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Public Advocate

of the United States, Inc.

418 C Street Northeast
Washington, D.C. 20002

Phone 202-546-3224

Ronald W. Pearson
President
Eugene Delgaudio
Executive Director

August 4, 1982

Mr. Morton Blackwell
Special Assistant to the President
for Public Liaison
191 Old Executive Office Building
The White House
Washington, D.C. 20500

Dear Morton,

Please read the enclosed Larry Uzzell-
Public Advocate letter.

It is a long, strong, spirited appeal to
correct a wrong committed against our common
principles.

I want to keep you posted of its progress.

And I will be interested in how many
Postcards arrive at the White House. The mail-
date for several thousand was last week.

Sincerely,



EUGENE DELGAUDIO

P.S. It was great seeing you and Mrs. Blackwell
over at Colonel Harrison's this past
Sunday.

LAWRENCE A. UZZELL
 Former Special Assistant to the Director, Edward A. Curran
 NATIONAL INSTITUTE OF EDUCATION
U.S. DEPARTMENT OF EDUCATION

"...down there underneath is that permanent structure that is resisting everything you're doing."

-President Ronald Reagan

Dear Friend of the President:

Ed Curran tried his best, as a Reagan appointee, to eliminate one part of the federal bureaucracy.

But Ed Curran's plea to abolish NIE never got a fair hearing before President Reagan. Bureaucrats friendly to the man who fired Ed made sure of that.

Yes, the permanent structure won. Ed Curran was fired on June 10, 1982, as director of the National Institute of Education (NIE).

As his top assistant, I resigned immediately, in order to seek your help in trying to get through to President Reagan. Remember, Ed Curran never did get past the "permanent structure."

I do not believe President Reagan is ready to yield to the permanent structure, the perpetual bureaucrats who seek total domination over his Administration.

That is why I ask you to sign and mail the enclosed postcard to President Reagan.

The bureaucrats may have cut down Ed Curran. They may have buried his message to President Reagan and then dismissed him.

But I am certain they can not bury or dismiss thousands of postcards, letters, and mailgrams from an angry and aroused Reagan constituency appealing directly to the President himself.

So please sign and mail the postcard immediately. Or send a letter or a mailgram. Thank you.

While I was on the Reagan transition team, I came to the

(over, please)

Not Printed at Government Expense.

conclusion that the NIE should be eliminated.

NIE is an agency of the Department of Education.

You may recall President Reagan had originally intended to abolish the Department of Education.

Earlier this year, an organization called Public Advocate presented over a quarter of a million signed petitions at the White House in support of his program, as the President was moving forward.

But thanks to bureaucratic maneuvering led by Department of Education head Terrel Bell, the campaign never got past first base.

As the year wore on, Terrel Bell was successful in persuading the President's top advisors that abolishing the Department of Education would be "politically unrealistic."

Then in May of 1982, President Reagan asked, in a nationally televised speech to the American people, for suggestions on how he could cut the size of the federal government.

Ed Curran responded by writing a letter to the President, suggesting that his own agency, NIE, be abolished.

Ed outlined his reasons, as you can see from the enclosure.

But despite the urgency, Ed and I are not sure if the President ever saw his letter. It is still a closely guarded bureaucratic secret.

And when Ed showed it to his own superior, Terrel Bell, he was asked this incredible question:

"How can you head an agency which you think should not exist?"

Does Terrel Bell think Ronald Reagan was elected to perpetuate and strengthen the bureaucracy? Whose side is he on anyway?

Terrel Bell's action in dismissing my boss and squashing the initiative to abolish NIE, should be grounds for dismissal.

Terrel Bell is the principal reason for the failure in 1982 of President Reagan's bold effort to abolish the Department of Education.

Terrel Bell has put loyalty to his Department, the bureaucrats within it, and the special interests which defend it, ahead of his loyalty to President Ronald Reagan.

Terrel Bell has silenced a man who should instead be commended for unselfishly calling for an end to the agency he headed.

Terrel Bell is a part of the permanent structure dedicated to the sabotage of the Reagan presidency.

(More--)

A later investigation of "FREESTYLE" brought a frank admission: our children's attitudes are "deeply rooted in the family" -- and the NIE bureaucrats don't like that one bit.

So by their own admission, "FREESTYLE" is an open attack on what parents are teaching their children.

But there's even more.

NIE bureaucrats gave our tax dollars to a sex educator who pushed for a special section in children's libraries devoted to sex education.

This must be the ultimate in their idea of a "permissive society" -- where our children can just walk in with the open approval of the school and look at any sex literature these bureaucrats think is OK.

Perhaps that's how they want to bring up their own children -- but the NIE bureaucrats want to force this on our children too. And using our own tax dollars.

Radical, left-wing feminists just love the NIE -- they got over five million dollars from NIE during 1980. And they are still getting our tax dollars today.

One of those taxpayer funded grants taught women how the bureaucrats think you should cope with stress and pressure: by "joining women's (radical) groups," "smoking a joint" (marijuana), or "divorcing my husband."

In addition to promoting anti-family values and corrupting our children, these self-proclaimed "social engineers" are wasting millions of our tax dollars.

For instance, CEMREL, a social engineering laboratory in St. Louis, spent \$750,000 on taxpayer-paid junkets -- including trips to Egypt and Disney World.

Ed Curran and I fought these entrenched, ultra-liberal NIE bureaucrats during 1981 and 1982.

Finally, Ed Curran suggested NIE be abolished. While I can't show you an exact copy of the letter Ed tried to get to President Reagan, I can do the next best thing, since I helped draft that fateful letter.

I have enclosed a digest of the original letter as I recall it being written, and now you can see the "crime" of Ed Curran, for which he was dismissed.

Isn't it incredible that the head of a federal agency, a Reagan appointee, could fail to get past the bureaucracy and to the President?

But the impossible has indeed happened.

Ed isn't, of course, the only loyal Reagan appointee who has tried to advance the President's objectives. There are many others.

(More--)

If you agree then please, before you mail the enclosed postcard, write at the bottom of it, "Terrel Bell should be fired!"

I realize this is a drastic step. But whether you agree or not, I hope you will join me in trying to reach President Reagan with the message to abolish the National Institute of Education.

Incredible as it may sound, one NIE bureaucratic scheme seeks to get our school teachers to teach our school children to go home and argue with their parents about sex roles and family values.

This is their insidious plan for fourth grade school children of eight and nine years of age.

