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THE WHITE HOUSE

WASHINGTON

May 4, 1983

MEMORANDUM TO ERNIE MINOR

FROM: WILLIAM F. SITTMANN

SUBJECT: Invitations from Scientific and Academic Forums

The following invitations have been received by our office from various scientific and academic forums:

May 23	Gallaudet Commencement	Washington, D.C.
May 25	Tenth Anniversary Celebration of the founding of the John and Alice Tyler Ecology-Energy Prize	Los Angeles, Ca.
June 3-17	Presidential Scholars Medallion Ceremony	Washington, D.C.
July 31- Aug. 5	International Federal of Business and Professional Women	Washington, D.C.
Aug. 14-18	1983 National Convention of Scientific Societies	Washington, D.C.
Aug. 14-18	1983 Convention of the American Society of Agronomy, Crop Science Society of America, and Soil Science of America	Washington, D.C.
Open	40th Anniversary of the Annual Meeting of the American Electronics Assoc.	California
Open	National Energy Foundation	Los Angeles, Ca.

THE WHITE HOUSE

WASHINGTON

May 3, 1983

MEMORANDUM TO FRED RYAN

FROM: SARAH LONG *SL*

SUBJ: Invitations from Scientific and Academic Forums

The following invitations have been received by our office from various scientific and academic forums. All the events fall during the months of May through August, and all are located in major cities.

May 23	Gallaudet Commencement	Washington, DC
May 25	Tenth Anniversary Celebration of the founding of the John and Alice Tyler Ecology-Energy Prize	Los Angeles, CA
June 3-17	Presidential Scholars Medallion Ceremony	Washington, DC
July 31 - Aug. 5	International Federal of Business and Professional Women	Washington, DC
Aug. 14-18	1983 National Convention of Scientific Societies	Washington, DC
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Open	40th Anniversary of the Annual Meeting of the American Electronics Association	California
Open	National Energy Foundation	Los Angeles, CA

THE WHITE HOUSE

WASHINGTON

May 4, 1983

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MEMORANDUM TO MICHAEL K. DEEVER

FROM: WILLIAM F. SITTMANN *WFS*

SUBJECT: Education and Family Issues

Recommendations

There are some concrete steps we can take to improve our standing with the populists in terms of symbolism and issues.

1. The President could greatly advance his education agenda and help himself with the populists if he spoke to a conservative education group, such as the PTA or the National Association of School Boards.
2. The President might also consider speaking at a high school or grammar school commencement. There is no reason why the school has to be large. Surely we can find a traditionally-minded public school which never lost sight of the three R's and still graduates achievers without huge expenditures or frills.
3. The family has a special place in American life. All Americans enjoy celebrating holidays, birthdays, and reunions. They are showing increasing interest in their "roots." The President is uniquely qualified to explain to his fellow citizens how his vision for America speaks to their concerns and aspirations and how his policies address those concerns and aspirations. By word and deed, the President can help the families of America celebrate their unity and their diversity.

Issues

It is believed that the social issues listed below serve to reinforce our strength with the populists while not jeopardizing our overall coalition.

1. Education. Americans are deeply concerned about deteriorating standards and discipline in our schools. President Reagan has already addressed these concerns, with programs and proposals to improve computer literacy, to direct special aid to science and math instruction, to eliminate counterproductive school busing, promote tuition tax credits, and so on.

The President can continue to press for educational reforms. He can push for higher teacher competency standards, for more job-oriented instruction, and further advances in high technology training. At the same time, he can continue to stress the importance of basic instruction, school prayer and morality.

Action Items

1. The President should make appearances at key ethnic events, and speak to family values and jobs. This will show a sensitivity to the blue collar ethnics.
2. Whenever travelling the President should try to meet local Catholic Bishops or church leaders.
3. The President should increase the frequency with which he attends Sunday service with Mrs. Reagan. (Religion and fear of its decline are important to blue collar ethnics.)
4. The President should meet with educators, university level and secondary to discuss ways of bettering schools and to ask their support in re-education programs.
5. Education and the need for it in our future is a way of life and our economic growth must be expanded on. We must show the value of education, how it will effect jobs in the future, and how it will help our foreign markets.



