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Reagan & Bush

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NEWS RELEASE

FOR RELEASE UPON DELIVERY:

Monday, October 20, 1980

CONTACT: Lyn Nofziger or
Ken Towery
703-685-3630

EXCERPTS OF REMARKS BY GOVERNOR RONALD REAGAN

NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION
CHIEF ADMINISTRATORS CONFERENCE

CINCINNATI, OHIO

I am grateful for the opportunity to address this distinguished body of American educators and publicly express my thanks to Monsignor John Meyers, Monsignor Frank Barrett, and Father John Hanley for making it possible.

The young, the poor, and the aged all benefit from the works of mercy and love performed on a daily basis. They know--and God knows--what a great service Catholic social and educational programs do for our nation, not only here in Cincinnati, but all across the country.

My deep respect for your dedication and professionalism is based on something more than knowledge of your record, since I am fortunate to have one of your colleagues as a member of my advisory staff. I know all of you are familiar with Dr. Leonard DeFiore who has taken a temporary leave of absence from his duties as Superintendent of Schools in the Archdiocese of Washington.

- MORE -

In addressing you, I speak not only to educational experts, but to representatives of America's greatest strength: volunteerism in the private sector. You are not only educational leaders in your communities--you are national leaders. What you do influences the lives of children who will someday lead our nation, not only in government but in the arts and sciences, in business and education.

Leaders of today, you are instructing the leaders of tomorrow not only with the skills they need, but the values that can guide and inspire those skills.

Leadership in America is not now and never has been synonymous with elected or appointed public office. There are leaders in neighborhoods and communities and schools, and factories and businesses who have never been elected to any public office, but who serve as spokesmen for the places where they live and work: men and women, like you, whose contributions to America are priceless.

So, when we talk about the need to cut back on big government, it is not that we love our governmental institutions less; it's that we love the American ideal of leadership by the people as much as we revere the constitutional need for a President to provide it for the people.

It is no exaggeration to say that Catholic educators and others who provide a non-public system of education for children

are at the very heart of this traditional concept of American leadership.

In recognition of these achievements, I pledge an increased role for non-public schools in formulation of national educational policy.

When basic rights of parents and the family are threatened, it is not only one religious or educational group that suffers--it is the entire nation. We have to put an end to the myth that the survival of Catholic and private schools is a sectarian problem and start seeing it for what it really is: a national problem, involving all Americans. If we allow this absolutely vital part of our private, voluntary national leadership to be destroyed through government indifference or hostility, the unique American system of leadership and progress itself is endangered.

I believe in and have always supported a dual system of public and non-public education. They should not be viewed as adversaries but rather as complementary parts of the American educational enterprise. I believe a free pluralistic society needs both. And I believe it is time the government stopped paying lip service to that idea and started doing something about it.

Federal policy in education must be shaped by the needs of parents, children, and classroom teachers working together in public and non-public schools and not by the whims of bureaucratic empires within the federal system.

Last week, in Wheaton College, I said that as President I will appoint a task force which, you can be certain, will include representatives of public and non-public education, to study all current federal programs dealing with education. Using the recommendations of that task force, I will see to it those federal programs and bureaucratic structures in education that work for parents and children are kept and those that do not are terminated.

I will also ask the 97th Congress to pass tuition tax credit legislation based on the concepts embodied in the Packwood-Moynihan bill, and when such legislation comes before the Congress for debate, I will wholeheartedly support it, doing all I can to see it is passed and signed into law.

I support a system of tuition tax credits because I believe such a system is the best way to strengthen the right of parents to decide the education of their children.

In light of promises made to you in other campaigns, I realize that some of you may harbor some skepticism on this issue. I do know that you had received several promises from President Carter including a telegram to this very group in October 1976.

I don't have to tell the members of this audience that what Candidate Carter promised and what President Carter later did is, to put it in the most charitable terms, contradictory. Not only did Mr. Carter refuse to help parents, he played a major role in

defeating the tuition tax credit bill when it was before the Senate.

So that there be no misunderstanding about it, let me restate my position by quoting the 1980 Republican Party Platform:

"Next year, a Republican White House will assist, not sabotage, Congressional efforts to enact tuition tax relief into law."

As if the effects of the Carter administration's broken promises and failed economic policies have not been destructive enough, the Internal Revenue Service (IRS) has further harassed the non-public school system.

I can tell you that under a Reagan administration, the IRS and every other agency and department of government are going to get out of the business of harassing parents and children and start once again to serve them.

Private, non-governmental education and all other private, non-governmental sources of strength are not something added on to our nation--they are, in a very great degree, the very heart of our nation. They are what makes us different.

Are we going to just walk away from that great source of security and growth and leadership? Are we going to gradually, over the next decade, forget that great tradition of non-governmental leadership until it is only a dream in the minds of a few who remember, vaguely, what freedom can do?

This year parents must vote for their values, not for political labels. I am reminded of an old saying: our allegiance must not be to the forms of the past but to its virtues. Nowhere is this more true than in this election.

You, as Catholic educators, are at the very center of leadership in the American tradition because you not only help parents exercise their educational rights, but contribute to the community as a whole.

The center of all education, in fact, of the American way of life, is the family.

When John Paul II visited our country, he said: "When the value of the family is threatened because of social and economic pressures, we will stand up and reaffirm that the family is necessary not only for the private good of every person, but also for the common good of every society, nation and state."

The decisions we make this year will determine what the future of education in the United States will be like--whether it will remain under family control at the local level or whether it will evolve into a centralized operation dominated by big government.

We need a new beginning for American leadership, and with your help--and the help of God--we will get that new beginning.

