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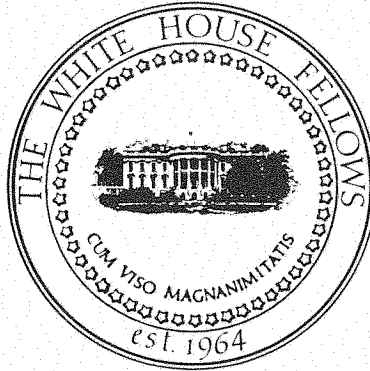
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THE WHITE HOUSE FELLOWSHIPS





1981-82 White House Fellows (left to right): Priscilla Douglas, Ellen Heineman, Mary Anne Wood, Thomas Shull, James Stewart, Myron Ullman, Michael Zacharia, Joe Barton, Richard Birney, Dale Collins, Patrick Sweeney, Marty Johnson-Evans, Deputy Director: Paul Apple-garth, David Karnes, James Roberts, Director: George Thomas.



Statement of Purpose

The purpose of the White House Fellowship program is to provide gifted and highly motivated young Americans with some firsthand experience in the process of governing the Nation and a sense of personal involvement in the leadership of the society.

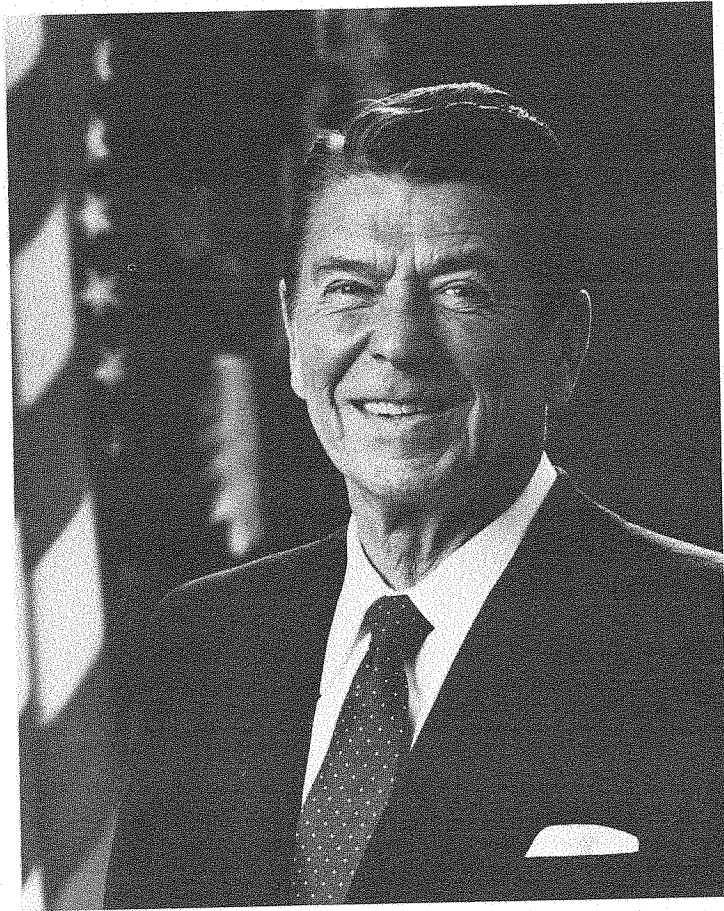
The program seeks to draw exceptionally promising young people from all sectors of our national life—the professions, business, government, the arts, and the academic world. It is essential to the healthy functioning of our system that we have in the nongovernmental sector a generous supply of leaders who have an understanding—gained at firsthand—of the problems of national government. In a day when the individual feels increasingly remote from the centers of power and decision-making, such leaders can help their fellow citizens comprehend the process by which the Nation is governed.

In this country today, we produce great numbers of skilled professionals; but too few of this intellectual elite provide the society with statesmanlike leadership and guidance in public affairs. If the sparsely settled American colonies of the late 18th century could produce Washington, Jefferson, Adams, Monroe, Madison, Hamilton, Franklin, and others of superlative talent, breadth, and statesmanship, should we not be able to produce, in this generation, ten times that number? We are not doing so.

Surely the raw material is still there; and just as surely more must be done in the development of our ablest young people to inspire and facilitate the emergence of such leaders and statesmen. Their horizons and experience must be broadened to give them a sense of personal involvement in the leadership of the society, a vision of greatness for the society, and a sense of responsibility for bringing that greatness to reality.

The White House Fellowship program is designed to give superbly qualified young Americans precisely those experiences.

—Adopted by the President's Commission on
White House Fellowships, 1965



THE WHITE HOUSE
WASHINGTON

June 23, 1981

The White House Fellowships program provides a unique opportunity for a select group of outstanding young leaders to work at the highest levels of the Federal government.

Some 300 of the nation's finest young people have participated in this program since its founding in 1964. They have been valuable assets to the senior officials to whom they have been assigned and they have enriched American society and their local communities with the insights they have gained during their Fellowship year.

The White House Fellowships challenge those chosen to measure up to high standards of character, performance and service to society.

I take pride in my personal involvement in this program and it has my enthusiastic support.

Ronald Reagan

The President's Commission on White House Fellowships

Chairman Vice Admiral James B. Stockdale (USN-Ret.)
*Senior Research Fellow
The Hoover Institution on War, Revolution and Peace
Stanford University*

Dennis L. Bark
*Deputy Director and Senior Fellow
The Hoover Institution
Stanford University*

James E. Bostic, Jr.
*Division President
Riegel Ventures, Inc.*

Bruce L. Bower
*Attorney at Law
Winston and Strawn*

Marva Nettles Collins
*Founder and Teacher
Westside Preparatory, Chicago*

Midge Decter
*Executive Director
Committee for the Free World*

Ada E. Deer
*Lecturer, Native American Studies
University of Wisconsin*

Donald J. Devine
*Director
Office of Personnel Management*

Edwin J. Feulner
*President
Heritage Foundation*

Fred F. Fielding
*Counsel to the President
The White House*

General Andrew Jackson Goodpaster
(USA-Ret.)
*Former Superintendent
U.S. Military Academy, West Point*

Edith Green
Former U.S. Congresswoman

Michel T. Halbouty
Geoscientist and Engineer

Bruce H. Hasenkamp
*Director of Governmental and Industrial
Relations
The Shaklee Corporation*

Susan C. Herter
*Founder and Former President
Volunteer Opportunities, Inc. (NY)*

Ricardo Hinojosa
*Attorney
Evers & Toothaker*

Author E. Hughes
*President
University of San Diego*

E. Pendelton James
*Assistant to the President for
Presidential Personnel
The White House*

William J. Kilberg
*Attorney
Gibson, Dunn & Crutcher*

Irving Kristol
*Co-Editor
The Public Interest*

Sammy Lee
*Medical Doctor
Olympic Gold Medalist*

James T. Lynn
*Attorney
Jones, Day, Reavis & Pogue
Former Director of OMB*

Dana G. Mead
*Vice President for Human Resources
International Paper Company*

Rita Moreno
Actress, Broadway/TV Star

Roger B. Porter
*Deputy Assistant to the President
for Policy Development
The White House*

Martha Peterson
*President Emeritus
Beloit College*

Nancy Clark Reynolds
*Vice President
Bendix Corporation*

Mrs. William French Smith
*Officer and Member of numerous
volunteer organizations*

Deanell Reece Tacha
*Vice Chancellor for Academic Affairs
University of Kansas*

Shannon J. Wall
*President
National Maritime Union*

Margaret Bush Wilson
*Attorney
Chairman of the Board, NAACP*

James C. Roberts
*Director
President's Commission on White House
Fellowships*

The White House Fellowships

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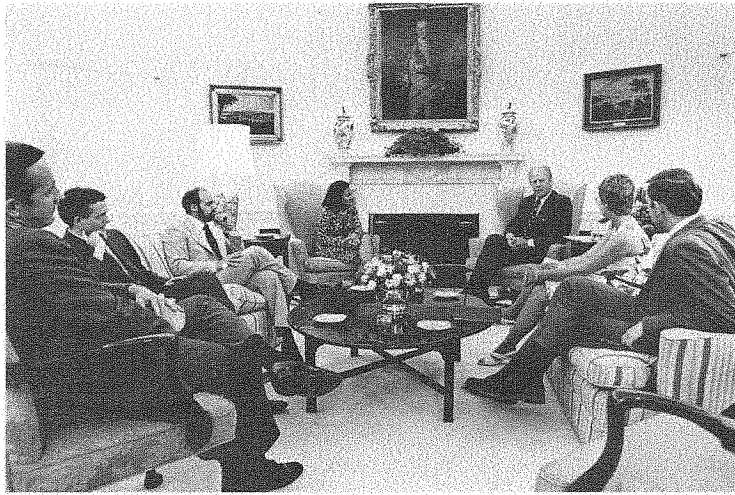
President Johnson meets with two White House Fellows in the Oval Office.

Declaring that “a genuinely free society cannot be a spectator society,” President Lyndon B. Johnson announced the establishment of the White House Fellowships program in the East Room of the White House in October, 1964. Prompted by the suggestion of John W. Gardner, then President of the Carnegie Corporation, President Johnson’s intent was to draw individuals of exceptionally high promise to Washington for one year of personal involvement in the process of government.

