee, could fail to get past the bureaucracy and to the President?

But the impossible has indeed happened.

Ed isn't, of course, the only loyal Reagan appointee who has tried to advance the President's objectives. There are many others.

But they have paid dearly -- being attacked with no warning, subjected to a blistering, withering cross fire from entrenched bureaucrats and their allies inside and outside of government.

The loyal Reagan appointees are outnumbered, outmanned and outgunned here in Washington, D.C.

Remember that for every loyal Reagan appointee there are hundreds of members of the permanent structure surrounding him, watching, waiting for the one mistake or misstep.

And now the remaining Reagan loyalists have been seriously shaken after what has happened to Ed Curran and me.

Have the bureaucrats succeeded in making an example out of Ed Curran, who tried to uphold the Reagan mandate and eliminate an agency?

Or with your help is the lesson from this, stand up when you are right. And you will get the support you need. Stand up and be counted, for there are thousands who will help you make the case to the President.

Will you help me break the bureaucracy, or will you let their action stand, unchallenged?

Will you help me appeal to President Reagan to abolish the NIE, or will you remain silent and let the bureaucrats win?

Will you let a good man, Ed Curran, be cut down and silenced, or will you help champion his view right now?

And finally, will you join me in seeking the dismissal of master-bureaucrat, Terrel Bell, member of the permanent structure?

If you will help me, please send the enclosed postcard directly to President Reagan. I have been assured by Reagan loyalists inside the White House that word of a massive outpouring of mail will indeed reach President Reagan personally.

And if you are with me all the way, then can you write on the bottom of the postcard, "Terrel Bell should be fired!"

Finally, I must tell you there is one more thing I urgently need you to do. Whether or not I am able to generate the massive outpouring of mail to the White House depends on you.

For I need your dollars to continue this emergency effort to break the bureaucracy, reach the President, abolish the National Institute of Education, and fire Terrel Bell.

Quite simply if you can not help me with your dollars, my efforts must stop. My resignation and the dismissal of Ed Curran will have been in vain.

For to speak out with all the anger and all the facts at my command, will take a massive sum of money.

This cause has already received tremendous help and

(Over, please)

assistance from Public Advocate, which has worked all year long to try and abolish the Department of Education.

But I have been told by Public Advocate Executive Director Eugene Delgaudio that if you can not contribute at least \$15, then he may have to suspend this emergency campaign within the next two weeks.

I do not fault Eugene and Public Advocate for this decision, for they have already been most generous in helping me, giving this urgent program an initial budget of some \$14,500 to begin with.

But whether or not I can now continue is up to you.

Whether I can reach my goal and break through past the bureaucrats to President Reagan is up to you.

Please take out your checkbook right now, and write out a check for \$15 to Public Advocate, and mail it to me right away.

In case you're wondering, I'm not asking for that check for myself. I did not resign my position in government to work for Public Advocate.

Rather, my purpose is to get past the permanent structure which the President has said is a major obstacle to his programs.

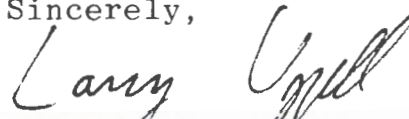
So please send the postcard to President Reagan. And write your check for \$15 to Public Advocate immediately. If you can send a larger contribution for \$25, \$50, \$100, or even \$1000 or more, I will be grateful. Every dollar will be a tremendous help to me in achieving my goal.

If you and I can not get NIE abolished, then every bureaucratic agency is safe, and every bureaucrat can breathe easy.

You and I must not fail, or Ed Curran's courageous sacrifice will have been in vain.

The bureaucrats haven't really been challenged so far. With your support they could be in for the biggest fight of their lives. I will look forward to hearing from you this week. Thank you.

Sincerely,



Lawrence A. Uzzell, former
Assistant to the Director,
National Institute of Education

P.S. Abolishing the NIE is one battle in the war to abolish the Department of Education. This is a "must win" battle for loyal supporters of President Reagan. I pray you are one. And that you will act. Or else, my resignation will have accomplished nothing.

