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Turner, Carlton E.: Files

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Comic Book Letters Received (Positive and Negative) (2 of 2)

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THE WHITE HOUSE

WASHINGTON

August 1, 1983

Dear Ms. Wilson:

Thank you for letter of June 8 to Mrs. Reagan and for sharing your comments on the Teen Titans drug awareness comic book. Like you, I believe the President's Drug Awareness Campaign is extremely important and I have delayed answering your letter until we received some feedback from other schools. Your letter is one of the few negative responses among nearly 80,000 comments and requests received by this office since the public release of the drug abuse comic book.

I have been involved in conducting research on drug abuse and recognize both the validity and the limitations of the post-1976 research which you quote. A particular limitation is that some of the clinical work of the mid-70's implicitly reflects the prevailing fatalistic attitudes regarding drugs of abuse. Because of the importance of the drug abuse problem, I would like to provide you with some background information which may assist you in understanding why we support the Teen Titans drug awareness comic book.

Looking back at the last decade, it seems clear that the conventional government efforts to reduce the supply of illicit drugs and to provide treatment and rehabilitation are necessary to help those currently involved in or exposed to drug abuse. In fact, at least 98% of the Federal programs are directed at fighting drug abuse in the current generations of users. We decided, with broad support from parent's groups across the country, to attempt to add a new element to the national program; to seek a drug-free generation by doing all we can to prevent drug use from beginning in young children.

This is a difficult task for many reasons. It was tried with little success in the 1970's, using teacher education, government brochures and classes on identifying drugs. The common criticism was that the effort tended to encourage experimentation. We have over-reacted (or delayed) by avoiding the issue until we become comfortable that we have the right response. Thus, we have a situation where drug abuse prevention is usually not included in school curriculum planning until at least the sixth grade or age 12. The national data collection systems implicitly contain the same assumptions and start collecting drug abuse data at age 12.

It is obvious that a prevention message must be delivered before initial drug use; otherwise it is too late for prevention and we must focus on intervention. The goal of "drug free" youth is clearly a prevention effort and we intend to use every available channel of communication to reach as many individuals as possible. Also, we must not underestimate the knowledge and abilities of the more adventuresome children who are likely to be exposed to drug-taking behavior.

Many people came forward to assist. The Xerox Corporation, through their Weekly Reader Publication, developed a survey with advice and assistance from my office and a number of other highly qualified sources. The survey was conducted in January 1983 and this first national survey of drug and alcohol use, attitudes, and perceptions among young children was very informative. Two significant findings were:

- In grades four and five, children receive their education about the dangers of drugs and drinking about equally from family and movies/television. Not until grade six does school become an equal source of information, and not until grade seven does school become the major source.
- As early as fourth grade about 25% say that children in their age-group feel "some" to "a lot" of peer pressure to try beer, wine, liquor, or marijuana. By the time they are in the seventh grade, about 60% feel pressure to try alcohol; and about 50% to try marijuana.

Both parents and professionals agreed we must have a medium which appeals to children ages 8 to 11. Whether it appeals to older children or adults is not relevant. The test is whether it is effective in getting the right message to young children.

Consultation with numerous people led to the conclusion that coloring books were useful for very young children and comic books (not illustrated drug abuse pamphlets, but commercial adventure comics) were useful in capturing the attention of a large portion of the age group 8 to 11. After discussions with writers, artists, publishers, etc. it became clear that we should not miss the most obvious opportunity to reach many in the precise age group identified as the primary need.

The Teen Titans' adventure stories are written by experts in preparing such books and who know how to achieve success with a particular audience. The physical attributes of the characters do not differ from other successful commercial comic books. I believe fourth graders understand -- from watching Saturday morning adventure cartoons or reading newspaper comic strips, perhaps -- that violence does exist in our imperfect world. To pretend that violence doesn't exist, even in young lives, is false. Perhaps some of those readers will be persuaded that crime does not pay, just as some who watch "The A Team" on television no doubt recognize that Mr. T is on the side of good and learn that it's not particularly wise to anger a determined Mr. T.

We do know that the Teen Titans give us an entree to the young child that the multitude of documents issued by the government cannot match. This doesn't mean, of course, that the children are being exposed to English in its purest form or that the story lines are scholarly. The comic books are intended as one resource likely to reach one group of youth; they are not intended to replace conventional education.

