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WHITE HOUSE  
OFFICE OF RECORDS MANAGEMENT  
WORKSHEET

TR

- X-MEDIA
- H-INTERNAL

Name of Document: BRIEFING PAPERS  
FOR PRESIDENT'S  
SCHEDULED  
APPOINTMENTS FOR

JUN 09 83

Subject Codes:

P	R	0	0	7	-	0	1
PR	0	0	3	-			
FG	0	0	6	-	0	1	
BT				-			
KG				-			
				-			
				-			
				-			
TR	0	7	8	-			
				-			
				-			
FG	0	2	6	-			
ED				-			
				-			
				-			
PR	0	1	6	-	0	1	
PR	0	1	6	-			
PL				-			
PL	0	0	5	-	0	4	

- 1) Subject: Meeting with Department and Agency Intergovernmental Affairs Representatives to thank them for their support and to introduce to them Lee Verstandig, the new Assistant for Intergovernmental Affairs.
- 2) Presidential trip schedule to Minneapolis
- 3) Forum on the recommendations of the National Commission on Excellence in Education.
- 4) Interview with KSTP-TV reporters
- 5) Meeting with key Reagan supporters and local Republicans in the Minneapolis area.

ROUTE TO:		ACTION		DISPOSITION		
Office/Agency	(Staff Name)	Action Code	Tracking Date YY/MM/DD	Type of Response	Code	Completion Date YY/MM/DD
RMHENL		RSZ			C	

Referral Note:

Page 292

ID # 150709

WHITE HOUSE  
OFFICE OF RECORDS MANAGEMENT  
WORKSHEET

- X-MEDIA
- H-INTERNAL

Name of Document: BRIEFING PAPERS  
FOR PRESIDENT'S  
SCHEDULED  
APPOINTMENTS FOR

JUN 09 83

Subject Codes:

6) Fund-raising Reception for Senator Rudy  
BOSCHWITZ

PR 007-01

PL 002-

SO 004-

FG 035-

SO 002-

ST 023-

WH 009-01

7) Meeting with members of the National  
Republican Senatorial Committee's  
national Finance Committee

8) Fundraising dinner for Senator  
Boschwitz

9) Memorandum discussing the political  
situation in Minnesota

10) Biographical sketches of members of  
Congress scheduled to fly on Air  
Force One:

- A) Rudy Boschwitz
- B) Bill Frenzel
- C) David Duranberger

ROUTE TO:		ACTION		DISPOSITION		
Office/Agency	(Staff Name)	Action Code	Tracking Date YY/MM/DD	Type of Response	Code	Completion Date YY/MM/DD
RMHENL		RSZ			C	

Referral Note:

THE SCHEDULE OF  
PRESIDENT RONALD REAGAN

The President has seen \_\_\_\_\_

Thursday, June 9, 1983



9:00 am (30 min)	<u>Staff Time</u> (Baker, Meese)	Oval Office
9:30 am (15 min)	<u>National Security Briefing</u> (Clark)	Oval Office
9:45 am (15 min)	<u>Senior Staff Time</u>	Oval Office
10:00 am (5 min)	<u>Dropby Meeting of Agency Inter- governmental Affairs Staff</u> (Verstandig)	Roosevelt Room (TAB A)
10:05 am (1hr50min)	<u>Personal Staff Time</u>	Oval Office
11:55 am	<u>Depart for Minneapolis, Minnesota</u> (See Separate Schedule) (Henkel/Fuller/Rollins)	South Grounds (TAB B - Trip Schedule) (supplementary detail noted below)
12:05 am	<u>Arrive White House</u>	South Lawn

SUPPLEMENTARY BRIEFING MATERIAL

- TAB C - Briefing for 2:25 Forum On Excellence in Education (including remarks) (Fuller)
- TAB D - Briefing for 3:40 Interview with KSTP-TV (Small)
- TAB E - Briefing for 5:25 Photo Op with Key Supporters (Rollins)
- TAB F - Briefing for 6:00 Reception for Boschwitz Contributors (Rollins)
- TAB G - Briefing for 6:10 Photo Op with NRSC Finance Committee (Rollins)
- TAB H - Briefing for 6:30 Dinner for Senator Boschwitz (Rollins)
- TAB I - Political Overview (Rollins)
- TAB J - Congressmen Travelling Aboard Air Force One (Duberstein)