;

CENSORED

Office of the Director

*Digest of the letter that Secretary Bell used
to fire Ed Curran, the Director of N.I.E.*

May 26, 1982 . .

Dear Mr. President,

After seven months here, I have concluded that the best way to advance your goals is to abolish this agency.

Your own Office Of Management and Budget (OMB) and Domestic Council Staff (Martin Anderson) have proposed that NIE be phased out. I agree for the following reasons:

1. The agency is unnecessary.
2. The agency is based on the premise that education is science. As a professional educator, I know that this premise is false. Our schools are in sad shape... because we lack the will to apply what we already know.
3. The agency wastes money... Taxpayers simply do not need a \$99,000 survey on the political attitudes of college professors, or a \$37,000 study of the 1973 New York City Board elections.
4. Every government agency is subject to political pressures, but at the NIE the pressures work overwhelmingly in only one direction: toward the left.

If NIE is abolished, the interest groups will lose; but the values of pluralism, democracy, and freedom will all gain.

Sincerely,

EDWARD A. CURRAN

APPROXIMATE DIGEST-----



UNITED STATES DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
WASHINGTON, D.C. 20208

ROBERT W. SWEET, JR.

Robert W. Sweet, Jr., has been Deputy Director of the National Institute of Education (NIE) of the U.S. Department of Education since March 1, 1982, appointed to that position by President Reagan. He has served concurrently as the Institute's Acting Director since June 17, 1982.

As Deputy Director of NIE, Mr. Sweet shares with the Director overall responsibility for the management of the Federal Government's principal educational research and development agency. He has specific responsibility for the direction and effectiveness of NIE-sponsored research.

Mr. Sweet joined NIE after serving as a special assistant to the Assistant Secretary for Elementary and Secondary Education of the U.S. Department of Education. In that position, he assisted in managing over 35 separate educational programs in some 16,000 school districts across the United States.

Previously, from 1962 to 1979, Mr. Sweet was an educational salesman and consultant with two major textbook publishers. In that position, he conducted teacher training seminars in educational methodology and materials utilization in the classroom. As a consultant to industry, he helped develop employee programs. Also, he has taught chemistry, physics, and biology at the secondary school level.

Mr. Sweet was born in Durham, Maine, and lived for a number of years in Dublin, New Hampshire. He has been active in civic and political organizations in both states. He served for two years on the New Hampshire Governor's Commission on Public Education and for six years as a regional school board representative. In 1980 he was a candidate for the United States Congress from New Hampshire's Second District.

Mr. Sweet was graduated from the University of Maine and did graduate work at Brandeis University and the University of New Hampshire. He and his wife, Joy, are the parents of five children.

ACCOMPLISHMENTS AT NIE IN FY 1982

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THE SECRETARY OF EDUCATION

WASHINGTON, D.C. 20202

10/20/82

Note to Bob Lunsford

I just finished reading
the 1982 accomplishments
of NFE. You should feel
quite proud of this,
Bob. I was impressed.

I appreciate all you
do to support our
endeavors here in ED.

AWB

ORRIN G. HATCH
UTAH

125 RUSSELL SENATE OFFICE BUILDING
TELEPHONE: (202) 224-5251

HATCH HOT LINE 1-800-552-4300
(UTAH TOLL FREE)

United States Senate
WASHINGTON, D.C. 20510

October 5, 1982

COMMITTEES:
JUDICIARY
LABOR AND HUMAN
RESOURCES
SMALL BUSINESS
BUDGET
OFFICE OF TECHNOLOGY
ASSESSMENT

*Al Renee Sweet
cc: Sweet #
written
filed
due 10/27/82*

Mr. Robert W. Sweet, Jr.
Acting Director
National Institute of Education
Department of Education
Washington, D.C. 20208

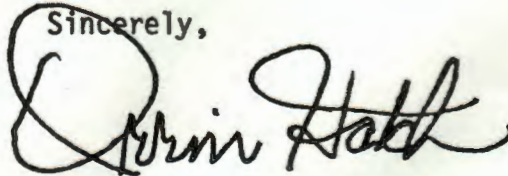
Dear Mr. Sweet:

I appreciated your letter of August 31. I regret that the press of business in the Senate has prevented my answering your very kind letter sooner.

