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SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Proposed & Tentative For Administrative Use Only N— First Lady *— Away from White House T— Tentative			12:00 Lunch w/Crew of Space Shuttle VII 2:00 NSC 4:00 Admin. Time	12:00 Lunch w/VP * To Camp David	* Camp David	* Camp David * 12:06 Radio Talk
5 * Camp David	6 D-Day Senate Reconvenes thru 7/1 11:45 Coast Guard Medal Pres. 12:00 Issues Lunch 2:00 NSC 4:00 C. White 5:00 PBS Taping "Performance in WH Series"	7 9:30 Houphouet-Boigny Briefing 10:00 Arrival-Pres Houphouet-Boigny of Ivory Coast 10:30 Mig. with Houphouet-Boigny 4:00 GOP Jewish Coalition 5:00 H-Hold 7:30 State Dinner B-Tie	8 ON WASHINGTON, D.C. 11:00 Cabinet Time 3:00 PBS Taping "Performance in WH Series" (Rain Date)	9 ON CAMP DAVID 12:00 Phone call to Dick Bergholz Bkfst. * To Minnesota * Visit Public School * Fundraiser-Sen. Rudy Boschwitz Rel. to Washington	10 ON CAMP DAVID 9:45 Mig w/ Speechwriters 11:00 NSC 12:00 Lunch w/Bipart Roundtable (re: Cap. Formation)	11 ON CAMP DAVID * Camp David * 12:06 Radio Talk
12 ON WASHINGTON, D.C. * Camp David	13 ON WASHINGTON, D.C. 11:00 Hawke Briefing 11:30 Mig. w/P.M. Hawke of Australia 12:15 Lunch w/Hawke 1:30 Depart. Sims. 2:00 Cabinet Time 4:15 School Prayer Leaders 4:30 Taping Session	14 ON WASHINGTON, D.C. * Flag Day 9:30 Bi-Part. Leadership 12:00 Issues Lunch (T-TRAVEL)	15 ON WASHINGTON, D.C. 11:00 NSC 12:00 Lunch w/Key Supporters Address National PTA Conference Albuquerque, NM	16 ON WASHINGTON, D.C. 11:45 Medals to National-wide Presidential Scholars 12:00 Lunch w/VP 1:00 Students TV Show 2:00 Cabinet Time 4:00 Personnel Time 4:30 Admin. Time 5:00 Diplo. Credentials Eve Sen. J. Helms	17 ON CAMP DAVID 9:45 Mig w/ Speechwriters 11:00 Magana Briefing 11:30 Mig w/P.M. Magana of EI Salvador 12:15 Lunch w/Magana 1:30 Depart. Sims.	18 ON CAMP DAVID * Camp David * 12:06 Radio Talk
19 ON WASHINGTON, D.C. * Father's Day Camp David	20 ON WASHINGTON, D.C. * Address Tenn. Legislature 12:00 Lunch w/PSI Advisory Council Aft. Great Graduates Cong. Page School Late Aft. To Miss. f/GOP Fundraiser Rel. to Wash.	21 ON WASHINGTON, D.C. * Summer Begins 9:30 GOP Leadership 11:00 Gonzales Briefing 11:30 Mig. w/PM Gonzales of Spain 12:15 Lunch with Gonzales 1:30 Depart. Sims. 2:00 Cabinet Time 5:00 H-Hold	22 ON WASHINGTON, D.C. * 1:00 Address NFIB 6:30 Dinner w/Joint Chiefs of Staff	23 ON WASHINGTON, D.C. * AM To Chicago (Intv. AFI Doc.) * Address AMA Convention * Meet w/ Ruth Love Rel. to Washington 4:00 Personnel Time 4:30 Admin. Time 5:30 Eureka Reagan Scholars Recep.	24 ON CAMP DAVID 9:45 Mig. w/ Speechwriters 11:00 NSC 1:30 Intv.-Forbes Magazine 2:00 Cabinet Time * To Camp David	25 ON CAMP DAVID * Camp David * 12:06 Radio Talk
26 ON WASHINGTON, D.C. * Camp David	27 ON WASHINGTON, D.C. * 11:30 Combined Fed. Campaign Awards 12:30 Issues Lunch 2:00 Cabinet Time	28 ON WASHINGTON, D.C. * 11:00 NSC Hold Afternoon 8:00 Retirement Cer. f/Marine Commandant Barrow	29 ON WASHINGTON, D.C. * Visit "Skills Olympics" in Louisville, Ky. Address to Assoc. of Secondary School Principals Kansas City, MO.	30 ON WASHINGTON, D.C. * Address Calif. Legislature * Address American Assoc. of Univ. Women- San Francisco * To Los Angeles * Fundraiser, CA-GOP		
ON WASHINGTON, D.C.	ON WASHINGTON, D.C.	ON WASHINGTON, D.C.	ON KANSAS CITY	ON LOS ANGELES		



SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Proposed & Tentative For Administrative Use Only N—First Lady *—Away from White House T—Tentative					1 House Recess thru 7/10 N* Los Angeles N* To Ranch	2 Senate Recess thru 7/10 N* Ranch * 9:06 Radio Talk
3 N* Ranch	4 Independence Day (T-TRAVEL) TN* Rel. to Washington	5 9:30 GOP Leadership T 11:00 NSC T 12:00 Issues Lunch T 2:00 Cabinet Time 5:00 H-Hold	6	7 11:45 Inv. w/Sports Afield 11:55 Photo Former USSS SA/CS 12:00 Lunch w/VP T 2:00 Cabinet Time 4:00 Personnel Time 4:30 Admin Time	8 T 11:00 NSC Lunch w/ Marva Collins at W.H. TN* To Camp David	9 TN* Camp David * 12:06 Radio Talk
10 ON RANCH TN* Camp David	11 ON WASHINGTON, D.C. Senate Reconvenes thru 8/5 House Reconvenes thru 8/12 12:00 Issues Lunch	12 ON WASHINGTON, D.C. T 9:30 Bi-Part Leadership T 11:00 NSC T 2:00 Cabinet Time	13 ON WASHINGTON, D.C. White House Luncheon for Teachers of the Year from all States	14 ON WASHINGTON, D.C. 12:00 Lunch w/VP T 2:00 Cabinet Time 4:00 Personnel Time 4:30 Admin Time	15 ON CAMP DAVID T 11:00 NSC TN* To Camp David	16 ON CAMP DAVID TN* Camp David * 12:06 Radio Talk
TN Rel. to WH	N* Eve. Kennedy Center Marine Band B-Day	19 ON WASHINGTON, D.C. T 9:30 GOP Leadership T 11:00 NSC Hold Afternoon & Evening 5:00 H-Hold	20 ON WASHINGTON, D.C. T 11:00 Cabinet Time	21 ON WASHINGTON, D.C. 12:00 Lunch w/VP T 2:00 Cabinet Time 4:00 Personnel Time 4:30 Admin Time	22 ON CAMP DAVID T 11:00 NSC TN* To Camp David	23 ON CAMP DAVID TN* Camp David * 12:06 Radio Talk
17 ON WASHINGTON, D.C. TN* Camp David	18 ON WASHINGTON, D.C. T* To Florida T* Address Internat'l Longshorem'n's Asso. T Return to Wash. Hold Afternoon Visit Adult Literacy Center	26 ON WASHINGTON, D.C. T 11:00 NSC T 2:00 Cabinet Time	27 ON WASHINGTON, D.C.	28 ON WASHINGTON, D.C. 12:00 Lunch w/VP T 2:00 Cabinet Time 4:00 Personnel Time 4:30 Admin Time	29 ON CAMP DAVID T 11:00 NSC TN* To Camp David	30 ON CAMP DAVID TN* Camp David * 12:06 Radio Talk
24 ON WASHINGTON, D.C. TN* Camp David TN Rel. to WH	25 ON WASHINGTON, D.C.					
31 ON WASHINGTON, D.C. TN* Camp David TN Rel. to WH	12:00 Issues Lunch					
ON WASHINGTON, D.C.	ON WASHINGTON, D.C.	ON WASHINGTON, D.C.	ON WASHINGTON, D.C.	ON WASHINGTON, D.C.	ON CAMP DAVID	ON CAMP DAVID