UNP 6/08/83  
4:00 pm

Def

THE SCHEDULE OF  
PRESIDENT RONALD REAGAN

Thursday, June 9, 1983



9:00 am (30 min)	<u>9:06</u> <u>Staff Time 9:07-</u> (Baker, Meese)	Oval Office
9:30 am (15 min)	<u>National Security Briefing 9:35 - 10:00</u> (Clark) <u>ASTON SIGUR, AMB. DEAN HINTON</u> <u>BUSH, McFARLAND, JB, SM</u>	Oval Office
9:45 am (15 min)	<u>Senior Staff Time</u>	Oval Office
10:00 am (5 min)	<u>Dropby Meeting of Agency Inter-</u> <u>governmental Affairs Staff 10:03-10:06</u> (Verstandig)	Roosevelt Room
10:05 am (1hr50min)	<u>Personal Staff Time 10:06 -</u>	Oval Office
11:55 am	<u>Depart for Minneapolis, Minnesota</u> (See Separate Schedule) (Henkel/Fuller/Rollins)	South Grounds C-9 to PENTAGON
12:05 am	<u>Arrive White House</u>	South Lawn

~~At Home~~



THE WHITE HOUSE

WASHINGTON

MEETING WITH DEPARTMENT AND AGENCY  
INTERGOVERNMENTAL AFFAIRS REPRESENTATIVES

DATE: Thursday, June 9, 1983  
LOCATION: The Roosevelt Room  
TIME: 10:00 - 10:05 a.m.

FROM: Lee L. Verstandig *lee*

I. PURPOSE

To thank all the Department and Agency Intergovernmental Affairs representatives for their hard work and to introduce your new Assistant for Intergovernmental Affairs, Lee L. Verstandig.

II. BACKGROUND

On June 1, 1983, you appointed Lee L. Verstandig to be your Assistant for Intergovernmental Affairs, replacing Rich Williamson who is now serving as U. S. Representative to International Organizations in Vienna, Austria.

Lee Verstandig served as Acting Administrator at EPA and Assistant Secretary for Governmental Affairs at the Department of Transportation prior to joining the White House.

III. PARTICIPANTS

Attached.

IV. PRESS PLAN

White House Photographer

V. SEQUENCE OF EVENTS

10:00 a.m. You arrive and make brief remarks.  
(Talking Points attached).

10:05 a.m. You may depart.

Attachments: List of Participants  
Talking Points

## TALKING POINTS

- I just wanted to take this opportunity while you were all gathered here to thank you for all the hard work you have done over the last couple of years in helping to promote better relations between federal, state, and local governments.
  
- I also wanted to introduce my new Assistant for Intergovernmental Affairs, Lee Verstandig. As most of you already know, Rich Williamson is now Ambassador to U.S. International Organizations in Vienna, Austria, and Lee has signed on to work with state and local government. Lee comes well prepared for this position since he previously was Assistant Secretary for Governmental Affairs at Transportation where he had responsibility for both Congressional and Intergovernmental matters. For the past several months Lee has served as Acting Administrator at EPA. I'm pleased to have Lee on the team, and I know you'll enjoy working with him.
  
- I know that one of your agenda items today is the upcoming U.S. Conference of Mayors meeting in Denver. Believe me, I feel much better knowing that some of you will be out there working with the Mayors -- explaining my programs and getting their input.



- There are many difficult issues and problems facing our nation today and state and local officials have a critical role to play in finding the solutions. I know that working together we can restore the federal/state/local partnership that has made our country so strong.
  
- Now, I don't want to take too much time because I know that Lee has a number of items on today's agenda, so I'll let you get back to work.

ATTENDEES AT IGA MEETING  
Thursday, June 9, 1983  
10:00 - 11:00 a.m.  
Roosevelt Room

John Fonte  
Legislative/Governmental  
ACTION

Leora Day, Director  
Jody Schratweiser  
Office of Intergovernmental Affairs  
Department of Agriculture

Mary Ann Knauss, Deputy Assistant  
Secretary for Intergovernmental Affairs  
J.D. Young  
Department of Commerce

Col. John Stanford, Executive Secretary  
Department of Defense

Wendy Borchardt, Deputy Undersecretary for  
Intergovernmental Affairs  
Wayne Roberts  
Department of Education

James DeFrancis, Deputy Assistant Secretary for External  
Affairs  
Department of Energy