Since that time, Presidents Nixon, Ford, Carter and Reagan have continued the enthusiastic support with which President

Johnson initiated the program. Many officials of past administrations serve as Regional Panelists during the selection process.

The Fellows themselves, even after their year in Washington, continue to contribute to the program. The extensive education program in which the Fellows participate is supported financially by the White House Fellows Foundation, which receives contributions from former Fellows, corporations, and foundations. The White House Fellows Association, whose members are former Fellows, also meets annually to be briefed on the issues by the leaders of the current Administration.



Asians, American Indians and the physically disabled. Several Fellows were foreign born but were citizens by the time they were selected. The group as a whole represents a wide variety of religious and ethnic subgroupings and ideologies. Strong Republicans have served in Democratic administrations and vice versa. Partisan politics play no role in the selection process.

President Ford meets with several Fellows (left).

Who Are The White House Fellows?

The nearly 300 persons who have been chosen as White House Fellows are a diverse group representing the many occupational, geographic, racial, and ethnic elements of our heterogeneous society. There is a strong desire on the part of the Commission to have all segments represented—not necessarily in one year, but over the years of operation of the program.

In the eighteen classes of Fellows there have been lawyers, physicians, academics, businessmen and women, engineers, career military officers, journalists, farmers, policemen, an orchestra conductor, former state legislators—each of them early in their careers. All have shown a potential for contributing to their community—geographic or professional. This potential for leadership and contribution to one's community is a vital element in the Commission's selection. Nearly all have had a college degree and many have professional or graduate training. Such training is not, however, a prerequisite.

The Commission is proud of its outreach efforts which have resulted in significant participation by women, blacks, Hispanics,



President Nixon greets White House Fellow Rodney Coleman.



President Reagan greets Admiral James B. Stockdale, Chairman of the Commission, at the White House.

The Fellows have been assigned in all of the Cabinet-level agencies, with Presidential assistants and the Vice President. Additionally, Fellows have served in other major Federal agencies and offices including the Office of Management and Budget, the National Security Council, the United Nations with our Ambassador, the Office of the United States Trade Representative, the National Aeronautics and Space Administration, ACTION and the Environmental Protection Agency.

President Carter meets with Fellows in the Rose Garden.



The Fellowship Program

A Dual Experience

The White House Fellowship is a highly competitive opportunity to participate in and learn about the Federal Government from a unique perspective. For one year, the 14-20 persons who are chosen as White House Fellows are full-time Schedule A employees of the Federal Government, working in a Cabinet-level agency, in the Executive Office of the President, or with the Vice President. Rather than fit the Fellows to their pre-Fellowship specialties, the program aims at utilizing their abilities and developing their skills in the broadest sense possible. In most cases, a Fellow serves as a special assistant, performing tasks for a Cabinet Secretary, the Vice President, an assistant to the President or for appropriate under or deputy secretaries. In this sense, the White House Fellow's year is a high-level internship in government—but it is also much more.

The White House Fellowship program is not a direct Federal recruitment program and is not designed to attract people into the Federal service in the immediate sense. It is a sabbatical or leave of absence without salary from the individual's school or firm. Some Fellows have stayed on for a short while after their Fellowship year and some returned to government (state, local, or Federal) in later years. Most Fellows, however, return to their geographic, or at least their professional, communities where they can share their new knowledge and contribute to society more ably and productively through a fuller understanding of the Federal Government. The program is an opportunity for intensive service with the goal of improving each participant's ability to serve more fully for years to come.



White House Fellow Mary Anne Wood at work with her principal, Secretary of Defense Caspar Weinberger.

The Work Experience

Each White House Fellow is assigned—typically as a “special assistant”—to a Cabinet secretary, the head of an independent agency of the Executive Branch, a senior member of the President's staff, or the Vice President.

The assignment provides the Fellow the opportunity to observe closely the process of public policy development and to come away with a sense of having participated in the governmental

process as well as having made an actual contribution to the business of government.

Although White House Fellows will probably draw on their specific prior training, education and experience, they should not expect to continue doing the type of work they had been doing before entering the program. A Fellow with a background in state and local politics, for example, may work extensively on implementing Federal laws substantially altering the Civil Service System; an attorney may spend a large part of the year in consumer affairs programs related to food; a physician may take the lead in establishing a pilot exchange program with a foreign government.

The program's aims are to tap the resources of the Fellows and to develop their abilities in the broadest sense, rather than fitting the Fellows into assignments directly related to their pre-Fellowship specialties.

The actual nature of one's assignment varies with the particular talents and interests of the Fellow, and depends greatly on what needs to be done. The experience and role of an individual Fellow depend to a substantial degree on the personal relationship he or she forms with a specific Cabinet-level officer and his or her regular staff, on how hard and successfully the Fellow applies himself or herself to whatever tasks are assigned or become available, and on the Fellow's individual initiative in developing relationships and initiating worthwhile projects.

By the end of the year, however, most Fellows will have written speeches, attended conferences, supervised staff work, reviewed or helped draft proposed legislation, answered Congressional inquiries, chaired meetings, drafted reports, conducted briefings, and spearheaded one or more projects.

Some Fellows will have dealt with the whole range of policy matters faced by their respective officials, while others will have become deeply involved in just a few select issues. Throughout the year emphasis is placed on linking theory and practice, analysis and action.

White House Fellow David Karnes with his principal, Samuel Pierce, Secretary of the Department of Housing and Urban Development.

Though they operate on a high level, the work done by the Fellows is not always glamorous. Sometimes it is frustrating or pedestrian, and there are times when it becomes routine. The experience of most Fellows contains a mixture of significant involvement in major and minor government issues and routine tasks that help make a Federal official's office run smoothly.

It is difficult to generalize about the assignments of White House Fellows. One can say, however, that the tasks demand flexibility, a capacity for learning quickly and a willingness to work hard. These are usually the very qualities that have already made the Fellows promising leaders in their own career fields.



The Educational Program

The educational program is a distinguishing feature of the White House Fellowship. The Fellows participate as a class in a series of off-the-record meetings, usually held two or three times a week throughout the Fellowship year, with prominent representatives from both the public and private sectors.

The meetings in the Washington area are supplemented with occasional travel to experience, observe, and examine firsthand major issues confronting our society. In addition to the domestic focus, Fellows have in some years examined international affairs and U.S. foreign policy, and developed an understanding of the philosophies and points of view of other governments through overseas travels.

The educational program is typically developed around several broad themes reflecting the interests of the fellowship class and topical policy issues facing the nation as a whole. This thematic approach to the educational component of the fellowship is de-



Sol M. Linowitz, former U.S. Ambassador to the Middle East, discusses a point with a White House Fellow.

signed to provide the Fellow with a comprehensive understanding of exceedingly complex national issues.

During the 1981-82 fellowship year, for example, one of the areas the Fellows explored in depth was the criminal justice system at both the federal and local levels. Through their discussions with the Attorney General, the Chief Justice of the Supreme Court, the Director of the Federal Bureau of Investigation, the Commissioner of the U.S. Customs Service and the Director of the Federal Bureau of Prisons, the Fellows gained an understanding of national policy development and enforcement issues in the criminal justice system. The group studied the same theme from other perspectives in their meetings with the President of the Police Foundation, New York Mayor Koch's Coordinator for Criminal Justice and through their participation in nighttime patrols with District of Columbia police officers.

As another theme, the 1981-82 educational program addressed Congressional/Executive relations in which Fellows met with a wide variety of Administration policy makers, Senators and Congressmen from both sides of the aisle, academic observers

Fellows are briefed during a visit to Three Mile Island Nuclear Reactor Site.



of the lawmaking process, leading journalists covering the White House and Capitol Hill, representatives of public interest groups and Washington lobbyists.

The educational program is supported by private funds contributed to the White House Fellows' Foundation. Contributions have come from corporations, foundations and numerous individuals who share a common commitment to the worth of the program's objectives and an appreciation for its record of success.

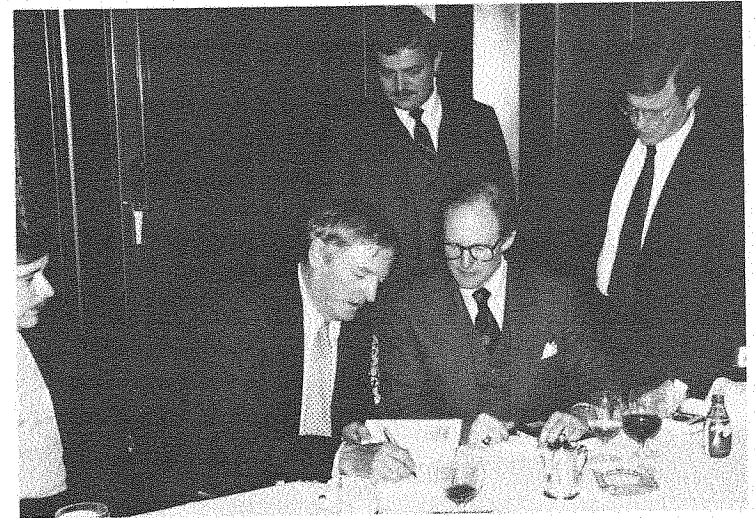


Home of the President's Commission on White House Fellowships on Lafayette Square.