SENSITIVE - DO NOT COPY



SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
7 TN* Camp David  TN Rel. to WH	8 ON WASHINGTON D.C.  12:00 Issues Lunch	9 ON WASHINGTON D.C. T 9:30 Bi-Part Leadership T 11:00 NSC T 2:00 Cabinet/Time	10 ON WASHINGTON D.C.	11 ON WASHINGTON D.C. T 12:00 Lunch w/VP T 2:00 Cabinet Time 4:00 Personnel Time 4:30 Admin. Time	12 ON CAMP DAVID T 11:00 NSC T* To Camp David	13 ON CAMP DAVID House Recess thru 9/11 T* Camp David * 12:06 Radio Talk
14 * To California ON WASHINGTON D.C.	15 M* Ranch ON WASHINGTON D.C.	16 M* Ranch ON WASHINGTON D.C. * 5:00 H-Hold	17 M* Ranch ON WASHINGTON D.C.	18 M* Ranch ON WASHINGTON D.C.	19 M* Ranch ON CAMP DAVID	20 M* Ranch ON CAMP DAVID * 9:06 Radio Talk
21 M* Ranch ON RANCH	22 M* Ranch ON RANCH	23 M* Ranch ON RANCH * 5:00 H-Hold	24 M* Ranch ON RANCH Visit Academic Summer Camp	25 M* Ranch ON RANCH.	26 M* Ranch ON RANCH	27 M* Ranch ON RANCH * 9:06 Radio Talk
28 M* Ranch ON RANCH	29 M* Ranch ON RANCH	30 M* Ranch ON RANCH * 5:00 H-Hold	31 M* Ranch ON RANCH			
						6 Senate Recess thru 9/6 TN* Camp David * 12:06 Radio Talk

Proposed & Tentative  
For Administrative Use Only  
N — First Lady  
\* — Away from White House  
T — Tentative

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<p>Proposed &amp; Tentative For Administrative Use Only</p> <p>N — First Lady</p> <p>* — Away from White House</p> <p>T — Tentative</p>						<p>N* Ranch</p> <p>* 9:06 Radio Talk</p>
<p>4</p> <p>N* To Texas</p> <p>N* Fundraiser Texas GOP</p> <p>N Rel. to Washington</p>	<p>5 Labor Day</p>	<p>6</p> <p>T 11:00 NSC</p> <p>T 12:00 Issues Lunch</p> <p>T 2:00 Cabinet Time</p>	<p>7 Senate Reconvenes</p>	<p>8 Rosh Hashanah</p> <p>ON RANCH</p> <p>12:00 Lunch w/VP</p> <p>T 2:00 Cabinet Time</p> <p>4:00 Personnel Time</p> <p>4:30 Admin. Time</p>	<p>9</p> <p>T 11:00 NSC</p> <p>TN* To Camp David</p>	<p>10</p> <p>ON RANCH</p> <p>TN* Camp David</p> <p>* 12:06 Radio Talk on Education</p>
<p>ON WASHINGTON, D.C.</p> <p>11</p> <p>TN* Camp David</p>	<p>ON WASHINGTON, D.C.</p> <p>12 House Reconvenes thru 10/11</p> <p>12:00 Issues Lunch</p>	<p>ON WASHINGTON, D.C.</p> <p>13</p> <p>T 9:30 GOP Leadership</p> <p>T 11:00 NSC</p> <p>T 2:00 Cabinet Time</p>	<p>ON WASHINGTON, D.C.</p> <p>14</p> <p>T* 7:30 Nat'l Hispanic GOP Dinner</p>	<p>ON WASHINGTON, D.C.</p> <p>15</p> <p>T 12:00 Lunch w/VP</p> <p>T 2:00 Cabinet Time</p> <p>4:00 Personnel Time</p> <p>4:30 Admin. Time</p>	<p>ON CAMP DAVID</p> <p>16</p> <p>TN* To Camp David</p>	<p>ON CAMP DAVID</p> <p>17 Yom Kippur Camp David</p> <p>* 12:06 Radio Talk</p>
<p>ON WASHINGTON, D.C.</p> <p>18</p> <p>TN* Camp David</p>	<p>ON WASHINGTON, D.C.</p> <p>19</p> <p>12:00 Issues Lunch</p>	<p>ON WASHINGTON, D.C.</p> <p>20</p> <p>T 9:30 Bi-part. Leadership</p> <p>T 11:00 NSC</p> <p>T 2:00 Cabinet Time</p>	<p>ON WASHINGTON, D.C.</p> <p>21</p> <p>N 5:00 PBS Taping "Performance in WH Series"</p>	<p>ON WASHINGTON, D.C.</p> <p>22</p> <p>Drop by WH Conf. on Productivity</p> <p>12:00 Lunch w/VP</p> <p>T 2:00 Cabinet Time</p> <p>4:00 Personnel Time</p> <p>4:30 Admin. Time</p> <p>N 5:30 Smithsonian Board Recept.</p>	<p>ON CAMP DAVID</p> <p>23</p> <p>T 11:00 NSC</p>	<p>ON CAMP DAVID</p> <p>24</p> <p>N* 12:06 Radio Talk</p> <p>N* 2:00 Rodeo at Capital Centre</p> <p>N 5:00 Barbeque for Rodeo Stars</p>
<p>ON WASHINGTON, D.C.</p> <p>25</p>	<p>ON WASHINGTON, D.C.</p> <p>26</p> <p>12:00 Issues Lunch</p> <p>TN* Eve. Heritage Foundation Dinner</p>	<p>ON WASHINGTON, D.C.</p> <p>27</p> <p>T 9:30 GOP Leadership</p> <p>T 11:00 NSC</p> <p>T 2:00 Cabinet Time</p> <p>5:00 H-Hold</p> <p>N* Eve. Droppy Dinner f/Howard Baker</p>	<p>ON WASHINGTON, D.C.</p> <p>28</p>	<p>ON WASHINGTON, D.C.</p> <p>29</p> <p>12:00 Lunch w/VP</p> <p>T 2:00 Cabinet Time</p> <p>4:00 Personnel Time</p> <p>4:30 Admin. Time</p>	<p>ON WASHINGTON, D.C.</p> <p>30</p> <p>T 11:00 NSC</p> <p>TN* To Camp David</p>	

ON WASHINGTON, D.C.

ON WASHINGTON, D.C.