UNITED STATES DEPARTMENT OF EDUCATION

WASHINGTON, D.C. 20202

May 3, 1983

OFFICE OF THE SECRETARY

NOTE TO DONNA BLUME

Per your request yesterday I am forwarding our initial distribution of the Report of the National Commission on Excellence in Education. I did not have the entire list when I talked with you yesterday. This one is more inclusive.

As you note we are planning to meet nationwide with various constituents to discuss the Commission's findings and recommendations.

Mary Jean LeTendre

Attachment

ution is as follows:

3,000	President's of Higher Education Institutions (Colleges & University's)	
2,300	Clients of technical dissemination services (clearing houses, microfiche)	
1,700	State and Local School Board Presidents	
1,300	Deans of Schools of Education	
1,000	Press	
100	Major Education Foundations	
100	Major Education Associations (Chambers of Commerce, etc)	
50	Parent/Teacher Organizations at the State Level	
50	Department of Education Advisory Councils	200
	All Cabinet Officers	
	All School Board Members	2000
	All Governors	
	Head of each State Ed. Agency	
	Department of Education White House Press Conference & Department of Education Press Conference, On-Demand Requests from the Press & Members of Congress	2000
	Members of the Commission Preliminary set of complimentary copies	440
	National Commission on Excellence in Education On-Demand Distribution, immediately after release of report (Includes 220 to Chief State School Officers, per their request)	340
	Governors of States and Territories	
	State Boards of Education	56
	Local School Boards	800
	Parent-Teacher Associations	17000
		500

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n At Risk", is being will also be available) after July 1983. report to those in a po tions the report will cement flyer will also mbership about the repo ill depend on the speci

As you not
ents to di

Attachment

Bill

This is a good
list but what
about "good"
teachers or organizers
- PTA - Catholic
Educators - See
where we can
buy panel distributors
Mike

BACKGROUND

... NATIONAL COMMISSION OF
FIN...
The report of this Commission, entitled
for sale by the Government Printing Office,
the Education Resources, and
to ensure time

DISTRIBUTION PLANS

FINAL REPORT

" NATIONAL COMMISSION ON EXCELLENCE IN EDUCATION

GROUND

The report of this commission, entitled "A Nation At Risk", is being offered for sale by the Government Printing Office. It will also be available through the Education Resources Information Center (ERIC) after July 1983. In order to ensure timely and effective delivery of the report to those in a position to take leadership with regard to the recommendations the report will be distributed to the groups listed below. An announcement flyer will also be provided to groups interested in advising their membership about the report and how to obtain it. Further distribution plans will depend on the specific need.

DISTRIBUTION

White House Reception Guests	200
Department of Education On-Demand Distribution Mailing to all Members of Congress	2000
Department of Education White House Press Conference & Department of Education Press Conference, On-Demand Requests from the Press & Members of Congress	2000
Members of the Commission Preliminary set of complimentary copies	440
National Commission on Excellence in Education On-Demand Distribution, immediately after release of report (Includes 220 to Chief State School Officers, per their request)	340
Governors of States and Territories	56
State Boards of Education	800
Local School Boards	17000
Parent-Teacher Associations	500

Heads of Diocese school systems and like organizations	500
Major groups outside of education such as the U.S. Chamber of Commerce Board of Directors, National Association of Manufacturers, Conference Board, President's Task Force on Private Sector Initiatives, Civic clubs and other organizations active in helping schools -- approximately 100.	100*
Major education organizations such as the Council for Basic Education, the American Council on Education, American Association of Christian Schools, the National Association of Secondary School Principals, the Council for American Private Education and the National Association for Independent Colleges and Universities. This set includes approximately 200.	200*
State Legislative Leaders	500
Presidential and Secretarial Advisory Committees on Education	200
State and regional associations of private schools and colleges	150*
National Science Board and supporting staff	220
National Academy of Sciences	60
National Academy of Education	50
Education Commission of the States	110
Private Foundations which actively fund education programs	100
Institutions of Higher Education	3200
Schools of Education	1300
National Commission on Excellence in Education -- Directed Distribution by Members	3600
Contributors to the NCEE Report	500
Stock for Dissemination Services (ERIC, NDN, Libraries)	2300
Outstanding High Schools (includes public and private being identified through nationwide recognition programs now in progress)	800

Reserve to be held for special requests from
Congress, Members of the Commission and
the Secretary (1500 of reserve to be
delivered to Department 5/3/83)

2754

TOTAL

40000

* Some organizations, such as CAPE, have member organizations to which copies will also be sent. (Council for American Private Education -- CAPE).