Becoming a Fellow

U.S. citizens are eligible to apply during early and formative years of their career or profession. There are no basic educational requirements and no special career professional categories. Employees of the Federal Government are not eligible, with the exception of career military personnel of the Armed Services (Army, Navy, Marine Corps, Air Force and Coast Guard). There are no restrictions as to specific age, sex, race, creed, or national origin, nor any physical requirements. One may not retain an official local or state office while serving as a Fellow.

The application to the program is designed to elicit information about the individual's demonstrated performance in his or her chosen career or profession and the parallel kinds of community service and activity which indicate the applicant's degree of community involvement and commitment. It is a thorough request for information and is designed not to exclude persons but rather to bring out the talents and interests of the applicant.



William F. Buckley, Jr., autographs his new book during a meeting in New York with the Fellows.

Completed applications are processed by the Commission staff and screened initially by Office of Personnel Management readers and former Fellows. The hundred or so most promising applicants are invited to interviews by eleven regional panels who read the applications and the references of those whom they interview (about 10 per panel).

On the basis of regional panel evaluations, approximately 33 candidates are named as national finalists and are interviewed in a three-day meeting by the members of the President's Commission. The Commission then recommends to the President those individuals whom it finds to be most qualified for significant work experiences at a high level in a cabinet agency, the Executive Office of the President, or with the Vice President.



*Justice Sandra Day O'Connor greets
Fellows at a meeting at the Supreme Court.*

The qualities which are being sought at each stage are high levels of achievement early in one's chosen career or profession, a demonstrated leadership capability, an assemblage of skills that would make one a good special assistant in the short run and a national leader in the long run, and substantial indications of a commitment to service to others in the community in which one has lived. While the program has no age limits, it is designed to encourage future leaders rather than reward established leaders.

Funding

As a government employee, each Fellow is paid by his or her agency at an appropriate scale based on experience and education, generally not higher than a GS-15.

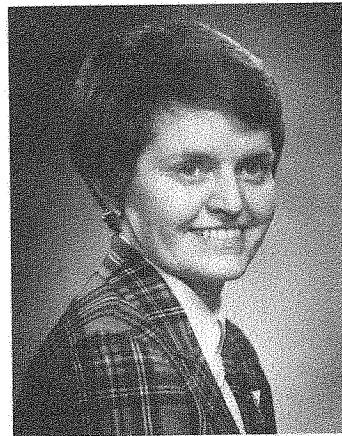
The government administers the program through a line item in the Office of Personnel Management budget, but the policies are set and the Fellows are recommended by the Commission selected by the President. The Commission has a small staff to support all phases of the program. The education program is paid for in large part by funds contributed to the White House Fellows Foundation and by current Fellows' own contributions.

White House Fellows Alumni

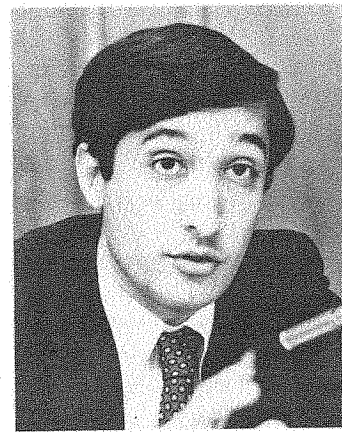
Just as they came from a wide variety of professions before they were selected as Fellows, former Fellows are making their mark in a multitude of fields. A representative sample of the alumni and their current professions:



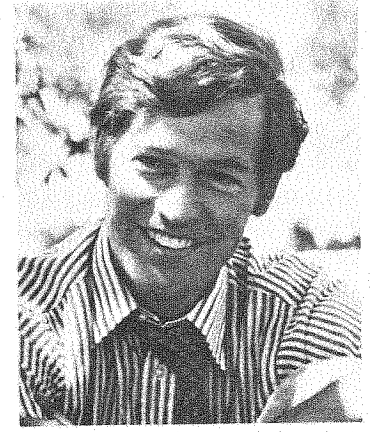
Robert Sansone, Vice President, General Foods Corporation; General Manager, Beverage Division; 1969-70 Fellowship—Department of Commerce.



Ursula Fairbairn, Vice President, Management Services Staff, International Business Machines; 1973-74 Fellowship—Department of the Treasury.



Henry G. Cisneros, Mayor, San Antonio Texas; 1971-72 Fellowship—Department of Health, Education and Welfare.



Timothy Wirth, Member of Congress, 2nd District, Colorado; 1967-68 Fellowship—Department of Health, Education and Welfare.



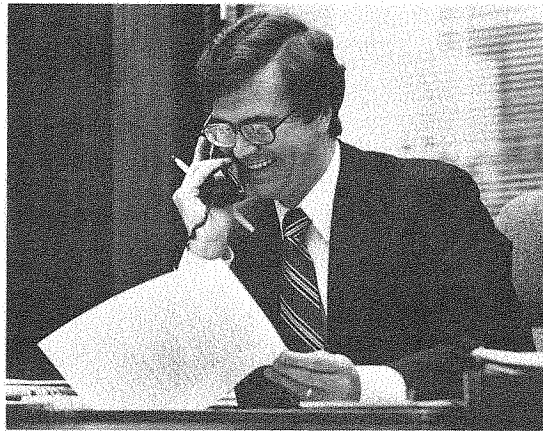
William R. Cotter, President, Colby College, Waterville, Maine; 1965-66 Fellowship—Department of Commerce.



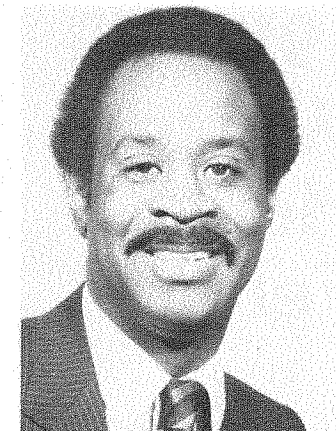
Judith Mercardo, Manager, Corporate Planning, Esso S.A.P.A., Argentina; 1979-80 Fellowship—The White House.



Commodore Leon A. Edney, Commandant, United States Naval Academy; 1970-71 Fellowship,—Department of Transportation.



Tom Johnson, Publisher and Chief Executive Officer, *Los Angeles Times*; 1965-66 Fellowship—The White House.



Isiah Leggett, Assistant Dean and Associate Professor, School of Law, Howard University; 1978-79 Fellowship—Department of Agriculture.



Nelson A. Diaz, Judge, Court of Common Pleas, Philadelphia, Pennsylvania; 1977-78 Fellowship—Office of the Vice President.



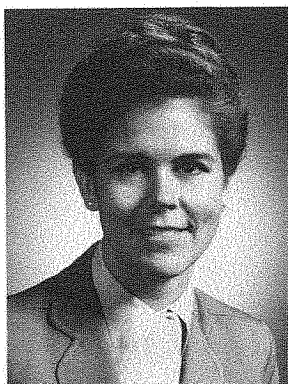
Lynn A. Schenck, Secretary of Business, Transportation and Housing, State of California; 1976-77 Fellowship—Office of the Vice President.



Michael H. Armacost, United States Ambassador to the Philippines; 1969-70 Fellowship—Department of State.

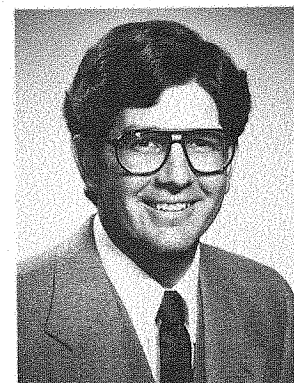
1982-83 White House Fellows

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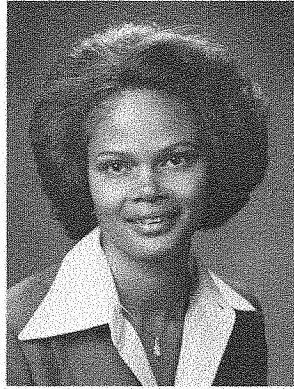
Catherine Lynn Olson Anderson
Hopkins, Minnesota

Catherine Lynn Olson Anderson, 34, Assistant Hennepin County Attorney, Criminal Trial Division, Minneapolis, Minnesota. Born in Marshall, Minnesota, she received a B.F.A. degree from the University of Minnesota in 1969, and a J.D. degree from the University of Minnesota Law School in 1973. Formerly an artist, co-founder and director of an artists' workshop and gallery, Mrs. Anderson was a defense attorney specializing in trial and appellate practice for six years prior to becoming a criminal prosecutor in 1980. She has held many positions in professional and community organizations, and has lectured and taught in her field of specialty.



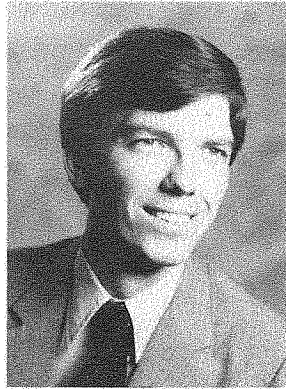
Michael L. Campbell
Clarksburg, California

Michael L. Campbell, 35, owner of Campbell Farms, Clarksburg, California. Born in San Francisco, California, he received a B.S. degree from the University of California at Davis and an M.S. degree from Stanford University. He studied agricultural economics at Massey University in New Zealand on a Rotary Foundation Fellowship for International Understanding and was a Kellogg Fellow in the California Agricultural Leadership Program. Mr. Campbell is active in California agricultural organizations and a leader in youth and civic activities in Clarksburg. He has received numerous agricultural, civic and Scouting awards and is listed in *Outstanding Young Men of America* and *Who's Who in the West*.



