

Ronald Reagan Presidential Library
Digital Library Collections

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

WHORM Subject Category: ED
Case File Number(s): 020500-026999

To see more digitized collections visit:

<https://reaganlibrary.gov/archives/digital-library>

To see all Ronald Reagan Presidential Library inventories visit:

<https://reaganlibrary.gov/document-collection>

Contact a reference archivist at: reagan.library@nara.gov

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

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

ED

WHITE HOUSE
CORRESPONDENCE TRACKING WORKSHEET

- O - OUTGOING
- H - INTERNAL
- I - INCOMING

Date Correspondence Received (YY/MM/DD) 8/13/20

Name of Correspondent: Judge Louis M. Welsh

MI Mail Report User Codes: (A) _____ (B) _____ (C) _____

Subject: DISTAR

ROUTE TO:	ACTION	DISPOSITION
Office/Agency (Staff Name)	Action Code Tracking Date YY/MM/DD	Type of Response Code Completion Date YY/MM/DD
<u>CNSTR1</u>	^{CH} ORIGINATOR <u>8/14/14</u>	^{TR} <u>EM</u> <u>A</u> <u>8/10/04</u>
<u>DO Educ</u>	^{CH} <u>D</u> <u>8/10/10</u>	^{TR} <u>C</u> <u>8/05/01</u>
<u>Mess</u>	<u>A</u> <u>1 1</u>	<u>EM</u> <u>A</u> <u>8/10/04</u>
	<u>1 1</u>	<u>1 1</u>
	<u>1 1</u>	<u>1 1</u>

- ACTION CODES:**
 A - Appropriate Action
 C - Comments
 D - Draft Response
 F - Fact Sheet
 I - Info Copy/No Action Necessary
 R - Direct Reply w/Copy
 S - For Signature
 X - Interim Reply
- DISPOSITION CODES:**
 A - Answered
 B - Non-Special Referral
 C - Completed
 S - Suspended

FOR OUTGOING CORRESPONDENCE:
 Type of Response = Initials of Signer
 Code = "A"
 Completion Date = Date of Outgoing

Comments: _____

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

RECORDS MANAGEMENT ONLY

CLASSIFICATION SECTION

No. of Additional Correspondents: _____ Media: L Individual Codes: 2,200 _____

Prime Subject Code: ED _____ Secondary Subject Codes: ST 040 _____

PRESIDENTIAL REPLY

<u>Code</u>	<u>Date</u>	<u>Comment</u>	<u>Form</u>
C	_____	<u>Time:</u> _____	<u>P:</u> _____
DSP	_____	<u>Time:</u> _____	<u>Media:</u> _____

SIGNATURE CODES:

CPn - Presidential Correspondence

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

CLn - First Lady's Correspondence

- n - 1 - Nancy Reagan
- n - 2 - Nancy
- n - 3 -

CBn - Presidential & First Lady's Correspondence

- n - 1 - Ronald Reagan - Nancy Reagan
- n - 2 - Ron - Nancy

MEDIA CODES:

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

4 June 1981

Dear Louis:

Thank you for your letter regarding the Direct Instructional Systems for Teaching and Remediation (DISTAR) approach to early childhood education.

I read with interest your letter and your 8 September 1980 decision which describes the impact of DISTAR, and appreciate your appraisal of the program.

DISTAR is one of several instructional models used by projects funded through programs such as "Follow Through" and Title I in the Education Department. Several of these projects have been designated as exemplary by the Department's Joint Dissemination and Review Panel (JDRP). The JDRP is responsible for critically reviewing and validating as exemplary, outstanding projects receiving Education Department funds. Information about those validated projects, including their use of materials such as DISTAR, is disseminated through the Department's National Diffusion Network (NDN).

I agree with your view that successful programs and projects should be fostered. The President's proposed legislation, which would consolidate all or part of 44 separate Federal elementary and secondary programs into block grant programs, permits that to occur. The purpose of this action is to shift control over education policy and procedures away from the Federal government and back to State and local authorities where it constitutionally and historically belongs. This plan should provide an opportunity for greater numbers of school districts throughout the Nation to explore, and ultimately to adopt, instructional models which have proven successful.

Thank you again for your thoughtful letter, and for your continued interest in and attention to the needs of our Nation's minority children.

Sincerely,

EDWIN MEESE III
Counsellor to the President

The Honorable Louis M. Welsh
The Superior Court of California
Post Office Box 2724
San Diego, CA 92112

cc: E. Meese

EM:ds--

The Honorable Louis M. Welsh
The Superior Court of California
Post Office Box 2724
San Diego, California 92112

Dear ~~Judge Welsh~~: *Rain*

Thank you for your letter regarding the Direct Instructional Systems for Teaching and Remediation (DISTAR) approach to early childhood education.

I read with interest your letter and your ^{8 September 1980} ~~September 8, 1980~~ decision which describes the impact of DISTAR, and appreciate your appraisal of the program.

DISTAR is one of several instructional models used by projects funded through programs such as "Follow Through" and Title I in the Education Department. Several of these projects have been designated as exemplary by the Department's Joint Dissemination and Review Panel (JDRP). The JDRP is responsible for critically reviewing and validating as exemplary, outstanding projects receiving Education Department funds. Information about those validated projects, including their use of materials such as DISTAR, is disseminated through the Department's National Diffusion Network (NDN).

I agree with your view that successful programs and projects should be fostered. The President's proposed legislation, which would consolidate all or part of 44 separate Federal elementary and secondary programs into block grant programs, permits that to occur. The purpose of this action is to shift control over education policy and procedures away from the Federal government and back to State and local authorities where it constitutionally and historically belongs. This plan should provide an

Page 2 - The Honorable Louis M. Welsh

opportunity for greater numbers of school districts throughout the Nation to explore, and ultimately to adopt, instructional models which have proven successful.