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5 N★ Camp David	6 D-Day Senate Reconvenes thru 7/1 11:45 Coast Guard Medal Pres. 12:00 Issues Lunch T 2:00 NSC N 5:00 PBS Taping "Performance in WH Series"	7 9:30 Houphouet-Boigny Briefing 10:00 Arrival-Pres Houphouet-Boigny of Ivory Coast 10:30 Mtg. with Houphouet-Boigny N 5:00 H-Hold 7:30 State Dinner B-Tie	8 ON WASHINGTON, D.C. T 11:00 Cabinet Time N 3:00 PBS Taping "Performance in WH Series" (Rain Date)	9 ON CAMP DAVID ★ To Minnesota ★ Fundraiser-Sen. Rudy Boschwitz Ret to Washington	10 ON CAMP DAVID 9:45 Mtg. w/ Speechwriters T 11:00 NSC 12:00 Lunch w/Bipart Roundtable (re: Cap. Formation)	11 ON CAMP DAVID TN★ Camp David ★ 12:06 Radio Talk
12 ON WASHINGTON, D.C. TN★ Camp David	13 ON WASHINGTON, D.C. 11:00 Hawke Briefing 11:30 Mtg. w/P.M. Hawks of Australia 12:15 Lunch w/Hawke 1:30 Depart. Stms. 2:00 Cabinet Time 4:15 School Prayer Leaders 4:30 Taping Session	14 ON WASHINGTON, D.C. T Flag Day 9:30 Bi-Part. Leadership 12:00 Issues Lunch (T-TRAVEL) Address P.T.A. Nat'l Convention Albuquerque, N.M.	15 ON WASHINGTON, D.C. T 11:00 NSC 12:00 Lunch w/Key Supporters	16 ON WASHINGTON, D.C. 11:45 Medals to Nationwide Presidential Scholars 12:00 Lunch w/VP 1:00 Students TV Show 2:00 Cabinet Time 4:00 Personnel Time 4:30 Admin. Time N★ Eve Dropby Dinner Sen. J. Helms	17 ON CAMP DAVID 9:45 Mtg. w/ Speechwriters 11:00 Magana Briefing 11:30 Mtg w/P.M. Magana of El Salvador 12:15 Lunch w/Magana 1:30 Depart. Stms.	18 ON CAMP DAVID TN★ Camp David ★ 12:06 Radio Talk
19 ON WASHINGTON, D.C. TN★ Father's Day Camp David	20 ON WASHINGTON, D.C. Address Mississippi State Educ. 12:00 Lunch w/PSI Advisory Council ★ Late Aft. To Miss. f/GOP Fundraiser Ret. to Wash.	21 ON WASHINGTON, D.C. T Summer Begins 9:30 GOP Leadership 11:00 Gonzales Briefing 11:30 Mtg. w/PM Gonzales of Spain 12:15 Lunch with Gonzales 1:30 Depart. Stms. 2:00 Cabinet Time 5:00 H-Hold	22 ON WASHINGTON, D.C. ★ 11:00 Mtg. w/Joint Chiefs of Staff 1:00 Address NFIB	23 ON WASHINGTON, D.C. ★ AM To Chicago (Inv. AFI Doc.) ★ Address AMA Convention Visit Ruth Love Ret. to Washington 4:00 Personnel Time 4:30 Admin. Time 5:30 Eureka Reagan Scholars Recep.	24 ON CAMP DAVID 9:45 Mtg. w/ Speechwriters T 11:00 NSC 1:30 Intv.-Forbes Magazine 2:00 Cabinet Time TN★ To Camp David	25 ON CAMP DAVID TN★ Camp David ★ 12:06 Radio Talk
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ON WASHINGTON, D.C.	ON WASHINGTON, D.C.	ON WASHINGTON, D.C.	ON WASHINGTON, D.C.	ON LOS ANGELES	ON CAMP DAVID	ON CAMP DAVID





CREIGHTON  
UNIVERSITY

Bill Sittman

CPD

Mail Center

June 21, 1983

Dear Mr. President,

encl

Enclosing an editorial by the Omaha World Herald on the educational/ Kevin Ross story. I understand Kevin talked to you of his dilemma. I thought it only fair to stand in defense of our Creighton Univ. Jesuit Institute.

There are always two sides. Some people just won't help themselves no matter how many breaks you give them. Kevin had ample time for studying since he was on the injured list so much of his college career.

I've worked for Creighton for 18 years. Believe me I know they try to help people in different situations, including me and my family. Most of us take advantage of their help, appreciate it and have become better for it.

Sincerely,

*Rosemary Longacre*  
Ms. Rosemary Longacre



World-Herald Editorial

Responsibility And Kevin Ross

Kevin Ross inspires less sympathy as his story drags on.

His request that Creighton University underwrite his enrollment at another university in order to "prevent any negativness that might arise if I returned to Creighton" is foolish and arrogant.

His self-righteousness is misplaced, considering how lightly he seems to have taken Creighton's previous attempts to make a college education available to him.

Creighton recruited Ross as a basketball player and admitted him as a student despite test scores sharply lower than the average of entering Creighton freshmen. He was enrolled by special permission despite a Creighton committee's recommendation against admitting him.

What followed does not speak well for college athletics.

Ross was retained for four years despite compiling only a D average in an academic program flush with easy courses. He repeatedly missed classes and tutorial sessions at Creighton. His inattendance was chronic - in one course, he missed more than half of the class sessions. He told college officials he wanted to play professional basketball and didn't know what he wanted his college major to be except that he wanted something "easy."

How Ross remained eligible for intercollegiate athletics is a mystery. Why Creighton was willing to tolerate a Ross curriculum so full of soft courses also is a mystery.

Creighton, recognizing that Ross had academic problems, obtained permission from the National Collegiate Athletic Association to arrange a summer school program for him at the University of Missouri-Kansas City between his second and third years. His absenteeism continued.

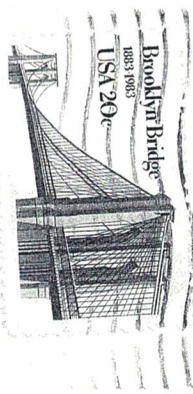
It apparently wasn't until last year, when he left Creighton and enrolled - with financial help from Creighton - at Westside Preparatory School in Chicago, that Ross began to develop skills he should have been required to have in order to graduate from high school in Kan-

*Rosemary Longacre*

CREIGHTON UNIVERSITY

Omaha, Nebraska 68178

PRESIDENT RONALD REAGAN  
1600 Pennsylvania Ave.  
Washington, D. C. 20500



PRESERVATION COPY



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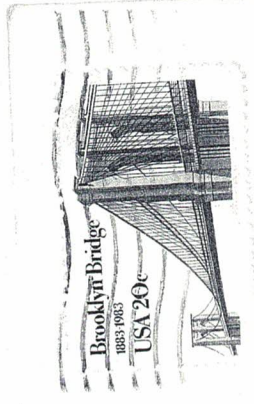
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It apparently wasn't until last year, when he left Creighton and enrolled — at Westside Preparatory School in Chicago, that Ross began to develop skills he should have been required to have in order to graduate from high school in Kansas City. Both Ross and the Chicago school's director, Marva Collins, deserve the praise they have earned for the academic gains he made at Westside. Creighton is due some of the criticism it received for recruiting and retaining a student with such poor academic preparation and so little motivation. But Creighton, in its efforts to help Ross, has discharged its responsibility to a scholarship student who didn't produce. Ross, who seems to have got his educational bearings under the tutelage of Ms. Collins, now has the burden of showing that he can take responsibility for himself.

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PRESIDENT RONALD REAGAN  
1600 Pennsylvania Ave.  
Washington, D. C. 20500





UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF THE UNDER SECRETARY

THE UNDER SECRETARY

June 20, 1983

MEMORANDUM FOR THE HONORABLE MICHAEL K. DEEVER  
ASSISTANT TO THE PRESIDENT AND  
DEPUTY CHIEF OF STAFF

FROM: GARY L. JONES

The President needs all the support we can muster for his education initiatives.

If you don't have any changes you'd like to make in the enclosed piece, I'd appreciate your help in getting it placed.

Enclosure

cc: Bill Sittmann ✓

Dr. Gary L. Jones  
Under Secretary  
U.S. Department of Education

### **Education: On the National Agenda**

President Reagan is the first President in a quarter of a century to place education on the national agenda.

He stung his critics with a widely reported and highly respected bipartisan National Commission on Excellence Report that hit education leaders and state and local officials like a thunderbolt.

This nation's nearly 16,000 school systems and 3,200 colleges and universities are on the threshold of the greatest reform movement they have ever experienced.