Brad Cates  
EPA

Herb Jones  
FEMA  
State and Local Relations

Bob Cohen  
GSA  
Special Assistant to the  
Administrator for Communications

Kae Rairdin, Acting Deputy Undersecretary  
Department of HHS

June Koch, Deputy Undersecretary  
Dept. of HUD

Emily deRocco, Assistant to the Secretary  
Cristy Bach  
Department of Interior

John Thomas Eli Kribb, Jr.  
Staff Assistant to the Attorney General  
Department of Justice

John J. O'Donnell, Assistant Secretary  
Paul Russo, Deputy Undersecretary  
Department of Labor

James Kelly, Director  
Intergovernmental Affairs  
OMB

Jayne Plank, Director  
Intergovernmental Affairs  
Department of State

Kelley Andrews  
Department of Transportation

Robert Rafuse  
Cyndy Powell  
Department of the Treasury

Jaynie Victor  
RNC

THE WHITE HOUSE

WASHINGTON

SCHEDULE OF THE PRESIDENT

FOR

THURSDAY, JUNE 9, 1983

EVENTS: 1) National Commission on Excellence in Education Forum  
2) Interview with local television station - KSTP-TV  
3) Minnesota GOP Reception  
4) Large Contributor's Reception  
5) Senate Trust Reception  
6) People for Boschwitz Dinner

DRESS: Men's Business Suit

WEATHER: Mostly Sunny, Mid 60's

11:50 a.m. Proceed to motorcade and board.

11:55 a.m. Motorcade departs en route Pentagon Landing Zone. Drive  
Time: 5 mins. In Limo: J. Baker

12:00 a.m. Motorcade arrives Pentagon Landing Zone.  
Proceed to Marine One for boarding. Photo Coverage

12:05 p.m. Marine One departs Pentagon Landing Zone en route  
Andrews Air Force Base.

Flight Time: 15 mins.

12:20 p.m. Marine One arrives Andrews Air Force Base. Open Press  
Coverage

12:25 p.m. Proceed to Air Force One and board.

12:30 p.m. Air Force One departs Andrews Air Force Base en route  
EDT Minneapolis - St. Paul International Airport.

Flight Time: 2 hrs. 20 mins.

Time Change: -1 hr.

Food Service: Lunch

Guests Aboard: Dr. David Gardner,  
Chairman, National  
Commission on Excellence  
in Education  
Sen. Rudy Boschwitz, (R-MN)  
Mrs. Ellen Boschwitz  
Sen. David Durenberger,  
(R-MN)  
Cong. Bill Frenzel, (R-MN)  
Mrs. Ruth Frenzel

12:45 p.m. Lunch and briefing by Dr. David Gardner, James Baker and Craig Fuller.

Lunch is served.

1:50 p.m. Air Force One arrives Minneapolis - St. Paul  
CDT International Airport. Open Press Coverage

1:55 p.m. Deplane and proceed to bottom of Air Force One steps.

Met by:

Mayor George Latimer, (D-St. Paul)  
Mayor Don Fraiser, (D-Minneapolis)  
Mayor Dean Nyquist, (R-Brooklyn)  
Mayor James Lindau, (R-Bloomington)  
State Senator James Ulland, (IR),  
Senate Minority Leader  
State Representative David M. Jennings,  
(IR), House Minority Leader

Proceed to motorcade and board.

2:00 p.m. Motorcade departs Minneapolis - St. Paul  
International Airport en route Hopkins - Eisenhower  
Community Center. Drive Time: 25 mins. In Limo: J.  
Baker

2:25 p.m. Motorcade arrives Hopkins - Eisenhower Community  
Center. Closed Press Coverage

Proceed to holding room. Official Photographer Only

Met outside holding room by:

Mayor Robert Miller, (I - Hopkins)  
Dr. Arthur Bruning, Superintendent,  
Hopkins School District  
Dr. L. D. "Roy" Holden, Administrative  
Assistant to the Superintendent, Hopkins  
School District  
Mr. George Holthus, Chairman, Board of  
Education, Hopkins School District

2:30 p.m. Proceed to off-stage announcement area.