Thank You
~~Thanks~~ again for your thoughtful letter, and for your continued interest in and attention to the needs of our Nation's minority children.

Sincerely yours,

Edwin Meese, III

cc to Meese



THE SECRETARY
WASHINGTON, D.C. 20202

MAY 1 1981

— CNSTRI

MEMORANDUM FOR LESLIE SORG

Enclosed is a draft reply to the March 20th letter for the Honorable
Louis M. Welsh.

James Delaney
for Executive Secretary
to the Department

Enclosure

THE WHITE HOUSE OFFICE

REFERRAL

APRIL 17, 1981

TO: DEPARTMENT OF EDUCATION

ACTION REQUESTED:

DRAFT REPLY FOR SIGNATURE OF EDWIN MEESE

DESCRIPTION OF INCOMING:

ID: 020541

MEDIA: LETTER, DATED MARCH 20, 1981

TO: EDWIN MEESE

FROM: THE HONORABLE LOUIS M. WELSH
JUDGE
THE SUPERIOR COURT OF CALIFORNIA
POST OFFICE BOX 2724
SAN DIEGO CA 92112

SUBJECT: REGARDING A PROGRAM CALLED "DISTAR"

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

RETURN BASIC CORRESPONDENCE, CONTROL SHEET AND COPY OF RESPONSE
(OR DRAFT) TO:
AGENCY LIAISON, ROOM 33, THE WHITE HOUSE

BY DIRECTION OF THE PRESIDENT:
LESLIE SORG
DIRECTOR OF AGENCY LIAISON
PRESIDENTIAL CORRESPONDENCE

The Superior Court

OF THE

State of California

COURTHOUSE

CHAMBERS OF
LOUIS M. WELSH
JUDGE OF THE SUPERIOR COURT

March 20, 1981

MAILING ADDRESS
POST OFFICE BOX 2724
SAN DIEGO, CALIFORNIA 92112

Ed Meese, Esquire
Counsellor to the President
The Whitehouse
Washington, D.C. 20500

Dear Ed:

As you may know, one of my major objectives in the suit to desegregate San Diego schools has been to provide significant improvement in the education of minority isolated children. A program called "DISTAR" (Direct Instruction Arithmetic and Reading) has produced dramatic improvement in raising test scores of these students in reading, mathematics and language, in the primary grades throughout the nation. DISTAR proved to be the most effective of nine programs evaluated by a research project supported by the government and reported by Abt Associates in 1977. It survives primarily on government subsidy through the Follow Through Program.

I respectfully suggest that this program and others that may have proved to be successful in raising test scores continue to receive support from the federal government. In my judgment, there are other "pull-out" or categorical programs that have questionable value (especially at the secondary level). DISTAR, however, has been definitely proved an effective program.

I enclose three pages (15, 16 and 17) from my September 8, 1980 memorandum decision. It discusses some of the successes of DISTAR.

Kindest personal regards.

Sincerely,


LOUIS M. WELSH

LMW:kw
Encl.

cc: Ed Meese, Esq.
9001 Grossmont Blvd.
La Mesa, CA 92041

The Superior Court

OF THE

State of California

COURTHOUSE

CHAMBERS OF
LOUIS M. WELSH
JUDGE OF THE SUPERIOR COURT

March 20, 1981

MAILING ADDRESS
POST OFFICE BOX 2724
SAN DIEGO, CALIFORNIA 92112

020541

Ed Meese, Esquire
Counsellor to the President
The Whitehouse
Washington, D.C. 20500

Dear Ed:

As you may know, one of my major objectives in the suit to desegregate San Diego schools has been to provide significant improvement in the education of minority isolated children. A program called "DISTAR" (Direct Instruction Arithmetic and Reading) has produced dramatic improvement in raising test scores of these students in reading, mathematics and language, in the primary grades throughout the nation. DISTAR proved to be the most effective of nine programs evaluated by a research project supported by the government and reported by Abt Associates in 1977. It survives primarily on government subsidy through the Follow Through Program.

I respectfully suggest that this program and others that may have proved to be successful in raising test scores continue to receive support from the federal government. In my judgment, there are other "pull-out" or categorical programs that have questionable value (especially at the secondary level). DISTAR, however, has been definitely proved an effective program.

I enclose three pages (15, 16 and 17) from my September 8, 1980 memorandum decision. It discusses some of the successes of DISTAR.

Kindest personal regards.

Sincerely,


LOUIS M. WELSH

LMW:kw
Encl.

cc: Ed Meese, Esq.
9001 Grossmont Blvd.
La Mesa, CA 92041

1 Test of Basic Skills in reading and mathematics, Grades 3 and
2 6, for the period 1980-83. Plaintiffs and Amicus Curiae,
3 The Urban League, argue the goals are insufficient. The Court
4 agrees. In order to determine what goal is reasonably attain-
5 able, the Court has searched out and studied successful programs
6 throughout the Country. On the basis of this study, the Court
7 concludes that each of our minority isolated schools should have
8 a median achievement rate for 70% of its students at the national
9 norm of standardized achievement tests (50th percentile) in
10 reading, mathematics, and language by 1983-1984.

11 Recent experience with schools in poor minority urban
12 districts reveals that if the schools are properly run, virtu-
13 ally all students, no matter how disadvantaged, can be taught
14 to read, write and calculate at a level sufficient to function
15 in American Society.

16 East St. Louis, Illinois began a Follow-Through Program
17 in 1968 using Distar. By remaining with the program they have
18 produced outstanding results. The pupils of this district,
19 which is over 90% black, test on pre-school examinations below
20 88% of the nation's students but by the end of the third grade,
21 they test above 50% of the nation's students in both reading
22 and mathematics. In South East San Diego, a far more economi-
23 cally advantaged community, the average third grader is 19.48
24 percent to 13.57 percent behind the District's average.