The reported readership statistics on similar comic books are interesting; the original owner reads the book an average of 5.5 times and each book is passed on to an average of five other people, with a total of over six people reading one comic book. I am unaware of any pamphlet produced by the government or private sector which gets such intense readership.

The one million comics printed by DC Comics were paid for by the Keebler Corporation as a public service. The acceptance of the hero concept, the enthusiasm for the exercises in the back of the book, the repeat requests for certificates, and the amazing support we have received suggest that the packet accomplishes the intended purpose. Our greatest problem has been appeals for the packets from schools (and other grades) which were not on the mailing list. In fact, Keebler has agreed to sponsor a reprint of a second one million copies of the comic book.

Also, a major campaign has begun in southern California to sponsor "Feelin' Good" performances in shopping centers using the Teen Titans characters in a community assistance theme. One particularly interesting approach was a proclamation signed by all of the children in the younger grades in an entire school who took the pledge to remain drug-free.

If the comic book influences even a few of our children to remain drug-free, I believe the effort is worthwhile.

I am enclosing a copy of the President's overall strategy, the 1982 Federal Strategy for Prevention of Drug Abuse and Drug Trafficking, for for your information. Thank you again for your interest.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Carlton E. Turner', with a long horizontal flourish extending to the right.

Carlton E. Turner, Ph.D.  
Special Assistant to the President  
for Drug Abuse Policy

Ms. Mary H. Wilson  
Director, Special Services Department  
1231 3rd Street  
Lincoln, CA 95648

*Department of Special Services*

*Western Placer Unified School District*

*1231 3rd Street*

*Lincoln, California 95648*

*916-645-3396*

CT

June 8, 1983

Mrs. Nancy Reagan  
White House  
Washington, D.C. 2500

Dear Mrs. Reagan,

I am in possession of the "comic" book published by DC Comics endorsed by Keebler Company, and promoted by you in relation to the President's Drug Awareness Campaign. The letter accompanying the comic book states that it is for use by 4th grade students across the nation.

Your concern and involvement regarding drug use and abuse is to be commended. As a mother of 6 grown children, as a school psychologist and as a director of special services in a school district, my concern is also deep and compelling. My view, of course, is from my eye and derived from daily contact with many children. It is also philosophically based on research garnered through an ERIC Computer search of data, nearly daily updating of such and my understanding of human behavior gained through 5 years study in psychology (MA) and doctoral work in human development (all but the dissertation). Recently I headed a district wide committee to do research and a needs survey within our own school district.

It was extremely disappointing for those of us who are aware of the post 1976 research on drug education to see that techniques proven to increase drug use (and other problems) are blatantly used in the comic book. Some of the content/process which we find shocking at this time in our history of drug education knowledge are as follows:

- . Many drugs listed on page 1 by Debbie are unknown to most 4th graders. This type of presentation tends to inform them inappropriately of available drugs and where to obtain them.
- . The scare technique is used which tends to classify PCP, heroin and marijuana as similar drugs.
- . The use of violence is used throughout the book to end violence.
- . Sexuality is emphasized throughout the book by the display of bodies, irrelevant to the purpose of the book or story.
- . Erroneous cause-effect is implied as to how one starts to use drugs, i.e., "my mom and dad drink".
- . The characters are super-heroes, unrelated to real life. The heroes tend to be former users who became heroes (by magic?).
- . Material/content is absolutely not relevant or appropriate to 4th graders as it is presented.

The language and concepts presented are more relevant to the 7th or 8th grade level, though it is still terrible drug education. Print size and quality of the print, as well as the poor English grammar used would not speak well for any public school using the material. I would believe that many parents would be irate if they saw their elementary child with this "comic".

Positive aspects of the publication which deserve more exposure are the kinds of feelings which come along with heavy drug use. The expressions of caring for each other are also positive aspects which is a basis of good drug education.

There are materials published which help teachers, parents, psychologists, counselors and school administrators to establish a systematic curriculum which speaks to drug abuse causes and are included in the curriculum listings recommended by our Drug Task Force. Incidentally, we find the causes of many other problems to lie within these same curriculum areas, i.e., teenage pregnancy, run aways, child and spouse abuse etc.

Enclosed please find the report of our District Drug Task Force. I have placed the last pages first as the curriculum and philosophy promoted by the task force are based firmly upon current research.

Please stay involved in drug education, as we need your prominence, status and personality to promote a good curriculum emphasizing the positive mental health and behaviors known to be at the root of resistance or immunity to drug abuse.