I would be very interested in learning about the programs that are under consideration for funding through the National Institute of Education. Please communicate with Messrs. Howard Matthews and Douglas Campbell of the Education Staff on the Labor and Human Resources Committee so that they can brief me on these new programs. Thank you for offering to inform us on the latest developments.

For your outstanding service as Acting Director at NIE and for the superb leadership you have shown in that office, we are grateful. Thank you for all that you do.

Sincerely,



Orrin G. Hatch
United States Senator

OGH:aa

Highlights - NIE Contribution to Improved Education

NIE has directly influenced the improvement of educational achievement in four areas related to the basic skills:

1. Improving Classrooms

- NIE research has demonstrated the importance of increased student time-on-task for achievement.
- Pilot projects are now showing practical ways to increase time-on-task in schools. 6,000 copies of Time to Learn describing what is known about time on task have been distributed.

2. Improving Schools

- NIE has summarized and distributed tested lessons about effective schools to a wide nationwide audience.
- School districts using the information have dramatically increased achievement.

3. Improving Assessment

- NAEP findings continually inform public policy about improving education.
- An NIE television series on minimum competency testing, "Who's Keeping Score?" has been aired nationally and is significantly improving local and state testing policies.
- 300,000 requests for a parents guide to testing, Your Child and Testing have been received.

4. Improving Subject Matter

- Increased achievement in reading, math and writing has occurred in New York City, Los Angeles and many other school districts through NIE research showing new approaches to subject matter instruction.

NATIONAL INSTITUTE OF EDUCATION
FY 1983 CONTINUATION BASE

The continuation costs of multi-year R&D awards made in previous fiscal years, including labs and centers, is estimated to represent \$50.0 million or 93% of the FY 1983 budget of \$53.6 million. That estimate already reflects an FY 83 10% cut that has not yet been negotiated.

The Institute's Contracts Officer has advised the Office of the Director that nearly every NIE award contains provisions that would allow reductions in the planned FY 83 funding amount. This is true whether the amount is stated in the award document itself or merely contained in the budget documents. The Institute will continue to look for opportunities for reasoned and well-justified ways to reduce the level of the continuation base.

The continuation base includes:

- o Labs and centers (\$28.2 million), including: Regional Laboratories which serve practitioner-oriented R&D needs in specified regions of the country as determined by advisory boards and National Centers which conduct research on national priorities in education such as reading, school governance and finance, and vocational education.
- o Other institutional relationships (\$13.6 million), including: ERIC Clearinghouses, Center for Study of Reading, Institute for Research on Teaching, Bilingual Clearinghouse, National Assessment of Educational Progress, and the National Center for Bilingual Research.
- o Grants (\$2.3 million), including: State Dissemination Capacity Building, Regional Consortia, Knowledge Use and School Improvement, Legal and Governmental Studies, Desegregation, and Unsolicited Proposals in areas such as effective principals and reading comprehension skills.
- o Contracts (\$3.2 million), including: cognitive skills including the demands of computer instruction, exemplary math programs including international mathematics, classroom testing practices, teacher evaluation, and studies of regional dissemination programs.
- o National Council on Educational Research (NCER) funding for field initiated research proposals in accordance with NCER policy.