* * * * *

INSERT FOR
CHIEF ADMINISTRATORS OF CATHOLIC EDUCATION
CINCINNATI, OHIO

I AM GRATEFUL FOR THE OPPORTUNITY TO ADDRESS THIS DISTINGUISHED BODY OF AMERICAN EDUCATORS AND PUBLICLY EXPRESS MY THANKS TO MONSIGNOR JOHN MEYERS, MONSIGNOR FRANK BARRETT, AND FATHER JOHN HANLEY FOR MAKING IT POSSIBLE.

THE YOUNG, THE POOR, AND THE AGED ALL BENEFIT FROM THE WORKS OF MERCY AND LOVE PERFORMED ON A DAILY BASIS. THEY KNOW--AND GOD KNOWS--WHAT A GREAT SERVICE CATHOLIC SOCIAL AND EDUCATIONAL PROGRAMS DO FOR OUR NATION, NOT ONLY HERE IN CINCINNATI, BUT ALL ACROSS THE COUNTRY.

MY DEEP RESPECT FOR YOUR DEDICATION AND PROFESSIONALISM IS BASED ON SOMETHING MORE THAN KNOWLEDGE OF YOUR RECORD, SINCE I AM FORTUNATE TO HAVE ONE OF YOUR COLLEAGUES AS A MEMBER OF MY ADVISORY STAFF. I KNOW ALL OF YOU ARE FAMILIAR WITH DR. LEONARD DeFIORE WHO HAS TAKEN A TEMPORARY LEAVE OF ABSENCE FROM HIS DUTIES AS SUPERINTENDENT OF SCHOOLS IN THE ARCHDIOCESE OF WASHINGTON.

IN ADDRESSING YOU, I SPEAK NOT ONLY TO EDUCATIONAL EXPERTS, BUT TO REPRESENTATIVES OF AMERICA'S GREATEST STRENGTH: VOLUNTEERISM IN THE PRIVATE SECTOR. YOU ARE NOT ONLY EDUCATIONAL LEADERS IN YOUR COMMUNITIES --YOU ARE NATIONAL LEADERS. WHAT YOU DO INFLUENCES THE LIVES OF CHILDREN WHO WILL SOMEDAY LEAD OUR NATION, NOT ONLY IN GOVERNMENT BUT IN THE ARTS AND SCIENCES, IN BUSINESS AND EDUCATION.

LEADERS OF TODAY, YOU ARE INSTRUCTING THE LEADERS OF TOMORROW NOT ONLY WITH THE SKILLS THEY NEED, BUT THE VALUES THAT CAN GUIDE AND INSPIRE THOSE SKILLS.

LEADERSHIP IN AMERICA IS NOT NOW AND NEVER HAS BEEN SYNONYMOUS WITH ELECTED OR APPOINTED PUBLIC OFFICE. THERE ARE LEADERS IN NEIGHBORHOODS AND COMMUNITIES AND SCHOOLS, AND FACTORIES AND BUSINESSES WHO HAVE NEVER BEEN ELECTED TO ANY PUBLIC OFFICE, BUT WHO SERVE AS SPOKESMEN FOR THE PLACES WHERE THEY LIVE AND WORK: MEN AND WOMEN, LIKE YOU, WHOSE CONTRIBUTIONS TO AMERICA IS PRICELESS.

SO, WHEN WE TALK ABOUT THE NEED TO CUT BACK ON BIG GOVERNMENT, IT IS NOT THAT WE LOVE OUR GOVERNMENTAL INSTITUTIONS LESS; IT'S THAT WE LOVE THE AMERICAN IDEAL OF LEADERSHIP BY THE PEOPLE AS MUCH AS WE REVERE THE CONSTITUTIONAL NEED FOR A PRESIDENT TO PROVIDE IT FOR THE PEOPLE.

IT IS NO EXAGGERATION TO SAY THAT CATHOLIC EDUCATORS AND OTHERS WHO PROVIDE A NON-PUBLIC SYSTEM OF EDUCATION FOR CHILDREN ARE AT THE VERY HEART OF THIS TRADITIONAL CONCEPT OF AMERICAN LEADERSHIP.

IN RECOGNITION OF THESE ACHIEVEMENTS, I PLEDGE AN INCREASED ROLE FOR NON-PUBLIC SCHOOLS IN FORMULATION OF NATIONAL EDUCATIONAL POLICY.

WHEN BASIC RIGHTS OF PARENTS AND THE FAMILY ARE THREATENED, IT IS NOT ONLY ONE RELIGIOUS OR EDUCATIONAL GROUP THAT SUFFERS--IT IS THE ENTIRE NATION. WE HAVE TO PUT AN END TO THE MYTH THAT THE SURVIVAL OF CATHOLIC AND PRIVATE SCHOOLS IS A SECTARIAN PROBLEM AND START SEEING IT FOR WHAT IT REALLY IS: A NATIONAL PROBLEM, INVOLVING ALL AMERICANS. IF WE ALLOW THIS ABSOLUTELY VITAL PART OF OUR PRIVATE, VOLUNTARY NATIONAL LEADERSHIP TO BE DESTROYED THROUGH GOVERNMENT INDIFFERENCE OR HOSTILITY, THE UNIQUE AMERICAN SYSTEM OF LEADERSHIP AND PROGRESS ITSELF IS ENDANGERED.

I BELIEVE IN AND HAVE ALWAYS SUPPORTED A DUAL SYSTEM OF PUBLIC AND NON-PUBLIC EDUCATION. THEY SHOULD NOT BE VIEWED AS ADVERSARIES BUT RATHER AS COMPLIMENTARY PARTS OF THE AMERICAN EDUCATIONAL ENTERPRISE. I BELIEVE A FREE PLURALISTIC SOCIETY NEEDS BOTH. AND I BELIEVE IT IS TIME THE GOVERNMENT STOPPED PAYING LIP SERVICE TO THAT IDEA AND STARTED DOING SOMETHING ABOUT IT.