I could believe this if it were a story about Soviet Russia or Nazi Germany, where they try to turn children against parents.

Ed Curran and I fought from within to stop the anti-Reagan bureaucrats from getting their way with our children.

We did our very best.

The bureaucrats have already exposed 1,500,000 eight and nine year old children to their twisted, anti-family message.

And these anti-family bureaucrats are now doing their work virtually unchallenged -- in spite of the best intentions of the parents to bring their children up in a strong, moral manner.

The social planners have their anti-family message in slick, TV tape cassette form for easy distribution to local school teachers across America.

They are still telling our teachers to force our little children to listen and watch these twisted, pre-recorded TV propaganda messages right in the classrooms.

This is an unabashed attempt to completely brainwash eight and nine year old children against their parents.

And that's only the beginning. There's nothing to stop this bureaucratic scheme from continuing indefinitely.

Can you see why my former boss, Ed Curran, spoke out?

Just take a closer look at this scheme already enacted by NIE bureaucrats.

Over four million dollars (\$4,100,000) has been spent on the bureaucratic program called "FREESTYLE."

This so-called "FREESTYLE" is designed to alter our children's thinking about sex roles through a 13-week slickly produced TV series.

(Over, please)

assistance from Public Advocate, which has worked all year long to try and abolish the Department of Education.

But I have been told by Public Advocate Executive Director Eugene Delgaudio that if you can not contribute at least \$15, then he may have to suspend this emergency campaign within the next two weeks.

I do not fault Eugene and Public Advocate for this decision, for they have already been most generous in helping me, giving this urgent program an initial budget of some \$14,500 to begin with.

But whether or not I can now continue is up to you.

Whether I can reach my goal and break through past the bureaucrats to President Reagan is up to you.

Please take out your checkbook right now, and write out a check for \$15 to Public Advocate, and mail it to me right away.

In case you're wondering, I'm not asking for that check for myself. I did not resign my position in government to work for Public Advocate.

Rather, my purpose is to get past the permanent structure which the President has said is a major obstacle to his programs.

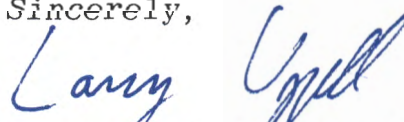
So please send the postcard to President Reagan. And write your check for \$15 to Public Advocate immediately. If you can send a larger contribution for \$25, \$50, \$100, or even \$1000 or more, I will be grateful. Every dollar will be a tremendous help to me in achieving my goal.

If you and I can not get NIE abolished, then every bureaucratic agency is safe, and every bureaucrat can breathe easy.

You and I must not fail, or Ed Curran's courageous sacrifice will have been in vain.

The bureaucrats haven't really been challenged so far. With your support they could be in for the biggest fight of their lives. I will look forward to hearing from you this week. Thank you.

Sincerely,



Lawrence A. Uzzell, former
Assistant to the Director,
National Institute of Education

P.S. Abolishing the NIE is one battle in the war to abolish the Department of Education. This is a "must win" battle for loyal supporters of President Reagan. I pray you are one. And that you will act. Or else, my resignation will have accomplished nothing.

But they have paid dearly -- being attacked with no warning, subjected to a blistering, withering cross fire from entrenched bureaucrats and their allies inside and outside of government.

The loyal Reagan appointees are outnumbered, outmanned and outgunned here in Washington, D.C.

Remember that for every loyal Reagan appointee there are hundreds of members of the permanent structure surrounding him, watching, waiting for the one mistake or misstep.

And now the remaining Reagan loyalists have been seriously shaken after what has happened to Ed Curran and me.

Have the bureaucrats succeeded in making an example out of Ed Curran, who tried to uphold the Reagan mandate and eliminate an agency?

Or with your help is the lesson from this, stand up when you are right. And you will get the support you need. Stand up and be counted, for there are thousands who will help you make the case to the President.

Will you help me break the bureaucracy, or will you let their action stand, unchallenged?

Will you help me appeal to President Reagan to abolish the NIE, or will you remain silent and let the bureaucrats win?

Will you let a good man, Ed Curran, be cut down and silenced, or will you help champion his view right now?

And finally, will you join me in seeking the dismissal of master-bureaucrat, Terrel Bell, member of the permanent structure?

If you will help me, please send the enclosed postcard directly to President Reagan. I have been assured by Reagan loyalists inside the White House that word of a massive outpouring of mail will indeed reach President Reagan personally.

And if you are with me all the way, then can you write on the bottom of the postcard, "Terrel Bell should be fired!"

Finally, I must tell you there is one more thing I urgently need you to do. Whether or not I am able to generate the massive outpouring of mail to the White House depends on you.

For I need your dollars to continue this emergency effort to break the bureaucracy, reach the President, abolish the National Institute of Education, and fire Terrel Bell.

Quite simply if you can not help me with your dollars, my efforts must stop. My resignation and the dismissal of Ed Curran will have been in vain.

For to speak out with all the anger and all the facts at my command, will take a massive sum of money.

This cause has already received tremendous help and

(Over, please)

Dear Mr. President:

I am outraged at what the bureaucrats did to Edward A. Curran, your National Institute of Education Director, for suggesting that his agency be abolished.

I know you are doing all you can to control the permanent structure, but it seems to me the bureaucrats have covered up something you should know.

Ed Curran's former Assistant Larry Uzzell has told me about the letter his boss tried to get to you asking for an end to NIE. I appeal to you to read it and act on his recommendation. Thank you.

Sincerely, _____

Abolish National Institute of Education Project, Lawrence A. Uzzell, Chairman.
An emergency project of Public Advocate, 2233 Wisconsin Ave., N.W., #222, Washington, D.C. 20007.

Name

Address

City, State, Zip

13¢
Stamp
Required

President Ronald Reagan
The White House
Washington, D.C. 20500

1 RPTR LEESMAN

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OVERSIGHT HEARING ON 1983 BUDGET REQUEST

5

- FOUNDATION FOR EDUCATION ASSISTANCE

6

7

Tuesday, March 2, 1982

8

9

House of Representatives

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Committee on Education and Labor

11

Washington, D.C.

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The committee met, pursuant to call, at 9:17 a.m., in Room

19

2175, Rayburn House Office Building, Hon. Carl Perkins

20

[chairman of the committee] presiding.