FY 1983 NEW INITIATIVES

TEACHING AND LEARNING (T&L)

Exemplary science solicitation
Reading conference
Cognitive skills grants
Role of the school study
Basic skills, effective schools, effective teaching--state
legislatures and school boards

EDUCATIONAL POLICY AND ORGANIZATION (EPO)

Parental choice solicitation
Law and education grants
Finance and governance grants
Private schools grants
Desegregation conferences

EPO and T&L

Math and science teacher commissioned papers
Teacher policy grants

DISSEMINATION AND IMPROVEMENT OF PRACTICE (DIP)

Dissemination to state legislatures and school boards
Improvements to ERIC and NIE's library

NATIONAL INSTITUTE OF EDUCATION
FY 83-84 RESEARCH PLANNING

The Institute's Research and Development Agenda should be viewed from a long-range perspective. At any point in time, the Institute has research initiatives at different stages of development, as illustrated on the attached graph. For example, although the Institute has supported some research relevant to the Secretary's technology initiative, the Institute's research in that area can best be categorized as being in the basic inquiry stage. In contrast, the research on both reading and teaching has moved into the stages of research synthesis and dissemination. In the case of teaching and effective schools, in particular, there has been a concentrated effort to move research-based principles regarding effective schools into the education community.

INSTITUTE PLANNING

The primary objective of the Institute's planning process is the development of plans for new R&D initiatives which are responsive to the Institute's mission to improve education in the United States. In its planning, Institute staff simultaneously take into consideration Congressional priorities, National Council on Educational Research (NCER) policies, and the Secretary's priorities.

Congressional Priorities. The Institute's authorization statute directs the Institute to seek to improve education in the United States through concentrating the resources of the Institute on the following priority research and development needs:

"(A) improvement in student achievement in the basic educational skills, including reading and mathematics;

"(B) overcoming problems of finance, productivity, and management in educational institutions;

"(C) improving the ability of schools to meet their responsibilities to provide equal educational opportunities for students of limited English-speaking ability, women, and students who are socially, economically, or educationally disadvantaged;

"(D) preparation of youths and adults for entering and progressing in careers;

"(E) overcoming the special problems of the non-traditional student, including the older student (with special consideration for students over age 45) and the part-time student, and the institution which the student attends;

"(F) encouraging the study of languages and cultures and addressing both national and international education concerns; and

"(G) improved dissemination of the results of, and knowledge gained from, educational research and development, including assistance to educational agencies and institutions in the application of such results and knowledge.

"In carrying out this paragraph, the Institute shall give attention to the needs of early adolescents and the schools which serve them. . . ."

From Section 405 of the General Education Provisions Act, as amended, 20 U.S. Code 1221e.

NCER priorities. The National Council on Educational Research, NIE's statutorily-established policymaking body, has adopted a number of policies which guide the overall direction of the Institute. Although Council policies are not as specifically targeted as those included in the Secretary's priorities, they do mirror the Secretary's strong concern for educational excellence, strengthening NIE's dissemination activities, and strengthening NIE's relationship with state education agencies and local school systems.

- o The Council has sought to strengthen the role of educational research in improving educational excellence by adopting two resource allocation policies directing NIE monies to support basic and applied research activities. Recognizing the value of encouraging field-initiated research, NCER, in 1973, directed NIE to reserve from 3% to 5% of its budget for support of unsolicited proposals. NIE has also been directed to increase its funding of fundamental research activities from 20% of the FY 1979 budget to 30% of the FY 1985 budget.
- o The Council has also adopted policies designed to strengthen NIE's dissemination focus. The Council has directed NIE to support research and development to improve dissemination, to establish programs and develop systems to disseminate the results and products of educational research and development, and to support appropriate evaluation of research and development products and to make this information available to the field in useful form.
- o In 1975, reflecting the Council's desire to broaden NIE's relationship with the education community, the Council directed NIE to distribute its funds so that state and local education agencies receive a substantial share. Other policies encourage NIE to enlarge the scope and number of participants in educational research.

Secretarial priorities. Beginning in FY 81, the Institute conscientiously reflected the Secretarial priorities of excellence, technology, and assistance to states and localities in its R&D activities and its initial FY 1983 planning. In early 1982, NIE prepared the following policy papers regarding its FY 1983-84 research priorities: NIE Research Priorities, including excellence and technology; Technology; and Strategies for Moving Research into Practice.