In addition to the above, Education Week (50,000 circulation) and the Chronicle of Higher Education (70,000 circulation) reprinted the report. It was also offered through EDNET (300 school districts subscribe).

Plans under consideration to sponsor regional forums for discussion of the report, or to cooperate with private, professional and public groups interested in conducting seminars and forums. Such events will involve parents, educators and policymakers in public and private education, in general government, and representatives of the private sector. Other plans are being developed for dissemination of the report and follow-up activities, giving particular attention to private initiatives at the local and state level.

EDUCATION INITIATIVES

Policy Decisions

1. Propose tuition tax credits, allowing an income tax credit of 50 percent of private tuition costs up to a maximum.
2. Propose an option for State and local governments to use certain Federal education funds to create tuition vouchers for low-income parents.
3. Propose Federal block grants to improve training of pre-college science and math teachers.
4. Propose Education Savings Accounts, allowing parents to save \$1000 per year per child tax free for college costs.

Implementing Actions

1. Tuition tax credits introduced in the Senate on February 18 and in the House on March 1.
2. Science and math package introduced in House on February 8 and in Senate on March 8.
3. Vouchers submitted to Congress on March 17, but not yet introduced.
4. Education Savings Accounts (ESAs) submitted to Congress on March 17, but not yet introduced.

Implementation Steps Remaining

1. Tuition tax credits should receive full consideration by Congress. The President needs to ask Senator Dole to hold hearings by May and bring the issue to the floor for a vote. Passage of tuition tax credits would go a long way toward assuaging the constituencies who asked for the abolishment of Education. (White House should take the lead.)
2. Education vouchers need more explanation to Hill staff by ED. Passage of tuition tax credits would make acceptance of vouchers easier. (Education should take the lead.)
3. Education savings accounts has about 20 sponsors in the House; however, Senator Dole has his own bill. (Education should take the lead.)
4. Math/Science initiatives; ED's bill is being favored now; less money will be appropriated. (Education should take the lead.)

Legislative Status

1. No hearings scheduled on tuition tax credits.
2. Vouchers may be introduced in House week of April 11, 1983 by Erlenborn. No Senate sponsor to date.
3. ESAs may be introduced in House week of April 11, 1983 by Duncan. No Senate sponsor to date. Dole has introduced his own bill quite different from Administration proposal.
4. House passed science and math bill very different from Administration bill, and for \$425 million rather than \$50 million, on March 2. Senate hearings held, Secretary Bell testified on March 9. Senate mark-up scheduled on April 14.

Presidential Involvement

1. President mentioned tuition tax credits, ESAs, science and math in State of the Union Message.
2. President mentioned vouchers in press conference on March 12.

Media Coverage

1. Liberals don't like tuition tax credits and vouchers, conservatives do. No new or surprising analysis.
2. ESAs generally receive positive reaction.
3. Strong support for a science and math initiative.

Themes for Speeches

1. Discipline in the schools. This issue tops almost every survey the Gallop Poll has taken over the past ten years. One of the major reasons parents resort to private education is to get away from the permissive atmosphere in public schools.
2. Literacy is a continuing problem for our society. We know how to teach children to read in just a matter of weeks. Private schools do it -- why not in the public schools too?
3. Values. The morals being taught in schools are an issue dear to the heart of every American parent. The Washington Post editorial against political indoctrination in schools illustrates that even the liberals are against this misuse of public schools.

Proposed Future Activities

1. June -- President should host White House reception for spectrum of leaders who support education proposals and announce their organization of Coalition for Education Freedom.
2. President should host White House reception for winners of math and science awards, with short Presidential address.
3. July -- President should give a Saturday radio talk on education freedom.
4. September -- President should give a nationally televised address to discuss popular proposals which Congress has refused to consider (if true) -- tuition tax credits, vouchers, Enterprise Zones, Balanced Budget Amendment, School Prayer Amendment, etc.