Local school boards on their own initiative are either considering or already have reacted to major findings and recommendations in the Report by (1) raising high school graduation requirements, (2) lengthening the school day, (3) placing a renewed emphasis on instructional elements in the curriculum or (4) examining their whole system as it relates to the recommendations of the Report.

State officials are considering increasing financial support and raising high school graduation requirements. Governors and legislators are advocating merit pay for teachers.

Nevertheless, Mr. Willard McGuire, National Education Association president, has distorted the President's public record in a turgid article in The Washington Post (June 8).

He would like to have the public believe the President has "rejected the widely acclaimed findings of the Commission...", an accusation that is patently false.

He continues to try to disassociate the President from the Report which calls for "real educational reform and rethinking." Let us not be mistaken. It's been the



President himself -- more than any other national figure in 25 years -- advocating such nationwide reform and rethinking.

Mr. McGuire argues that "the President appears to believe he has nothing to lose by claiming that large numbers of teachers are mediocre or worse." He argues that the President has misread the spirit that permeates his own Commission's Report and misread the attitude of the American people. On the contrary, Mr. McGuire, it is the President who wants to recognize quality teachers through merit pay and a master teacher plan. It is you and the NEA that have historically advocated a single salary schedule which protects and propagates mediocrity. It is the President who -- drawing on the lifetime of dedication to education excellence of Secretary T. H. Bell -- is advocating merit pay for teachers and teacher excellence in the classroom, not the NEA.

Furthermore, it is equally disturbing to read The Washington Post editorial of June 19 that "Mr. Reagan is clearly wrong in his suggestions that the schools can be greatly improved without any additional money at all." The President never suggested that additional funds would not be needed to improve our schools.

The President recognizes that some of the Commission's recommendations -- such as improving teacher quality -- will require more revenue and has said as much in Tennessee and Albuquerque.

Mr. David Broder, in an article appearing in the same edition of The Washington Post went on to state that unlike the merit pay advocates in Tennessee and California, "Reagan did not put his money where his mouth was."

Mr. Broder clearly misses the obvious policy position in his own statement. The reason the President does not budget money for merit pay is because teachers' salaries and standards have always been a sovereign matter for local and state governments -- witness the initiatives in Tennessee and California.

Lastly, Mr. Broder laments that education should have "at least an equal

claim on limited resources" as does the military budget. To draw such an analogy on such inherently unequal elements of the federal role (education received 10% support; defense literally 100%) begs the question: "What should states do?"

The first step before asking for more money is obvious -- they should reorder their priorities and reallocate their own revenues.

Let's look at where President Reagan "put his money" when he was Governor of California. He did what Governors and state legislators need to do now -- promote efforts to expand support of education at all levels. As Governor, Mr. Reagan's administration:

- o increased aid to the state university systems 105% while enrollment increased 44%;
- o increased support for the state college systems 164% while enrollment increased 78%;
- o increased spending for community colleges 323% while enrollment increased 84%; and
- o increased aid to the primary and secondary systems 105% while enrollment increased 5%.

The President's support of education has been strong and appropriate for the two levels he has served. He provided significant fiscal support when he was Governor and is providing the strongest national leadership for education reform of any President in nearly a quarter of a century.



THE WHITE HOUSE  
WASHINGTON

BILL,

Steve Studdert is going to LA. Could you let me know what Mr. Deaver thinks about attached so I can let him know?

Right now it looks like he will be going Sunday evening.

Thanks.

Betty Richter  
7656

PS Bill H. talked to DOE last night & I just received attached.  
6/17 3:00 pm

6/17

THE WHITE HOUSE  
WASHINGTON

TO: MICHAEL K. DEEVER

FROM: **WILLIAM HENKEL**  
Special Assistant to the President  
Director of Presidential Advance

- Information
- Action

Mike,

In light of your statement yesterday about Hispanics at Long Range Meeting, asked DOE to look into finding good Hispanic high school. Attached looks good.



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF THE UNDER SECRETARY

THE UNDER SECRETARY

June 17, 1983

MEMORANDUM FOR THE HONORABLE MICHAEL K. DEEVER

FROM: GARY L. JONES, UNDER SECRETARY OF EDUCATION

SUBJECT: SITE OF DEPARTMENT OF EDUCATION EXCELLENCE COMMISSION  
FORUM IN LOS ANGELES

Based on my conversation with Bill Henkel and your guidance, I highly recommend using Pioneer High School in the Whittier Union High School District as the site for the Excellence Commission Forum on June 30 in Los Angeles. The following are the reasons for choosing Pioneer High School.

1. The school is 72% Hispanic.
2. It is a school that, due primarily to the efforts of the principal, has been transformed from one that was referred to as a "gang" school just four years ago to one that is now a finalist in the Department of Education's National Secondary School Recognition Program. (The principal came to Pioneer from the MGM gifted and talented high school and believes all students can learn.)
3. The school population draws from low and medium-income homes.
4. A full summer school program will be in session.
5. It is a 15 minute drive from the Long Beach Airport (handles good within-state service); 30 minutes from Ontario Airport (handles full domestic service); 50 minutes from Orange County and LAX. Also Pioneer borders a major freeway.
6. The gym seats 1200 and has a stage.
7. Parking facilities are good.
8. Pioneer has a large football field which could accommodate a helicopter landing.
9. Gyms in Southern California high schools are not airconditioned. However, large fans could be set up.

We have looked into three or four other sites but Pioneer ranks head and shoulders above any of them as a location for a Presidential visit.

cc: Fred Ryan  
Craig Fuller  
Bill Henkel

A handwritten signature in blue ink, appearing to read "Gary", located at the bottom right of the page.



Mr. Claver

Bill  
discuss with me  
re schedulers.

White House News Summary

Thursday, June 16, 1983

NEWSCLIPS FROM THE PRESIDENT'S TRIP TO NASHVILLE AND ALBUQUERQUE  
June 14 - 15, 1983

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- Page 1     Reagan Urges PTA Convention to Insist on Basics in Schools  
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- 2         Reagan Cautions About Education - New York Times
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Education A Political Football - Wall Street Journal
- 5         Ron: Let's Not Fumble on Schools - New York Daily News
- 6         Reagan Beseches PTA to Back 'Basics' Reform  
Washington Times
- 7         Put Basics Back in Classroom, Reagan Urges PTA  
Chicago Tribune
- 8         Reagan Majoring in Political Science - New York Post
- 9         Reagan Attacks NEA Over Teachers' Pay - The Baltimore Sun
- 10        Reagan Sets Goal: Raise Test Scores  
The Philadelphia Inquirer
- 11        Reagan Labels Teacher Union a Hindrance - Newsday
- 12        Reagan Charges NEA Perils U.S. Schools  
The Los Angeles Times
- 13        Reagan Attacks Teachers' Union in PTA Speech  
The Boston Globe
- 14        Gannett News Wire Service
- 15        Gannett Wire (continued)
- 16        Reagan Deplores 'Sorry State' of American Education  
Associated Press
- 17        AP story (continued)

THE WHITE HOUSE

WASHINGTON

June 8, 1983

*Bill  
photo*

MEMORANDUM FOR:

MICHAEL DEEVER

FROM:

LARRY SPEAKES *S*

I would appreciate it if I could be included in any of your strategy sessions or meetings on the education issue. The press is approaching this with their usual cynicism and skepticism, and I have had two days of hassle in briefings trying to educate them on the President's ideas. It would be helpful if I could sit in.