25 In the early 1970's San Diego used Distar on an experi-
26 mental basis at Emerson Elementary School. As in most places
27 where it has been used, it was remarkably successful. In
28 April 1974 the Emerson principal, August Castille, hosted a

1 symposium of educators to demonstrate this success. Mr. Castille
2 told the story of his experience with Distar, including his
3 early rejection of the system, "My first impression was that it
4 was chaos and was certain to be discontinued within a short
5 period of time." Nevertheless, he stuck with the program and
6 was eventually won over because of the results it produced.
7 Kindergartners who had been in the Distar program were given
8 first grade entry level tests. They had a composite score
9 "above the District Median and at the 75 percentile," he re-
10 ported. "The other 'mean' scores were as follows: Immediate
11 recall near 30 percentile (low) Letter Recognition 75 percen-
12 tile (well above District) Auditory Discrimination 85 percentile
13 (35% units above District) Visual Discrimination 55 percentile
14 (above District) Language Development 75 percentile (well above
15 District). I feel quite confident," he continued, "that much of
16 the progress and the successes that our first graders are ex-
17 perienicing, at the present, is related to the fine instruction
18 that they've received through the Distar program."^{10/} The Court has
19 not yet been advised why Distar was discontinued in San Diego
20 and was' not used again until 1978. But the Court is pleased
21 that Distar is once more being used in San Diego with the same

22
23
24
25
26
27 - - - - -

28 ^{10/} S R A Reports, May 1976.

11/
1 outstanding results. This effective program must not again be
2 discarded before another equally effective or better one is
3 found.

4 Another school district that stayed with Distar was
5 Mount Vernon, New York. Generally, Distar is considered to be
6 a teaching method best suited for underprivileged children.
7 Mount Vernon, however, has used the program district-wide in all
8 its schools with success. Mount Vernon had been the district
9 with the lowest scores in Westchester County. Now it is the
10 district with the highest scores. After eight years its third
11 graders who failed state competency examinations dropped from
12 37% to 8%; for sixth graders the drop was from 46% to 28% in
13 reading and from 53% to 24% in mathematics. Improvement in
14 student outcomes from 1977 to 1978 was about 50% in the third
15 grade and 30% in the sixth grade.

16 But success with underprivileged minorities is not
17 simply the story of Distar. Some authorities, such as Rudolf
18 Flesch, author of Why Johnny Can't Read, contend it comes down
19 - - - - -

20 11/ In the past school year, the mean reading score in Distar
21 kindergartens was at the 72nd percentile (range from 60th
22 to 87th percentile). For mathematics, the mean total score was
23 at the 57th percentile. In first grade, the children were tested
24 at the 18th percentile in reading and 20th percentile in mathe-
25 matics at the beginning of school and they tested at the 46th
26 percentile (average) at the end of the year in both reading and
27 mathematics. There were seven classes combined in this average.
28 The individual class averages were: 79%, 61%, 56%, 55%, 48%,
37% and 29%. The monitor from the University of Oregon in her
report concerning this result stated "This is well above the
predicted scores for inner city low income first graders and well
above comparable scores at these schools in 1977 and 1978." The
results at the second grade level were not comparable. However,
the success fully justifies expansion and continued use of the
program.

ID # 022584
ED

**WHITE HOUSE
CORRESPONDENCE TRACKING WORKSHEET**

O - OUTGOING

H - INTERNAL

I - INCOMING

Date Correspondence Received (YY/MM/DD) 8/10/28

Name of Correspondent: Freddy Valentin Acosta

MI Mail Report

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

Subject: Endorse proposals sent to the President from President's of Universities in Puerto Rico regarding the education of children from low & moderate income families.

ROUTE TO: moderate income families ACTION DISPOSITION

Office/Agency	(Staff Name)	Action Code	Tracking Date YY/MM/DD	Type of Response	Code	Completion Date YY/MM/DD	CH
<u>IA Place</u>		ORIGINATOR	<u>8/10/28</u>		<u>C</u>	<u>8/10/28</u>	
		Referral Note:					
<u>Central Files</u>		<u>A</u>	<u>8/10/28</u>			<u>1/1</u>	
		Referral Note:					
			<u>1/1</u>			<u>1/1</u>	
		Referral Note:					
			<u>1/1</u>			<u>1/1</u>	
		Referral Note:					
			<u>1/1</u>			<u>1/1</u>	
		Referral Note:					

ACTION CODES:
A - Appropriate Action
C - Comments
D - Draft Response
F - Fact Sheet

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

DISPOSITION CODES:
A - Answered
B - Non-Special Referral
C - Completed
S - Suspended

FOR OUTGOING CORRESPONDENCE:
Type of Response = Initials of Signer
Code = "A"
Completion Date = Date of Outgoing

Comments: _____

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

RECORDS MANAGEMENT ONLY

CLASSIFICATION SECTION

No. of Additional Correspondents: _____ Media: L Individual Codes: L 2421 _____

Prime Subject Code: ED _____ Secondary Subject Codes: WE 010 _____
ST 051-02 _____
PP 010-02 _____

PRESIDENTIAL REPLY

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

SIGNATURE CODES:

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

- CLn - First Lady's Correspondence**
- n - 1 - Nancy Reagan
- n - 2 - Nancy
- n - 3 -

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

MEDIA CODES:

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

COMMONWEALTH OF PUERTO RICO
HOUSE OF REPRESENTATIVES
CAPITOL BUILDING
SAN JUAN, PUERTO RICO 00903



37
Hon. Freddy Valentín Acevedo

REPRESENTATIVE AT-LARGE

April 21, 1981

J.R.
Hon. Ronald Reagan
President of the United States
The White House
Washington, D.C.