Related Problems/Issues

1. The public wants some response from this Administration on education reform. More Federal spending, and control will only further irritate those who asked for the abolishment of the Department of Education.

The Department of Education is a symbol of what many parents feel is wrong with education in America.

Everyone knows the problems -- what they want are some solutions that do not lead to more Federal control.

The President should host a meeting at the White House for representatives of parent groups across America who have been crying out to be heard but are stifled because of the tremendous power of the NEA and other established lobby groups.

C7
*Coordinate Fed
educ programs
Reels initiative*

THE REAGAN EDUCATION PROGRAM

San Jose

Below are the themes of the President's blueprint for excellence. They unite the President's longstanding convictions, present administration actions, and critical areas of public concern. The President's plan has four basic themes. They are:

- THE PRESIDENT HAS A BLUEPRINT FOR EXCELLENCE
- EXCELLENCE IS A MATTER OF POLICY, NOT PRICE ALONE
- THE PRESIDENT WILL FORGE PARENTS AND SCHOOLS INTO A PARTNERSHIP FOR EXCELLENCE
- EDUCATIONAL RENEWAL/BACK TO BASICS

The public expresses seemingly contradictory attitudes on education. Various polls show that while the public does not want school budgets cut, it does not want federal control over education. The public would spend more for quality in schools, but despite record spending each year, a growing majority believes schools are getting worse.

These attitudes are complex but not contradictory. The President's campaign for excellence must be able to unify these elements to build and consolidate public support.

As the economic recovery takes hold, education will move toward the forefront of public consciousness. The release and saturation media coverage of the National Commission on Excellence in Education report, and other reports has cleaned the slate on the education debate and created a mandate for action. The Commission's report exposes the failed educational policies sponsored by our adversaries, and provides the potential for our initiatives to put them seriously on the defensive.

The essentially conservative recommendations of these reports logically support the educational reforms long advocated by the President. They are nonetheless susceptible to co-option by our opponents if we fail to act.

The only hope of blocking a new tide of ineffective Great Society special interest programs is for the President to seize the initiative. The President must energize the latent parent constituency for effective educational policies--back to basics, local control, discipline, and standards--against emerging anti-Reagan special interest coalitions.

1. A campaign for educational renewal, uniting parents and teachers to reinvigorate education.

America's educational enterprise is our second-largest expenditure. Two hundred fifteen billion dollars will be spent this year at Federal, state and local levels on education, almost equal to defense spending. Yet by losing sight of the basics, school discipline, reward of merit for teachers and students, we have squandered our massive investment--as recent reports from eminent panels show.

2. Reversing trends which have disenfranchised parents from their children's education.

The "educational-instructional" complex disenfranchises parents. Consolidation of school districts over the last twenty years and the rise of special interests means that parental influence has waned over such local issues as textbook selection, school discipline, curriculum, and even dress codes. The President has fought for two years to restore control to parents and local government.

3. Removing education from partisan politics by restoring local control and healing the rift between parents and teachers, schools and government.

Special interests, lobbies, and political activists scramble for their share of the \$215 billion Americans spend each year on education at Federal, state and local levels. This has polarized parents and teachers, schools and government. The President can work to remove some of the wedges that have splintered the educational consensus in America by calling for a reduction in federal intervention and creating positive conditions for working local partnerships.

4. Spending without thinking buys failure.

Any portfolio that is poorly managed fails to yield dividends. America invests record amounts each year in "human capital," but some schools get more for their money than others.

5. Recognizing the appropriate federal role.

The President's proposal to dismantle the Department of Education does not abandon necessary federal efforts in civil rights protection, aid to the handicapped and educationally disadvantaged, student aid, etc.

6. Addressing women's concerns about quality education.

There are two key constituencies we need to consider: mothers and female educators. Suburban mothers and female heads of households are concerned about quality of education. We can help ourselves with these groups by stressing our concern for education and vision of the appropriate federal role not as a budget issue, but an issue of quality and the policies needed to strengthen excellence. Important issues with mothers include discipline, violence, and drug abuse. Female educators include disproportionate numbers of women who entered the profession when other fields were closed. They can be expected to become prime beneficiaries of merit pay and master teacher policies.