6/03/83

4:00 pm

Wednesday, June 8

9:00 am (30 min)	<u>Staff Time</u> (Baker and Meese)	Oval Office
9:30 am (15 min)	<u>National Security Briefing</u> (Clark)	Oval Office
9:45 am (15 min)	<u>Meeting with Senator Malcolm Wallop</u> (Duberstein)	Oval Office
10:00 am (60 min)	<u>Meeting with Bipartisan Congressional Leaders</u> (Duberstein)	Cabinet Room
11:00 am (50 min)	<u>Personal Staff Time</u>	Oval Office
11:50 am (10 min)	<u>Greet Members of Philadelphia 76er's</u> (Whittlesey/Henkel)	Rose Garden
12:00 m (60 min)	<u>Lunch</u>	Oval Office
1:00 pm (30 min)	<u>Meeting with Richard Wirthlin</u> (Baker)	Oval Office
2:00 pm - 2:30 (30 min)	<u>Cabinet Time</u> (Fuller)	Cabinet Room
2:30 - 3:00 (90 min)	N <u>PBS Taping "Performance in White House Series" (Rain Date)</u> (Rosebush)	South Grounds

Bill OK lets discuss with CF

←  
THE WHITE HOUSE  
WASHINGTON

~~Bill what time do we leave on the 29th?~~

LRSM

SCHEDULE PROPOSAL

June 6, 1983

RECEIVED

JUN 9 1983

SCHEDULING OFFICE

TO: FRED RYAN

FROM: CRAIG FULLER

CF

REQUEST: Announcement of "Campaign to Promote Adult Literacy"

PURPOSE: To demonstrate the President's commitment to education.

BACKGROUND: One of the stated goals of this Administration is to reduce adult functional illiteracy. Current conservative estimates are that 23 million Americans are functionally illiterate, and that 2.3 million join the pool yearly.

IS  
App next 4pm  
Per AdvComm

To promote functional literacy, the Department of Education has undertaken the development of a coordinated national effort to expand the resources directed at adult literacy. The "Campaign to Promote Adult Literacy" will be officially announced on June 29, before the State Directors of Adult Education, Members of Congress particularly interested in adult literacy, and representatives of major volunteer literacy organizations. In keeping with the President's encouragement of private sector efforts, this initiative will rely heavily on the work of volunteers and private literacy organizations. The President's participation would demonstrate his commitment to education.

DATE: June 29

DURATION: 15 Minutes

LOCATION: East Room

PARTICIPANTS: Secretary Bell, State Directors of Adult Education, appropriate Members of Congress and representatives of major volunteer literacy organizations.

OUTLINE OF EVENT:  
o Secretary Bell will make opening remarks.  
o The President will make the announcement and brief remarks.

REMARKS: Remarks will be required.

MEDIA COVERAGE: White House Press

PROJECT OFFICER: Craig L. Fuller





UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

MAY 19 1983

THE SECRETARY

144396

Mr. Craig L. Fuller  
Assistant to the President  
for Cabinet Affairs  
The White House  
Washington, D.C. 20500

Dear Mr. Fuller: *Craig,*

One of my stated goals as the Secretary of Education is to reduce adult functional illiteracy. Adult functional illiteracy is a major "hidden" problem in the United States. Current conservative estimates are that 23 million Americans are functionally illiterate, and that 2.3 million join the pool yearly. The Commission on Excellence recently reported the extent of the problem among adults, and that approximately 13 percent of all 17 year olds, and 40 percent of all minority youth may be functionally illiterate.

As you know, to promote functional literacy, I have undertaken the development of a coordinated national effort to expand the resources directed at adult literacy. At a time when this Administration is being accused of being insensitive to the findings of the Commission on Excellence, this initiative demonstrates the President's commitment to education, and in keeping with his encouragement of private sector efforts, relies heavily on the work of volunteers and private literacy organizations.

I am planning to officially announce the Campaign to Promote Adult Literacy on June 29, before the State Directors of Adult Education, members of Congress particularly interested in adult literacy, representatives of major volunteer literacy organizations, and the national press. To underscore the significance of this campaign, I would like to announce it in an appropriate setting at the White House; if the President's schedule would permit, I would like to invite him to make the announcement or otherwise participate. Because of her interest in literacy, I am inviting Mrs. Barbara Bush to attend the announcement.

I would appreciate your assistance in these matters.

Sincerely,

T. H. Bell

June 4, 1983

*Bul*  
*keep me posted*  
*on this*  
*[Signature]*

MEMORANDUM FOR LEE ATWATER

FROM: CRAIG L. FULLER *[Signature]*

SUBJECT: National Diffusion Network

I mentioned that I thought the Department of Education had some kind of a data base of "model" programs. Read the attached. It turns out we invest \$9.7 million and keep 23 people working full-time on the project at the Department of Education. The program claims that 12,000 schools "adopted" model programs.

Since we're making this kind of an investment (which is a bit incredible) we ought to be getting more out of it!

I am asking Becky Dunlop in my office to arrange a meeting with the people over there to determine whether we should schedule a briefing here (or there) as well as to determine how we might be able to make this program more effective.

Any one who is interested in your office or others in joining my staff in the meeting would be welcomed.

cc: ✓ Mike Deaver  
Becky Dunlop  
Bill Henkel  
Fred Ryan





UNITED STATES DEPARTMENT OF EDUCATION

WASHINGTON, D.C. 20202

MAY 20 1983

MEMORANDUM

To: Gary Byler

Thru: OERI/Senese  
CEI/Davis

*Donald Senese*  
*[Signature]*

Subject: Your Request For Information Concerning The National Diffusion Network (NDN)

ORIGIN AND PURPOSE

The National Diffusion Network (NDN) was developed in 1974 to improve the quality of education in America's public and private schools. The basic rationale for the NDN is that most problems encountered by State and local school officials have already been solved by some other school district. Time, effort, and money are saved when school districts are aware of the range and variety of proven successful solutions available to them and provided the opportunity to choose from among those which best fit their local setting. In other words, the NDN minimizes the reinvention of the wheel syndrome, thus saving the taxpayer the expense of creating similar solutions to recurring problems.

To achieve its objectives: (1) outstanding, rigorously evaluated programs developed by local school districts are identified, (2) information is made available to other public and private schools across the nation and (3) inservice training is provided to assist those schools which choose to adopt the program. Local school districts use their own funds to pay for the implementation and operation of any program they decide to adopt. NDN funds are used for the inservice training of the local staff and administrators after the decision to adopt has been made. The local school district makes the choice of which, if any, program is adopted.

CURRENT STATUS OF THE NDN

Fifty States, the District of Columbia, Puerto Rico, and the Virgin Islands participate in the NDN. At present 115 programs, known as Developer Demonstrators, are supported with NDN funds; there are approximately 241 programs that have been deemed exemplary based on their evaluation data but are not supported by NDN. A summary of the programs currently funded in 1983 by category is attached.

During school year 1981-1982, over 12,000 schools chose to adopt NDN programs. Of this number, approximately 1000 adoptions were in private schools.

### WHAT IS NDN DOING TODAY

NDN is currently searching for outstanding programs which have compelling evidence of effectiveness in priority areas identified by the Secretary of Education and the Assistant Secretary of OERI. This year the priority areas include: Technology, Science, Mathematics, Reading (grades 6 and above), Language Arts, Writing, Foreign Language Instruction, Gifted and Talented, Preservice or Inservice Training and Bilingual Education.

### WHAT IS NDN PLANNING TO DO

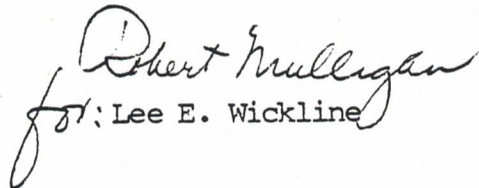
NDN plans to search for locally developed programs which respond to the problem areas identified by the National Commission on Excellence:

(1) Competence in the basic skills of English, Mathematics, Science, Social Studies and Computer Science; (2) Increased academic achievement standards and expectations; (3) Effective use of time in school; and (4) Improving the quality of instruction. Once the programs have been identified and their exemplary status confirmed, they will be disseminated through the NDN system. Local school districts and their respective decision makers will then have the opportunity to choose among these programs for possible adoption in their schools.