FEDERAL POLICY IN EDUCATION MUST BE SHAPED BY THE NEEDS OF PARENTS, CHILDREN, AND CLASSROOM TEACHERS WORKING TOGETHER IN PUBLIC AND NON-PUBLIC SCHOOLS AND NOT BY THE WHIMS OF BUREAUCRATIC EMPIRES WITHIN THE FEDERAL SYSTEM.

LAST WEEK, IN WHEATON COLLEGE, I SAID THAT AS PRESIDENT I WILL APPOINT A TASK FORCE WHICH, YOU CAN BE CERTAIN, WILL INCLUDE REPRESENTATIVES OF PUBLIC AND NON-PUBLIC EDUCATION, TO STUDY ALL CURRENT FEDERAL PROGRAMS DEALING WITH EDUCATION. USING THE RECOMMENDATIONS OF THAT TASK FORCE, I WILL SEE TO IT THOSE FEDERAL PROGRAMS AND BUREAUCRATIC STRUCTURES IN EDUCATION THAT WORK FOR PARENTS AND CHILDREN ARE KEPT AND THOSE THAT DO NOT ARE TERMINATED.

I WILL ALSO ASK THE 97TH CONGRESS TO PASS TUITION TAX CREDIT LEGISLATION BASED ON THE CONCEPTS EMBODIED IN THE PACKWOOD-MOYNIHAN BILL, AND WHEN SUCH LEGISLATION COMES BEFORE THE CONGRESS FOR DEBATE, I WILL WHOLEHEARTEDLY SUPPORT IT, DOING ALL I CAN TO SEE IT IS PASSED AND SIGNED INTO LAW.

I SUPPORT A SYSTEM OF TUITION TAX CREDITS BECAUSE I BELIEVE SUCH A SYSTEM IS THE BEST WAY TO STRENGTHEN THE RIGHT OF PARENTS TO DECIDE THE EDUCATION OF THEIR CHILDREN.

IN LIGHT OF PROMISES MADE TO YOU IN OTHER CAMPAIGNS, I REALIZE THAT SOME OF YOU MAY HARBOR SOME SCEPTICISM ON THIS ISSUE. I DO KNOW THAT YOU HAD RECEIVED SEVERAL PROMISES FROM PRESIDENT CARTER INCLUDING A TELEGRAM TO THIS VERY GROUP IN OCTOBER 1976.

I DON'T HAVE TO TELL THE MEMBERS OF THIS AUDIENCE THAT WHAT CANDIDATE CARTER PROMISED AND WHAT PRESIDENT CARTER LATER DID IS, TO PUT IT IN THE MOST CHARITABLE TERMS, CONTRADICTORY. NOT ONLY DID MR. CARTER REFUSE TO HELP PARENTS, HE PLAYED A MAJOR ROLE IN DEFEATING THE TUITION TAX CREDIT BILL WHEN IT WAS BEFORE THE SENATE.

SO THAT THERE BE NO MISUNDERSTANDING ABOUT IT, LET ME RESTATE MY POSITION BY QUOTING THE 1980 REPUBLICAN PARTY PLATFORM:

"NEXT YEAR, A REPUBLICAN WHITE HOUSE WILL ASSIST, NOT SABOTAGE CONGRESSIONAL EFFORTS TO ENACT TUITION TAX RELIEF INTO LAW."

AS IF THE EFFECTS OF THE CARTER ADMINISTRATION'S BROKEN PROMISES AND FAILED ECONOMIC POLICIES HAVE NOT BEEN DESTRUCTIVE ENOUGH, THE INTERNAL REVENUE SERVICE (IRS) HAS FURTHER HARASSED THE NON-PUBLIC SCHOOL SYSTEM.

I CAN TELL YOU THAT UNDER A REAGAN ADMINISTRATION, THE IRS AND EVERY OTHER AGENCY AND DEPARTMENT OF GOVERNMENT ARE GOING TO GET OUT OF THE BUSINESS OF HARASSING PARENTS AND CHILDREN AND START ONCE AGAIN TO SERVE THEM.

PRIVATE, NON-GOVERNMENTAL EDUCATION AND ALL OTHER PRIVATE, NON-GOVERNMENTAL SOURCES OF STRENGTH ARE NOT SOMETHING ADDED ON TO OUR NATION--THEY ARE, IN A VERY GREAT DEGREE, THE VERY HEART OF OUR NATION. THEY ARE WHAT MAKES US DIFFERENT.

ARE WE GOING TO JUST WALK AWAY FROM THAT GREAT SOURCE OF SECURITY AND GROWTH AND LEADERSHIP? ARE WE GOING TO GRADUALLY, OVER THE NEXT DECADE, FORGET THAT GREAT TRADITION OF NON-GOVERNMENTAL LEADERSHIP UNTIL IT IS ONLY A DREAM IN THE MINDS OF A FEW WHO REMEMBER, VAGUELY, WHAT FREEDOM CAN DO?

THIS YEAR PARENTS MUST VOTE FOR THEIR VALUES, NOT FOR POLITICAL LABELS. I AM REMINDED OF AN OLD SAYING: OUR ALLEGIANCE MUST NOT BE TO THE FORMS OF THE PAST BUT TO ITS VIRTUES. NOWHERE IS THIS MORE TRUE THAN IN THIS ELECTION.

YOU, AS CATHOLIC EDUCATORS, ARE AT THE VERY CENTER OF LEADERSHIP IN THE AMERICAN TRADITION BECAUSE YOU NOT ONLY HELP PARENTS EXERCISE THEIR EDUCATIONAL RIGHTS, BUT CONTRIBUTE TO THE COMMUNITY AS A WHOLE.

THE CENTER OF ALL EDUCATION, IN FACT, OF THE AMERICAN WAY OF LIFE, IS THE FAMILY.