21

Present: Representatives Perkins [The Chairman], Hawkins

22

Ford, Simon, Miller, Murphy, Weiss, Corrada, Kildee, Peyser,

23

Williams, Ratchford, Kogovsek, Washington, Ashbrook,

24

Goodling, Coleman, Kramer, Petri, Fenwick, Roukema,

25

DeNardis, Craig and Bailey.

*From Dept of
EDUCATION!*

*↑
file*

151 Administration projecting a \$91 billion deficit, and the
152 House of Representatives budget office projecting a deficit
153 in excess of \$120 billion, we have had to adopt a somewhat
154 austere budget proposal for education as well as for other
155 federal programs.

156 Our proposal includes reductions in both 1982 and 1983 for
157 most programs as part of the continuing effort of this
158 Administration to revive the nation's economy. We know that
159 these cuts are going to be taken with pain. However, we
160 anticipate that many of the reductions in the federal funds
161 will at least partially be increased by state, local and
162 individual contributions that are going to be possible as
163 the economy turns around and as we improve our tax base for
164 property, sales and state income taxes for 1983 and for '83
165 and '84. We would emphasize that of the \$181 billion spent
166 nationally on education, only about 10 percent comes
167 directly from the federal government.

168 In making these difficult but what we think are necessary
169 choices, we have attempted to spread the burden as fairly
170 as possible among various beneficiaries of our programs, and
171 still reflect the priority areas that we have to deal with.

172 Despite cost-reduction measures taken in last year's
173 Reconciliation Act, the uncontrollable entitlement costs of
174 subsidizing loans to higher education students while they
175 are in school, and paying special allowances to banks and

276 to 16,000 school districts than it is to have several
277 thousand individual districts all working on the same
278 question. Similarly, the continued collection of data
279 benefits all school districts in their financial planning as
280 they make projections for future trends in the population
281 and services which they will provide.

282 In summary, we were faced with a difficult task in putting
283 together a budget within the confines of the \$10 billion
284 budget allowance. These limits were required by the budget
285 deficits we face that range from the Administration's
286 estimate of \$91 billion to over \$120 billion estimated by
287 the Congressional Budget Office. In this fiscal climate we
288 emphasize that we had hard choices to make in our proposals
289 to Congress. I believe that we have kept our priorities,
290 given the fact that we had to put together a budget on the
291 \$10 billion level, and kept them in order as we best could
292 appraise them in the Department in meeting the funding
293 levels that the President's budget recommendations provided
294 to us to present to Congress.

295 It is with this perspective in mind that I ask you to
296 consider very carefully our legislative proposals as they go
297 through the various stages of the Congressional process. We
298 look forward to working with you and your colleagues in the
299 coming weeks on these critical issues, and we appreciate the
300 opportunity to present this opening statement to you.

Complimentary

305 Mr. HAWKINS. (Presiding.) Thank you, Mr. Bell.

306 The Chair, in view of the limited time available, will
307 strictly interpret the five-minute rule. We will try to
308 conform to that as stringently as possible the first time
309 around.

310 Mr. Bell, almost a year ago before this Committee, in
311 reference to Title I of the then law that was prevailing,
312 you said this, with reference to a 25 percent reduction:
313 "But I can say, if we take 25 percent of the money out of
314 Title I of the Elementary and Secondary Education Act, that
315 it is not going to have an impact on quality of education,
316 because it is."

317 As you know, we did reduce the funding. This year, faced
318 with what may be anywhere from a 29 to 33 percent reduction,
319 depending on whose statistics we take, but either one is I
320 think equally significant for the question I would like to
321 ask you. We'll use the lower one.

322 In view of the 29 percent reduction, are you saying that
323 the quality of education with respect to the educationally
324 handicapped and poor children will be maintained?

325 Secretary BELL. I couldn't make that claim that it will
326 be, Mr. Chairman. I know that there is not a direct dollar-
327 for-dollar relationship between education quality and the
328 amount of money that we spend on education. But I would
329 also have to say that when you reduce funding, you are

2

330 sacrificing as far as quality is concerned. We all know

331 that.

332 I would also like to tell the Committee that the Title I

333 program has been a successful program. All of our

334 evaluation indicates that. And we have been successful over

335 the years, since 1965, in educating disadvantaged children.

336 I would indicate that we have spent a lot of time down

337 through the years in the Department evaluating various models

338 and various approaches to educating disadvantaged children,

339 and given the fact that I had to face a \$10 billion

340 allowance, after I had concluded all of my internal

341 procedures and negotiating with OMB and availing myself of

342 the appeal opportunities that are available, we wound up

343 with a \$10 billion budget. So I had to squeeze within that

344 \$10 billion amount the allocations that we made.

345 Knowing that we have had some programs that have been

346 reported to us as being successful, and the funding range

347 that we reported in our testimony, knowing with the large

348 dollar amounts that we had to take out of our budget, that

349 any place I made reductions there would be difficulty, I

350 felt that I had no choice but to reduce the Title I or the

351 Chapter 1 funding--we've all known it as Title I for so long--

352 to a \$1.9 billion. That would provide approximately \$400

353 per student, and the amount of money available from the

354 students participating is therefore reduced from a \$525

455 Secretary BELL. Thank you, Mr. Ford.
456 Mr. FORD. And I comfort myself with the thought that you
457 have to operate with a loaded gun pointed at your head most
458 of the time or you wouldn't be here advocating literally a
459 revolution in the federal government's relationship to our
460 schools.

461 I would like to just call your attention to the opening of
462 your statement, where you first say that "...education is
463 primarily a responsibility of teachers, parents, state and
464 local officials, and educational institutions." I think
465 both you and I believe in that very fervently.

466 Then you talk about the new role that the federal
467 government should play under a Foundation, and in the second
468 paragraph of the first page of your statement you say "This
469 includes carefully targeted federal assistance--such a
470 providing a core of continuing research and statistical
471 services; compensatory programs for the disadvantaged and
472 handicapped; student financial aid through grants, loans,
473 and work study; block grants and consolidated aid to state
474 and local educational agencies; and civil rights complaints
475 investigations and negotiations for voluntary compliance."
476 You and I have talked about this before.

477 If you take the subject matter covered in your third
478 paragraph out of your Department, what do you have left that
479 you hear complaints about from state and local agencies with

505 former home, the Office of Education, to a Foundation.
506 Indeed, the pitch for this shift from a department to a
507 foundation is that somehow the federal government will be
508 easier to do business with in the field of education.