7. A recognition that education is the major family concern of our time.

The future of our country is in our children and, parents aware of this, are willing to make great sacrifices for their children. They have a right to expect the schools to match their commitment by placing the interests of students first.

8. Eradication of crime, drug and alcohol abuse, and other signs of social decay in our schools.

According to a recent New York Times poll, people think that drug and alcohol abuse is the second greatest problem the schools face. This concern provides an opportunity for the administration to coordinate its efforts to fight crime, drug and alcohol abuse with its emphasis on quality education. The First Lady's commitment should be given a prominent role in the educational reform campaign.

9. Restoring the status and prestige of the teaching profession.

Uniform salary scales dominate the teaching profession. The President should advocate that states reward teachers based on merit, and establish Master Teacher positions. This concept, although opposed by teachers' unions, is popular with the rank and file, provided that the selection of Master Teachers incorporates peer review, as in higher education. Just as important in renewing teacher status and prestige is a Presidential call for parents and teachers to form a partnership to improve the quality of education.

10. Bolstering America's competitive edge in the world economy.

Business leaders point out the need for school graduates who are well-skilled in the basics. Beyond the classroom, the government can participate in a partnership to create effective job training and retraining programs.

11. A renewed emphasis on the basics.

The National Commission on Excellence in Education outlined a program of basics and an emphasis on academics for students and teachers alike, specifically high standards and competency testing. The President should urge states, school boards, and colleges to reform their curricula.

12. Preparing students for the responsibilities of citizenship in a Republic.

Basic education requirements set by state and local governments should include civics, our cultural and historical heritage, and an appreciation of our political and economic systems.

13. A broad vision of learning.

The President understands that the family, the church, the neighborhood, organizations like the Boy/Girl Scouts, Little League, and associations impart valuable lessons and a sense of community spirit.

I. ACTION ITEMS

PRESIDENTIAL

Media Events

A. Fixed Forums

1. Seton Hall University Commencement Address, South Orange, New Jersey, May 21.

This event, already on the President's schedule, is the logical place to start this campaign.

2. National Conference of the Parent-Teacher Association in Albuquerque, New Mexico, June 12-15.

The convention theme is "where children come first." The President would ask parents and teachers to unite in improving the schools.

3. American Association of University Women, San Francisco, California, June 29.

This is the national convention, with 4,000 attendees. A good place to address the gender gap and educational equity for women.

4. American Library Association Convention, Los Angeles, California, June 30.

Twelve thousand members will attend. The President could stress literacy and decry the polarization in textbook selection and call for greater parental involvement.

5. American Federation of Teachers Convention, Los Angeles, July 3-8.

Following the NEA address, the President could deliver a similar message to the rival AFT.

6. Fourth of July Address to National Education Association Convention in Philadelphia.

The President would appeal directly to teachers to place students and learning first, support merit pay for teachers, remind Congress that their forebears at the Constitutional Convention in Philadelphia 200 years ago placed responsibility for education with the people and the states--not the Federal government.

It is important for us to distinguish between the liberal NEA leadership and the more conservative rank and file (three quarter of a million NEA members voted for the President in 1980). By "speaking over the heads" of the NEA elite, the President could drive a wedge into the organization that could help neutralize it in 1984.

The Philadelphia trip could also feature photo opportunities and brief remarks at key historical sites, e.g. the Liberty Bell.

B. Created Events

1. Tennessee State Legislature.

The President would praise the efforts of GOP Governor Lamar Alexander in proposing an ambitious program of education reform. His package, which failed in the legislature by one vote, included basic skills, Master Teachers, competency tests, school computer literacy programs, more math and science instruction and a center for excellence for the state universities.

The Tennessee affiliate of the NEA spent massive amounts to defeat Alexander's proposals. This site provides the President the opportunity to point out how the interests of special lobbies work against the interests of parents and students.

2. Address to Mississippi State Legislature.

The President could praise Governor Winter's educational reforms as exemplifying the new commitment of states to improve education using state resources. Once thought of as the least-socially developed state in the nation, Mississippi proves that the states will be fair and responsible without prodding by the Federal government.