WHEN JOHN PAUL II VISITED OUR COUNTRY, HE SAID: "WHEN THE VALUE OF THE FAMILY IS THREATENED BECAUSE OF SOCIAL AND ECONOMIC PRESSURES, WE WILL STAND UP AND REAFFIRM THAT THE FAMILY IS NECESSARY NOT ONLY FOR THE PRIVATE GOOD OF EVERY PERSON, BUT ALSO FOR THE COMMON GOOD OF EVERY SOCIETY, NATION AND STATE."

THE DECISIONS WE MAKE THIS YEAR WILL DETERMINE WHAT THE FUTURE OF EDUCATION IN THE UNITED STATES WILL BE LIKE--WHETHER IT WILL REMAIN UNDER FAMILY CONTROL AT THE LOCAL LEVEL OR WHETHER IT WILL EVOLVE INTO A CENTRALIZED OPERATION DOMINATED BY BIG GOVERNMENT.

WE NEED A NEW BEGINNING FOR AMERICAN LEADERSHIP, AND WITH YOUR HELP--AND THE HELP OF GOD--WE WILL GET THAT NEW BEGINNING.

#

MASTER

FROM: BOB GARRICK

OUT AT: October 16

8:00 a.m.

~~✓~~ Senator Paul Laxalt
~~✓~~ Ambassador Anne Armstrong
~~✓~~ Bill Casey
~~✓~~ Ed Meese
~~✓~~ Jim Baker
~~✓~~ Bill Brock
~~✓~~ Dean Burch
(For Ambassador Bush)
~~✓~~ Peter Dailey
~~✓~~ Mike Deaver
~~✓~~ Drew Lewis
~~✓~~ Lyn Nofziger
~~✓~~ Verne Orr
~~✓~~ Bill Timmons
~~✓~~ Dick Wirthlin
~~✓~~ Congressman Tom Evans

INFORMATION

Enclosed is the speech RR will give in Cincinnati, OH. at 1:00 p.m. on Mon., Oct. 20. Please return comments by 12:00 Noon on Friday, Oct. 17. Thank you.

~~✓~~ Richard Allen
~~✓~~ Martin Anderson
~~✓~~ Jim Brady
~~✓~~ Ed Gray

Others

~~✓~~ Ray Bell
~~✓~~ Bob Gray
~~✓~~ Bill Morris

~~✓~~ Jerry Carmel
~~✓~~ Gary Bauer

Rush! TO: MIKE DEANEY
FROM: GARRICK

DRAFT - 10/15/80 - WFG

CHIEF ADMINISTRATORS OF CATHOLIC EDUCATION:
CINCINNATI, OHIO,
October 20, 1980

I am grateful for the opportunity to address this distinguished body of American educators and publicly express my thanks to Monsignor John Meyers, Monsignor Frank Barrett, and Father John Hanley for making it possible.

I think it is fitting that we meet here in the Archdiocese of Cincinnati. This is one of the oldest dioceses west of the Alleghanies, founded in 1821. At one time all of Ohio, Indiana, and Michigan were served by the dedicated priests and nuns of this diocese. Today, the same spirit of dedication serves the needs of families in this area.

The young, the poor, and the aged all benefit from the works of mercy and love performed on a daily basis. They know--and God knows--what a great service Catholic social and educational programs do for our nation, not only here in Cincinnati, but all across the country.

You, the Chief Administrators of Catholic Education, represent that spirit of dedication. You have my admiration and, what's more, you have the respect of millions of hard-pressed parents whose freedom to choose the education of their children is being threatened by taxes and inflation.

My deep respect for your dedication and professionalism is based on something more than knowledge of your record, since I am fortunate to have one of your colleagues as a member of my advisory staff. I know all of you are familiar with Dr. Leonard DeFiore who has taken a temporary leave of absence from his duties as Superintendent of Schools in the Archdiocese of Washington.

I admire your highly professional administration of the largest group of nongovernmental schools in the nation--10,000 institutions which enroll 3.2 million students served by 145,000 teachers. Your expertise in achieving exceptional educational results while working with a wide range of students of every ethnic, social and economic segment of the population has been truly outstanding. I applaud this accomplishment which is being achieved at about one-third of public school per-pupil costs.

In recognition of these achievements, I pledge an increased role for non-public schools in formulation of national educational policy.

As members of the Council of American Private Education (CAPE), you are part of a coalition of 15 national organizations including both religiously-affiliated and other education organizations involving approximately 20,000 institutions with 4.5 million students, with an enrollment representing 90 percent of all non-public school students.

It is clear that the vast majority of non-public schools serve all creeds, races, and economic classes as the varied membership of the Council demonstrates.

I also wish to acknowledge another of your achievements, that of providing out-of-school religious instruction and guidance for several million more young people who are not attending Catholic schools. I congratulate the hundreds of thousands of volunteer teachers who are helping parents to mold good citizens for a strong and moral American life. This is a type of volunteer effort which has contributed to and strengthened our American way of life.

And it is precisely the non-governmental and voluntary aspect of your great work that I wish to speak of today. In addressing you, I speak not only to educational experts, but to representatives of America's greatest strength: volunteerism in the private sector. You are not only educational leaders in your communities-- you are national leaders. What you do influences the lives of children who will someday lead our nation, not only in government but in the arts and sciences, in business and education.

Leaders of today, you are instructing the leaders of tomorrow not only with the skills they need, but the values that can guide and inspire those skills.

Leadership in America is not now and never has been synonymous with elected or appointed public office. There are leaders in neighborhoods and communities and schools, and factories and businesses who have never been elected to any public office, but

who serve as spokesmen for the places where they live and work: men and women, like you, whose contribution to America is priceless.

My vision of government is one in which presidential leadership complements but does not overshadow these other forms of leadership. In those areas where he has the constitutional responsibility, a president must be bold, vigorous, prudent, and willing to use the powers granted him. But, at the same time, he should take care that his powers and those of government in general don't become so strong and widespread as to smother the natural capacity for leadership in our society that has long been America's strength and hope.