509 In my years of dealing with people who complained about
510 the kind of regulations that caused them trouble, they fall
511 in the area of these functions that you propose to keep at
512 the federal level in the Foundation. Therefore, that leaves
513 me with the question: how will the Foundation be better
514 able to deal with that problem than the Office of Education
515 is?

516 Secretary BELL. I think that any result that happened
517 there would not be a result of creating the Foundation, but
518 what changes we might make in the legislation. The
519 President feels that the rationale for creating a Foundation
520 for Education parallels the rationale that created other
521 foundation-type entities in the government, for the arts and
522 humanities and for science, and the Corporation for Public
523 Broadcasting. So that was the rationale for the foundation.

524 Mr. FORD. Please let me interrupt you again, because my
525 time is short.

526 I understand what the President--

527 Mr. HANNING. You have exceeded your time already. If you
528 wish Mr. Bell to comment on the last one, he may comment.

529 Mr. FORD. He started to, and then started to explain--

662 Mr. SIMON. Thank you, Mr. Chairman.

663 If I may join in wishing you well, Mr. Secretary. You and
664 I have had several discussions already on this budget.
665 There is no question in my mind that the figures we see now
666 would be appreciably worse were it not for your presence in
667 that office. I am grateful for your presence.

668 You have been basically handed the package of \$10 billion,
669 as you have said, and you have had to come up here and try
670 and sell it. It remains, as you are hearing from both sides
671 of the aisle, a bad package. I think that's the fundamental
672 situation.

673 If I can just site three instances, two of which are from
674 my subcommittee, one of which is one a subcommittee on which
675 I serve, and that is Handicapped Education, where the
676 immediate figures look like we're having only an \$11 per
677 student reduction. But that assumes the rescission, and if
678 you do not assume that rescission, you get down to a
679 reduction of \$76 per handicapped child, reduction in federal
680 assistance. I really don't believe the people of this
681 nation or the people of this Congress want that.

682 Second, in the area of student assistance, the Pell
683 Grants, according to your office, for the '82-83 school
684 year, those from families of \$9,000 income or less will
685 receive \$1.4 billion in Pell Grants. Yet that is the total
686 that we are being asked for in the '83-84 school year.

837 and work with the \$10 billion budget. It is a matter of
838 those trade offs again.

839 I feel that I still provided the most aid that I could for
840 the students. I could have gone over into Title I and the
841 elementary-secondary, but we have been invading that side of
842 our budget too heavily already.

843 Mr. COLEMAN. Well, I appreciate the hot seat that you're
844 put on and having to come up here and represent and support
845 figures that necessarily, privately, you may not--or in the
846 context of the discussions with the rest of the
847 Administration--would not bring forward. I understand that.
848 Perhaps maybe who we ought to have here are some of the
849 other people who required these figures to come forward.

850 But I do note that this committee, both sides of the
851 aisle, I think, are going to provide you a little bit more
852 of the resources in order to carry out some of these duties.
853 I assume that you won't kick and scream too much if we do
854 that for you.

855 Secretary BELL. I would just say, Mr. Coleman, that my
856 colleagues in the Administration, we started out talking
857 about an \$8.7 billion budget, and as we talked about the
858 problems and the implications of this, we were able to bring
859 it up to \$10 billion. That was painful to do that as we
860 looked at all of it. I don't want to pass all the blame on
861 to my colleagues in OMB and other places.

1008 Mrs. ROUKEMA. Secondly, I would indicate to you that as I
1009 speak with students, parents and business leaders in my
1010 district, they are absolutely appalled at the depth of the
1011 proposed cuts for the student loan program and the Pell
1012 Grants. They are appalled not because they have any less
1013 commitment than we have to the need to reduce the budget
1014 deficits and the need to bring down those interest rates--
1015 those businessmen are eager to make the capital investments
1016 and expand and provide jobs--but they also tell me day after
1017 day that they need highly skilled, trained personnel,
1018 whether it be through the vocational ed program or, more
1019 specifically, through graduate student programs. They say
1020 we are bartering away our future, that we cannot tolerate
1021 these cuts, and no one, particularly low or middle income
1022 families, can afford graduate student tuition costs without
1023 the cash flow help that the loan program provides.

1024 So I must tell you that there is a broad constituency
1025 there, Republican and Democrat, for continuing this
1026 investment through the loan program for both undergraduates
1027 and specifically for the graduate student program.

1028 Thank you.

1029 Mr. HAWKINS. Mr. Weiss?

1030 Mr. WEISS. Thank you very much, Mr. Chairman.

1031 Mr. Secretary, I think one of our problems on both sides
1032 of the table is that we tend to be so inordinately polite

1033 with one another that we really miss the very serious
1034 educational differences that we have over this issue.

1035 I don't blame Mr. Stockman for not coming here. Here you
1036 are, a perfectly nice gentleman, who has the respect and
1037 admiration of this Committee, and you come in and you tell
1038 us that you wish you could do better but those other fellows
1039 won't let you do any better, so you have done the best you
1040 could within the constraints that they have set on you.

1041 Stockman couldn't improve on that, so why should he come?

1042 Now, I suggest to you that if you go through your
1043 testimony of last year, before this committee, you will find
1044 that you repeatedly made assurances to this committee that
1045 you did not foresee, that you would not support, that you
1046 would not expect any increases in cuts anywhere akin to that
1047 which you were asking of us last year.

1048 You contradicted the suggestions as to the minimal impact,
1049 for example, that there would be by taking away Social
1050 Security, educational benefits, and said yes, it would have
1051 a greater impact. And now you come back, not as an
1052 educator, but you come back as a budgetary hostage, and you
1053 tell us that you can't justify this budget you are bringing
1054 to us on the basis of education, but you're justifying it to
1055 us on the basis of budgetary considerations, on the basis of
1056 the deficit.

1057 Well, those deficits, Mr. Secretary, were created by the

1058 tax cut of three-quarters of a trillion dollars that were
1059 forced upon this Congress last year by the Administration,
1060 and with the knowledge aforethought and expressed that by
1061 forcing that kind of a tax cut on us, there would be less
1062 money left for education and other programs.

1063 I just don't see how you can sit there and, if you're
1064 unhappy with what they're forcing you to do, to the extent
1065 of going back on commitments you made, that you can just
1066 continue to sit there and sit in your office and continue to
1067 hold the office, when I gather that you're in total
1068 disagreement with what is being forced on you educationally.