022584

Dear Mr. President:

It is my pleasure to write you this letter wishing you a sure and speedy recovery, as both our nation and the free democratic nations of this world need you.

I would like to take advantage of this occasion to endorse the proposals sent to you recently (dated 12, 1981) which were signed by Mr. Vicente A.M. Van Rooij, President, Universidad Central de Bayamón; Mr. Ramón A. Cruz, President, Universidad Interamericana de Puerto Rico; Mr. José F. Méndez, President, Fundación Educativa Ana G. Méndez; Mr. Pedro González Ramos, President, Universidad del Sagrado Corazón and Mr. Francisco J. Carrera, President, Universidad Católica de Puerto Rico.

As a young man from a humble family, I understand the difficult situation of low and moderate income families as they struggle to see their children get a good education.

I urge you to study and heed these proposals in the best interests of America's future.

Thank you very much for your kind attention to this pressing matter.

Sincerely Yours,

Freddy Valentín Acevedo
Freddy Valentín Acevedo
National Delegate G.O.P.

FVA/iah

ED

WHITE HOUSE
CORRESPONDENCE TRACKING WORKSHEET

- O - OUTGOING
- H - INTERNAL
- I - INCOMING

Date Correspondence Received (YY/MM/DD) 811 3 114

Name of Correspondent: G.W. Salser

MI Mail Report User Codes: (A) _____ (B) _____ (C) _____

Subject: Waste of money in Education

ROUTE TO: Office/Agency (Staff Name)	ACTION		DISPOSITION	
	Action Code	Tracking Date YY/MM/DD	Type of Response	Completion Date YY/MM/DD
CNSTR1	ORIGINATOR	811 4 130		C 82 1 01 20
DO Educ.	A	81 05 01	NAN	C 82 1 01 13
		1 1		1 1
		1 1		1 1
		1 1		1 1

ACTION CODES:
 A - Appropriate Action
 C - Comments
 D - Draft Response
 F - Fact Sheet

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

DISPOSITION CODES:
 A - Answered
 B - Non-Special Referral
 C - Completed
 S - Suspended

FOR OUTGOING CORRESPONDENCE:
 Type of Response = Initials of Signer
 Code = "A"
 Completion Date = Date of Outgoing

Comments:

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

ROUTING AND TRANSMITTAL SLIP

Date

1-13-82

TO: (Name, office symbol, room number, building, Agency/Post)	Initials	Date
1. <i>William Thomas</i>		
2. ✓		
3.		
4.		
5.		

Action	File	Note and Return
Approval	For Clearance	Per Conversation
As Requested	For Correction	Prepare Reply
Circulate	For Your Information	See Me
Comment	Investigate	Signature
Coordination	Justify	

REMARKS

I found a copy of the referral letter on behalf of Carl W. Salme, as requested. No further response was needed per our Office of Public Affairs.

DO NOT use this form as a RECORD of approvals, concurrences, disposals, clearances, and similar actions

FROM: (Name, org. symbol, Agency/Post) <i>Bob Hally</i>	Room No.—Bldg. <i>400X</i>
	Phone No. <i>58862</i>

5041-102

☆ U. S. GPO: 1978-0-261-647-3354

OPTIONAL FORM 41 (Rev. 7-76)
Prescribed by GSA
FPMR (41 CFR) 101-11.206

THE WHITE HOUSE OFFICE

REFERRAL

MAY 1, 1981

TO: DEPARTMENT OF EDUCATION

ACTION REQUESTED:
APPROPRIATE ACTION

DESCRIPTION OF INCOMING:

ID: 022796

MEDIA: LETTER, DATED MARCH 14, 1981

TO: EDWIN MEESE

FROM: MR. CARL W. SALSER
EXECUTIVE DIRECTOR AND EDITOR
EDUCATIONAL RESEARCH ASSOCIATES
333 SOUTHWEST PARK AVENUE
4TH AND 5TH FLOOR
PORTLAND OR 97205

SUBJECT: WASTE OF MONEY IN EDUCATION

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

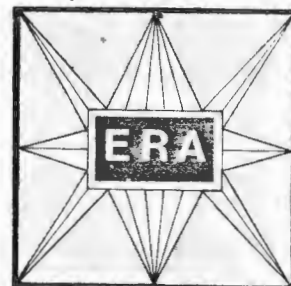
RETURN BASIC CORRESPONDENCE, CONTROL SHEET AND COPY OF RESPONSE
(OR DRAFT) TO:
AGENCY LIAISON, ROOM 33, THE WHITE HOUSE

BY DIRECTION OF THE PRESIDENT:
LESLIE SORG
DIRECTOR OF AGENCY LIAISON
PRESIDENTIAL CORRESPONDENCE

nonprofit
educational research
and development corporation

EDUCATIONAL RESEARCH ASSOCIATES

333 SW Park Ave., 4th & 5th Floors
Portland, OR 97205
(503) 228-6345



March 14, 1981

Edwin Meese III
Counselor to the President
The White House
1600 Pennsylvania Avenue NW
Washington, D.C. 20500

022796

Dear Mr. Meese:

This letter is prompted by an editorial in Oregon's largest daily newspaper--decrying President Reagan's "abrupt weaning of local schools from the federal fountain." And it goes on to mention that Portland's Superintendent of Schools and School Board Chairman will visit Washington, D.C. next week "to lobby against the proposed cuts." Unfortunately, their counterparts from dozens of other cities will no doubt join the parade.

We can only hope that the President will stand firm: Not that we are against education, you can be sure, since the principals in this organization have devoted their lives to the field; not that these cuts will not affect our sales (of instructional materials) very adversely, since they undoubtedly will; but because the costs of education are entirely out of control--even more so than those of the Federal government itself. Indeed, it may be too late to stop the appalling duplication, proliferation, and fearful waste--but it is not too late to try!