So, when we talk about the need to cut back on Big Government, it is not that we love our governmental institutions less; it's that we love the American ideal of leadership by the people as much as we revere the constitutional need for a president to provide it for the people.

It is no exaggeration to say that Catholic educators and others who provide a non-public system of education for children are at the very heart of this traditional concept of American leadership.

I know you are all familiar with that theory of effective social action embodied in the "principle of subsidiarity." This principle advocates the resolution of social problems at the most basic possible competent level. This principle has long been

proclaimed by Catholic church leaders as the most effective way to manage a complex organization.

I have long believed that this principle should underlie sound national educational policy. I know that you will agree that the most competent level in educational decision making is the family: parents--not the government--are the ones who should make educational decisions about their children.

This is just not Catholic social doctrine or my belief--it is an integral part of the American system.

In the historic Pierce decision, the Supreme Court affirmed that "the child is no mere creature of the State," and that parental rights are central to any American concept of education.

For its welfare, the state may require minimal education of all its citizens and it has the right, as well as the duty, to maintain adequately funded public schools. However, the state does not have the right to monopolize education and ignore the rights of parents.

But with increasing taxes and high inflation, high interest and high unemployment, the opportunity to exercise those sacred and inviolable rights have been attacked and, in many cases, practically destroyed.

When basic rights of parents and the family are threatened, it is not only one religious or educational group that suffers--it is the entire nation. We have to put an end to the myth that the survival of Catholic and private schools is a sectarian problem and

start seeing it for what it really is: a national problem, involving all Americans. If we allow this absolutely vital part of our private, voluntary national leadership to be destroyed through government indifference or hostility, the unique American system of leadership and progress itself is endangered.

The defense of parental rights in education is a responsibility of every American, for those rights know no boundaries of creed or race or class.

I believe in and have always supported a dual system of public and non-public education. They should not be viewed as adversaries but rather as complementary parts of the American educational enterprise. I believe a free pluralistic society needs both. And I believe it is time the government stopped paying lip service to that idea and started doing something about it.

What the federal government needs is not more bureaucratic structures, such as the newly created Department of Education, but a restoration of the traditional, progressive American philosophy of education that is based on strong public and non-public schools.

We have to have each and each has to be healthy if American education in general is to flourish. If one part of our educational community is weakened--or lost--every parent, every child, every teacher, every taxpayer is the eventual loser.

Federal policy in education must be shaped by the needs of parents, children, and classroom teachers working together in

public and non-public schools and not by the whims of bureaucratic empires within the federal system.

How, then, do we see to it that the federal government helps local communities and parents meet the needs of public and non-public education?

The first thing we do is to find out exactly what the current labyrinth of federal programs is achieving. There are so many programs with so many complexities, it is impossible to determine success in many areas. Last week, in Wheaton College, I said that as President I will appoint a task force which, you can be certain, will include representatives of public and non-public education, to study all current federal programs dealing with education. Using the recommendations of that task force, I will see to it those federal programs and bureaucratic structures in education that work for parents and children are kept and those that do not are terminated.

I will also ask the 97th Congress to pass tuition tax credit legislation to aid parents who send their children to non-public elementary, secondary, and post-secondary schools--and when such legislation comes before the Congress for debate, I will wholeheartedly and openly support it, doing all I can to see it is passed and signed into law.

I support a system of tuition tax credits because I believe such a system is the best way to strengthen the right of parents to decide the education of their children.

In light of promises made to you in other campaigns, I realize that some of you may harbor some scepticism on this issue. I do know that you had received several promises from President Carter including a telegram to this very group in October 1976.

I don't have to tell the members of this audience that what Candidate Carter promised and what President Carter later did is, to put it in the most charitable terms, contradictory. Not only did Mr. Carter refuse to help parents, he played a major role in defeating the tuition tax credit bill when it was before the Senate.

So that there be no misunderstanding about it, let me restate my position by quoting the 1980 Republican Party Platform:

"Next year, a Republican White House will assist not sabotage Congressional efforts to enact tuition tax relief into law."

Mr. Carter stood silent during the debate over tuition tax credits when accusations were made that tuition tax credits discriminate against minorities.

As that great American, Al Smith--a product of St. James Parish School in New York City--used to say: let's look at the record:

In Manhattan, minorities are 79 percent of the Catholic elementary school (1979-80) enrollment.

In the District of Columbia, minorities are also 79 percent of the Catholic elementary school enrollment, and 44 percent are not Catholics.

In the State of California, non-public schools enroll a higher percentage of minority students than the public schools.

While 60 percent of the families in the nation's non-public schools are below \$20,000 in income, a survey of families with children in inner-city non-public schools shows that 72 percent have incomes less than \$15,000.

In the face of such overwhelming evidence, the truth is clear: non-public education is one of the best friends American minorities and Cities have today.

Some take issue with the tuition tax credit concept on the erroneous grounds that it is a "church-state" issue. Rather, tuition tax credits is an issue of distributive justice involving government and parent, not government and church. The tuition tax credit is based on the God-given, constitutionally-protected right of any parents of any religion or no religion to choose the kind of education their children should receive. That government should assist parents, especially low- and middle-income families, in exercising this right by allowing them to keep a little more of their hard-earned income is both proper and just.

As if the effects of the Carter administration's broken promises and failed economic policies have not been destructive enough, the Internal Revenue Service (IRS) has further harassed the non-public school system.

I know you are all familiar with rules recently proposed by IRS. These rules could deny parents the deductions of contribu-

tions to churches if they enroll their children in a church school subsidized by the parish. And, of course, there was the attempt by the same IRS in 1978 to impose regulations that would have jeopardized a non-public school's tax exempt status by imposing an impossible quota system for students and teachers. Non-public education was found by the IRS to be guilty until proven innocent. This move was especially insulting to Catholics whose schools are doing such a fine job of helping minority children.