I wish I still lived in Frederick County, Maryland as I would then try to see you, Mr. Bell and others, so influential in the education of our future generation.

Sincerely,



Mary H. Wilson, Director  
Special Services Department

cc: Terrence Bell  
Yvonne Nunes, Principal  
Carlin C. Coppin School Staff  
John Bozzo, District Superintendent  
Keebler Company, President  
DC Comic, Editor

MHW/rh

Recommendations to Western Placer Unified School District  
Board of Education on a Substance Use and Abuse Curriculum  
March, 1982

The Drug Task Force is pleased to submit these guidelines within which a curriculum committee may establish an appropriate curriculum dealing with substance abuse prevention.

The Task Force members strongly expressed the view that the program needs to begin with entry into school at the Pre-kindergarten or kindergarten level and continue throughout the school experience or until graduation from grade twelve.

The Task Force is also aware that much of the curriculum involves attitudinal changes of administrators, staff, parents and students, so that material cannot be taught for X number of minutes per week and be called drug education or considered to be a curriculum in substance abuse. It is important for all teachers to be in-serviced on the curriculum at their grade level. In-service needs to be ongoing.

Since there is currently research which cites poor substance abuse education, i.e., substance abuse education after which there is a dramatic rise in the use of illicit substances, one of the first goals of the curriculum committee needs to be an assessment of the quality of current programs, to assure that they are in keeping with recent research findings. Most of this research has occurred after 1976.

*hms,*  
*Reagan*  
*✓*

The curriculum, in a carefully planned sequence, with certain areas always being taught, and lived, needs to include the following:

- Self Awareness
- Self Esteem
- Social Awareness
- Dealing with the Peer Group

Expressing Feelings Appropriately  
Asking for Help  
Risk Taking - Cause and Effect  
Decision Making - Choices and Alternatives  
Individual Responsibility and Behavior  
Family Influences and Parenting  
Meeting Needs Appropriately  
Scientific Facts in a Factual Manner regarding medicinal and other  
drugs at appropriate grade levels.

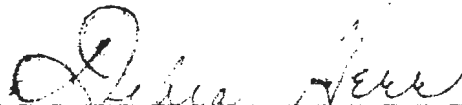
The Committee will need to do everything possible to encourage and coordinate parent networking and education, which may be provided by such agencies as Placer County Mental Health and Sierra Family Services at the community level.

A Curriculum committee with a broad school, community and agency base is recommended.

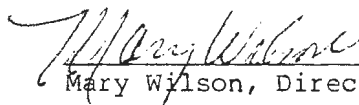
Submitted by:



Karil Israel, Carlin C. Coppin Teacher



Debra Herr, District School Health Nurse



Mary Wilson, Director Of Special Services

Committee for Recommendation

KI/DH/MW/rh



PHILOSOPHY

The individual's healthy self-concept and a positive family relationship are primary to the prevention of substance abuse. Peer relationships, the ability to cope with problems and stress, and one's skill in making responsible decisions influences the individual's attitude toward substance abuse.

We believe that any recommendations for drug education curriculum should speak to these influences and reflect to the greatest possible degree that which is currently known regarding poor and good drug education.

The responsibilities of this task force are:

- (1) To identify the degree of substance abuse in our community
- (2) To identify the degree of substance abuse in our schools
- (3) To identify the attitudes of our community regarding all forms of substance abuse
- (4) To evaluate the scope and effectiveness of the substance abuse programs presently used in our schools; and
- (5) To integrate the collected data into an instructional framework for a more effective substance abuse program in our schools and community.

## Report On The Drug Task Force

March 5, 1982

On January of 1981, the Board of Directors of Western Placer Unified School District unanimously requested that a Drug Task Force be instituted in the district in order to determine the need for and type of, drug abuse prevention education in the schools. The Board was also concerned with knowing how the community perceived the problem of drug abuse among the young people who attend school in Western Placer Unified School District.

The Superintendent appointed Mary Wilson to head the task force. Each site administrator sought teachers to volunteer for the task force, and each suggested the names of parents with children in attendance at his/her site to contact for participation. High School and Intermediate student representatives were also urged to attend by the site administrators.

In general, we were successful in achieving a good representation of staff, students, parents and community people at most meetings. Members attending were generous with their time and contributed a great deal of thought and energy to the task force.

During the time when the task force was meeting regularly, each member took the responsibility of bringing a community or staff member to meetings and each of those who attended at all acted as prods to other community or student members to watch for, fill out honestly and return the survey forms.