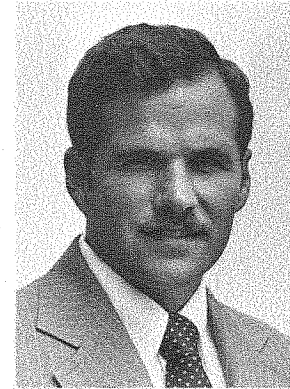
Paula H. J. Cholmondeley
Short Hills, New Jersey

Paula H. J. Cholmondeley, 35, Vice President of Strategic Planning and Programs, Westinghouse Elevator Company, Short Hills, New Jersey. Born in Kingston, Jamaica, she received a B.A. degree from Howard University and an M.S. degree in Accounting from Wharton School, University of Pennsylvania. Ms. Cholmondeley is a Certified Public Accountant in New York and Connecticut and serves as Chairman of the Minority Business Development Committee of the American Institute of Certified Public Accountants and is involved in other professional accounting societies. She has been named Outstanding Member of the National Association of Black Accountants and received the National YWCA Tribute to Women in International Industry Award.



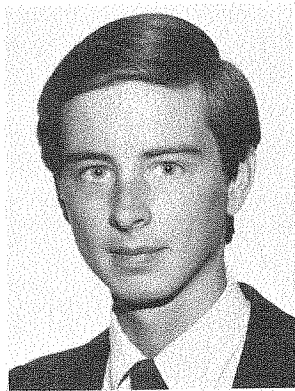
Clayton M. Christensen
Belmont, Massachusetts

Clayton M. Christensen, 30, Project Manager, The Boston Consulting Group, Inc., Boston, Massachusetts. Born in Salt Lake City, Utah, he studied as a David O. McKay Scholar at Brigham Young University, receiving a B.A. with highest honors in 1975. He was awarded a Rhodes Scholarship and earned an M. Phil. in Economics from the University of Oxford in 1977. Mr. Christensen also received an M.B.A. from the Harvard Business School, graduating with High Distinction as a George F. Baker Scholar. He is an active leader in his church and has held several positions in local Cub and Boy Scout organizations.



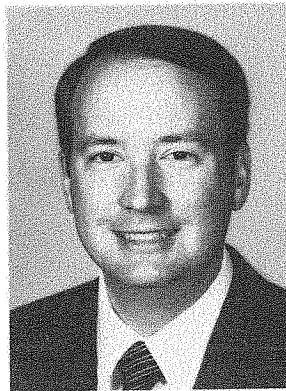
Jonathan S. Gration
Wheaton, Illinois

Jonathan S. Gration, 30, Captain in the United States Air Force, Technical Assistance Field Team, Kenya. Born in St. Charles, Illinois, he received a B.S. degree from Rutgers University and is currently Advisor to the Kenya Air Force and primary Instructor Pilot for the F-5 jet fighter. In 1979, shortly after the fall of Idi Amin, Captain Gration travelled to Uganda at his own expense to work on humanitarian and reconstruction projects. He has been active in community activities, particularly those emphasizing young people and in 1981 he was selected by the U.S. Jaycees as one of the "Ten Outstanding Young Men" of America.



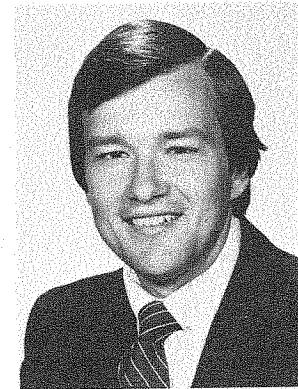
Paul T. Hasse
Silver Spring, Maryland

Paul T. Hasse, 27, Chairman of HALT—An Organization of Americans for Legal Reform, Inc. Born in Carbondale, Illinois, he received a B.A. degree from Texas A&M University in 1976, and an M.A. in 1979 from Oxford University, which he attended as a Rhodes Scholar. Mr. Hasse has produced commercial films, he is the editor and occasional author of a series of legal educational manuals for consumers, and he serves on the board of directors of the Taxpayers Foundation.



Frank G. Klotz
Colorado Springs, Colorado

Frank G. Klotz, 31, Captain, United States Air Force, Assistant Professor of Political Science, United States Air Force Academy, Colorado Springs Colorado. Born in Lubbock, Texas, he is a Distinguished Graduate of the Air Force Academy. He received his masters and doctoral degrees from Oxford University, England, which he attended as a Rhodes Scholar. He has served at Headquarters Air Force and in the Office of the Assistant Secretary of Defense (Manpower, Reserve Affairs and Logistics). Captain Klotz participates actively in several community and church endeavors. His awards include the Defense Meritorious Service Award.



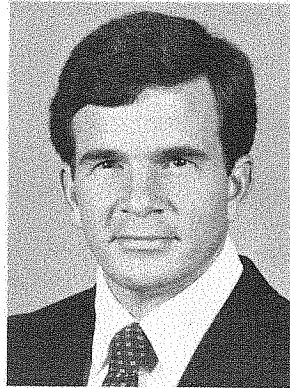
Douglas W. Kmiec
Notre Dame, Indiana

Douglas W. Kmiec, 30, Associate Professor of Law, University of Notre Dame. Born in Chicago, he graduated from Northwestern University and the University of Southern California Law Center, where he was a senior editor of the *Southern California Law Review*. A member of the Illinois and California Bars, he has practiced law with major firms in Chicago and Beverly Hills. Professor Kmiec is a frequent contributor to legal seminars, ABA committees and is listed in *Who's Who in American Law*. He has published numerous articles and contributed to books in his teaching areas—property, land use, environmental laws and state and local government.



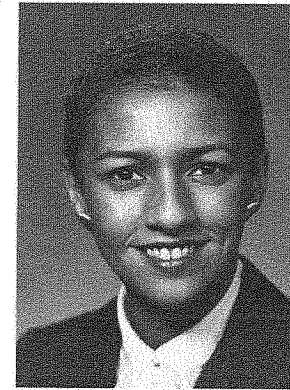
Kathy Stroh Mendoza
New York City

Kathy Stroh Mendoza, 38, President of Vis-A-Vis Information Design, a consulting firm specializing in media production. She is working for Time Video Information Services, Inc., developing their teletext service. Born in Lake Charles, Louisiana, she received a B.A. cum laude from Vassar College. She has produced three major television series: *American Enterprise*, *The Search for Solutions*, and *3-2-1 Contact*, a series on science and technology produced for the Children's Television Workshop. Each of the series has won awards, including four Emmys, the National Education Association Advancement of Learning in Broadcasting Award and the Action for Children's Television Achievement Award.



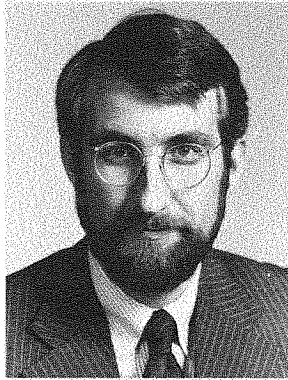
Daniel T. Oliver
Orange Park, Florida

Daniel T. Oliver, 37, Commander, United States Navy. A Naval Aviator, Commander Oliver is the Commanding Officer of Patrol Squadron SIXTEEN, home-ported at the Naval Air Station, Jacksonville, Florida. Born in Camden, South Carolina, he received a B.S. degree in 1966 and an M.Ed. degree in 1973, both from the University of Virginia. In addition to aviation assignments, he has served as an Associate Professor of Naval Science at the University of Virginia, teaching Navigation and Naval Operations. A Certificated Multi-Engine and Instrument Ground School and Flight Instructor, he has been active in volunteer work and community social services.



Sharon Ivey Richie
Upper Marlboro, Maryland

Sharon I. Richie, 32, Major in the United States Army, Office of the Assistant Secretary of Defense for Health Affairs. Born in Philadelphia, Pennsylvania, she received a B.S.N. degree from Wagner College and an M.S. degree from the University of Texas at San Antonio, where she was selected as a member of Sigma Theta Tau, the National Nursing Honor Society. Major Richie is a graduate of the Army Command and General Staff College, recipient of the Army Commendation Medal and Meritorious Service Medal, and the only nurse on active duty to be awarded the Office of Secretary of Defense Identification Badge.



William L. Roper
Birmingham, Alabama

William L. Roper, 33, Health Officer, Jefferson County Department of Health, Birmingham, Alabama. Born in Birmingham, he received a B.S. degree and an M.D. degree both from the University of Alabama. He completed his residency in pediatrics at the University of Colorado Medical Center, received an M.P.H. degree from the University of Alabama, is board-certified in pediatrics and preventive medicine and teaches in both specialty areas at the University of Alabama in Birmingham. He serves as president of the Alabama Public Health Association and has been active in community affairs in the Birmingham area.