Between 1930 and 1971, Mr. Meese, public school enrollments increased 71%--a circumstance that became a favorite theme with media spokesmen. What they failed to point out, however (despite their "investigative" inclinations), was the fact that school expenditures increased 2500% during the same period of time; and that even if an adjustment is made for inflation (to which they contributed very significantly), the increase in expenditures would be in excess of 750%!

Education has increased in cost at a rate that is nearly double the G.N.P. This year, its combined costs will be well in excess of 170 billion dollars. If it continues at anything like this rate, it will consume (sometime during this century) our entire G.N.P. As Professor William J. Baumol has pointed out: No part of a whole can continue to increase faster than the whole or it becomes the whole.

For the past 25 years or more, the educational establishment has refused to confront--or even acknowledge--the economics of education. For example, 80-85% of the cost of education is PEOPLE. Some 2½ to 3%, on the average, can be attributed to administration; 3% for transportation; 2½% for maintenance; and 1% for instructional materials (the area in which our organization must target in). Other areas are relatively minuscule, except, perhaps, the rising cost of energy.

Developing
Testing
Producing

INDIVIDUALIZED
INSTRUCTION
MATERIALS

PRESIDENT

Dr. C. Theo Yerian

EXECUTIVE DIR. &
EDITOR

Carl W. Salsler

ASST. EXEC. DIR.

Barbara H. Salsler

MARKETING DIR.

Marvin W. Hempel

PRODUCTION DIR.

John R. Kimmel

ADMIN. ASSISTANT

Joanne Piper

ASSISTANT EDITOR

Charlotte Butsch

CUSTOMER SERVICES

Lucille Fry

GENERAL SERVICES

Harume Iwai

COMPTROLLER

Wm. R. Singleton

ADVISORY BOARD

Marvin W. Hempel

Norman C. Hord

John R. Kimmel

Carl W. Salsler

Wm. R. Singleton

Vernon White

C. Theo Yerian

America's
Leading
Source
Of 11 Materials

NATIONAL
BOOK
CO.

Marketing Div. of ERA

Edwin Meese III
March 14, 1981
Page 2.

The real cost, however, is the cost of instruction: some 75% to 80% of the average school budget. Moreover, if NEA (the main teacher union) has its way, the cost of instruction will increase, not decrease.

They are striving to accomplish this in two ways: (1) By insisting, through negotiation, that teachers service (however poorly) only four classes a day--or less; and (2) By negotiating for a smaller and smaller pupil teacher ratio--even though virtually all research indicates that there is no correlation between class size and student achievement, or, in some studies, even an inverse relationship.

In short, Mr. Meese, we have permitted education to become more labor intensive than the rice fields of China.

Had existing educational research been applied 15 or 20 years ago, the COST OF INSTRUCTION could have been cut by a minimum of 30%. While educational research is important, even more important is the efficient collection and dissemination of findings.

The best research in the world is worthless . . . if the people who need to know about it, don't know; or knowing, don't care; or caring, don't know how to apply that which they know!

Of course, the principal obstacle to the pragmatic application of appropriate educational research is the National Education Association itself.

You may or may not be interested in my own credentials and capabilities, Mr. Meese; but then that is not my purpose in writing. Most of the facts I have cited can be found in the STATISTICAL ABSTRACT OF THE UNITED STATES. Others included in some of the exhibits accompanying this letter, can be documented just as easily. I might mention that public educators have never challenged one of our facts or figures. They merely refer to them as "the negative truth."

As you and I know, Mr. Meese, the negative truth . . . is the painful truth. Should you ever wish to check the credentials of our small organization, please feel free to contact UNIVERSITY PROFESSORS FOR ACADEMIC ORDER, 635 SW 4th Street, Corvallis, OR 97330.

I know you are much too busy for such things, but perhaps one of your administrative assistants might find the enclosed lecture (with cassettes) of real interest: COST EFFECTIVENESS and IMPROVED STUDENT ACHIEVEMENT.

Certainly we do not need or expect an acknowledgement to this letter, Mr. Meese; but if it helps President Reagan stand firm against the tide, even in the smallest way, it will have been worth the effort.

Sincerely,



C. W. Salser
Executive Director & Editor

CWS/jk

Enclosures: See next page

Edwin Meese III
March 14, 1981
Page 3

Encs. Editorial; photocopy, Universitas; Cost Effectiveness Lecture (with
cassettes); Carnegie "Unit"; What's Wrong With Public Education; and
A Tyrant in Cap and Gown.

WHITE HOUSE CORRESPONDENCE TRACKING WORKSHEET

- O - OUTGOING
 - H - INTERNAL
 - I - INCOMING
- Date Correspondence Received (YY/MM/DD) 8/13/16

Name of Correspondent: Harry Kazenoff

MI Mail Report User Codes: (A) _____ (B) _____ (C) _____

Subject: Suggestion "Eye on my School Day"

ROUTE TO:

ACTION

DISPOSITION

Office/Agency (Staff Name)	Action Code	Tracking Date YY/MM/DD	Type of Response	Completion Date YY/MM/DD
<u>CNSTR1</u>	<u>ORIGINATOR</u>	<u>8/14/30</u>		<u>C 8/17/16</u>
<u>DO Educ.</u>	<u>R</u>	<u>8/10/04</u>		<u>A 8/10/2010</u>
		<u>1 1</u>		<u>1 1</u>
		<u>1 1</u>		<u>1 1</u>
		<u>1 1</u>		<u>1 1</u>

ACTION CODES:

- A - Appropriate Action
- C - Comments
- D - Draft Response
- F - Fact Sheet
- I - Info Copy/No Action Necessary
- R - Direct Reply w/Copy
- S - For Signature
- X - Interim Reply

DISPOSITION CODES:

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

FOR OUTGOING CORRESPONDENCE:

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

Comments: _____

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

RECORDS MANAGEMENT ONLY

CLASSIFICATION SECTION

No. of Additional Correspondents: _____ Media: ~ Individual Codes: 4010 _____

Prime Subject Code: AD _____ Secondary Subject Codes: 01 _____
LU _____

PRESIDENTIAL REPLY

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

SIGNATURE CODES:

- CPn** - Presidential Correspondence
 - n - 0 - Unknown
 - n - 1 - Ronald Wilson Reagan
 - n - 2 - Ronald Reagan
 - n - 3 - Ron
 - n - 4 - Dutch
 - n - 5 - Ron Reagan
 - n - 6 - Ronald
 - n - 7 - Ronnie
- CLn** - First Lady's Correspondence
 - n - 1 - Nancy Reagan
 - n - 2 - Nancy
 - n - 3 -
- CBn** - Presidential & First Lady's Correspondence
 - n - 1 - Ronald Reagan - Nancy Reagan
 - n - 2 - Ron - Nancy

MEDIA CODES:

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

DEPARTMENT OF HEALTH AND HUMAN SERVICES

CNSTR I

MAY 22 1977

Mr. Harry Kazenoff
39 Fairbanks Boulevard
Woodburg, New York 11797

Dear Mr. Kazenoff:

Thank you for your letter to Mr. Edwin Meese. It has been referred to the Department of Education for reply.

We read with interest your suggestion regarding "Eye on My School Day," a self-evaluating pupil report card. We agree that parental participation is of prime importance in a child's education. Currently, several programs funded by the Department include parental involvement as an integral part of the project activity. However, as you know, education is a State and local responsibility, with the Federal Government's role limited to assisting those agencies in carrying out their tasks. Perhaps you might present your ideas to your local school board or school superintendent.

Thank you again for your ideas and interest in the improvement of education in the Nation. I wish you success in your endeavors.

Sincerely,

Dick W. Hays
Acting Assistant Secretary

Drafted by Jan Solomon

FILE
COPY

OFFICE	SURNAME	DATE	OFFICE	SURNAME	DATE	OFFICE	SURNAME	DATE
	Zuber	5/19						

THE WHITE HOUSE OFFICE

REFERRAL

MAY 4, 1981

TO: DEPARTMENT OF EDUCATION

ACTION REQUESTED:

DIRECT REPLY, FURNISH INFO COPY

DESCRIPTION OF INCOMING:

ID: 022937

MEDIA: LETTER, DATED MARCH 2, 1981

TO: EDWIN MEESE

FROM: MR. HARRY KAZENOFF
39 FAIRBANKS BOULEVARD
WOODBURY NY 11797

SUBJECT: SUGGESTION "EYE ON MY SCHOOL DAY"

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

RETURN BASIC CORRESPONDENCE, CONTROL SHEET AND COPY OF RESPONSE
(OR DRAFT) TO:
AGENCY LIAISON, ROOM 33, THE WHITE HOUSE

BY DIRECTION OF THE PRESIDENT:
LESLIE SORG
DIRECTOR OF AGENCY LIAISON
PRESIDENTIAL CORRESPONDENCE

39 Fairbanks Blvd.
Woodbury, L.I., N.Y. 11797
March 2, 1981

Mr. Edwin Meese III
Counsellor to the President
The White House
Washington, D.C.

022937

Dear Mr. Meese:

A recent article in the Long Island paper, Newsday, referred to your interest in education and juvenile delinquency. I recently retired from public school teaching after many years, but I am still very interested in education and juvenile delinquency - both of prime importance in our society.

I've written a thirty-nine page article called The Mad Bomber was Once a Schoolboy which I'll be glad to send you if you wish. The essence of it is that it's much much cheaper to educate properly a child in the formative elementary school years than it is to incarcerate the adult in a penal institution or asylum.

As someone said recently, "If you're not part of the answer, you're part of the problem." My part of the answer is an item I call EYE ON MY SCHOOL DAY - a self-evaluating pupil report card. It should be distributed to the parents of every third-to-seventh grader. When people such as Secretary of Education Bell, the Reverend Jesse L. Jackson, and the Parents League of New York state in interviews and articles that parents must participate more effectively in the education of their children there must be millions of people who agree with them. EYE ON MY SCHOOL DAY is a very effective communication device and technique which promotes an interchange of opinions and information between children and parents in an efficient, organized, and pleasant way.

Briefly, the third-to-seventh grade student has the EYE ON MY SCHOOL DAY at home. (It has been distributed by the P.T.A.) with just a bit of practice the average child learns to evaluate and mark himself with reasonable accuracy vis-a-vis his interaction with the school curriculum that day. (EYE ON MY SCHOOL DAY is organized for every day of the school year). The parent then spends a few minutes each day or week looking and thinking about the child's self-evaluations. The parent will find many opportunities to PRAISE, ENCOURAGE, ADVISE, COMPLIMENT, HUG the student. (The acronym PEACH is an easy one to remember). No longer will a parent have to wait anxiously for the report card which comes home every ten weeks or for the annual Parent-Teacher Conference. No longer will a parent hear the child's response, "We did nothin' in school today." Obviously the child was exposed to a variety of learning experiences. Children want their parents to be interested in their school activities. EYE ON MY SCHOOL DAY is the best way that I know of to accomplish this, and most parents will be delighted to take the few moments to PRAISE, ENCOURAGE, ADVISE, COMPLIMENT, and HUG.

My wife, Miriam, did the art work. We have two sons who recently received medical degrees. One is an army doctor at Fitzsimons, Denver, and the other is at Northport Veterans Hoasp. I was a combat paratrooper in WW II and am a member of ASCAP.