1069 I would like your comments.

1070 Secretary BELL. I am pleased to comment to that.

1071 First of all, I have reviewed my testimony of last year, I
1072 did it yesterday in my budget briefing. Particularly did I
1073 review some responses to Congressman Hawkins, where I
1074 indicated that it was my hope, not my promise, that we
1075 wouldn't be back here with more budget cuts. So I just have
1076 to take issue, Mr. Weiss, with the comment that I solemnly
1077 promised that there wouldn't be budget cuts. Certainly I
1078 can't promise that.

1079 Mr. WEISS. Did you expect that you would be coming
1080 anywhere near to the massive budget cuts that you are
1081 proposing to us?

1082 Secretary BELL. I didn't anticipate that we would have

1263 the rug out from under them.

1264 How do you feel about that situation yourself? We had
1265 wanted to question Mr. Stockman along these lines, and we
1266 had some questions for him, and that was the reason that I
1267 conducted those hearings, to see if he agreed with the
1268 businessmen that were supporters of the President. But
1269 since he is not here, I would just like to ask you how can
1270 we reconcile this situation when businessmen feel we are
1271 making a mistake by jacking the rug out from under these
1272 youngsters this day and age.

1273 Secretary BELL. Well, I would just indicate that beyond
1274 the OMB level, in our discussions of the funding level of
1275 this budget, OMB is where we were successful in bringing the
1276 budget to \$10 billion. On behalf of the President, I would
1277 just indicate that he is concerned with these cuts; he has
1278 expressed them; he has expressed them to me. These business
1279 people are also telling us, as well as talking about
1280 education--and I recognize that it pays--these business people
1281 are also emphasizing the interest rate problem and the
1282 inflation problem. So as we concentrate on one, we have the
1283 other difficulty.

1284 I would just say that we discussed all of the matters
1285 related to unemployment and what happens to training and
1286 education budgets and what the implications were. As low as
1287 you feel this budget is, if it weren't for some concern

1288 there it would be lower. This Administration during the
1289 past year has learned a great deal about the federal role in
1290 education, and the commitment to that role is indicated by
1291 the fact that we didn't propose in the President's new
1292 federalism proposal a devolution of more federal programs
1293 out to the States than are there. So I would just indicate
1294 that on behalf of the President he has a commitment to
1295 education. I think his record as Governor of California for
1296 eight years would stand up pretty well in that regard. He
1297 is not anti-education by any means.

1298 The CHAIRMAN. Let me ask you another question.

1299 In his State of the Union message and in his budget
1300 documents, if I'm not mistaken, they include drastic
1301 reductions in federal education funding, the turning back of
1302 many federal education programs to the States, the eventual
1303 termination of these programs at the federal level,
1304 abolition of the Department of Education and the support of
1305 tuition tax credits.

1306 Now, taken together, I would like to know whether the
1307 Administration believes there is any federal role interest
1308 or responsibility in education, or whether these programs
1309 would help to rejuvenate that economy in this country? What
1310 is your views along those lines, since I enumerated what the
1311 President has proposed?

1312 Secretary BELL. I think the acceptance of the federal

1513 percent of the eligible population of the 3.6 million
1514 limited English proficient students, and yet you are
1515 recommending a deduction in funding for the program which
1516 will further reduce participation to 172,000 students. The
1517 proposal is to reduce from the current level of \$133 million
1518 to \$95 million, which is a reduction of over 30 percent,
1519 although, of course, the reduction would be less if you take
1520 into account the rescission that you're asking of \$11
1521 million even for the 1982 budget.

1522 Now, could you please outline the justification you have
1523 used in reaching this level of funding request and your
1524 rationale for cutting back on a program which addresses one
1525 of the most basic needs of the low income minority students
1526 to learn how to speak the language of the society in which
1527 he or she lives? Bilingual education is not a program to
1528 keep our children away from becoming proficient in English.
1529 It is a program that is an important stepping stone into
1530 getting those children not to drop from school because they
1531 don't understand the language, but by retaining them through
1532 bilingual education to make them ultimately proficient in
1533 English. I am concerned that these proposals will hinder
1534 the education of the minority Hispanic and other children of
1535 the nation.

1536 Secretary BELL. I might indicate that I have been
1537 struggling to keep our program to serve the students. The

1538 reductions that we have for the bilingual program are within
1539 the ballpark of the other reductions that were made. There
1540 are those who have been pressing me to zero out the program
1541 for limited English proficient students. Given the Supreme
1542 Court requirement, and given the demands that we have, I
1543 have resisted that proposal and would just indicate that
1544 again, as I have said with the other programs, with the
1545 dollars that we had, we felt we kept in balance the
1546 commitment to this student population.

1547 Mr. CORRADA. Mr. Secretary, in connection with the follow
1548 through program, I see that you're asking for a budget
1549 rescission of \$19 million currently provided for the program
1550 so that you're zeroing this program in your request for a
1551 budget rescission for '82 and, of course, asking for zero
1552 funds for 1983.

1553 In the Reconciliation Act last year, both Democrats and
1554 Republicans agreed that the follow-through program should be
1555 continued through 1984, and then placed into Chapter 2 of
1556 the education block grants. This is demonstrated by the
1557 budget figures for '82, '83 and '84.

1558 Inasmuch as this is a direct contradiction to the intent
1559 of the Reconciliation Act, do you intend to seek legislative
1560 change and, if the rescission takes place, what will happen
1561 to the 36,000 children currently enrolled and attending
1562 follow-through classes?

1668 Mr. HAWKINS. Mr. Kildee?

1669 Mr. KILDEE.. Thank you, Mr. Chairman.

1670 Ted, it is always good to have you before the committee.

1671 I think, though, for President Reagan to have chosen you as

1672 Secretary of Education is like choosing St. Francis to lead

1673 the fox hunt. It is just very inappropriate. I know you're

1674 uncomfortable in your position, but you are the guy on the

1675 horse and you are the fellow sounding the bugle, so we have

1676 to ask you these tough questions. I just wish you would get

1677 off the horse and join us foxes, though. I think you would

1678 feel a lot more comfortable in that position.

1679 Secretary BELL. I am reminded, Mr. Kildee, of the quip we

1680 use out in the west, that "it's good to be among friends,

1681 even if they aren't your own." [Laughter.]

1682 Mr. KILDEE. I'll send that to the staff for analysis,

1683 Ted.

1684 In the Department of Defense, the White House tends to

1685 look at need or supposed need first, and then looks at the

1686 cost, and in looking at need and supposed need they consult

1687 with the generals as to what the needs may be. That is in

1688 the Department of Defense.