### FUNDING AND PERSONNEL LEVELS

The FY 1984 funding level for the NDN is \$9.7 million. The program is operated by a professional and clerical staff of 23.

I hope that this information is of use to you. Please contact me if I can of any further assistance.

  
for: Lee E. Wickline



Number of Developer Demonstrator  
Programs Funded  
1983-84

NDN Content Categories	
Reading, Language Arts	24
Technology	19
Science	10
Math	10
Preservice, Inservice Training	10
Special Education, Learning Disabilities	10
Health, Physical Education, Special Interest	7
Organizational Arrangements, Administration	5
Gifted and Talented	4
Early Childhood Education	4
Writing	3
Environmental, Social Science	3
Career, Vocational Education	3
Arts	1
Adult Education	1
Bilingual Education	<u>1</u>
TOTAL	115



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

May 2, 1983

NOTE TO BOB SWEET

As November 1984 draws closer, it is becoming increasingly clear that the "loyal opposition" intends to make education a major issue in the campaign. After testifying over a dozen times in recent months before Congress and having quite a few press encounters, several negative themes continued to come up by those who do not share the President's educational philosophy. As is so often the case, these themes resemble not at all the real facts.

Since you are on the "front line" in selling the President's program, I thought you might be interested in the enclosed document prepared by my office which attempts to provide you with succinct points to counter the most common myths on education.

Please do not hesitate to call me if you need additional information.

A handwritten signature in cursive script that reads "Gary".

Gary L. Bauer  
Deputy Under Secretary for  
Planning, Budget and Evaluation

Enclosure



Myth #8. The Administration isn't preparing America's students for the technology challenge of the future.

- o The Secretary of Education, through his Technology Initiative, is supporting projects aimed at increasing the capacity of States and localities to use computers wisely in schools--for computer literacy, computer-assisted instruction, and administration.
- o The Administration has proposed a new program, costing \$200 million over 4 years, to improve the quality of secondary level science and mathematics education. Funds would be used for scholarships to train additional science and math teachers. The Administration believes that this proposal addresses one of the most critical elements of the problem--the growing shortage of qualified science and math teachers in our high schools.
- o The National Diffusion Network program in the Department of Education is making a special effort to disseminate information about successful science, math, and technology programs already in place in schools. As a result of this effort, we would expect thousands of schools to adopt new programs in these areas that have been proven to be effective.

THOMAS PATRICK MELADY  
BOX 6460  
BRIDGEPORT, CT. 06606

TELEPHONE: OFFICE (203) 371-7900  
RESIDENCE (203) 255-4083

June 3, 1983

*File  
for Educ  
file*

P E R S O N A L

MEMORANDUM

To: Mr. James A. Baker, III  
Chief of Staff  
Assistant to the President  
The White House  
Washington, D.C. 20500

From: Thomas Patrick Melady *tm*

Subject: The President's Crusade for Education (No. 82)

1. We need to create a campaign atmosphere for education--the President is crusading for a holy cause--excellence in education
2. September--the opening of the school year--is a very good time to highlight this.
3. I recommend that two major addresses be planned for September.
  - A. An address at a public high school where he would be speaking to "all high school students and their parents."
  - B. An address at a private University like Villanova on the outskirts of Philadelphia where he would speak to all University students, their families, etc.
4. Both appearances, properly orchestrated, could be most productive for our educational and political goals.

cc: Mr. Michael Deaver  
Mr. Edwin Meese  
Mr. Michael McManus



THE WHITE HOUSE

WASHINGTON

June 3, 1983

MEMORANDUM FOR WILLIAM F. SITTMANN

FROM: LEE L. VERSTANDIG *lee*

SUBJECT: EXCELLENCE IN EDUCATION

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Attached are materials on the National Commission on Excellence in Education which submitted its final report to the President on April 26, 1983.

1. Fact Sheet (April 26, 1983) - which includes background on the Commission and a Summary of the Report.
2. Remarks of the President in a Meeting with the National Commission on Excellence in Education (April 26, 1983).
3. Remarks of the President at the Seton Hall University Commencement (May 21, 1983) - in which he speaks about excellence in education.
4. Memorandum summarizing the Tennessee Master Teacher Proposal and a copy of the legislation itself.
5. Transcript of Press Conference held by Secretary T. H. Bell and Dr. David P. Gardner on April 27, 1983.
6. Speech by Secretary T. H. Bell at Michigan State University and Presentation of Award to Institute for Research on Teaching on May 13, 1983.

Attachments





"USA TODAY hopes to serve as a forum for better understanding and unity to help make the USA truly one nation."

—Allen H. Neuharth  
Chairman and Founder  
Sept. 15, 1982

John C. Quinn  
Editor

John Seigenthaler  
Editorial Director

# OPINION

## The Issue: TEACHERS' SALARIES

Each day, USA TODAY explores and debates a news issue. Today's page includes our opinion that teachers should be paid according to performance, not seniority, views from Mississippi, New York, Tennessee, and the District of Columbia, and voices from across the USA.

### The best teachers deserve merit pay

The tide of mediocrity, as described by The National Commission on Excellence in Education, doesn't stop with students. It washes over teachers, too.

College students who plan to become teachers now score 80 points below the national average on the Scholastic Aptitude Test. A college diploma doesn't always correct the problem: In California last December, 30 percent of the prospective teachers failed the state's new competency test.

Yet it is hard to attract bright students to a profession with an average starting salary of \$12,800 and hard to give dedicated and creative teachers an incentive to stay on when they are paid an average of \$17,644.

That's why you're hearing more about merit pay for outstanding teachers — it's an idea for excellence that's catching on. Tennessee's pioneering plan has been endorsed by President Reagan; proposals for merit pay are being considered in Maryland, Virginia, Texas and North Carolina.

But the National Education Association, which represents 1.7 million teachers, says no. Its members argue that evaluating teachers fairly is impossible — that administrators will reward the crony, the toady and the high test-scorer, but not necessarily the teacher who inspires children to learn. They say merit pay is a political smokescreen, a way to ignore the miserably low salaries of most teachers.

Their concerns are legitimate. Fairness is essential in any merit pay plan, and fairness is never easy. But it is possible — if the criteria for excellence are properly set and if the judges of excellence are properly chosen.

True, merit pay is not a cure-all. It can't make up for demoralizing base salaries and demoralizing working conditions. But it is a step forward, and it can be married to other reforms. The Tennessee plan involves 11- and 12-month teacher contracts and a longer school year; the Maryland proposal includes a certification exam and tougher college requirements for a teaching diploma.

Instead of resisting merit pay plans, teachers and their unions would be wise to help formulate them. Teachers need all the respect they can get. Taxpayers who don't respect teachers, who are fed up with loose grading stan-



## CHARLES OVERBY

USA TODAY columnist

### Our teachers' awful

JACKSON, Miss. — Charlie Brooks and I used to sweat together. We sweated on the ballfields of our youth and we loved it. We also sweated in the classroom and hated it.

Mississippi heat did not affect our classroom sweat. Our teachers made us sweat. They did terrible things to us. They gave us tests and grades.

It's not that we were bad students. We just weren't great.

Sadly, our teachers insisted on pointing out our academic inadequacies. They spent their days drawing distinctions

ble-edged distinctions. Charlie Brooks and I were reluctant to do that. We had no choice but to see that.

Merit pay has become the grader's friend. People, should we with that — the the difference and an A

Through the methods of report cards, Charlie and I were aware was no





By David Seavey, USA TODAY

## WILLARD McGUIRE

Guest columnist

# Merit pay schemes have never worked

WASHINGTON — The nation must attract and hold quality teachers if it is to get quality performance from students and meet the challenge of international competition.