Sincerely,

Harry Kazinoff
(516) 692-6327

024674

4610

ED

JL003-01

May 11, 1981

Dear Dean Wallace:

Thanks for sending me a copy of your exam question. Now that everybody at The University of Pittsburgh School of Medicine knows how to take care of such a case I hope they never have to do so. Thanks for your good wishes.

Sincerely,

RONALD REAGAN A

Mr. William D. ^XWallace
Assistant Dean
X University of Pittsburgh
Scaife Hall
3550 Terrace Street
Pittsburgh, Pennsylvania 15261

RR/AVH/pps

810512

Mr. Wallace,

Thanks for sending me a copy of your ^{question} ~~diagnosed~~ rather than something of this type. Now that everybody at the university of Pittsburgh School of Medicine knows how to take care of such a case I hope they never have to do so. Thanks for ~~sharing this~~ with me. ^{your good wishes.}

STRA



University of Pittsburgh

SCHOOL OF MEDICINE
Office of the Dean

April 16, 1981

JWH
C

Ronald Reagan
President
The White House
Washington, D.C.

Dear Mr. President:

We are happy that you are now on the road to recovery. You will be surprised to know that on the final examination in the First year Physiology Course at the University of Pittsburgh Medical School your case was used. (See enclosed copy of examination)

I speak for the students and staff of the school when I wish you and your family every good wish.

Sincerely yours,

A handwritten signature in cursive script, appearing to read "W.D. Wallace".

William D. Wallace
Assistant Dean

WDW:jmc

PRINCIPLES OF MAMMALIAN PHYSIOLOGY

April 16, 1981

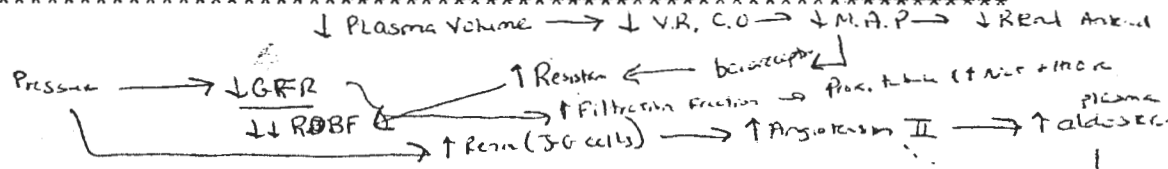
FINAL EXAMINATION

9:00 a.m.

WRITE YOUR NAME ON THE CARD AND RETURN IT TO THE PROCTORS BEFORE BEGINNING THE EXAMINATION

WRITE YOUR EXAMINATION NUMBER ON ALL EXAMINATION BOOKS

PLEASE WRITE LEGIBLY WITH A PEN



(100 pts.)

1. On March 30, 1981, the President of the United States was shot in the chest in front of the Hilton Hotel. Fifteen minutes later, he walked into the emergency room of the George Washington University Hospital with part of the left lung collapsed and blood loss of 2.5 L in his thoracic cavity. He was *weak, dizzy and short of breath. These symptoms were reduced by placing him in a horizontal position and by administering oxygen.

Describe the physiologic basis of these symptoms, the reflex adjustments, and the rationale for the above treatment.

↓ Plasma V

Di in a pancrea . Insulin → ↓ → plasma glucose

(100 pts.)

2. In a pancreatectomized dog, the administration of insulin results in decreased urine volume and decreased urinary NH₄⁺ excretion. Discuss the mechanisms that account for these findings.

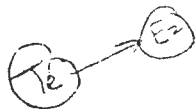
NO INSULIN
NO GLUCAGON

↑ protein anabolism
↓ protein breakdown

NH₄⁺ from the breakdown of protein

(25 pts.)

3. Two patients are hospitalized with the same complaint of bone pains, weakness and bowing of the legs. Bone biopsies show that both patients suffer from osteomalacia. However, other laboratory tests below suggest that the cause of the osteomalacia is different in the two cases.



lack of vit. D → 1,25 active form

	Patient A	Patient B	Normal Values
Plasma Calcium	5.4 ↓	5.4 ↓	10 mg/100ml ↑
Plasma Phosphate	5.6 ↑	1.0 ↓	3 mg/100ml
Plasma Immunoreactive PTH	undetectable ↓	130 ↑	10-40 μl Eq/ml
Calcium clearance	1.50 ↑	1.10 ↓	1.40 ml/min
Phosphate clearance	15 ↓	55 ↑	23 ml/min

What is the probable cause of osteomalacia in each case. Explain.

(25 pts.)

4. As a result of an enzyme deficiency, the fetal gonad of a human embryo with an XY karyotype is incapable of synthesizing testosterone. Discuss the consequences on:

Te lack 5α reductase → DHT

Leydig cell
Te → 2° characteristics

- Differentiation of the gonads. -
- Differentiation of the internal and external genitalia. - Immature genitalia
- Gonadotropin secretion from birth until the expected time of puberty. - Stops after birth, starts again after
- Development of gender identity. - XY → fetus will be female, XX → fetus will be female

testosterone HYP +

(25 pts.)

5. Substance A injected into rats decreases thyroidal ¹³¹I-uptake and induces thyroidal hypertrophy.

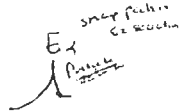
Substance B injected in a similar manner also decreases thyroidal ¹³¹I-uptake, but induces thyroidal atrophy.

Explain how these substances act to bring about the above alterations in thyroidal function.

(25 pts.)

6. It has been reported that, in women with hypothalamic amenorrhea (inability of the hypothalamus to produce the gonadotropin releasing hormone, GnRH), the administration of GnRH in an unvarying manner (1 pulse once every 90 min throughout the study) can lead to follicular development and ovulation. Discuss the significance of this finding in terms of the control of gonadotropin secretion in the female.