The local newspapers were also generous in publishing reminders regarding the survey form. Because of this kind of spirit the return of approximately 28% of usable survey forms was achieved. The Board and Superintendent continued to be supportive throughout the Task Force's working history, and this fact lent validity and credence to the project. Without the public validation by the Board, the same results could not have been achieved.

The following people deserve thanks and commendations for their generous contributions of time, energy and spirit:

Bob Barroso	Diane Hutchinson	Rick O'Shea
Cary Cockran	Karil Israel	Eddie Ojeda
Ed Cummins	Tom Jones	Barbara Otis
Carolyn Dailey	Rob Kerrigan	Grace Resendes
David Evans	Bob Lahey	Aloha Schaefer
Hal Follett	Cindy Langston	Vickie Vineyard
Mark Fowler	Jim Levay	Bart Wood
Bob Gilmore	Charline Long	Stevan Wood
Jenny Grounds	Paul Long	Dennis Wyatt
Debra Herr	Paula Morgan	
Tom Hudson	Bob Noyes	

Mrs. Vickie Vineyard, Barbara Otis, Debra Herr, Aloha Schaefer, Eddie Ojeda, Karil Israel, Paula Morgan, and Tom Hudson all deserve special thanks for the time spent counting and tallying data.

The group gave direction as to the type of information which it felt needed to be most considered in curriculum building. The members were also concerned that recommendations to the curriculum committee comply with the philosophy which the task force adopted at the beginning. (See Appendix A). Members felt strongly that no data on the numbers of students involved in drug use should be publicly reported unless we also published the numbers who responded and reported no drug use at all. A brief abstract of the data follows.

This writer believes the information given by all who were surveyed to be sincere. This judgement is made based upon the reports of those who administered the questionnaires in the school setting, and based upon the comments made by adults on their questionnaires. Many questions were left unanswered on some of the returns. We are making no assumptions based on this fact.

The information included in this report should not be construed as a controlled scientific study, but rather as an informal information gathering survey in order for the district to get direction regarding the need for drug education and an appropriate curriculum in that regard.

Trends indicated by the data, suggest that alcohol is the drug of choice. This follows national trends, and is further evidence that while the study is not scientific, it probably does lend direction, as was desired.

This report is respectfully submitted to the Western Placer Unified School District's Board of Directors on March 5, 1982 by Mary Wilson, Director of Special Services.

*Mary H. Wilson*

Western Placer Unified School District  
High Schools

Numbers surveyed by grade is as follows:

116	9th graders
107	10th graders
65	11th graders
<u>49</u>	<u>12th graders</u>
337	Respondents

This represents 53% of the High School population in November, 1981. The students who responded were not randomly selected, so that the sample may be considered biased, especially toward younger students. The data cannot be extrapolated to those who did not respond to the questionnaires.

When percentages do not add up to 100%, it is due to one or more of the following: When data were condensed for reporting, categories added vertically became cumulative, (data should only be read laterally); respondents skipped some questions or numbers were rounded off in reporting.

Western Placer Unified School District  
High Schools

Drug	% of Student Users	When/or rate of use	% of Non Users	% who report Parent use
Tobacco	24%	every day	75%	53%
	2%	over one pack per day		
Alcohol	78%		20%	69%
	48%	2 or 3 times a month or more	↓	↓
	18%	1 or 2 times a week		
	7%	3 to 4 times a week		
	5%	once a day		
	1%	twice a day		
	1%	3 or more times a day		
	30%	once a month or less	↓	↓
Marijuana	45%		54%	10%
	31%	2 or 3 times a month or more	↓	↓
	5%	1-2 times a week		
	3%	3-4 times a week		
	3%	about once a day		
	3%	twice a day		
	7%	3 or more times a day		
	15%	once a month or less	↓	↓
Marijuana Alcohol, other Drugs	49%	only on even-ings or week-ends	52% never	
	20%	after school		
	14%	during school		
	12%	before school		

Western Placer Unified School District  
High Schools

Drug	% of Student Users	Drug	% of Student Users
X Downers	10%	X Tranquilizers	4%
X Barbiturate	3%	X Seconal	12%
X Reds	4%	X Sleeping pills	5%
X Yellow jackets	3%	LSD	4%
* Rainbows	3%	Mescaline	2%
X Sopors	2%	Peyote	1%
* Uppers	12%	Cocaine	14%
* Amphetamines	3%	* Beans	9%
* Speed	16%	* Cross-tops	13%

The above drugs are designated as follows:

Those with an X are depressants.