If this were not such a tragic problem, it would be almost comic in its grotesque reordering of the priorities of government. Government should do all it can to aid non-public education, but the last three and one-half years have seen this fundamental duty forgotten, as if it is the duty of Americans to prove to the IRS that they are not guilty of crimes in order to claim their basic rights.

I can tell you that under a Reagan administration, the IRS and every other agency and department of government are going to get out of the business of harrassing parents and children and start once again to serve them.

Private, non-governmental education and all other private, non-governmental sources of strength are not something added on to our nation--they are, in a very great degree, the very heart of our nation. They are what makes us different.

Allow me to illustrate that point:

A few years ago, a gymnastic team from the Soviet Union was making an appearance in the United States. An American television commentator was interviewing one of the young gymnasts with the aid of an official Soviet interpreter. The commentator asked the gymnast, "You are a member of your nation's team. Do you belong to any private gymnast teams?" And the Soviet interpreter didn't ever bother to interpret the question. The interpreter quickly said, "There are no voluntary associations in the Soviet Union."

That is perhaps one of the most chilling sentences I have ever heard.

Think of it: from the borders of Eastern Europe, across the Urals, to the unimaginably vast spaces of Siberia, across more than ten time zones, to the shores of the Bering Straits--in all that awesome, immense space there is not a single organization that exists without the implicit or explicit forbearance of the states.

That's the essential difference between the United States and the Soviet Union. Not weaponry, not gross national product, not production, not standard of living. The central difference is that all that we have has been built through freedom at work. It is the exercise of this God-given freedom that is the mainspring of human progress.

Are we going to just walk away from that great source of security and growth and leadership? Are we going to gradually, over the next decade, forget that great tradition of

non-governmental leadership until it is only a dream in the minds of a few who remember, vaguely, what freedom can do?

Before the American people and before God, I pledge that this great power of leadership and dedication, and, yes, of love, of which you are so important a part, will not be forgotten, but, rather, that it will be the central energizing force of the next administration and of American life for years to come.

But I can't do it alone. I especially need the help of every family currently supporting non-public schools.

This year parents must vote for their values, not for political labels. I am reminded of an old saying: our allegiance must be not to the forms of the past but to its virtues. Nowhere is this more true than in this election.

If the families you serve don't take effective political action, is there anyone who seriously believes that non-public education can flourish--or even survive--given the trends already apparent in the Carter administration?

In recent months, I have visited many neighborhoods all across America. And in those neighborhoods where there is a sense of pride and a sense of family unity and hope for a better future, there is always a good school. Quite often it is a Catholic school.

You, as Catholic educators, are at the very center of leadership in the American tradition because you not only help

parents exercise their educational rights, but contribute to the community as a whole.

The center of all education, in fact, of the American way of life, is the family.

When John Paul II visited our country, he said: "When the value of the family is threatened because of social and economic pressures, we will stand up and reaffirm that the family is necessary not only for the private good of every person, but also for the common good of every society, nation and state."

And that is what we are talking about when we talk about the kind of education you provide: the common good of every family of our entire nation, whether they go to your schools or not.

The decisions we make this year will determine what the future of education in the United States will be like--whether it will remain under family control at the local level or whether it will evolve into a centralized operation dominated by Big Government.

We need a new beginning for American leadership, and with your help--and the help of God--we will get that new beginning.

(end of draft)

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4th fact - Source: 1976 Census Bureau Data quoted in Common Sense article by Senator Packwood - Summer 1978.

5th fact - Source: 1980 Report on Innercity Private Schools, by Catholic League for Civil and Religious Rights.

TO: Jim Brady, Marty Anderson, Ken Khachigian, Lyn Nofziger,
Mike Deaver

10/15
AB

FROM: Bob Garrick

MEMO

October 14, 1980

TO: CHUCK TYSON

To Bob Garrick

FROM: PAUL J. MANAFORT *PM*

RE: REAGAN REMARKS IN KENTUCKY - COAL

Handwritten in blue:
Aud
16 Oct
Garrick
1975

On Monday, October 20, Governor Reagan will be in Kentucky on two occasions.

Initially, he will set-down in Kentucky when he arrives at the airport en route to Cincinnati. The second stop is his visit to Louisville later in the day.

At one of these stops, preferably the airport arrival en route to Cincinnati, it would be most helpful for the Governor to recite his position on coal. The remarks at the airport can be set-up as part of an airport arrival. Kentucky will turn the crowd out.

Ideally, at his later stop in Louisville, he can reference the remarks made earlier in the day at the airport.

I want your reactions.

emphatic remarks possible

Has been sent to R.R.

10/14

as

FROM: BOB GARRICK

OUT AT: October 16

Senator Paul Laxalt

8:00 a.m.

Ambassador Anne Armstrong

Bill Casey

Ed Meese

Jim Baker

Bill Brock

Dean Burch
(For Ambassador Bush)

Peter Dailey

Mike Deaver

Drew Lewis

Lyn Nofziger

Verne Orr

Bill Timmons

Dick Wirthlin

Congressman Tom Evans

INFORMATION

Enclosed is the speech RR will
give in Cincinnati, OH. at 1:00 p.m.
on Mon., Oct. 20. Please return
comments by 12:00 Noon on Friday,
Oct. 17. Thank you.

Richard Allen

Martin Anderson

Jim Brady

Ed Gray

Others

Ray Bell
Bob Gray
Bill Morris

Jerry Carmel
GARY Bauer

DRAFT - 10/15/80 - WFG

CHIEF ADMINISTRATORS OF CATHOLIC EDUCATION:
CINCINNATI, OHIO,
October 20, 1980

I am grateful for the opportunity to address this distinguished body of American educators and publicly express my thanks to Monsignor John Meyers, Monsignor Frank Barrett, and Father John Hanley for making it possible.