Announcement (off-stage)

Proceed on stage and be seated to participate in a  
Regional Forum on The National Commission on Excellence  
in Education Report. Open Press Coverage

- 2:35 p.m. Honorable Terrel Bell, Secretary of Education, introduces panelists and makes opening remarks.
- 2:40 p.m. Mr. Robert V. Haderlein, Member, National Commission on Excellence in Education, summarizes morning session of local level discussions.
- 2:45 p.m. Former Governor Albert H. Quie, (R-Minn.) Member, National Commission on Excellence in Education, summarizes morning session of state level discussions.
- 2:50 p.m. Dr. Emeral A. Crosby, Member, National Commission on Excellence in Education, discusses implementation of Commissions recommendations at the local level.
- 2:50 p.m. Participate, with panelists, in a brief Question and Answer Period.
- Make brief concluding remarks.
- 3:05 p.m. Conclude and proceed to holding room. Official Photographer Only
- Met in holding room by:
- Mr. William Saul, Founder, Minnesota Business Foundation for Excellence in Education
- Miss Marlen Glaus, Winner, 1982 Minnesota Business Foundation for Excellence in Education Award
- 3:15 p.m. Proceed to motorcade for boarding.
- 3:20 p.m. Motorcade departs Hopkins - Eisenhower Community Center en route Leamington Hotel. Drive Time: 20 mins. Closed Press Coverage In Limo: J. Baker
- 3:40 p.m. Motorcade arrives Leamington Hotel, motor entrance. Closed Press Coverage
- Proceed to suite, via elevator.

Met outside suite by:

Mrs. Robert Short, (Marian), Owner,  
Leamington Hotel  
Mr. Brian Short, Son of Mrs. Short  
Miss Coleen Short, Daughter of Mrs. Short  
Mr. Larry Weisgram, General Manager,  
Leamington Hotel

- 3:45 p.m. Arrive suite.
- 3:50 p.m. Proceed to room for interview with local television station - KSTP-TV. Limited Press Coverage
- 3:55 p.m. Conclude interview and proceed to suite.
- 4:00 p.m. Arrive suite.
- STAFF TIME: 1 hour 20 mins.
- 5:20 p.m. Depart suite en route Lincoln Room for GOP reception.
- 5:25 p.m. Arrive Lincoln Room for GOP reception.
- 5:35 p.m. Proceed to Adams Room for Large Contributor Reception and form receiving line for photo opportunity. Official Photographers Only
- 6:05 p.m. Conclude and proceed to Washington Room for Senate Trust Reception.
- 6:10 p.m. Arrive Washington Room for Senate Trust Reception. Official Photographer Only
- 6:25 p.m. Depart Washington Room en route second floor holding room.
- 6:30 p.m. Depart holding room en route Hall of States off-stage announcement area, for Boschwitz Dinner.
- 6:32 p.m. Arrive off-stage announcement area. Open Press Coverage

Announcement  
"Hail to the Chief"

Proceed to head table.

National Anthem sung by Dorothy Benham  
Anderson, 1976 Miss America

Invocation

6:40 p.m. Dinner is served.

7:30 p.m. Program begins.

Mr. Arne Carlson, Minnesota State Auditor,  
(R), introduces Senator David Durenberger,  
(R-Minn.).

Sen. Durenberger makes remarks and  
introduces Senator Rudy Boschwitz,  
(R-Minn.)

7:35 p.m. Sen. Boschwitz makes remarks and  
introduces Kay Weinstock, Deputy Finance  
Chairman, Minnesota GOP.

7:40 p.m. Kay Weinstock makes introduction.

7:45 p.m. Proceed to podium for remarks. Open Press Coverage

7:55 p.m. Conclude remarks and remain standing.

7:56 p.m. Patriotic Melody sung by Marilyn Sellers.

8:00 p.m. Benediction

8:02 p.m. Proceed to motorcade and board.

8:05 p.m. Motorcade departs Leamington Hotel en route  
Minneapolis - St. Paul International Airport. Drive  
Time: 15 mins. Closed Press Coverage

8:20 p.m. Motorcade arrives Minneapolis - St. Paul  
International Airport, Air Force Reserve Ramp. Open  
Press Coverage

Proceed to Air Force One for boarding.

Met by:

Col. Howard Mangin, Commander, 934th  
Tactical Air Lift Group

8:25 p.m. Air Force One departs Minneapolis - St. Paul  
CDT International Airport en route Andrews Air Force Base.

Flight Time: 2 hrs. 5 mins.

Time Change: +1 hr.