Input from the field. During the preliminary phases of NIE's research planning, the Institute consults widely with both the research and the educational community and several levels of government to gain a well-rounded perspective of the knowledge and information needs of practitioners and policymakers.

FY 1983-84 PLANNING

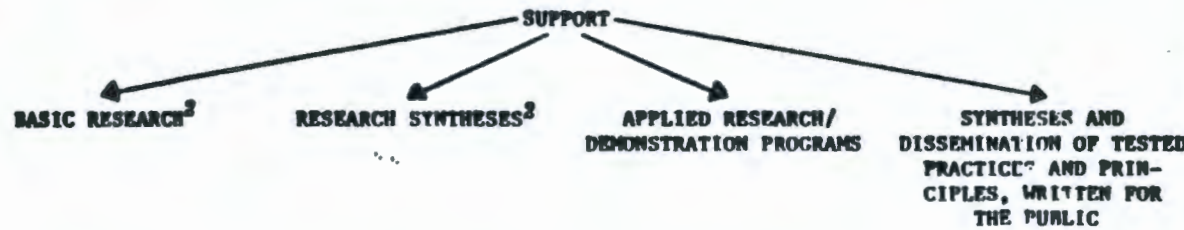
In January 1982, the Office of the Director, NIE, initiated the FY 83-84 planning process. NIE program heads were instructed to develop plans for new initiatives which were to be focused on educational excellence and

the improvement of the quality of education. The plans developed by each of the program offices were the subject of extensive discussion and refinement. The preliminary FY 83-84 Plans were approved by the Director in March 1982, and copies were shared with ED officials and NCER members.

→ Contact with the field. Since assuming the duties of his new role, the Acting Director has actively sought the advice and recommendations of the field on the Institute's FY 1983 and FY 1984 program plans. To date, he has been in touch with representatives of national education associations, state education officials, and local educators. Their comments and recommendations have contributed to the development of the FY 83/84 priorities in this package. The Office of the Director plans to continue to strengthen NIE's dialogue with the field. It is only through such communication that we can assure the relevance of the Institute's work and its usefulness in meeting the most critical needs of American education.

R & D ROLE IN EDUCATIONAL IMPROVEMENT

NIE ROLE:



NONE¹

INFLUENCE ON STATE
LEGISLATORS, OTHER
ELECTED OFFICIALS

INFLUENCE ON
PUBLISHERS,
SCHOOLS OF EDUCATION

EXAMPLE:

"Why do so many students have reading comprehension problems?"

"What is known about 'reading with understanding' and how it develops?"

"Will application of this knowledge improve the reading comprehension of 6th-grade students in Chicago so that high-school remedial reading will no longer be needed?"

Publication regarding "How Johnny Can Learn to Read"; ten principles of effective reading instruction.

From informed public, particularly parents.

From state legislators, other elected officials.

¹Research findings would be distributed widely, including well-prepared information for the many groups concerned with education. The primary influence on state and local educational policy and practice would come, however, from an informed public, not from a federal agency such as NIE.

²The educational concerns of the public and elected officials, as well as those of the educational community and researchers are all seen as influencing the issues to be examined with NIE support. Scientific excellence and the integrity of the scientific process used to search for the truth of these matters would be paramount, however, in the research awards and the knowledge syntheses.

NATIONAL INSTITUTE OF EDUCATION
FY 83 PLANS*

INTRODUCTION

The National Institute of Education, established by Congress in 1972 as the primary federal agency for educational research and development, supports research on critical problems faced by teachers, parents, students, and educational institutions. The Institute's fiscal year 1983 plans support research, development, and dissemination activities which focus on improving the quality of education and providing assistance to states and localities. The Institute's program includes a variety of activities that attempt to discover, examine, and provide reliable information to educators, policymakers, parents, and other citizens on nationally significant educational issues.