Highly controversial salary proposals being touted by President Reagan and a few state governors would reward only a small segment of America's teachers, while the majority of highly skilled and competent teachers will continue to work for disgracefully low salaries.

NEA does not object to the concept of paying some teachers more than others. Teachers do object, however, to historically inappropriate and subjective decisions about who is considered a "superior" teacher. Experience indicates that personal relationships or subservient behavior is too often equated with "merit."

Merit pay schemes too often are subject to personalized whims of administrators, exhibit questionable criteria for judging excellence, and cause morale problems.

In order to elevate the status of the profession, we should provide teachers with the respect they justly deserve. The salaries of all teachers should be raised. A starting salary of \$12,000 is shamefully low.

Merit pay plans, master teacher proposals, and differential pay for science and math teachers are not new. They've been around for a long

*Willard McGuire is president of the National Education Association.*

time. And they haven't worked. In fact, Citicorp of New York just abandoned a merit pay scheme for its employees after 28 years because it was divisive and non-contributory.

What are the criteria for judging excellence? Who shall be the judge? Will the evaluator be thoroughly familiar with fair evaluation techniques? Will personal bias be kept out of the evaluation process? Experience says otherwise.

And how about the variables? Proponents of merit pay often claim that teachers should be judged solely on the basis of student achievement — how well students learn.

Measuring student achievement is not that simple. There are countless complex variables involved, and researchers have never been able to agree on how they should be evaluated.

NEA will consider any fair and equitable salary proposal. For example, we can support the concept of a master teacher plan. Our quarrel is generally with a clear definition and how it is implemented.

We may need new, fair and equitable salary systems. Meanwhile, let's not use the debate as another excuse to deny pay raises to qualified, competent teachers.

## I fear — grades

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pop tests and re-  
teachers taught  
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t enough, that ex-  
rewarded over  
the students who  
be loudest about

*Charles Overby is executive editor of the Jackson Clarion-Ledger and Daily News, which recently won the Pulitzer Prize for coverage that led to education reforms.*

Mississippi, led by Gov. William Winter, adopted historic education reforms last year and passed a record \$100 million tax increase to pay for it. The Mississippi experience is creating discomfort in many states. If Mississippi can fund sweeping reforms, then no state has an excuse.

The Charlotte, N.C., school system is moving toward merit pay. Teachers in Houston

## LAMAR ALEXANDER

Guest columnist

# Performance pay has political clout

NASHVILLE — Here's the heart of the problem: Not one state public school system pays one teacher one penny more for doing a good job teaching.

If you want the best results, you hire the best people. Yet to keep and attract the teachers who will lead our crusade for

*Lamar Alexander is governor of Tennessee.*

lish the criteria. The plan is optional for today's teachers, but mandatory for new teachers.

Most of the 18,000 Senior or Master teachers will have 11- or 12-month contracts, so



common in the  
be why the real  
education re-  
from the South.

useful purpose or pushing them  
closer to the people who pay  
their salaries, old sweatshirts  
like Charlie Brooks and me.

First, superior women teachers  
are no longer available at  
bargain-basement prices. They  
make more money elsewhere.  
And schools are increasingly  
dominated by teachers unions  
determined to keep things the  
way they are.

Don't blame teachers for all  
this. Blame school managers  
who have tolerated a mediocre  
product and a pay scale out of  
touch with reality. Teachers  
don't hire teachers, establish  
curricula or set pay scales.  
Governors, legislators and  
school boards do. Blame us.

Tennessee is trying to  
change. Our Master Teacher  
program would evaluate teachers  
and administrators every  
five years and pay a lot more to  
18,000 of the best.

The evaluators would be  
three master teachers or principals  
from outside the evaluated  
teacher's district. That helps  
eliminate "local politics." A  
panel of distinguished educators  
and lay persons will estab-

Every tenured teacher who  
joins the program would get  
\$1,000 more. Each Senior or  
Master teacher would receive  
another \$1,000 to \$6,000.

The cost: \$110 million in new  
taxes for the Master Teacher  
program, another \$100 million  
for the rest of our Better  
Schools program.

The NEA is hysterical at the  
thought that one of its mem-  
bers might get a \$7,000 raise in-  
stead of a gold star for out-  
standing performance. At least  
AFT President Albert Shanker  
is keeping an open mind.

But the idea will succeed be-  
cause it is right and because it  
is political dynamite.

An April poll in Tennessee  
asked: Would you be more in-  
clined to vote for a state legisla-  
tive candidate who favors evalu-  
ating teachers every five  
years and paying teachers  
more for doing a good job? And  
73 percent said yes, just 19 per-  
cent said no.

That's political dynamite.

## In dangerous times

destructive.

Other reasons  
taken lightly, but  
at public educa-  
a dangerous pe-  
attack.

do to keep edu-  
allowing in the  
of America's  
? We need new  
v alliances. We  
with those gover-  
making educa-  
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leading to di-  
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security.

merit pay pro-  
have put forth  
Gov. Lamar Al-  
nessee — are  
from the classic  
posals we have  
past. The Alex-  
s flaws, but it

*Albert Shanker is president  
of the American Federation of  
Teachers.*

does answer many of our tradi-  
tional objections.

There are problems that  
have to be worked out. But in  
this new educational era, we  
must keep in mind the differ-  
ences between the Alexanders,  
who are trying to improve edu-  
cation, and the Reagans, who  
are trying to dismantle it.

Above all, it's time for the  
National Education Associa-  
tion to join the AFT in asserting  
that we want schools with high-  
er standards, schools where  
teachers have been tested for  
competency, schools with  
tough curriculums where  
teachers who fail tests are not  
promoted. The jury is out on  
merit pay, but not on the ques-  
tion of whether we need to  
make major changes in the  
pursuit of educational excel-  
lence.

### Teacher pay, education

	1961	1971	1981
Mean annual pay	\$5,264	\$9,261	\$17,209
Master's degree	23.1%	27.1%	49.3%

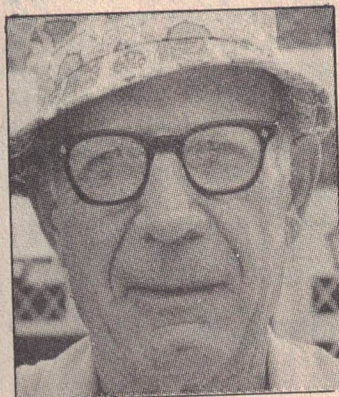
Source: National Education Association

## What pay program for public school teachers?



**TERELLI, 40**  
Teacher

and would you  
nts would like a  
with a terrific  
y'd share their  
n their parents,  
s would think  
great, too. But  
? I love teach-  
est reward is  
ne a skill they  
etime.



**R.L. PORCH, 66**  
Retired  
London Mills, Ill.

Why not reward the better  
teachers? The children I  
raised received far better an  
education than I did, yet I still  
knew how to read and write  
when I graduated from high  
school. Kids today can't even  
write a simple sentence. If  
teachers had some incentive to  
do better, they might take  
more pride in their work.



**TERRY LAMBERTH, 36**  
Electrician  
Hendersonville, Tenn.

Teachers should receive  
merit pay, but it would take  
someone with more education  
than me to decide the criteria.  
Some just sit back and wait for  
the checks to roll in. Then  
again, there are good teachers.  
My son's teachers are fantastic.  
But those that aren't pulling  
their own load shouldn't be re-  
warded.