Food Service: Snacks

Guests Aboard: Sen. Rudy Boschwitz, (R-MN)  
Mrs. Ellen Boschwitz  
Sen. David Durenberger,  
(R-MN)

Cong. Bill Frenzel  
Mrs. Ruth Frenzel



11:30 p.m. Air Force One arrives Andrews Air Force Base.  
EDT

11:35 p.m. Proceed to Marine One and board.

11:40 p.m. Marine One departs Andrews Air Force Base en route  
Pentagon Landing Zone.

Flight Time: 15 mins.

11:55 p.m. Marine One arrives Pentagon Landing Zone.

12:00 a.m. Depart Pentagon Landing Zone en route The White House.  
Drive Time: 5 mins. In Limo: J. Baker

12:05 a.m. Arrive The White House.


THE WHITE HOUSE

WASHINGTON

June 8, 1983

BRIEFING PAPER FOR THE PRESIDENT

FORUM ON THE RECOMMENDATIONS OF THE  
NATIONAL COMMISSION ON EXCELLENCE IN EDUCATION

DATE: June 9, 1983  
LOCATION: Hopkins, Minnesota  
TIME: 2:25 pm (40 min)  
FROM: Craig L. Fuller 

I. PURPOSE

This event is sponsored by the Secretary of Education and the Commission on Excellence in Education for the purpose of discussing how to implement the recommendations of the Commission.

The event provides you with an opportunity to discuss the report and your views with education leaders and elected officials.

II. BACKGROUND

The findings of the National Commission on Excellence in Education are the focus of the day-long program. State education officials, local superintendents and school board members, representatives of educational organizations and members of the private sector are participating in this forum to discuss how to implement the Commissions recommendations.

The states of Minnesota, Illinois (northern Illinois), Wisconsin, North Dakota, South Dakota and Montana will be represented.

The forum consists of three panels: 1) a Local Panel, chaired by Commission Member Dr. Robert Haderlein; 2) a State Panel, chaired by Commission Member Albert Quie; and 3) a Federal Panel, concerning issues affecting the Federal, state, and local levels, chaired by the Secretary of Education, T.H. Bell.

Attached Briefing Material:

TAB 1: Questions You May Wish to Ask Participants

This material suggests questions you may wish to ask other participants on the panel. Background information is included after each question.

TAB 2: Questions Participants May Ask You

We know several of the participants and believe that they may ask you questions such as the ones attached.

TAB 3: Closing Comments

At the end of the "panel discussion," Secretary Bell will ask you if you wish to make any closing comments. Suggested comments are attached; however, it is suggested that you simply make a few notes, drawn from this draft, for use at the conference table (there will be no podium--you will make the comments while seated at the table).

TAB 4: Education Overview

I have included a paper written by Dick Darman which I believe has been previously sent to you in the event you wish to use it to make a note of any points that you would like to raise during the panel discussion. The paper opens with a summary of points made in the Commission report.

III. PARTICIPANTS

The Federal panel includes the following individuals:

Chairman: Secretary Bell

Panelists:

The President

Gary Jones, Under Secretary, Department of Education

Emeral A. Crosby, Excellence Commission Member, MI

Steve Englund, Presidential Scholar, Hopkins High School, Minnetonka, MN

David P. Gardner, Excellence Commission Chairman, UT

Robert Haderlein, Excellence Commission Member, KS

Charles Johnson, Superintendent, School Districts #58 and #99, Downers Grove, IL

Albert Quie, (former Governor) Excellence Commission Member, MN

Ted Schwinden, Governor, MT

Gene Hoffman, State Legislator, IL

Effie McKerson, Teacher, Edina Public School District, Edina, MN  
Patricia Adams, President, Pierre School Board and Associated School Boards, SD

Also seated on the stage will be the other panelists from the local and state panels and Mr. Arthur Bruning, Superintendent, Hopkins School District.

A diagram of the panel is contained in the trip package assembled by the Advance Office

IV. PRESS PLAN

Open Press coverage.

V. SEQUENCE OF EVENTS

The forum will begin in the morning prior to our arrival. Secretary Bell will be participating throughout the day. The sequence at the forum following your arrival is follows:

- Secretary Bell will introduce the members of the Federal panel participating with you in the discussion and then open the Federal panel. This panel will begin with summations of the state and local panel discussions, which will be presented by Governor Quie and Dr. Haderlein, respectively.
- The Secretary will then lead the panel in a discussion of issues affecting the Federal, state, and local levels. There will be general discussion at this point.
- You will listen to and interact with the individuals on the Federal panel.
- You will make concluding comments.