3. Governors and Leaders of State Legislatures visit the White House.

The President could invite state leaders to meet with him at the White House. The President could outline the appropriate roles for state and local governments and call on state leaders to assume their rightful leadership roles. He could note that the Federal government seeks to help, but not control, education in America.

4. Adopt-a-school program.

Ruth Love, the black female superintendent of the Chicago public schools, has developed a model program of public-private sector cooperation to improve the heavily minority system.

5. Hispanics.

Since Hispanics are a key target group, with strong family and educational values, we suggest the President go to Garfield High School in East Los Angeles to meet with Jaime Escalante, a dedicated math teacher whose students scored in the top 2 percent in national calculus tests.

6. Visit to a high tech school, such as Oxon Hill High School in Oxon Hill, Maryland.

This school has a program for gifted and talented students specializing in math and science. It has high minority enrollment. It uses a computer donated by Hewlett-Packard. Oxon Hill has been used by the USIA to showcase American technology.

7. Excellent Students.

The President could invite high school National Merit Scholars, the U.S. Science and Math Olympiad Team (that won the 22nd International Mathematics Olympiad) and championship debate teams to lunch at the White House. Follow-up meetings could be held with selected teachers, principals, high school newspaper editors, etc.

8. Address a local PTA.

This could be done with advance planning, or it could be spontaneous, done along with some other event that brought the President on the road.

9. Visits to select local schools which have improved academic performance, cut down drugs and violence.

Note that the school year ends in just a few weeks.

10. High School Commencement Address.

The President could visit a public high school, preferably in the South, and give a commencement speech praising the "back to basics" movement, which is especially popular in the South.

11. Office of Private Sector Initiatives.

OPSI could encourage private sector support for schools which are working to upgrade academic quality, and compile a data bank which would generate sites for future presidential events.

12. Charity/Civic organization.

The President could meet with the heads of the United Way, Goodwill, Elks, Kiwanis, Lions, etc., to forge a partnership that would expand educational and vocational opportunities for the disadvantaged.

13. Career/Vocational Education.

The President could visit a high-quality vocational educational program with proven success in placing its graduates in jobs. A good example is the Fashion Institute of Technology in Los Angeles, which has a high percentage of minority students and places 95 percent in jobs.

Substantive Actions

A. Legislative

1. Tuition Tax Credits.

A bill will reach the floor of the Senate before the end of the month. The President should continue to lobby for passage in the Senate and consideration in the House as a measure to strengthen parental control and influence in education.

2. Math and Science Teacher Development Act of 1983.

The Administration's proposal has been eclipsed by passage of a \$425 million bill introduced by Perkins in the House and a \$250 million Senate bill. The compromise likely to emerge from conference will be near the \$400 million mark. The impact of a veto on the educational events must be carefully evaluated.

3. Amendments to Bilingual Education Act.

The Administration endorses greater flexibility for states in administering services to children with limited English. Although opposed by organized lobbies, the amendments have support from minority parents. Hearings in the Senate in late summer, House in the next month.

4. Increase in Pell Grants for Needy Students.

This is part of a package to reform student financial assistance and includes a 60 percent increase in college work-study funds which creates jobs for youth.

5. Block Grants in Adult and Vocational Education.

Consolidates overlapping adult and vocational education programs. Hearings have been held, but bill needs a push to go forward. Place high priority to complete hearings and move to mark-up in House.

6. Optional vouchers for the disadvantaged.

Bill to provide federal aid for optional vouchers to be used at public or private schools for educationally disadvantaged children. Will be introduced by Senator Denton. Bill requires tremendous public support for passage and indication of priority by the Administration.

7. School prayer amendment.

Needs wider margin of public support to secure passage, but should be tied to family issues, drug abuse prevention and school violence, and general social decay.

Other legislative items are pending, but these are of high priority and can be incorporated in the educational events. It should be noted that hearings are planned in several committees on various reports regarding the condition of education. Administration officials will be testifying during the month of June.

B. Cabinet/Further Study

1. H.R. 83

A bill proposed by the late Congressman Ashbrook to allocate two percent of Federal revenues directly to the states for education.