The Institute's three major program areas are:

- o The Teaching and Learning Program, which supports research to improve the understanding of teaching, learning, and student achievement, especially in the areas of reading, writing, and mathematics. The program is concerned with what is being taught, the practice of teaching, and how pupil progress and school effectiveness are assessed. Research is under way in areas such as effective teaching practices, the development of language and literacy skills, learning outside of school, and testing.
- o The Educational Policy and Organization program supports research on issues of organization, management, law, finance, and governance as they relate to education. The goal of the program is to help policymakers make more informed decisions on such issues and improve the organization and management of educational agencies and institutions.
- o The Dissemination and Improvement of Practice program supports research and dissemination to ensure that the results of educational research and development are made available in usable forms to educational policymakers, administrators, and practitioners.

The primary objective of the Institute's planning process is the development of plans for R&D initiatives which are responsive to the Institute's mission to improve education in the United States. In its planning, Institute staff simultaneously take into consideration Congressional priorities; the Secretary's priorities of excellence, technology, and improved development and dissemination of educational research and development results; and National Council on Educational Research (NCER) policies.

*The program plans described in this planning document were prepared as part of the Institute's FY 83 planning and budget process, and were based on the President's Budget request of \$53.6 million. Final Congressional appropriation action may necessitate modifications in the implementation of the FY 83 plans.

The Institute's research agenda benefits from a continuing consultation by the Institute with the research and educational community and the several levels of government concerned with education.

NEW FY 83 ACTIVITIES

Teaching and Learning

A study of exemplary science programs. This project, together with the 1982 study of exemplary mathematics programs, should illuminate what combinations of curricula, teaching, and administrative standards are associated with producing high achievement in the two disciplines.

Conference on reading and literacy. This conference will provide a forum for the examination of the research, possibly leading to reconciliation of the various positions on the teaching of reading and the state of American literacy. A compilation of practical recommendations concerning methods of reversing the decline in literacy will be produced.

Cognitive skills grants program. Grants would be awarded for studies related to the following research issues: Intelligence and Schooling: How have changing conceptions of intelligence affected beliefs about achievable goals for education? Cognitive Skills: What are the natures of thinking, reasoning, and problem-solving skills? How do they develop? Are there substantive subjects in the school curricula associated with development of cognitive skills? What are the instructional implications of cognitive skills development under different circumstances? Instructional experiments and comparative studies are possible. Writing: What specific features make a written product particularly comprehensible? How helpful are text editing and the new word processing technologies in improving the teaching of writing? Classical Languages: Examination of the claim that the study of classical languages contributes to a more thorough understanding of other academic subjects, especially languages, and develops students' mental discipline. Mathematics: What are the fundamental natures of mathematical skills, concepts, and abilities; how are they related; and how can they be developed? How will the growing computerization of jobs affect the mathematical knowledge students will need? What are the instructional trade-offs between vocational requirements and academic requirements? Language: What cognitive skills can be specifically identified as language skills? What are the relations between language and mathematical skills? Reading: What are the relationships between literacy and work place requirements? What is the relative importance of reading literacy for overall literacy?

There are competing conceptions of schools as basic skills factories or social laboratories. The former conceives of education as being related closely to the basic skills; the latter pictures schools as having broader responsibilities in the areas of affective education, citizenship, and the like. This is an old issue in American education that needs to be reexamined. The past twenty years have seen the addition of an ever growing list of functions to be accomplished by the schools. A study is planned to examine the effect of these competing priorities on basic education.

The Institute will utilize various dissemination strategies to assure that research findings on literacy, basic skills, effective schools, and effective teaching are brought to the attention of the public and education policymakers and practitioners. This will be a planned, coordinated effort to bring the most reliable research conclusions to the attention of education policymakers.

Educational Policy and Organization

Study on the current extent and success of parental choice via magnet schools, alternative schools, special schools, etc. in the public schools. The study will investigate the relationship between parental choice and successful schools; i.e., schools that produce high-achieving students, and whether there is a relationship between poor schools and a parental sense of alienation and powerlessness.