1689 Let's look at the Department of Education. Lets look at

1690 one program, Title I. It seems to me that you looked at

1691 costs first and then, sadly, looked at need and

1692 effectiveness. Now, in doing that, did the White House, did

Lennie

file
Dept.
of
Ed.

AN INTERAGENCY COORDINATION PLAN

Prepared for *John Rodriguez*
The Office of the Deputy Under Secretary
for
Intergovernmental and Interagency Affairs

April 1982

Jesse

Jesse J. Jordan
Director
Federal Interagency
Committee on Education
(245-0425)

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INTRODUCTION

The Department of Education has redefined the Federal role in education within the context of changes occurring in intergovernmental relations. Accordingly, appropriate functions, goals and objectives have been formulated, and the Department is already implementing some changes and proposing further revisions. In this light, the Federal Interagency Committee on Education (FICE) has been activated and will work towards similar ends.

This paper will explain how FICE, as an interagency committee, can participate in changing the Federal role in education.

The paper is organized around four areas:

1. An explanation of the reasons for creating a different Federal role in education;
2. A definition of the Federal role and how it relates to State and local roles;
3. The major functions appropriate to the Federal role; and,
4. How FICE can coordinate a government-wide effort to reach the Administration's education goals.

PURPOSE

The two-fold purpose of this paper is to provide the rationale for the activation of the Federal Interagency Committee on Education (FICE), and to recommend a specific interagency coordination plan.

BACKGROUND

a FICE was established by Executive Order in 1964, and continued to operate under series of executive orders until the passage of the Department of Education Organization Act (P.L. 96-88) in October 1979. Section 214 of P.L. 96-88 stipulated that FICE would be composed of senior policymakers from agencies named by the President and would be chaired by the Secretary of Education.

Prior to 1979, the main function of FICE was the development of publications growing out of issues identified by FICE subcommittees and study groups. These publications were produced under contract with various groups in the private sector. FICE also sponsored a number of conferences on matters of general education interest. A selected list of FICE publications and conferences is given in Tab A. FICE, as required by P.L. 96-88, was not implemented by former Secretary of Education Hufstedler; however, Secretary Bell moved to comply with the legal requirements by recommending to the President those Federal agencies that would appoint senior policymaking officials to FICE membership. President Reagan concurred with Secretary Bell's recommendation on January 12, 1982, naming the Federal agencies he found appropriate to compose the FICE membership. A copy of President Reagan's memorandum is given in Tab B.

in coordinating

The purpose of FICE, as defined in P.L. 96-88, is to assist the Secretary of Education to ~~coordinate~~ the procedures and actions of the Education Department (ED) with other Federal departments and agencies. FICE is also statutorily mandated to conduct studies and make recommendations to Federal agencies to ensure:

1. Consistent program policies and practices;
2. Effective communication among Federal agencies to avoid duplication of activities;
3. Efficient and responsive service to program recipients; and,
4. Effective participation by students and parents in Federal education programs.

The administration of FICE is necessarily in the Office of the Deputy Under Secretary for Intergovernmental and Interagency Affairs where its activities can be carefully coordinated with the Intergovernmental Advisory Council, Intergovernmental Services Staff, and other related functions of that office.

The agencies forming FICE have been identified and a FICE role is cited in law; however, a specific coordination plan has not been established. The next part of this paper examines national trends and defines a new Federal role in education that involves most Federal agencies and explains why an interagency coordination plan is needed.

WHY A NEW FEDERAL ROLE IN EDUCATION

Why must there be a new or different Federal role in education? This is a complex question: the tenth amendment to the Constitution, the uniqueness of our system of education, and changes taking place in the country and the world define the context of the problem. A redefinition of the Federal role was not merely a political decision made by the President; it was not a decision made by the Office of Management and Budget; nor was it one initiated by the Secretary of Education. Rather, the decision was based on changing national and international relationships.

The tenth amendment to the Constitution reserves ^(responsibility for education) to the State and the people ~~responsibility for education~~: education is fundamentally a State, local and private responsibility. America has 50 separate statewide systems, 16,000 separate local systems, 8 separate territorial systems and many different private schools; diversity is a central factor to consider. The Federal role must be one that will return responsibility for education to the State and local agencies.

In the past 20 years, Federal legislation, resulting in increased Federal regulations, has come dangerously close to violating Constitutional provisions. Cities and towns have been losing control of education, and the Federal ~~Government~~ ^{consequence} has increased its control. One ~~result~~ of the loss of local control is that parents are less able to influence educational policy. Parents became uncomfortable and frustrated as control of education shifted to the Federal level; at the same time the quality of education declined. Schools became richer in dollars and poorer in educational quality. The fact is that State and local control can produce a better education. The country has demanded a change and it is apparent that the Federal role must not intrude on the State and local responsibility for education.

this A different Federal role is also necessary because of the changes occurring in our major institutions. We are in the midst of a restructuring of responsibilities and a sorting out of intergovernmental relations ~~that cannot be ignored~~. It appears restructuring is just as real and significant in its scope as was the transformation from an agrarian to an industrial society. As a Nation, we are erasing all the lines we had drawn so neatly around our major institutions and are struggling to draw new ones. Evidence of this is everywhere; for example, look at what is happening with public utilities and banks.

Public Utilities - Not long ago, we knew what public utilities were and what they did--they generated and transmitted the energy that made our economy run. Now the entire rationale of the public utility is being challenged. Increasingly, they are as responsible for energy non-use as they are for use. They have become technical advisors and they are bankers providing loans to people to weatherize their homes. They are being challenged not only by cooperatives, but also by individuals.

Banks - Banks have been a place where most people kept checking accounts, borrowed and saved money and there were no alternatives to a bank. Today, the banks have so much competition and have so restructured, that the entire banking institution is in a state of confusion with difficult questions about interest rates, location of branch banks, and ownership (21 of the largest banks are located in California and 11 of those are foreign owned). In the future, it seems we can do most of our financial business with money management companies such as Merrill-Lynch or one-stop retail stores like Sears.

We find the same kind of restructuring with respect to education. At every level, the very definitions and boundaries around our education systems are being changed. The issues concerning--How much Federal funding will be provided for education? Will there be a Federal Education Department? What are the responsibilities of a Chief State School Officer? Will there be a tax increase at the local level?--are issues that will increasingly be of little meaning because the entire system is restructuring itself and this means a different Federal role.