Adis M. Vila
Miami, Florida

Adis M. Vila, 28, Attorney, Paul & Thompson, Miami, Florida. Born in Cuba, she received a B.A. degree from Rollins College where she was honored with the Algernon Sydney Sullivan Medallion for outstanding scholarship, leadership and service, and named to *Who's Who in American Colleges and Universities*. She also holds a J.D. degree with honors from the University of Florida. The recipient of a Rotary Foundation Graduate Fellowship, Ms. Vila earned a Diploma in International Law with high honors from the Graduate Institute of International Studies in Geneva, Switzerland. She is a member of the Executive Committee of the Dade County Bar Association and the Board of Directors and Professional Advisory Board of the Epilepsy Foundation of South Florida.



Diane Welch Vines
Brookline, Massachusetts

Diane Welch Vines, 36, Assistant Professor of Psychiatric Nursing at Boston University and partner/psychotherapist in Beacon Associates, Brookline, Massachusetts. Born in Rochester, Minnesota, she received a B.S. in Nursing from Vanderbilt University, an M.A. in Nursing from New York University and is a candidate for a Ph.D. in Sociology from Boston University. Ms. Vines was a planner and negotiator for an innovative health and habilitation services contract between the private and public sectors. She has published and spoken nationally on family-related issues. She was listed in *Most Outstanding Young Women of America* in 1977 and has an adopted son from El Salvador.

Calendar of Selection Process

- August 1982** Application forms become available from Commission Office.
- November 15, 1982** Deadline for requesting application forms (last acceptable postmark date).
- December 1, 1982** Application deadline. In no case will applications postmarked later than December 1, 1982, be accepted.
- Approximately January 31, 1983** Applicants notified by mail whether or not they have been selected as regional finalists. Those selected will be advised of the date and location of their regional interviews.
- March 1983** Regional finalists interviewed by selection panels in the following 11 cities in the United States: Atlanta, Boston, Chicago, Dallas, Denver, New York, Philadelphia, San Francisco, Seattle, St. Louis, Washington, D.C. Every effort is made to assign regional finalists to the panel located closest to their homes; but, since the Commission seeks to maintain an equal distribution of regional finalists among the panels, this is not always possible. **Travel expenses incident to regional interviews are paid by the regional finalists.** Regional interviews are one or two days long.
- Approximately March 31, 1983** Regional finalists notified by mail whether or not they have been selected as national finalists.
- May 19-22, 1983** National finalists interviewed over a three-day period at a location near Washington, D.C., by members of the President's Commission on White House Fellowships. National finalists are reimbursed by the Commission for transportation expenses (round-trip, coach or tourist class), within the United States but not for international travel, and meals and lodging at the interview meeting site. Other expenses are the personal responsibility of the national finalists.
- The week of May 23, 1983** Presidential announcement of the 1983-84 White House Fellows. Notification will be by mail.
- June 20-24, 1983** 1983-84 White House Fellows are interviewed in Washington, D.C., by various Executive Branch agencies. All newly appointed Fellows must be in Washington for the entire interview period. Based on these interviews, the Director of the President's Commission on White House Fellowships determines the assignments of the 1983-84 Fellows. Assignments are made and announced prior to September 1. Fellows may be reimbursed by the government for transportation expenses (round-trip, coach or tourist class), within the United States but not for international travel. Other expenses during the interview week (including meals, lodging, taxis, etc.) are paid by the Fellow.
- September 1, 1983-August 31, 1984** Inclusive dates of the 1983-84 Fellowship year.

1983-84 White House Fellowship Application

Instructions

Please read the entire application, the descriptive information in this brochure, and these instructions before answering any questions on the application. Please also review the eligibility requirements and be sure that you meet them before you apply. The Commission cannot legally consider applications from ineligible persons or grant exceptions to these requirements.

Only official 1983-84 applications will be accepted. Please TYPE all responses and limit your replies to the spaces provided, except where essential to answer a question fully or when an explanation on a separate sheet is specifically requested. Any additional pages should be standard 8½" x 11" size. Answer questions fully and accurately, and sign and date the application in the place provided. Failure to do so may delay or prevent consideration of your application.

Your application must be accompanied by three personal evaluation forms furnished by individuals who have direct knowledge of your qualifications and character. One such form is provided in this application, which you are requested to reproduce as needed. Have each form completed by a reference and returned to you in a sealed envelope for submission with your application.

The Commission may solicit evaluations from other persons listed in the application who were not named as references who are in a position to measure the applicant's qualifications and character. You will be asked to submit certified educational transcripts at the regional finalist stage.

After completing your application, ascertain that all of the pages are in proper sequence and secure them with a paper clip (please do not staple). In addition, please indicate on the first page of the separate sheets used to answer the essay questions, the number of the question. Also print or type your name on the upper right hand corner of each page of the essays. When completed, please

enclose the application including the required references in a large envelope for mailing. Do not fold the application. A cover or transmittal letter need not accompany your application.

Mail your application to the President's Commission on White House Fellowships, 712 Jackson Place, N.W., Washington, D.C. 20503. (Be sure that you completed and included the cards on the back cover of this booklet. One of these cards will be mailed back to you upon the Commission's receipt of your application. If you do not receive this acknowledgement within a reasonable time after you mail your application, contact the Commission office at (202) 395-4522. We suggest that you retain a copy of your application in the event the original is lost in the mail.)

For consideration in the 1983-84 Fellowship competition, an application must be postmarked not later than December 1, 1982. In fairness to all applicants, exceptions to this deadline may not be granted and incomplete applications will not be considered.

It is suggested that you complete and return your application as soon as possible. If you do mail your application close to the December 1 deadline, however, you may want to ask for a postmark receipt from the post office to guard against delay in post-marking.

If you are mailing your application from overseas, send it by air mail and post it as early as possible to avoid delay in the initial stage of the selection process.

The President's Commission on White House Fellowships follows section 717 of the EEO Act of 1972. Persons who believe that they have been discriminated against in violation of that law may file administrative complaints by contacting an Equal Employment Opportunity counselor at the Office of Personnel Management.

1983-84 White House Fellowship Application

1. Name (last, first, middle)

7. Employer and Address

2. Preferred Title

Mr. Mrs. Miss Ms.

Other _____

3. Other names used (e.g. maiden)

8. Your business address and position
(and military rank when applicable)

4. Home address (include ZIP Code)

4a. Permanent address if not same as above

9. Your job affiliation:

Academe Business Military

State and Local Government Law

Medicine Other Profession

Non-profit Organization Student or Fellow

5. Phone (include area codes)

Home:

Office:

10. Birthplace (city and state, or foreign country)

6. Are you a citizen of the United States of America?

Yes No

11. Birth date (month, day, year)

12. Have you applied for any of the following Federal Government examinations or programs: Professional and Administrative Career Examination, Federal Management Intern Examination, Foreign Service Officer, the Peace Corps? If yes, indicate which, whether or not you passed, and whether or not you met the qualification requirements.

13. Have you ever worked for or are you now working for the Federal Government or are you being paid by Federal funds? If so, please explain and give inclusive dates.

14. It is helpful for the Commissioners evaluating your application to see "at a glance" the development of education and career patterns. Therefore, on a separate sheet of paper, please provide a chronological listing of all positions you have held, employers, and dates held. Work back from your current position and include all post-secondary school education. Account for all periods of unemployment and military service.

15. Have you ever been discharged from any job, or have you quit after being informed that your employer intended to discharge you?

If your answer is "Yes," give details:

16. On a separate sheet of paper, describe in 300 words or less, your life's ambition, what you hope to accomplish or achieve in your lifetime, and what position you hope to attain.

17. On a separate sheet of paper discuss, in 300 words or less, why you want to be a White House Fellow, what you consider to be your major strengths and qualifications for the program, and what benefits you feel are likely to result from your participation.

18. On a separate sheet of paper write a memorandum, of not more than 500 words, for the President, making a specific policy proposal. Explain why you think it is important, what issues it raises, and why you think he should support it.

Educational Background

19. Please provide the following information about your education, high school and beyond:

Name and location of schools	Dates attended From To	Degree or diploma and field	Class rank (top 10%, 1st, 2nd, 3rd, 4th quarter)
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20. Please list, describe and explain the purposes of the major extracurricular activities in which you participated. For each activity listed, specify the name of the school, college, or university, any offices held, the length of your membership, and the level of your participation. Also list any major awards or recognitions received.

Work Experience

21. If you have taken a test or examination that is required in order to qualify for the practice of any occupation or profession, give the information requested for each such test or examination, and for each time you took the examination, if more than once.

Full name of test or examination (NOT initials)	Administering agency	State or jurisdiction	Year	Passed	
				Yes	No
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

22. After having qualified for the practice of any occupation or profession, have you ever been barred from such practice or disciplined by any agency because of your conduct? Yes No

If your answer is "Yes," state on a separate sheet of paper the dates of and reasons for such debarment or disciplining, the name and address of the agency concerned, and whether you have been reinstated.

23. a. List dates, branch, and serial or service number for all active military service.

From	To	Branch of service	Serial or service number
_____	_____	_____	_____
_____	_____	_____	_____

b. Have you ever been discharged from the Armed Forces under other than honorable conditions?

Yes No

If your answer is "Yes," give details on a separate sheet of paper.