Those with an asterick (\*) are stimulants.

Mescaline, Peyote and LSD are Hallucinogens.

Cocaine is a narcotic.

This data cannot be extrapolated to the whole student body. It is based on biased sample of 337 students, mainly lower classmen.

## Glen Edwards Intermediate School

The data following Glen Edwards Intermediate School is based on 272, the number of students who answered the questionnaires. In November, 1981, the enrollment at Glen Edwards Intermediate was 372. This represents 73% of the students.

When percentages do not add up to 100%, it is due to one or more of the following: When data were condensed for reporting, categories added vertically became cumulative, (data should only be read laterally); respondents skipped some questions or numbers were rounded off in reporting.

Data cannot be extrapolated to students who did not respond, as it is unknown which 27% were missing from the survey.



7th and 8th Graders

Drugs	% of Student Users	When/or rate of Use	% of Non Users	% Who report Parent Use
Tobacco	7%	every day	92%	33%
	(one person)	(over a pack a day)		
Alcohol	44%		57%	35%
	18%	2-3 times a month or more		
	6%	2-3 times a week or more		
	27%	once a month		
Marijuana	15%	once a month or more	88%	
	1% (3 people)	3 or more times a day		
	3%	1-2 times a week or more		
	1%	2-3 times a month		
Downers or Depressants	8%		77%	9%
Uppers or Stimulants	4%			10%
Hallucinogen	1% (1 person)			
Narcotic (Cocaine)	1% (2 persons)			(1 person)
Other Drugs Marijuana Alcohol	17%		77%	
	21%	only on evenings or weekends		
	5%	after school		
	1%	during school		
	2%	before school		

Western Placer Unified School District  
Elementary Schools (5th and 6th grades only)

Percentages reported are based upon 324 respondents. At the time survey was done the enrollment in 5th and 6th grades in Western Placer Unified School District was 334. This is 97% of the enrollment.

When percentages do not add up to 100%, it is due to one or more of the following: When data were condensed for reporting, categories added vertically became cumulative, (data should only be read laterally); respondents skipped some questions or numbers were rounded off in reporting.

5th and 6th Graders

Drug	% of Student Users	When/or rate Use	% of Non Users	% who report parent use
Tobacco	3%	every day	77%	
	1% (4 people)	over a pack a day		
Alcohol	7%	2-3 times a month or more	56%	45%
	5%	1-2 times a week or more		
	2%	every day		
Marijuana	4% (14 people)		83%	2%
	2% (5 people)	once a month or more		
	-1%	1-2 times a week		
	(1 person)	3 or more times a day		
Uppers or Stimulants	2% (5 people)			10%
	2% (6 people)			
Downers or Depressants	2% (7 people)			6%
Hallucinogen	(2 people)			
Cocaine, Narcotic	(1 person)			(1 person)
Marijuana Alcohol, other drugs			*	77%

\* This is not reported, as the nurse who administered the survey was aware that many students considered aspirin administered by their parents to be "other drugs".

## Adult Male and Female

Percentages derived from the adult survey were based on 282 respondents. Except for the Hispanic population in Western Placer Unified School District, these results are probably a random sample, as the surveys were sent to a randomly selected population.

No survey forms were returned from the Spanish speaking community, i.e., on forms which had been translated. This is not to say that some people of Hispanic origin did not answer forms in English, and may be included in that way in the survey.

When percentages do not add up to 100%, it is due to one or more of the following: When data were condensed for reporting, categories added vertically became cumulative, (data should only be read laterally); respondents skipped some questions or numbers were rounded off in reporting.

Adult Male and Female

Drug	% of Adult	When/or rate of use	% of non users	Perceived use by children
Tobacco	19%	1½ packs a day or less	55%	19%
	(2 people)	2 or more packs a day		
Alcohol	60%	1-2 times a week or more	16%	27%
	35%	2-3 times a month or less		
	13%	hardly ever		
	2%	twice a day or more		
Marijuana	5%	none over 2 times a week	70%	12%
Downers or Depressants	2%			
Uppers or Stimulants	3%			(one person)
Hallucinogen	0			
(Cocaine only) Narcotic	(1 person)			
Above Drugs	2%	more than 3-4 times a week	68%	
	10%	Once a month or less		
Marijuana, Alcohol, other drugs, without prescription	68%		6%	
	(2 person)	during work		
	5%	after work		
	30%	evenings or weekends		
	(1 person)	while doing housework		

— 2 Sept. 83

Dr. Turner,

We recently received the package of comic books on drug abuse. Both of my daughters have enjoyed reading them and, more important, have learned some of the affects of drugs.