Over the next two decades, the education system, as we know it today, will change dramatically--and this is not merely ~~merely~~ rather a bold prediction, but ~~it is simply~~ a reflection of what is already happening. The electronic/information/computing realities of right now, (today), by themselves, will generate an extraordinary range of alternatives to the old model linear step-by-step, elementary, high school, college, post-graduate education. Who regulates? Where do we go to college? What are the things we do to learn? These are unanswered questions. In education, as in other institutions, the new leaders will be entrepreneurs, and this means a different Federal role and a different State and local role.

In the development of a different Federal role, six areas of restructuring were examined. First, there is a shift in this country from centralization to decentralization. The centralization events in our history were the great depression, World War II, and industrialization which resulted in the centralization of social and economy policy in Washington. Civil rights legislation, development of the welfare state, and Federal management of education policy are prime examples of this centralization process. The effect was less control by States over their own affairs and more control of the State by the Federal Government. We are now receding from the impact of these forces. Starting about 1976, the Nation began to decentralize more than it continued to centralize, and today we are irreversibly on a decentralized course. The political power is passing from the Federal Government to the States, cities, and towns of America. This is partly expressed in growing diversity, and the ways we have begun to celebrate our individual diversity, our ethnic diversity, and our jurisdictional and geographic diversity. The old elitist, top-down, master-planning out of Washington won't work anymore (if it ever did). All the initiative and action is local with local strategies being developed to solve problems and to meet community needs. Patrons are insisting that schools become responsive to community needs and as local educational agencies adjust to that demand for total decentralization, the Federal role must change. ?

Decentralization also indicates the Federal Education Department's role in civil rights should change by transferring responsibility for enforcement of the civil rights law to the Department of Justice. The Education Department will ensure equality of education by negotiating voluntary solutions to civil rights complaints using State education agencies as a vital and important part of the negotiation process.

Second, along with the shift to decentralization, there is a trend to move from representative to participatory democracy. We created a representative democracy during a time when we literally needed to be represented in Washington. Now with instantaneously shared information, we know as much and as quickly about events as our representatives. This instantaneous information combined with decentralization has accelerated our concept of participatory democracy--people are making themselves a part of the decisionmaking process when their lives are affected by those decisions. This is partly expressed in the growing referenda/initiative movement which leap-frogs the representative system. While the percent of voters in

national elections is going below 50 percent, the votes for local referenda often runs above 70 percent, sometimes above 80 percent. Voters are establishing a position on the political agenda by linking and forming new clusters around certain issues which represent their views and values. Part of this is the resorting out of how this country is going to deal with racism, sexism, and ageism, with ageism emerging as the paramount preoccupation in considerations of discrimination. Communities are going to participate in decisions involving the operation of their schools, and when this happens, when teachers and school administrators share decisionmaking with the community, there is complete grass-root control, and there must be no Federal involvement in that local process.

Many of these reasons for change overlap, but it is clear from the shift to decentralization and the trend to participatory government that the Department of Education should be reorganized. An independent agency with a foundation structure would limit the rulemaking power of that entity, thus, ensuring the ability of State and local education agencies to make their own decisions without Federal intrusion.

A third reason driving the restructuring of educational institutions is the rapid change from a mass industrial society to an information society. ~~The Nation is rapidly changing from a mass industrial to an information society.~~ This is a real and profound change. Since 1950, which was the crest of industrial America, industrial occupations in the workforce have dropped from 65 to 27 percent. During the same period, information occupations (all those who create, process, and distribute information) have increased from 17 to 58 percent and are still climbing. In 1978, the number one occupation in this country became clerk, succeeding laborer, which succeeded farmer. (farmer, laborer, clerk--a brief history of the United States). It is important to notice what we do, because what we do shapes our social institutions. The institutions we created during our mass industrial period are now out of tune with the new information society. Business institutions have adopted, but educational institutions are still in the process of recognizing a need for change. How do local education systems solve problems relating to vocational education, computer technology, and the rapidly changing job market? How can local systems be sure they are not educating children for failure? What is the Federal role in these matters? The information society

?
adapted

points to the need for a core of continuing information through research and statistical services. In the area of research and statistics it would be neither cost-efficient, nor feasible for each of the 16,000 school districts to undertake projects to solve similar problems. This is an appropriate function for the Federal role.

Fourth, we see a change from hierarchies to networking. While many view the computer as dehumanizing in many of its functions, and there have been some signs of a revolt against it, it is possible to view the computer as liberator. For example, with the computer to keep track of things, we have less and less need for the hierarchial managerial - hierarchical structure. Our large institutions will be restructuring to a more horizontal organization, much more entrepreneurial organizations in tune with the other trends of participation, decentralization, and the very entrepreneurial nature of the information society. Also, the computer can liberate us from having the same job description for each employee. With the computer to keep track, we can have a different arrangement with each of the 400 or 40,000 employees, and that's the direction the society is going. We are restructuring from a vertical management system to a more horizontal system with people linking up in networks of common goals and objectives in a new age manner. An institution can redirect its resources and become more diverse and as this diversity develops, the institution will be connected by a horizontal network of entrepreneurial organizations. Each organization will work as a subpart of the larger institution, while sharing information within the network concerning institutional goals and objectives. And this means the Federal role is not top-down management but one of research and dissemination.

Fifth, we find a movement in the dual directions of high technology and high touch. The event of any new technology is always accompanied by a compensatory human response or the new technology is rejected. The development of television was accompanied by the human potential movement; life-sustaining equipment in hospitals led to a concern about the quality of death and hospice movement; jet airplanes led to more meetings; word processing led to a revival of handwritten notes, brain scanners and heart transplants led to "electronic cottages" where everyone stays home to work. People want to go to the office to be with people. And the more technology, the more high touch we will crave.

a new interest
in family doctors. Computers placed in houses will not lead to

people

There will be more going to restaurants, to movies, to meetings, and more involvement in recreational activities. 4 — As new technology replaces old forms of human interactions, other forms will develop. And in education, just as new technology changes the patterns of teaching, new patterns of student/teacher interactions will evolve. As these new patterns are developed, the Federal role becomes one of research and dissemination. For example, the Federal entity could disseminate information about advances in technology, match the public and private sector to ensure industry produced needed education programming, and initiate research and development projects. The information can be spread from the Federal level; however, it will be a local responsibility for determining how technology can be appropriately utilized in individual schools.

however,

Sixth, the national economy is becoming a part of an integrated global economy. America is letting go of many of the old tasks and getting on with the new technology such as alternative energy sources and mining the seabeds. It appears biology could eventually replace all of today's chemical processes. There will eventually be an interlacing of all the world's economies. The results, however, will not be uniformity. As this integration progresses, and we become more and more tied together, nations will want to express this distinctiveness, and we will experience a renaissance of cultural assertiveness around the globe. What does this mean to our educational system? How do we handle problems relating to international education, including foreign language study? This points to another function appropriate to a Federal role. There are some educational needs that are national in scope and should, for a time, be assisted from the Federal level where the Education Foundation could carefully target limited Federal dollars. The shift to a global economy indicates that Federal functions may include assistance for programs such as bilingual education, international education, and foreign language study. This global shift along with the rapidly changing job market also points to such Federal functions as providing student financial aid and programs for the disadvantaged and other target groups.