24. Detail and describe your work experience. Start with your present position and work back. Account for all periods of time since your first employment, including periods of unemployment and time spent as a student or in military service. If you have been graduated from school for more than eight years, you may summarize part-time or summer employment while you were obtaining your education.

a. Dates of employment (month, year)		Name and address of employer	Place of employment (city and state)
From	To present time		
Kind of business or organization (manufacturing, accounting, insurance, etc.)		Name, title, and present address of immediate supervisor	
Exact title of position	Salary or earnings		Number and kind of employees you supervised
	Starting \$	per	
	Final \$	per	
Description of work			

Describe any outstanding contributions made by you in this work, and list any citations, awards, or unusual promotions.

b. Dates of employment (month, year)		Name and address of employer	Place of employment (city and state)
From	To		
Reason for leaving			

Kind of business or organization (manufacturing, accounting, insurance, etc.)	Name, title, and present address of immediate supervisor
---	--

Exact title of position	Salary or earnings		Number and kind of employees you supervised
	Starting \$	per	
	Final \$	per	

Description of work

Describe any outstanding contributions made by you in this work, and list any citations, awards, or unusual promotions.

c. Dates of employment (month, year)		Name and address of employer	Place of employment (city and state)
From	To		
Reason for leaving			

Kind of business or organization (manufacturing, accounting, insurance, etc.)	Name, title, and present address of immediate supervisor
---	--

Exact title of position	Salary or earnings		Number and kind of employees you supervised
	Starting \$	per	
	Final \$	per	

Description of work

Describe any outstanding contributions made by you in this work, and list any citations, awards, or unusual promotions.

d. Dates of employment (month, year)		Name and address of employer	Place of employment (city and state)
From	To		
Reason for leaving			

Kind of business or organization (manufacturing, accounting, insurance, etc.)	Name, title, and present address of immediate supervisor
---	--

Exact title of position	Salary or earnings		Number and kind of employees you supervised
	Starting \$	per	
	Final \$	per	

Description of work

Describe any outstanding contributions made by you in this work, and list any citations, awards, or unusual promotions.

e. Dates of employment (month, year)		Name and address of employer	Place of employment (city and state)
From	To		
Reason for leaving			

Kind of business or organization (manufacturing, accounting, insurance, etc.)	Name, title, and present address of immediate supervisor
---	--

Exact title of position	Salary or earnings		Number and kind of employees you supervised
	Starting \$	per	
	Final \$	per	

Description of work

Describe any outstanding contributions made by you in this work, and list any citations, awards, or unusual promotions.

(Reproduce this form and use as needed.)

Voluntary Community Activities

25. List the major civic and social activities (non-job related) in which you have participated during the past ten years. Describe the purposes, objectives and size of each organization, and your level of participation ("helped organize," "served as president," etc.). List any awards or special recognition that you received for these activities, and indicate for each activity listed the inclusive dates of your participation.

Name and address of organization	Purposes or objectives	Size	Level of participation	Dates	Awards and recognitions
-------------------------------------	------------------------	------	---------------------------	-------	----------------------------

26. What do you consider to be your most significant contribution to your community? Explain why or in what ways you consider it to be significant.

Professional and Occupational Activities

27. List the major business and professional activities in which you have participated during the past ten years. Describe the purposes, objectives and size of each organization, and your level of participation ("helped organize," "served as president," etc.). List any awards or special recognition that you received for these activities, and indicate for each activity listed inclusive dates of your participation.

Name and address of organization	Purposes or objectives	Size	Level of participation	Dates	Awards and recognitions
-------------------------------------	------------------------	------	---------------------------	-------	----------------------------

28. What do you consider to be your most significant contribution to your professional field? Explain why or in what ways you consider it to be significant.

29. In addition to the things you have mentioned in answering questions 26 through 29, list and describe briefly any other accomplishments or skills of which you are proud or that you deem significant or outstanding. Include, among other things, literary awards, inventions, patents, prizes for architectural design or works of art, significant publications (do not enclose actual publications), and fluencies in foreign languages. You may also use this space to describe briefly any news stories, editorials, radio or television announcements, etc., that show evidence of your recognition by community, cultural, business, or other groups. Enclose pertinent news clippings only when germane and not numerous.

30. Describe what you enjoy doing in your leisure time, how you spend your vacations, and meaningful experiences these opportunities have afforded you.

President's Commission on White House Fellowships

PERSONAL EVALUATION

Applicant: Please print or type your name: _____

To the person completing this evaluation:

The White House Fellowship Program, begun in 1964, seeks to identify gifted and highly motivated young Americans. It offers them first-hand experience in the process of governing the Nation and a sense of personal involvement in the leadership of the society. Between 1500 and 2000 applications are received each year. The above-named individual has applied for one of the 14 to 20 White House Fellowships for 1983-84.

The Commission depends on persons who have known the applicant personally and in his/her studies, work or civic activities. The Commission urges you to be as specific and candid as possible, citing any particular incidents that illustrate the applicant's maturity, purposefulness and initiative. Your prompt submission of this form will be most helpful, as the applicant can neither complete his/her application nor be considered without your remarks.

Please note that provisions of the Privacy Act of 1974 entitle applicants, upon request, to have access to records about themselves, including this evaluation, and that it is the Commission's practice to destroy personal records of this sort 60 days after a letter advising a candidate that he or she has been eliminated from the competition has been mailed.

Please return this form plus any additional sheets in a sealed envelope with your signature across the seal. The applicant will then submit the sealed envelope as part of the completed application package to the President's Commission on White House Fellowships.

Thank you for your time, assistance, and cooperation.

(Reproduce this form and use as needed.)

Below is a series of descriptive statements. Based on your knowledge of the candidate, decide the extent to which each statement is descriptive of him or her and place a check mark in the appropriate column. A check under "5" means that the statement is completely and consistently descriptive of the candidate in all contexts, circumstances, and occasions in which you have known or observed him/her and you rate him/her outstanding (top 5%); "4" means that the statement is almost always descriptive and you rate him/her excellent (top 15%); "3" means that the statement is almost always descriptive and you rate him/her "good" (top third); "2" means that it is occasionally descriptive and you rate him/her "average" (middle third); "1" means that the statement is not descriptive at all and you rate him/her "poor" (bottom third). (If you do not feel that you can evaluate the candidate in some particular, check the "Don't Know" column.)

	5	4	3	2	1	Don't Know
Intellectual Ability						
Analytical powers.....						
Rigor of thought.....						
Critical facility.....						
Reasoning ability.....						
Writes clearly & convincingly.....						
Speaks clearly & convincingly.....						
Personal integrity and responsibility						
Courage of convictions.....						
Accepts blame when it is his/ hers.....						
Keeps his/ her word.....						
Inspires trust on part of associates.....						
Decisiveness, energy, vigor, creativity						
Follows through on work.....						
Eager to assume responsibility.....						
Innovative solutions.....						
Fulfills commitments.....						
Leadership						
Inspires confidence of others.....						
Channels/ directs efforts of others.....						
Convinces by sound reasons.....						
Takes responsibility for decisions he/ she makes.....						
Gives subordinates full credit for what they do.....						
Is respected for wisdom and courage of his/ her leadership.....						
Civic-mindedness and sense of responsibility						
Believes firmly in the ideals and principles of American government.....						
Feels and demonstrates a strong sense of obligation to his/ her community.....						
Self-confidence, poise, ability to get along with others						
Is poised and confident of his/ her own ability.....						
Profits from constructive criticism.....						
Remains stable under stress.....						
Is able to work cooperatively and not just alone.....						
Is clear and persuasive in argument.....						

Although your rating of the applicant on the above scales will be important in judging his/ her qualifications for a White House Fellowship, even more important will be your candid and specific comments answering the following questions. Please attach additional sheets as necessary.

1. What do you feel are the applicant's major strengths? Please include a specific example or an occasion in which these strengths were demonstrated.
2. What do you feel are the applicant's weaknesses?
3. What do you consider to be the major impact the applicant has made in his/ her professional work?
4. What do you consider to be the candidate's major contribution to his or her community, outside his or her professional work?
5. What has the candidate done that you consider to be especially enterprising or creative?
6. Describe the situation, circumstance, or occasion that you feel most significantly called upon the candidate's leadership, judgment, abilities, and capacity and describe how he or she responded or acted in that situation.
7. What is the candidate's potential? What position or level of responsibility do you expect the candidate to achieve in his or her lifetime?
8. In what specific ways would you anticipate that this person would benefit personally and professionally, if selected as a White House Fellow?
9. To what extent and in what specific ways would you expect this candidate's community and the Nation to benefit from his/ her participation in the Fellowship program?
10. If you were the President or Vice President of the United States, or a member of the cabinet, would you select this person to be a key member of your personal staff?

DEFINITELY PROBABLY POSSIBLY PROBABLY NOT NO

11. All things considered, how do this person's ability and potential compare to others with whom you are acquainted?

OUTSTANDING (top 5%) EXCELLENT (top 15%) GOOD (top third) AVERAGE (middle third) POOR (bottom third)

Name (please print)

Address

Title

Nature of business, occupation, profession

How long have you known applicant? _____ In what connection? _____

Signature

Date

THE FOLLOWING INFORMATION IS REQUESTED ON A WHOLLY VOLUNTARY BASIS AND IS INTENDED ONLY TO AID US IN EVALUATING OUR RECRUITMENT AND ADMINISTRATIVE PROCEDURES. THIS SHEET WILL BE DETACHED FROM YOUR APPLICATION AND WILL NOT BE SEEN BY EVALUATORS AT ANY STAGE.