I think it is fitting that we meet here in the Archdiocese of Cincinnati. This is one of the oldest dioceses west of the Alleghenies, founded in 1821. At one time all of Ohio, Indiana, and Michigan were served by the dedicated priests and nuns of this diocese. Today, the same spirit of dedication serves the needs of families in this area.

The young, the poor, and the aged all benefit from the works of mercy and love performed on a daily basis. They know--and God knows--what a great service Catholic social and educational programs do for our nation, not only here in Cincinnati, but all across the country.

You, the Chief Administrators of Catholic Education, represent that spirit of dedication. You have my admiration and, what's more, you have the respect of millions of hard-pressed parents whose freedom to choose the education of their children is being threatened by taxes and inflation.

My deep respect for your dedication and professionalism is based on something more than knowledge of your record, since I am fortunate to have one of your colleagues as a member of my advisory staff. I know all of you are familiar with Dr. Leonard DeFiore who has taken a temporary leave of absence from his duties as Superintendent of Schools in the Archdiocese of Washington.

I admire your highly professional administration of the largest group of nongovernmental schools in the nation--10,000 institutions which enroll 3.2 million students served by 145,000 teachers. Your expertise in achieving exceptional educational results while working with a wide range of students of every ethnic, social and economic segment of the population has been truly outstanding. I applaud this accomplishment which is being achieved at about one-third of public school per-pupil costs.

In recognition of these achievements, I pledge an increased role for non-public schools in formulation of national educational policy.

As members of the Council of American Private Education (CAPE), you are part of a coalition of 15 national organizations including both religiously-affiliated and other education organizations involving approximately 20,000 institutions with 4.5 million students, with an enrollment representing 90 percent of all non-public school students.

It is clear that the vast majority of non-public schools serve all creeds, races, and economic classes as the varied membership of the Council demonstrates.

I also wish to acknowledge another of your achievements, that of providing out-of-school religious instruction and guidance for several million more young people who are not attending Catholic schools. I congratulate the hundreds of thousands of volunteer teachers who are helping parents to mold good citizens for a strong and moral American life. This is a type of volunteer effort which has contributed to and strengthened our American way of life.

And it is precisely the non-governmental and voluntary aspect of your great work that I wish to speak of today. In addressing you, I speak not only to educational experts, but to representatives of America's greatest strength: volunteerism in the private sector. You are not only educational leaders in your communities-- you are national leaders. What you do influences the lives of children who will someday lead our nation, not only in government but in the arts and sciences, in business and education.

Leaders of today, you are instructing the leaders of tomorrow not only with the skills they need, but the values that can guide and inspire those skills.

Leadership in America is not now and never has been synonymous with elected or appointed public office. There are leaders in neighborhoods and communities and schools, and factories and businesses who have never been elected to any public office, but

who serve as spokesmen for the places where they live and work: men and women, like you, whose contribution to America is priceless.

My vision of government is one in which presidential leadership complements but does not overshadow these other forms of leadership. In those areas where he has the constitutional responsibility, a president must be bold, vigorous, prudent, and willing to use the powers granted him. But, at the same time, he should take care that his powers and those of government in general don't become so strong and widespread as to smother the natural capacity for leadership in our society that has long been America's strength and hope.

So, when we talk about the need to cut back on Big Government, it is not that we love our governmental institutions less; it's that we love the American ideal of leadership by the people as much as we revere the constitutional need for a president to provide it for the people.

It is no exaggeration to say that Catholic educators and others who provide a non-public system of education for children are at the very heart of this traditional concept of American leadership.

I know you are all familiar with that theory of effective social action embodied in the "principle of subsidiarity." This principle advocates the resolution of social problems at the most basic possible competent level. This principle has long been

proclaimed by Catholic church leaders as the most effective way to manage a complex organization.

I have long believed that this principle should underlie sound national educational policy. I know that you will agree that the most competent level in educational decision making is the family: parents--not the government--are the ones who should make educational decisions about their children.

This is just not Catholic social doctrine or my belief--it is an integral part of the American system.

In the historic Pierce decision, the Supreme Court affirmed that "the child is no mere creature of the State," and that parental rights are central to any American concept of education.

For its welfare, the state may require minimal education of all its citizens and it has the right, as well as the duty, to maintain adequately funded public schools. However, the state does not have the right to monopolize education and ignore the rights of parents.

But with increasing taxes and high inflation, high interest and high unemployment, the opportunity to exercise those sacred and inviolable rights have been attacked and, in many cases, practically destroyed.

When basic rights of parents and the family are threatened, it is not only one religious or educational group that suffers--it is the entire nation. We have to put an end to the myth that the survival of Catholic and private schools is a sectarian problem and

start seeing it for what it really is: a national problem, involving all Americans. If we allow this absolutely vital part of our private, voluntary national leadership to be destroyed through government indifference or hostility, the unique American system of leadership and progress itself is endangered.

The defense of parental rights in education is a responsibility of every American, for those rights know no boundaries of creed or race or class.

I believe in and have always supported a dual system of public and non-public education. They should not be viewed as adversaries but rather as complementary parts of the American educational enterprise. I believe a free pluralistic society needs both. And I believe it is time the government stopped paying lip service to that idea and started doing something about it.

What the federal government needs is not more bureaucratic structures, such as the newly created Department of Education, but a restoration of the traditional, progressive American philosophy of education that is based on strong public and non-public schools.

We have to have each and each has to be healthy if American education in general is to flourish. If one part of our educational community is weakened--or lost--every parent, every child, every teacher, every taxpayer is the eventual loser.