(Rohrabacher/AB)  
June 8, 1983  
6:00 p.m.

PRESIDENTIAL REMARKS: EXCELLENCE IN EDUCATION FORUM  
MINNEAPOLIS, MINNESOTA  
THURSDAY, JUNE 9, 1983

Questions by the President:

1. [Asked to Governor Quie of Minnesota]

We all understand the importance of parents to the education process. What is being done here in Minnesota to enlist parents in the drive for excellence in education? What else can be done to encourage more parental involvement?

2. [Asked to North Dakota Superintendent Crawford of Northern High and school principal and Excellence Commission member Crosby]

The Commission on Excellence made several recommendations about standards for teachers and about reestablishing teaching as the primary focus of American schools. What is North Dakota doing to improve the quality of teaching?

3. [Asked to Governor Schwinden of Montana]

When I was Governor of California, education was a major concern for everybody in State government. Now that the commission has made its report, Governor Schwinden, what role do you see State government playing in bringing about the fundamental changes recommended by the commission?

4. [Asked to Northern High School principal Crosby and or Illinois Superintendent Johnson.]

Clearing away counter-productive regulations, both for the public sector as well as the private, has been one of the primary goals of my Administration. I think we've made some tangible progress in this area. I'd like to hear from those

of you on the front-line. Just how serious is the regulating problem? What more can we do that would help you get your job done?

5. [Asked to the group]

Is reaching the goal of a better education for our children mainly a matter of more money, or is it a matter of making the tough decisions to enforce standards and discipline?

6. [Asked to group]

Today, the vast majority of money spent on education is done at the State and local level. Do you think the money being spent on education would be more efficiently used if there were a greater Federal role, with more guidance and direction from Washington?

(Rohrabacher/AB)  
June 8, 1983  
6:00 p.m.

PRESIDENTIAL REMARKS: CLOSING COMMENTS FOR EDUCATION  
THURSDAY, JUNE 9, 1983

I'm very happy to have had this opportunity to exchange views with you about this vital issue. And it is vital. None of us should have any doubt that the future of this country depends on our coming to grips with this issue, as much as any other of the challenges we face as a Nation.

Our children are our greatest national resource. Their character, their understanding of mathematics, science, and history, their ability to read and to write, will determine whether we will meet our great national responsibilities. In fact, they will determine whether or not we remain a great Nation.

The dialogue sparked by the Commission's report is one of the healthiest national debates we've had in many decades. If we can, as a free people, talk about education honestly and maturely, and if we aim at tough yet realistic goals, there should be no doubt that we will set things right. I can think of no other cause that has greater appeal to all people of goodwill than helping our children.

I only hope that all participants in this debate will remember that while we have disagreements, our goal -- improving the quality of American education -- is the same. The worst thing that could happen to this effort would be for it to become politicized and bogged down in partisan conflict. It is far too easy for people with their own motives to suggest that they have

a monopoly on concern for America's youth -- or to offer short-term, easy answers to a problem that begs for deep commitment and fundamental reform.

When we first got to Washington a little over 2 years ago I was aware that the heavy hand of Federal regulation was undercutting educators as well as local government and those in the private sector. Well, what we've done already to clear away excessive regulation has saved more than 11 million hours of staff time for educators and has saved taxpayers more than \$1.1 billion.

I think the very last thing that will help American education is for the Federal Government to take on even greater powers in regulating the efforts of local school officials and teachers. If more money is needed, that money should be spent as local parents and teachers think best, and not tied up with the strings and mandates that always come along with Federally-collected tax dollars. After all, the money comes from the local taxpayers one way or the other.

Besides, when you look at the record, there is overwhelming evidence that just dumping more dollars into the current education system is not a solution. Between 1960 and 1980, education spending in the United States increased nearly 600 percent. It went from 3.4 percent of GNP in 1951 to 7 percent last year. Yet, during this same period, quality began to drop and the problems we've been discussing began to mushroom.

The answer has to lie as much with a renewed commitment to quality from all of us and some solid basic reforms of education



methods as it does with increasing the amount of money going to the schools. One has to seriously wonder, for example, about anyone who wants to pump billions of dollars into a system that is not now achieving what we'd like without also advocating basic quality control reforms -- like teacher competency tests.