1. How did you hear about the program? (Please be specific.)

2. Do you feel this brochure has fully explained the fellowship and anticipated most of your questions? _____

If no, in what ways might it be improved? _____

3. Race and National Origin Identification. Please check one:

A American Indian or Alaskan Native

A person having origins in any of the original peoples of North America, and who maintains cultural identification through community recognition or tribal affiliation.

B Asian or Pacific Islander

A person having origins in any of the original peoples of the Far East, South-east Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

C Black, not of Hispanic origin

A person having origins in any of the black racial groups of Africa. Does not include persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish cultures or origins (see Hispanic).

D Hispanic

A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish cultures or origins. Does not include persons of Portuguese culture or origin.

E White, not of Hispanic origin

A person having origins in any of the original peoples of Europe, North Africa, or the Middle East. Does not include persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish cultures or origins (see Hispanic). Also includes persons not included in other categories.

You are requested to furnish this information under the authority of 42 U.S.C. § 2000e-16, which requires that Federal employment practices be free from discrimination and provide equal employment opportunities for all. Solicitation of this information is in accordance with Department of Commerce Directive 15, "Race and Ethnic Standards for Federal Statistics and Administrative Reporting."

This information will be used in planning and monitoring equal employment opportunity programs. Your furnishing this information is voluntary. Your failure to do so will have no effect on your candidacy for the White House Fellowships program.

Your Name

Records Retention

Pursuant to the Freedom of Information Act (5 USC §552, as amended) and the Privacy Act of 1974 (5 USC §552a), the President's Commission on White House Fellowships operates its competitive application process and collects personal information for its use in evaluating applicants under authority of Executive Order No. 11183, as amended.

Applicants furnish the information requested in the application form voluntarily. Failure to furnish all of the requested information, however, may result in an applicant's being eliminated from consideration for a Fellowship.

All files, records, and other material submitted by or in behalf of any applicant, or collected or obtained with regard to an applicant, are used by those persons associated with the Commission for the purpose of screening and evaluating applications for White House Fellowships and will not, as a general rule, be disclosed to any person not associated with the Commission.

The information collected may also be used in aggregate form for statistical analysis that will not identify individuals. (The application forms of persons selected

as White House Fellows may, however, be circulated to appropriate Executive Branch officials incident to placing Fellows in assignments for the Fellowship year and subsequently may be retained, along with other applicant file materials, by the Commission in its permanent files on persons who are selected as White House Fellows. These permanent records are accessible to the individuals concerned.)

Sixty days after a letter has been mailed to an applicant advising that he or she has been eliminated from the competition, all materials in the applicant's file will be destroyed and this procedure will be repeated after each stage of the selection process.

The Commission cannot assume responsibility for the return of applications or supporting documents. Applicants are, therefore, advised to retain copies of their application forms and not to submit irreplaceable documents or other materials with applications.

The Commission and those involved in the selection process do not prepare written evaluations of applications or applicants for the applicants' records or files. No such evaluation can, therefore, be provided.

Type All Cards and Return Them With This Application

President's Commission on
White House Fellowships
712 Jackson Place, N.W.
Washington, D.C. 20503
Official Business
Penalty for Private Use, \$300



Postage and Fees Paid
Office of
Personnel Management
OPM-245

(Your Name)

(Address)

(City and State)

(ZIP Code)

To insure prompt notification of status on January 31, 1983,
please fill your name and address within the brackets below.

Four L-shaped brackets arranged in a 2x2 grid, intended for marking the name and address fields.

1983-84

Mr.
Mrs.
Miss
Ms.

1. (Last Name) (One Given Name) (Initial)

2. Address (Include ZIP Code)

3. Home Phone (Include Area Code)

4. Date of Birth

5. Office Phone (Include Area Code)

6. Date of This Application

YOUR APPLICATION HAS BEEN RECEIVED.
YOU WILL BE NOTIFIED OF YOUR STATUS
APPROXIMATELY JANUARY 31, 1983.

President's Commission on
White House Fellowships

President's Commission on
White House Fellowships
712 Jackson Place, N.W.
Washington, D.C. 20503

Official Business
Penalty for Private Use, \$300

Postage and Fees Paid
Office of
Personnel Management

OPM-245



ALICE WILSON

P.S.I. ✓

THE WHITE HOUSE

WASHINGTON

February 3, 1983

MEMORANDUM FOR FRED F. FIELDING

FROM: JOHN G. ROBERTS *JGR*

SUBJECT: Inquiries from Jim Coyne, Special Assistant to the President for Private Sector Initiatives

Jim Coyne has addressed the following two legal inquiries to me:

1. Are there any restrictions on his campaign committee holding a fundraiser (John Heinz has agreed to host) to retire his outstanding campaign debt?
2. Is WBZ-TV's scheme to raise money for the arts legal? The Boston television station has established a 501(c)(3) organization, WBZ Fund for the Arts. The station agrees to advertise upcoming performances by deserving groups on its (so-called) public service announcements if the group will donate 10 percent of the gate to the WBZ Fund for the Arts. WBZ wants support from the Private Sector Initiatives Office, but Coyne is uncertain if the scheme is legal.

I would be happy to work on these questions but wanted to alert you to them first.

THE WHITE HOUSE

WASHINGTON

February 24, 1983

MEMORANDUM FOR FRED F. FIELDING

FROM: JOHN G. ROBERTS

SUBJECT: WBZ Fund for the Arts

Jim Coyne, Special Assistant to the President for Private Sector Initiatives, has asked if WBZ-TV's fundraising scheme for the arts is legal. According to Coyne, WBZ-TV has established a 501(c)(3) organization, WBZ Fund for the Arts. WBZ-TV agrees to advertise upcoming performances by deserving groups if the groups will donate 10 percent of the gate to the WBZ Fund for the Arts. WBZ is seeking backing of an undertermined nature from the Private Sector Initiatives Office, and Coyne wanted to determine if the scheme was legal before pursuing discussions with WBZ.

I raised the matter with Bruce Fein, General Counsel at the Federal Communications Commission. Fein saw no problems with the WBZ scheme, nor has my limited independent research disclosed any. Coyne's inquiry was very general, and did not concern any specific involvement by the Office of Private Sector Initiatives. In light of these facts, and the general inadvisability of our office opining in the abstract on the legality of the activities of outside parties, I recommend simply orally advising Coyne that we see no problems with WBZ's general scheme. If a specific proposal for involvement by Coyne's office develops, we can advise him in writing at that time. If you agree, I will call Coyne.

THE WHITE HOUSE

WASHINGTON

October 13, 1983

MEMORANDUM FOR RICHARD A. HAUSER

FROM: JOHN G. ROBERTS

SUBJECT: Partnerships in Education -- Draft
Presidential Memo to Heads of Departments
and Agencies and Enclosed Materials
(Prepared by the Office of Private Sector
Initiatives)

Richard Darman has asked for comments by noon today on the attached proposed Presidential memorandum. The memorandum requests each executive department and agency - including field offices - to "adopt" a school and have employees engage in such activities as tutoring, field trips, tours, and speakers programs with pupils from the adopted school. The memorandum notes that the White House staff will lead by example by adopting a D.C. public school.

I have no general objection to the concept of adopting a school, or even to including government agencies in the effort, although it is obvious that legal questions will arise with respect to the particulars of any program. (E.g., should workers be given time off to tutor students? May appropriated funds be used in the program?) I think the program can only proceed as a voluntary one, and this fact should be made clear in the memorandum. I reviewed the matter with Joe Morris of OPM and he saw no problems, assuming that participation of federal employees was voluntary and on their own time. We should also stress to those who will be implementing the program that appropriated funds may only be used for the purposes for which they were appropriated.

Attachment

THE WHITE HOUSE

WASHINGTON

October 13, 1983

MEMORANDUM FOR RICHARD G. DARMAN
ASSISTANT TO THE PRESIDENT
DEPUTY TO THE CHIEF OF STAFF

FROM: RICHARD A. HAUSER *RAH*
DEPUTY COUNSEL TO THE PRESIDENT

SUBJECT: Partnerships in Education -- Draft
Presidential Memo to Heads of Departments
and Agencies and Enclosed Materials
(Prepared by the Office of Private Sector
Initiatives)

Counsel's Office has reviewed the proposed Presidential memorandum to heads of executive departments and agencies on Partnerships in Education. This proposed program, which we have not had an opportunity to review until this late date, should, in our view, only proceed on the basis of voluntary participation by federal employees on their own time. This point must be made clear in the Presidential memorandum.

Those charged with implementing the program, both in the Private Sector Initiatives Office and in the agencies, must also be reminded that appropriated funds may only be used for those purposes for which they were appropriated. Serious questions would be raised, for example, if an agency with no specific responsibilities in the education area were to use appropriated funds to assist its adopted school. Any such questions arising in the course of implementing this program should be reviewed by the appropriate general counsel.

With respect to the particular language of the memorandum, we recommend changing the beginning of the penultimate sentence in the second paragraph to read: "Elements of the partnership can range from your employees volunteering to become involved in..." The following should also be added at the end of the second paragraph: "Participation by individual employees in this program is entirely voluntary, and should be on the employee's own time."