When is the surge of LH surge



GnRH

FSH → follicle growth & maturation
LH → ovulation & formation of corpus luteum
Administration of GnRH (1 pulse every 90 min) → leads to a pulsatile secretion of LH & FSH into the blood.
FSH → follicle growth & maturation

025014

4610

ED

MG

May 13, 1981

Dear Mr. Gilbert:

Although this response to the recent update on Eureka College news is late, I did want you to know how much I appreciate receiving it.

I am particularly pleased to see that applications for admission continue at the same high rate. Eureka is a fine institution and has a great deal to offer to young people seeking a well-rounded education.

With appreciation and best wishes,

Sincerely,

RONALD REAGAN

A

X

Mr. Daniel D. Gilbert
President
Eureka College
Eureka, Illinois 61530

RR/AVH/KCS/pps

9

810513

May 11, 1981

Dear Mr. Gilbert:

Although this response to the recent update on Eureka College news is late, I did want you to know how much I appreciate receiving it.

I am particularly pleased to see that applications for admission continue at the same high rate. Eureka is a fine institution and has a great deal to offer to young people seeking a well rounded education.

With appreciation and best wishes,

Sincerely,

RR

RR/KCS

Mr. Daniel D. Gilbert

President

Eureka College

Eureka, Illinois 61530

*well-rounded?
highly educated -
people*

JmH

EUREKA COLLEGE

Chartered 1855

EUREKA, ILLINOIS 61530

(309) 467-3721

SPECIAL REPORT

E. Dale

OFFICE OF THE PRESIDENT

February 27, 1981

President and Mrs. Ronald Reagan
The White House
1600 Pennsylvania Ave.
Washington, D.C. 20500

R
FYI we

Dear President and Mrs. Reagan:

It is my pleasure to provide you this update of significant Eureka College news since our last report of September, 1980.

The excitement of the election and inauguration of Ronald Reagan '32 as President of the United States still permeates the campus. Media representatives and other individuals from literally all over the world have contacted or visited the College. The most recent visitors were a group from California who are writing the official United States government biography on President Reagan for distribution to foreign embassies.

I was deeply honored in December when President-elect Reagan asked me to serve on the fourteen member Executive Committee of the Transition, chaired by Mr. William Casey, now Director of the CIA, and as a senior advisor for the transition in the Department of Education. I attended three meetings of the Executive Committee and two meetings with the Department of Education transition staff.

At the recent winter meeting of the Board of Trustees, the Board adopted tuition and room and board rates for the next academic year. Tuition will be \$3,750, and room and board will be \$2,225 for a total of \$5,975, an approximate thirteen percent increase. Eureka's fees remain in the middle range for private colleges in Illinois.

The Board also approved the Pooled Income Fund, a new planned gift opportunity for Eureka College alumni and friends. Briefly, in exchange for your gift of money or security, the College signs a legal contract to pay you annual income based on your share of the pooled income fund earnings each year for the rest of your life. In addition to demonstrating your belief in our work and the goals of Eureka College, you also receive tax benefits. In April, you will receive more complete information about this latest planned gift program.

Beginning the spring term, March 16, the College will offer sixteen courses in the new Learning and Living Adult Continuing Education Program. Included among the sixteen four to eight week non-credit courses are Chinese cooking, yoga, silk flower arranging, geneology, aerobic dance, and stock investments.

Over eighty of our students were named to the Dean's List for achieving a "B+" average the first semester. Fourteen junior and senior campus leaders were elected to "Who's Who." Our honor students and campus leaders will be recognized at the third annual Honors Banquet on April 11. Another major event on campus this spring will be the twenty-seventh annual William Thomas Jackson Lecture in Science on April 28th. Guest speaker will be Dr. Charles Baker of Argonne National Laboratory. Topic of the lecture-ship will be nuclear fusion.

We are proud to announce the formation of the Arts Council of Eureka College. The new Council, which is an ancillary of the National Advisory Council, currently has seventy-five members and is chaired by Dr. F. M. Hinkhouse, founder of the Hinkhouse Art Collection of Eureka College. The inaugural event of the Council will be a five day artist-in-residence program. Mr. Dennis Argent of Coupeville, Washington, will present a one man show and class lectures March 20-24.

In development news, the College will soon receive in excess of \$500,000 from the sale of two farm estates, Lottie Heller farmland and the Adele Hoffman farm. Both ladies were friends of the College. Dr. Raymond McCallister '31 has contributed an additional \$40,000 to the McCallister Fellows Program. Dr. McCallister's gifts to this scholarship program now exceed \$215,000. Approximately \$60,000 in new or increased unrestricted gifts have been received and matched by the \$150,000 Trustee Challenge. Total gift support to Eureka College as of January 31, 1981, was \$404,000 compared to \$345,000 as of January 31, 1980.

In admissions, application trends are approximately the same as they were a year ago, when applications were at an all-time high. The admissions staff is currently conducting a series of extensive interviews in Illinois--Oak Brook, Chicago, Decatur, and Springfield --, in St. Louis, and in Indianapolis.

The twenty-eight member Alumni Board has completed plans for Alumni Weekend May 15-17. All alumni will receive a brochure in March detailing the weekend activities. Linda and I enjoyed a pleasant gathering with fifty-five alumni and friends in Winter Haven, Florida, in January. Henry Sand '32 with assistance from William Spencer '49 arranged the event. Notice of a Decatur alumni meeting on March 19 has gone out to all alumni and friends in that area. Chicago alumni are making arrangements for a meeting in Oak Brook on April 25, and Springfield alumni and friends plan a get-together on April 30.

Again, I am pleased to share with you this news of Eureka College. We appreciate your interest in the advancement of Eureka College and welcome your comments concerning this special report.

Sincerely,

Dan Gilbert

Daniel D. Gilbert
President

DDG:jmc

*For Your
Information*