I have long believed -- and I have recently seen figures that confirm -- that a great majority of the American people share our beliefs about excellence in education. A great majority believe that teachers should pass competency tests; they believe we need incentives to attract bright students to become teachers; they believe that we need to go to basics to build for the future; and they believe that merit pay for teachers is a good idea.

just provided  
by Dick  
Wirthlin  
CF

It stands to reason that accomplishing these things will not require huge increases in our already enormous spending on education -- or arbitrary new controls from Washington D.C. What it will require of all of us is facing the tough problems head-on and enforcing the standards necessary for proper education. No one ever said a quality education was going to be easy, for the student or the teacher.

We've got to look for some innovative answers. I hope that all across America the Commission's report will stimulate new ideas and get people directly involved. Getting our education system back on track, is something that Government simply cannot do by itself. But working together -- and working hard -- we can bring excellence back to American education.

I've enjoyed our discussion. I may be President, but I'm also a parent -- and a grandparent -- so I've got a special interest in this subject. But that is true of almost all of us, and we shouldn't forget that this is something that binds so many of us together. Thanks for letting me join in with you today, and God bless you.

## EDUCATION

### (A) THE PROBLEM:

With the President's approval, the Secretary of Education established the "National Commission On Excellence in Education." The bipartisan Commission confirmed what the President and many others had suspected: American education is not living up to the standards of excellence Americans should expect and demand.

#### (1) "A Nation At Risk"

The Commission cited the following as indicators of America's being "A Nation At Risk":

- International comparisons of student achievement reveal that on 19 academic tests American students were never first or second and, in comparison with other industrialized nations, were last seven times.
- Some 23 million American adults are functionally illiterate by the simplest tests of everyday reading, writing, and comprehension.
- About 13 percent of all 17-year-olds in the United States can be considered functionally illiterate. Functional illiteracy among minority youth may run as high as 40 percent.
- Average achievement of high school students on most standardized tests is now lower than 26 years ago when Sputnik was launched.
- Over half the population of gifted students do not match their tested ability with comparable achievement in school.
- The College Board's Scholastic Aptitude Tests (SAT) demonstrate a virtually unbroken decline from 1963 to 1980. Average verbal scores fell over 50 points and average mathematics scores dropped nearly 40 points.
- College Board achievement tests also reveal consistent declines in recent years in such subjects as physics and English.
- Both the number and proportion of students demonstrating superior achievement on the SATs (i.e., those with scores of 650 or higher) have also dramatically declined.
- Many 17-year-olds do not possess the "higher order" intellectual skills we should expect of them. Nearly 40 percent cannot draw inferences from written material; only one-fifth can write a persuasive essay; and only one-third can solve a mathematics problem requiring several steps.

- There was a steady decline in science achievement scores of U.S. 17-year-olds as measured by national assessments of science in 1969, 1973, and 1977.
- Between 1975 and 1980, remedial mathematics courses in public 4-year colleges increased by 72 percent and now constitute one-quarter of all mathematics courses taught in those institutions.
- Average tested achievement of students graduating from college is also lower.
- Business and military leaders complain that they are required to spend millions of dollars on costly remedial education and training programs in such basic skills as reading, writing, spelling, and computation.

## (2) Declining Standards

The Commission also cited the following as indicators of declining standards:

- Secondary school curricula have been homogenized, diluted, and diffused to the point that they no longer have a central purpose.
- The amount of homework for high school seniors has decreased (two-thirds report less than 1 hour a night) and grades have risen as average student achievement has been declining.
- A 1980 State-by-State survey of high school diploma requirements reveals that only eight States require high schools to offer foreign language instruction, but none requires students to take the courses. Thirty-five States require only 1 year of mathematics, and 36 require only 1 year of science for a diploma.
- "Minimum competency" examinations (now required in 37 States) fall short of what is needed, as the "minimum" tends to become the "maximum," thus lowering educational standards for all.
- One-fifth of all 4-year public colleges in the United States must accept every high school graduate within the State regardless of program followed or grades.
- In England and other industrialized countries, it is not unusual for academic high school students to spend 8 hours a day at school, 220 days per year. In the United States, by contrast, the typical school day lasts 6 hours and the school year is 180 days.
- In many schools, the time spent learning how to cook and drive counts as much toward a high school diploma as the time spent studying mathematics, English, chemistry, U.S. history, or biology.