RAH:JGR:aea 10/13/83

cc: FFFielding/RAHauser
JGRoberts
Subj
Chron

THE WHITE HOUSE

WASHINGTON

October 12, 1983

MEMORANDUM FOR RICHARD A. HAUSER

FROM: JOHN G. ROBERTS *JGR*

SUBJECT: Presidential Remarks: Kickoff of
Partnerships in Education Program
Thursday, October 13, 1983
(10/11/83 - 6:30 p.m. draft)

Richard Darman has asked that comments on the above-referenced remarks be sent directly to Ben Elliott by noon today. The remarks discuss the need for education reforms and focus on the initiative to promote partnerships in education, whereby businesses or government agencies support a particular school. The President announces that he will sign an executive order directing "all branches of the Government" to form partnerships with local schools, and then announces that the White House will form such a partnership with Congress Heights Elementary School. The remarks conclude with the signing of a proclamation designating this school year as the National Year of Partnerships in Education.

Dianna advises me that the reference to the executive order is incorrect and will be deleted. I have memorialized this in our comment memorandum. The proclamation has already been signed by the President, but I have no objection to a second, ceremonial signing. I have no other objections.

Attachment

THE WHITE HOUSE

WASHINGTON

October 12, 1983

MEMORANDUM FOR BEN ELLIOTT
PRESIDENTIAL SPEECHWRITING OFFICE

FROM: RICHARD A. HAUSER *RAH*
DEPUTY COUNSEL TO THE PRESIDENT

SUBJECT: Presidential Remarks: Kickoff of
Partnerships in Education Program
Thursday, October 13, 1983
(10/11/83 - 6:30 p.m. draft)

Counsel's Office has reviewed the above-referenced draft remarks. It is our understanding that the first sentence of the first full paragraph on page 4 is incorrect, and that no such executive order will be signed. Appropriate changes in the text should be made, deleting any reference to an executive order. We have no other objections.

cc: Richard G. Darman

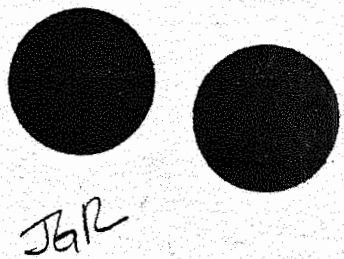
RAH:JGR:aea 10/12/83

bcc: FFFielding/RAHauser
JGRoberts
Subj
Chron

WHITE HOUSE CORRESPONDENCE TRACKING WORKSHEET

- O - OUTGOING
- H - INTERNAL
- I - INCOMING
Date Correspondence Received (YY/MM/DD) 1 / 1 /

Name of Correspondent: Richard G. DARMAN



JGR

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

Subject: Presidential Remarks: Kickoff of
Partnerships in Education Program
Thursday, October 13, 1983 (10/11/83; 6:30pm)

ROUTE TO:	ACTION	DISPOSITION
Office/Agency (Staff Name)	Action Code	Tracking Date YY/MM/DD
<u>CWHOLE</u>	ORIGINATOR	<u>83110112</u>
	Referral Note:	
<u>CWAT18</u>	<u>D</u>	<u>83110112</u>
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ACTION CODES:

- A - Appropriate Action
- I - Info Copy Only/No Action Necessary
- C - Comment/Recommendation
- R - Direct Reply w/Copy
- D - Draft Response
- S - For Signature
- F - Furnish Fact Sheet to be used as Enclosure
- X - Interim Reply

DISPOSITION CODES:

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

FOR OUTGOING CORRESPONDENCE:

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

Comments: _____

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(Robinson/BE)
October 11, 1983
6:30 p.m.

PRESIDENTIAL REMARKS: KICKOFF OF PARTNERSHIPS
IN EDUCATION PROGRAM
THURSDAY, OCTOBER 13, 1983

Good afternoon and welcome. It's a pleasure to have you all here. But I confess I get a little nervous with so many presidents and chief executive officers in the room. Who's minding your store?

May I also say hello to those joining us by way of closed-circuit television -- the students, teachers, and parents of the Congress Heights Elementary School here in Washington. It's good to be talking to Congress Heights and to welcome all of you to this important ceremony here at the White House -- the home that belongs to you and all Americans.

America has always had a love affair with learning. From polished men of letters like Thomas Jefferson to humble, self-taught people like Abe Lincoln, and from inventors like Thomas Edison to visionaries like Martin Luther King, Americans have put their faith in the power of education to enrich lives and make our Nation strong.

We see the evidence of this in many fine schools like Congress Heights with thousands of dedicated superintendents, principals, and teachers. But we also face tremendous problems. Between 1963 and 1980, Scholastic Aptitude Test scores were in a virtually unbroken decline. Too many of our States demanded too little of their students, imposing lax graduation requirements. And compared to students in other industrialized nations, many of ours perform badly.

Yet even as we've recognized the challenge, our Nation has begun to respond. One of our Administration's first priorities was to establish a National Commission on Excellence in Education. We asked it to help us chart a new course that would permit us to correct the mistakes of the past. Even before the Commission released its report, grassroots America had begun to move.

Since 1980, no fewer than 20 States have passed tougher certification laws, so only fully-qualified teachers can enter the classroom. During the same period, more than half the school districts in the country have raised the number of credits they require in such basics as English, science, and math; and 38 percent more school districts will upgrade their standards by 1985. Throughout the land, parents, teachers, and school officials have begun vigorous work to improve the fundamentals -- not fancy budget structures, not frills in the curriculum, but teaching and learning. To quote Secretary Bell, what's going on now represents "the greatest, most-far-reaching, and . . . most promising reform and renewal of education since the turn of the century."

One aspect of this great renewal is the reason we've gathered here today. Across the country, groups of working men and women have been forming partnerships with schools -- partnerships in education. To form a partnership, volunteers from a business, government agency, or other organization strike an agreement with a school to develop programs that will help the school's students in one or two basic ways. The volunteers might

tutor students, establish scholarship funds, donate furniture and equipment, or teach classes.

In Houston, 86 businesses have formed partnerships with 65 schools, and in Chicago, 124 businesses have formed partnerships with 133 schools. San Diego schools benefit from partnerships with groups including the Chargers, the Padres, and the United States Navy. One way the Navy helps students in San Diego, incidentally, is by arranging for pen pals, and I can't imagine anything that sparks a youngster's imagination more than a letter from a sailor describing islands in the South Pacific or sunrise at sea.

But let's remember: all those partnerships already established still involve only a few thousand American schools out of some 125,000 total.

So today, I'm issuing a challenge to America to ensure our children get the education they deserve. Let us resolve that by the end of this school year, every one of our country's public, private, and parochial schools and community colleges -- all 125,000 of them -- will have formed a partnership in education. The goal is lofty, but well within the reach of a Nation that can send men to the Moon.

Let me add that I have directed the Federal Government to promote partnerships in education in every way it can. My special assistant Jim Coyne and his staff will work on the program throughout the year. They'll be publishing a partnerships in education newsletter, putting together a task force that will work with State Governments, industry

organizations, business associations, and other groups, and assembling a nationwide computer system called DATA-NET to help schools and partners get together.

Later today, I'll sign an Executive Order directing all branches of the Government to follow the example of those sailors in San Diego by forming their own partnerships with local schools. This won't be an expensive new Government program. It will be human and effective, with thousands of men and women, whose jobs range from designing satellites to building our bridges and highways, joining those in the private sector to lend a hand to our Nation's schools.

Now, I understand the principal of Congress Heights Elementary School is here with us. Bill Dalton, would you please join me?

Mr. Dalton, and all you watching at Congress Heights, I have a confession to make. You were told that closed-circuit TV's were put in your classrooms because WJLA Television here in Washington was going to form a partnership with your school. Well, that wasn't quite right, but my thanks to WJLA for playing along.

The truth is, with your permission Mr. Dalton, your school will form a partnership with those of us here at the White House. We'd like to pitch in at Congress Heights, tutoring, showing you kids around the White House, and talking to you about our jobs here and the careers we had before we came here. And by the way, if there's anybody interested in lifeguarding or movie acting, I'd be happy to talk that over, too.

Finally, let me say a word to you, the students at Congress Heights. You don't have to take notes, because I promise not to give a pop quiz.

You've probably heard a lot about the importance of dwindling resources. Well, I want you to know that our greatest resource is the human mind and it isn't dwindling at all. There's no limit to the human capacity for intelligence, imagination, and wonder. That's why giving all of you a good education is so very important.

Just a hundred years ago -- in the time of your great-grandfathers and -grandmothers -- oil was nothing but so much sticky, smelly liquid. It was the invention of the internal combustion engine that turned oil into a resource, and today oil fuels the world economy. Just 10 years ago -- around the time many of you were born -- sand was nothing but the stuff that deserts are made of. Today we use sand to make silicon chips that guide satellites through the infinite reaches of space.

So remember: in this vast and beautiful world that God has given us, it's not what's inside the Earth that counts, but what's inside your hearts and minds, because that's the stuff that dreams are made of, and America's future is in your dreams. Make them come true.

Thank you and God bless you. And now let me sign the proclamation naming this school year the National Year of Partnerships in Education.