Federal policy in education must be shaped by the needs of parents, children, and classroom teachers working together in

public and non-public schools and not by the whims of bureaucratic empires within the federal system.

How, then, do we see to it that the federal government helps local communities and parents meet the needs of public and non-public education?

The first thing we do is to find out exactly what the current labyrinth of federal programs is achieving. There are so many programs with so many complexities, it is impossible to determine success in many areas. Last week, in Wheaton College, I said that as President I will appoint a task force which, you can be certain, will include representatives of public and non-public education, to study all current federal programs dealing with education. Using the recommendations of that task force, I will see to it those federal programs and bureaucratic structures in education that work for parents and children are kept and those that do not are terminated.

I will also ask the 97th Congress to pass tuition tax credit legislation to aid parents who send their children to non-public elementary, secondary, and post-secondary schools--and when such legislation comes before the Congress for debate, I will wholeheartedly and openly support it, doing all I can to see it is passed and signed into law.

I support a system of tuition tax credits because I believe such a system is the best way to strengthen the right of parents to decide the education of their children.

In light of promises made to you in other campaigns, I realize that some of you may harbor some scepticism on this issue. I do know that you had received several promises from President Carter including a telegram to this very group in October 1976.

I don't have to tell the members of this audience that what Candidate Carter promised and what President Carter later did is, to put it in the most charitable terms, contradictory. Not only did Mr. Carter refuse to help parents, he played a major role in defeating the tuition tax credit bill when it was before the Senate.

So that there be no misunderstanding about it, let me restate my position by quoting the 1980 Republican Party Platform:

"Next year, a Republican White House will assist not sabotage Congressional efforts to enact tuition tax relief into law."

Mr. Carter stood silent during the debate over tuition tax credits when accusations were made that tuition tax credits discriminate against minorities.

As that great American, Al Smith--a product of St. James Parish School in New York City--used to say: let's look at the record:

In Manhattan, minorities are 79 percent of the Catholic elementary school (1979-80) enrollment.

In the District of Columbia, minorities are also 79 percent of the Catholic elementary school enrollment, and 44 percent are not Catholics.

In the State of California, non-public schools enroll a higher percentage of minority students than the public schools.

While 60 percent of the families in the nation's non-public schools are below \$20,000 in income, a survey of families with children in inner-city non-public schools shows that 72 percent have incomes less than \$15,000.

In the face of such overwhelming evidence, the truth is clear: non-public education is one of the best friends American minorities and Cities have today.

Some take issue with the tuition tax credit concept on the erroneous grounds that it is a "church-state" issue. Rather, tuition tax credits is an issue of distributive justice involving government and parent, not government and church. The tuition tax credit is based on the God-given, constitutionally-protected right of any parents of any religion or no religion to choose the kind of education their children should receive. That government should assist parents, especially low- and middle-income families, in exercising this right by allowing them to keep a little more of their hard-earned income is both proper and just.

As if the effects of the Carter administration's broken promises and failed economic policies have not been destructive enough, the Internal Revenue Service (IRS) has further harassed the non-public school system.

I know you are all familiar with rules recently proposed by IRS. These rules could deny parents the deductions of contribu-

tions to churches if they enroll their children in a church school subsidized by the parish. And, of course, there was the attempt by the same IRS in 1978 to impose regulations that would have jeopardized a non-public school's tax exempt status by imposing an impossible quota system for students and teachers. Non-public education was found by the IRS to be guilty until proven innocent. This move was especially insulting to Catholics whose schools are doing such a fine job of helping minority children.

If this were not such a tragic problem, it would be almost comic in its grotesque reordering of the priorities of government. Government should do all it can to aid non-public education, but the last three and one-half years have seen this fundamental duty forgotten, as if it is the duty of Americans to prove to the IRS that they are not guilty of crimes in order to claim their basic rights.

I can tell you that under a Reagan administration, the IRS and every other agency and department of government are going to get out of the business of harrassing parents and children and start once again to serve them.

Private, non-governmental education and all other private, non-governmental sources of strength are not something added on to our nation--they are, in a very great degree, the very heart of our nation. They are what makes us different.

Allow me to illustrate that point:

A few years ago, a gymnastic team from the Soviet Union was making an appearance in the United States. An American television commentator was interviewing one of the young gymnasts with the aid of an official Soviet interpreter. The commentator asked the gymnast, "You are a member of your nation's team. Do you belong to any private gymnast teams?" And the Soviet interpreter didn't even bother to interpret the question. The interpreter quickly said, "There are no voluntary associations in the Soviet Union."

That is perhaps one of the most chilling sentences I have ever heard.

Think of it: from the borders of Eastern Europe, across the Urals, to the unimaginably vast spaces of Siberia, across more than ten time zones, to the shores of the Bering Straits--in all that awesome, immense space there is not a single organization that exists without the implicit or explicit forbearance of the states.

That's the essential difference between the United States and the Soviet Union. Not weaponry, not gross national product, not production, not standard of living. The central difference is that all that we have has been built through freedom at work. It is the exercise of this God-given freedom that is the mainspring of human progress.

Are we going to just walk away from that great source of security and growth and leadership? Are we going to gradually, over the next decade, forget that great tradition of

non-governmental leadership until it is only a dream in the minds of a few who remember, vaguely, what freedom can do?

Before the American people and before God, I pledge that this great power of leadership and dedication, and, yes, of love, of which you are so important a part, will not be forgotten, but, rather, that it will be the central energizing force of the next administration and of American life for years to come.

But I can't do it alone. I especially need the help of every family currently supporting non-public schools.

This year parents must vote for their values, not for political labels. I am reminded of an old saying: our allegiance must be not to the forms of the past but to its virtues. Nowhere is this more true than in this election.

If the families you serve don't take effective political action, is there anyone who seriously believes that non-public education can flourish--or even survive--given the trends already apparent in the Carter administration?

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