- A study of the school week in the United States found that some schools provided students only 17 hours of academic instruction during the week, and the average school provided about 22.
- In most schools, the teaching of study skills is haphazard and unplanned. Consequently, many students complete high school and enter college without disciplined and systematic study habits.
- Too many teachers are being drawn from the bottom quarter of graduating high school and college students.
- The teacher preparation curriculum is weighted heavily with courses in "educational methods" at the expense of courses in subjects to be taught.
- Half of the newly employed mathematics, science, and English teachers are not qualified to teach these subjects; fewer than one-third of U.S. high schools offer physics taught by qualified teachers.

(B) WHERE THE SOLUTION IS NOT TO BE FOUND

The solution is not to be found in a return to the discredited policies of "throwing federal money at the problem." Indeed, the problem has increased in spite of the following facts:

- The total expenditure for all levels of education in the U.S. has increased more than 600% during the past 20 years, from \$29.3 billion in 1961-62 to \$215.0 billion in 1982-83.
- Education spending represented 3.4% of the GNP in 1951 and 7.0% in 1982-83.
- Total public per pupil expenditures have nearly doubled in constant, non-inflated dollars during the past 20 years.
- The average annual salary of instructional staff in public schools increased (in non-inflated dollars) from \$16,418 in 1961-62 to an estimated \$20,114 in 1981-82, a 23% increase during the past 20 years.
- From 1951-1981, the number of public school students increased 75% but the number of teachers increased 157%.

(C) WHERE THE SOLUTION IS TO BE FOUND

The Commission and the President believe that the solution to this problem can best be advanced by focusing attention on two basic themes:

- (1) "BACK TO BASICS: EXCELLENCE IN EDUCATION" and
- (2) "A BROADER VISION: THE LEARNING SOCIETY."

The first theme -- back to basics -- underlines the importance of both basic educational standards and basic educational values. It emphasizes:

- basic skills;
- basic discipline;
- basic standards of, and rewards for, excellence;
- basic attention to parental involvement and local control.

The second theme -- the broader vision of a learning society -- reflects an appreciation that education is not simply the province and responsibility of the schools. It is also, inescapably, the province of:

- the home,
- the church,
- the community, and
- the workplace.

Education for excellence in a fast-changing world demands attention to basics both in the schools and in the larger social context.

(D) ELEMENTS OF THE PRESIDENT'S PROGRAM

(1) To advance the pursuit of excellence, the President strongly endorses the basic recommendations of the Commission:

- that state and local high school graduation requirements be strengthened -- giving special emphasis to the "New Basics" (English, math, science, social studies, and computer science);
- that schools, colleges, and universities adopt more rigorous and measurable standards;
- that significantly more time be devoted to learning the New Basics;
- that the preparation of teachers be improved and the rewards for teacher excellence be increased; and
- that citizens hold educators and elected officials responsible for implementing necessary reforms -- recognizing that school officials must lead in developing community support, and that states and localities have the primary responsibility for school finance.

(2) To help reform the education system -- in areas where the federal government can make a direct contribution -- the President has advanced these programmatic initiatives:

- tuition tax credits -- to strengthen the pluralistic character of the educational system, while also providing competitive incentives for excellence;
- education vouchers -- to give parents more power and discretion in assuring that educationally disadvantaged students receive the best possible compensatory services;
- grants for improved teaching of math and science -- to prepare for the rapidly changing world of high technology and a services-oriented economy; and
- education savings accounts -- to provide tax incentives to help middle and lower income parents save for future investment in their children's education.

(3) To provide visible leadership for responsible educational reform, in those areas where the primary responsibility is at the local level, the President is highlighting programs and performance that merit special commendation:

- merit pay programs to reward especially able and skilled teachers;
- "adopt-a-school" programs to bring the worlds of work and education more closely together;
- Presidential awards for scholastic fitness to reestablish respect for standards of excellent performance; and
- a "National Diffusion Network" to identify exemplary education programs and help foster their widespread adoption.

(4) To strengthen the communities and workplaces that are both supportive of and supported by school-based education, the President is also advancing programs to:

- reduce drug abuse and crime;
- increase employment in areas of high youth unemployment; and
- improve job training and retraining.

Details on these initiatives are available as supplements to this summary.