2. Dismantling the Department of Education.

This issue must be resolved. It will not be possible to draw major attention to the President's education initiatives without offering a definition of the Federal role in education. Options include: merger, dispersal, or continuation. The public must be persuaded that the overriding objective of the Administration is not to cut the budget, but to improve education. Alternate vehicles for delivering Federal financial support could be developed and implemented without onerous Federal intervention and control in what should be a family and local issue.

3. Merit Pay for Teachers/Master Teacher Program.

Evaluate Presidential endorsement of state action to provide merit pay for teachers based on the "master teacher" concept. Although teachers' unions oppose this, the rank and file would welcome the increased pay, status and prestige that come with these programs, provided the selection process incorporates a faculty review similar to that used in higher education.

4. New Basics.

As per the recommendations of the National Commission on Excellence in Education, the President could advocate that states incorporate the five "new basics" into the curricula of their high schools. These are: four years of English; three years each of social studies, science, and mathematics, and one-half year of computer instruction for all graduates.

5. Competency Tests for Teachers and Students.

The President could consider advocating that states or local education agencies establish competency tests for teachers and students to measure achievement, diagnose and remedy weakness, and end grade inflation and social promotion.

6. School Discipline and Crime.

The White House Task Force on Drug Abuse Prevention should concentrate its efforts on successful partnerships between parent groups and schools to prevent drug abuse and minimize school disruption.

7. Deregulation.

Continued deregulation and relief from the paperwork and administrative burdens on teachers will give them more time to spend on actual teaching.

FIRST LADY

Drug Abuse Prevention.

Because parents single out drug and alcohol abuse as a major factor in academic decline, we recommend concurrent events featuring the First Lady in schools with successful prevention programs. Schools can be identified which combine parent and student peer groups, and also those which have prevention programs sponsored by the Department of Education.

VICE PRESIDENT/MRS. BUSH/SURROGATES

As our educational reform campaign gets rolling, the persuasive talents of the Vice President, Mrs. Bush, the Cabinet, and other Surrogates will be utilized. For example, Mrs. Bush's efforts to fight illiteracy can be expanded upon.

Public Affairs Officers in the agencies should be required to develop coordinated surrogate plans through the White House Office of Public Affairs. The Federal government spends about \$45 billion annually on education programs, of which only \$15 billion passes through the Department of Education. The remaining amount is scattered among other agencies, who should work harder to publicize their contribution to the President's overall effort.

II. ACCOMPLISHMENTS

1. Per pupil spending in public education up 10 percent.

A combination of declining enrollments, reduced inflation, and changing patterns of school finance result in dramatic increases in spending per student. Overall, public education spending will rise nearly 7 percent in the 1982-83 school year. With the decline in student enrollment, the actual increase per pupil amounts to 10 percent nationally.

2. Student Aid.

The Administration's FY 84 budget request provides more actual assistance to students than ever before. Total student loan spending is up 22 percent in two years.

3. Block Grants.

Consolidation of more than 30 categorical aid programs in elementary and secondary education. The National Commission on Excellence in Education report recommended reduced Federal interference and administrative burdens. The 1981 block grant legislation has saved state and local education agencies millions of dollars by reducing red tape.

4. Needs Test.

The President signed legislation implementing a needs test for guaranteed student loan applicants whose families have adjusted gross incomes of \$30,000 a year or more.

5. National Commission on Excellence in Education.

Focused attention on the problems confronting American education.

6. Secretary's Technology Initiative.

A program to bring together educators, experts in new technology, and publishers of educational materials to identify potential applications of microcomputers in education.

7. Internal Management Reforms.

Reduced the number of personnel at the Department of Education, including the number of assistant secretaryships. Made consolidations for efficiencies; cut down on waste, fraud and abuse.

8. Women.

Although women are only slightly more than 50 percent of the higher education enrollment, they receive 52 percent of all national direct student loans and 60 percent of all grants to needy students (Pell grants).

9. Minorities.

Thirty-four percent of all black higher education students receive federal aid.

10. Historically Black Colleges and Universities.

Funding for these institutions was increased by \$20 million as a result of President Reagan's Executive Order.