Studies on issues concerning law and education (e.g., examination of the changes in the legal status of education over the past twenty years, and the effects of court decisions on local decision-making and on academic outcomes in the cognitive skills). Judicial regulation of schools, the impact of lawsuits on schools, and the effects of judicial decisions on school discipline will be investigated. Studies of the legal history of American education will include an examination of the legal needs of SEA's and LEA's.

Studies on education finance and governance will be undertaken to address basic questions of educational policy at all levels of education and government, but with special emphasis on state and national concerns. This program seeks to assist decision-makers by concentrating on the workings of our federalist system of government as it influences the nation's investment in education, be it public or private. Major areas of interest include the balance of public vs. private investment in education (e.g., the size and nature of public support of higher education), the consequences of important changes in the nature and level of intergovernmental transfers (e.g., the effects of federal grants consolidation and deregulation), and the central role of the states in formulating and implementing educational policy (e.g., the effects of state policy on local discretion). Examinations will be conducted of nontraditional finance, governance, and delivery systems for both elementary/secondary and postsecondary education. Studies will also be supported that trace the effects of larger social, demographic, and economic trends on the supply, demand, and provision of education.

Studies will be undertaken to investigate the reasons for the rapid use of private schools during the past decade; the reasons why parents choose private schools; access of lower-income and minority children to private schooling; the extent of home schooling and the quality of home schooling compared with other options; and the similarities and differences between public and private schools with respect to learning outcomes and school environment, including techniques for dealing with disciplinary problems, vandalism, and drug use.

After the FY 82 conference on the reconciliation of the research literature on the effects of desegregation on academic achievement, two

other conferences are planned, one concerning the use of social science data as legal evidence as well as the differences between social science methods and legal methods, and the other concerning the applicability of the findings of effective schools research on the problem of black underachievement and desegregation.

Joint Projects for Educational Policy and Organization and Teaching and Learning

Commissioned papers and a conference on the shortage of teachers of mathematics and science. Examination of alternative methods available to remedy the shortage; e.g., exempting math and science teachers from state certification and other regulations, involvement of private industry, deregulation, etc.

Examination of the impact of policy on teaching. The research will consider a broad range of policies developed at federal, state, and local levels on teaching (e.g., federal civil-rights guarantees and program regulations; state mandates concerning testing, certification and licensing, tenure, collective bargaining, and school improvement; and local policies governing personnel, salary and benefit agreements, and district learning objectives). Since such policies may influence teaching in a variety of ways, a number of relationships may be considered. At a macro-level of analysis, policy may influence aggregate characteristics of the teacher work force (e.g., composition and distribution, supply and demand in teacher labor markets) directly or indirectly via effects on such occupational and organizational processes as recruitment, selection, training, retention, evaluation, teacher mobility, and termination. At a micro-level of analysis, policy may influence classroom instruction, service delivery and resource allocation, and the daily work of teachers. Comparative studies may be initiated, including cross-state, cross-district, and cross-school studies; public-private comparisons; cross-national and cross-occupational studies; and historical work comparing different eras.

Dissemination and Improvement of Practice

Dissemination activities will be undertaken for the purpose of helping state legislatures and school boards develop, strengthen, expand, and improve their capacities to improve academic achievement and educational practice. Projects may be funded for knowledge syntheses, annotated bibliographies and book lists, book condensations, collections of materials on issues of education policy, identification of the books and materials that form the fundamental knowledge base in the field of education, etc. Studies may involve policymaking bodies. Support would be for extensive dissemination of the best of the existing findings, rather than the development of new research findings. Awardees would be expected to demonstrate familiarity with the realities of education policymaking for state legislatures and school boards.

Improvements in the Educational Resources Information Center (ERIC) and for the NIE Library are planned in FY 1983.

Unsolicited Proposals

It is the policy of the National Institute of Education to encourage eligible individuals and groups to develop unique ideas relevant to the agency's mission and to submit such ideas as unsolicited proposals. NIE plans on reserving some funds for unsolicited proposals in FY 1983.