**MURIEL DYE, 17**  
Student  
New Albany, Miss.

It's unfair to give one teach-  
er more money than another. I  
don't like merit pay. I'm in high  
school, and my teachers take  
time to explain new subjects.  
They're very patient. The only  
time I was disappointed was  
when my friend and I were  
flunking a subject, and the  
teacher because she was the favorite.



deserve, not pretending that all teachers are equal. As citizens, we must turn back the tide of mediocrity in our schools; as parents, we cannot let our children drown.

## QUOTELINES

"In my job, I serve this country well. Tell me, those of you who attack me, what do you do?"

— John T. Driscoll, Fairfax County, Va., teacher

"We don't want anyone in the classroom who can't handle the things they're trying to train children to do."

— Ralph Turlington, Florida commissioner of education

"We simply must realize that our youth deserve to be taught by the very best minds we can attract."

— Terrel H. Bell, Secretary of Education

"Looking down the way 20 years, I wouldn't want to support my family on a teacher's salary."

— Patricia Nipper, Little Rock, Ark., Latin teacher

"Teachers should be paid and promoted on the basis of their merit . . . Hard-earned tax dollars should encourage the best. They have no business rewarding incompetence and mediocrity."

— President Reagan

## ONE LINE ON THE NEWS

■ The People's Republic of China has signed an agreement with CBS Inc. to begin broadcasting U.S. television, complete with commercials, in October.

*The wasteland goes to the mainland.*

pose this merit pay idea.

Having lived by the sword all these years, many teachers are reluctant to accept the dou-

education is c  
South and may  
movement in  
form is coming

## ALBERT SHANKER

Guest columnist

### Education is living in

NEW YORK CITY — Should outstanding teachers be paid more than ordinary teachers? Most Americans would answer "yes." Most teachers would disagree.

When teachers oppose merit rating and master teacher plans, it's easy to charge them with wanting to protect mediocrity or failing to reward excellence as President Reagan recently did. But teachers have pretty good reasons for their historic stands:

■ Selection of master teachers by principals and school superintendents might not result in rewarding the best teachers.

■ Very few teachers will be selected. As a result, large-scale resentment will occur. Rewards that only a few can get aren't likely to create an incentive to strive for them.

■ Experience shows that unless reward systems are accepted as fair by employees,

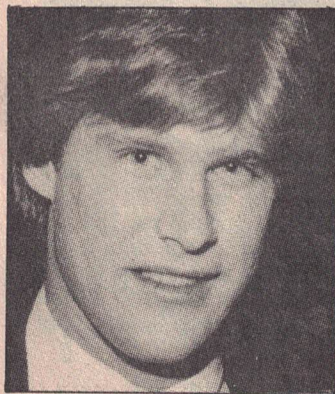
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These and should not be t it's also true th tion is living in riod. It is under

What can we cation from fo tragic footsteps heavy industry/ friends and nev should meet wi nors who are tion a top prior work closely wi ness and the de ment who see public educatio sasters in the and in national

Many of the posals that they — like that of Alexander in Ter quite different f merit pay prop rejected in the ander plan ha

## VOICES FROM ACROSS THE USA/Are you in favor of a merit



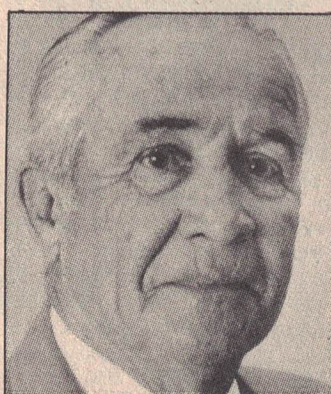
**WILLIAM CONOVER, 26**  
Investment strategist  
New York, N.Y.

Merit pay, based on a teacher's outstanding performance in the classroom, would be a just reward. Any teacher who can capture a child's interest in learning needs to be rewarded. Teachers are such an important part of this country's structure. They prepare a child to face the working world later on in life. They are a vital link.



**JOAN RAMSEY, 49**  
Textile worker  
Anderson, S.C.

I think it's wonderful that there are people who can put up with children all day every day, and still be able to teach them something. Sure, the best teachers deserve compensation and encouragement! I wouldn't put up with a bunch of kids all day to save my life. Good teachers are jewels. They should be treated right.



**JOHN LARKINS, 68**  
Retired  
San Diego, Calif.

I'm in favor of the old-fashioned way teachers used to teach and the old-fashioned way students used to learn. They wanted to learn, and they stuck close to the basics. There wasn't any talk of extra money or bonus deals for doing a good job. I'd have to warm to the idea of merit pay. So much has changed since I was young.



**MARLENE SAITO**  
College instructor  
Okemos, Mich.

What standards use? Most students lousy teacher personality. The impressions with and the parent the teachers are how can you telling. The biggest teaching someone can use for a life



MEMORANDUM

THE WHITE HOUSE  
WASHINGTON

*Education  
Field*

May 28, 1983

MEMORANDUM TO WILLIAM HENKEL

FROM STEPHEN M. STUDDERT *sm*

SUBJECT Meeting with Chairman of the National Commission  
on Excellence in Education

As per the instruction of you and Craig Fuller, I met with Dr. David B. Gardner, Chairman of the National Commission on Excellence in Education, for two hours. His comments, observations, and recommendations were most enlightening. In fact, it was a fascinating two hours.

OBSERVATIONS:

- People identify with this report.
- There are millions of frustrated parents.
- Most of the press have children in public schools, and are sensitive to this issue first as parents.
- Grades 7-12 are failing.
- Media interest in this issue is unusually high. There are several other studies which will follow this study. (I.e. in July and August AP Radio will do a twelve part series of the state of education.)
- Of particular note:
  - Education is a strategic asset of the United States.
  - Money into people is an appreciating asset; money into equipment is a depreciating asset.
  - Reforms must be done at state and local levels.
  - The federal level can call attention to the issue.
  - Education is the primarily responsibility of the states.



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DR. GARDNER'S RECOMMENDATIONS

- The President must capture a leadership position on this issue.
- The President must ride the crest of this issue. He will be part of the wave no matter what action he does or does not take.
- The President should read the 36-page report in its entirety.
- The President must not alienate teachers. There are positive visible actions to be taken; i.e. have lunch with master teachers in a school cafeteria.
- The President must be seen as President, at the level of the work, recognizing the role and contributions of teachers.
- The President should use the weight of his office to get schools boards, teachers unions, parent teacher organizations, state legislatures, etc. talking about and addressing this problem.
- The President, assuming a sixty day education issue thrust, should spend the first thirty days listening only. In the last thirty days, he should address:
  - Here's what's right.
  - Here's what's wrong.
  - Here's what state and local levels can do.
  - Here's what federal level can do.
- The President should take this issue to the NEA Convention after his listening period.
- The President should encourage reforms that cost nothing.
  - The public is not willing to pay for more of the same. But is willing to invest more for quality following changes.
  - Examples: (1) Time. Make more effective use of the school day. Have less disruptions. This costs nothing and can measurably increase learning time.

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(2) Our expectations. Some things do cost. Teachers' salaries should be performance-based and market-sensitive.

- The President should omit talk of tuition tax credits and school prayer as these are not part of this issue and can raise negative issues unnecessarily.
- Governor Hunt has called for the President to call a national meeting of the state governors to address this issue. The President should turn this statement around to his benefit and convene such a meeting.

Interesting Political Observations of Dr. Gardner:

- There will be two issues of the 1984 campaign: economy and education.
- Walter Mondale has a problem with this issue because he needs the NEA.

NOTE: Dr. Gardner is apolitical by virtue of his present and future positions, and must necessarily remain so.

RECOMMENDATION

Dr. Gardner should be scheduled to meet with the President for a minimum of thirty minutes of quality time, one-on-one or accompanied by Secretary Bell, to fully brief the President on this issue prior to the Minnesota trip. This could be accomplished on Air Force One in route if necessary.

cc: Craig Fuller  
Fred Ryan