Hopefully this approach to drug education will reach the children before experience does.

Thank you for the consideration in sending the books to us.

Sincerely,

Richard M. Hayes  
3402 Blalock #3604  
Houston, Texas 77080



Dear Dr. Turner,

Thank you for the books. My sister and I like them very much. We are giving them to our friends and family. Any extras we are going to give to our school.

The books are very interesting. We learned how drugs affect people and how deadly they are. Thank you again for the books

Sincerely  
Laura  
Hayes

*Carlton Turner*

*Comic books*

# Unity Grand Chapter, Order of the Eastern Star

MARGUERITE COX  
Grand Worthy Matron  
2534 North 11th Street  
Milwaukee, WI 53206  
(414) 264-7776

STATE OF WISCONSIN  
PRINCE HALL AFFILIATION, INC.



MOTTO: A PAST TO REMEMBER — A FUTURE TO MOLD  
Faith - Love - Harmony

MARSHALL THARPE  
Grand Worthy Patron  
3419 Kentucky Street  
Racine, WI 53405  
(414) 554-5979

MARION ELLIS  
Grand Associate Matron  
4919 N. 21st Street  
Milwaukee, WI 53209  
(414) 445-8048

MANUAL COLEMAN  
Grand Associate Patron  
2919 W. Roosevelt Drive  
Milwaukee, WI 53209  
(414) 873-6826

REBECCA ROBINSON  
Grand Treasurer  
4535 N. 24th Street  
Milwaukee, WI 53209  
(414) 444-7716

GWENDOLYN THOMPSON, P.G.M.  
Acting Grand Secretary  
1953 W. Congress  
Milwaukee, WI 53209  
(414) 562-8666

HELEN SMITH  
Grand Conductress  
1414 Lynndale Road  
Madison, WI 53711  
(608) 274-2523

WILLA JEAN MOORE  
Grand Associate Conductress  
4063 N. 16th Street  
Milwaukee, WI 53209  
(414) 264-9363

ETTA MYERS  
Grand Custodian  
4201 N. 22nd Street  
Milwaukee, WI 53209  
(414) 445-3020

SUSIE FEASTER  
Grand Lecturer  
2523 N. 11th Street  
Milwaukee, WI 53206  
(414) 372-6186

MARTHA HICKS  
Grand C.C.F.C.  
2107 N. 5th Street  
Milwaukee, WI 53212  
(414) 372-9475

NORMA J. BANKS  
Grand Public Relations Director  
4237 N. 14th Street  
Milwaukee, WI 53209  
(414) 264-1795

*Dear Mrs. Regan,*

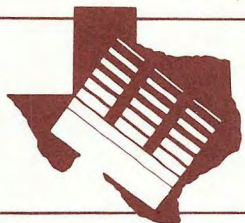
*I write several weeks concerning literature for our Order of Eastern Star & Youth Fraternity. We have our Annual Communication June 15. As of today we have not received any response.*

*We ask for brochures after your telecast. We thought 500 would service us, however if you wanted to send more, we'll place them in agencies servicing young people.*

*We feel this is a good project, that should have been organized years ago.*

*Sincerely  
Marguerite C. Cox  
2534 N. 11th St  
Milwaukee, WI  
53206*





**Texas  
Agricultural  
Extension  
Service**

The Texas A&M University System

Texas 4-H Center  
Route 1, Box 527  
Brownwood, Texas 76801

Carlton E. Turner, Ph.D.  
Special Assistant to the President  
For Drug Abuse Policy  
The White House  
Washington, D.C. 20027

Dear Dr. Turner:

Thanks for your cooperation in sending the Teen Titans comic books. The materials look excellent and we will be able to put them to good use.

They will be distributed to over 1000 Texas 4-H Members, 9 to 14 years of age, as they attend Summer Camp at the Texas 4-H Center.

We appreciate the generosity of the two sponsors, IBM & Keebler and hope that you will pass our appreciation along to them.

Again, thanks for your assistance.

Sincerely,

Barbara Jones  
Extension 4-H Specialist

BJ:nh  
cc: Ann Wroblewski