THE NEW FEDERAL ROLE DEFINED

In our development of a different Federal role, we have shown that the Constitution, the demands of society, and the restructuring of our education institutions means that

Federal, State, and local governments are being forced into a new role. Our global, information, decentralized, participatory, high technology, networking, entrepreneurial society requires a Federal role in education that can best be defined as one of coordination, communication, and leadership without Federal intrusion. It is clear that the Nation's diverse educational systems can only be governed at the State and local level where needs cannot only be identified, but will be understood, (for years school districts have complained that the Federal Government did not understand their local problems). The State and local role must be defined to include decisions as to how to meet local needs, and on what to teach and how to teach it. Thus, the Federal role as distinct from the State and local role can be defined as a limited but constructive role--limited, because it will not control--constructive, because it will help. To ensure against Federal control, the Education Department should be replaced. The new entity will have a foundation structure with functions designed in light of the matters discussed in this paper and specifically to help State and local education agencies cope with problems incident to the restructuring and changes occurring with their individual systems.

In summary, the new Federal role in education means the Education Department will be replaced with a National Education Foundation. The Foundation will have five major functions:

1. To provide a core of continuing information through statistical research services;
2. To provide block grants and consolidated aid for States and local educational agencies, returning programs, decisionmaking, and control back to the States and local governments;
3. To provide student financial aid through grants, loans, and work-study programs;
4. To provide compensatory programs for disadvantaged, handicapped, bilingual, and other groups; and,
5. To provide for civil rights complaint investigations, compliance reviews, and negotiations for voluntary compliance.

A more detailed description of these five functions is given at Tab C.

THE FICE ROLE

One of the first tasks of FICE is to define its role within the context of the changes occurring in intergovernmental relations and the new Federal role in education. The Education Department will have the leadership responsibility for carrying out the new Federal role which includes coordinating all educational policy and activities of the various Federal agencies. ED has taken the lead by initiating steps toward its new role; some regulations have been eliminated, others have been simplified; 28 discretionary programs have been consolidated into one formula grant program; budget reforms have been achieved, and a new organizational structure has been planned. That plan calls for the transfer of 28 existing programs to other Federal agencies with the civil rights enforcement function going to the Department of Justice. Twenty-three existing programs would be terminated because of low priority or that have served their purpose and 11 unnecessary Federal boards and commissions would be eliminated.

It must be noted that the new Federal role in education will not be easily achieved. There are real and valid reasons for a change and there will be a change. But how do we ensure that if the final results are acceptable and consistent with present policy, goals, and objectives? Efforts to effect implement the new role will be accompanied by controversy, turmoil, and confusion--often it will be two steps forward and one step backward, and budget reforms will especially be difficult. The birth of a new Federalism will be painful and without a carefully planned strategy, implemented with commitment, enthusiasm, and hard work, the resulting birth could be a monstrosity. A coordinated government-wide effort must be made and FICE can be an important part of that effort. There is no other mechanism in place that can coordinate the efforts of numerous Federal agencies. FICE can ensure that each agency correctly understands the present policy and that uniform and coordinated efforts are made to implement that policy--government would be speaking with one voice. ED efforts will be more successful if coordinated with other Federal agencies and this becomes a major FICE role to coordinate functions, and activities among the 12 Federal agencies that make up the committee.

To effectively coordinate, FICE will identify and define common issues in education. Then it will outline the relationship between functions, goals, and objectives.

For example, to fulfill the function of providing block grants and consolidated aid for State and local educational agencies will require the passage of legislation. The goal to obtain this function is the enactment of law which authorizes the establishment of an Education Foundation and provides for program consolidation and elimination. To reach that goal, specific objectives will be formulated designed to insure that persons and offices within the Department can work in unison.

Similarly, FICE could formulate objectives designed to insure Federal agencies worked cooperatively to reach overall goals. Thus, another major FICE role is to design objectives to meet the Administration's educational goals that can be obtained by a coordinated government-wide effort. This effort will be valuable to ED and the Administration and, with great endeavor and hard work, can produce the desired results. A good start is important. The first FICE meeting must be well planned, skillfully handled, be of interest to and meet some need of each agency. The agenda will be a joint planning effort involving select staff representing each of the 12 agencies.

In summary, FICE has a two-fold role--to coordinate policy, functions, and activities, and to design and carry out objectives to achieve stated goals. Following is an outline of an interagency coordination plan designed to implement this role.

A RECOMMENDED INTERAGENCY COORDINATION PLAN

FICE is a committee of senior policymakers from 12 different agencies chaired by the Secretary of Education. Four Federal offices (Management and Budget, Council of Economic Advisors, Science and Technology Policy, and Domestic Council Staff) will designate a staff member to attend meetings and act as consultants to the Committee. Supporting the Committee will be a permanent staff employed by and housed in the Department of Education, Office of the Deputy Under Secretary for Inter-governmental and Interagency Affairs (DUS/IIA).

Each member of the Committee will name one staff person from his or her agency to work and coordinate with permanent FICE staff. The staff person appointed by each member agency must be sufficiently versed in his or her agency's policy and programs to advise FICE staff relative to positions favored by his or her agency about issues to be placed before

the full Committee. Individual agency staff members would assist in providing information and background materials for each FICE meeting. Also, agency staff members must be free to devote their time and the effort necessary to carry out the work of the full Committee.

Various subcommittees will be appointed to study specific areas as directed by the full Committee. These subcommittees will also be supported by the permanent FICE staff. Examples are interagency subcommittees for educational technology, foreign language study, and rural education. Similar intra-agency subcommittees would be appointed to coordinate within each agency.

The permanent FICE staff will be responsible for those functions necessary to the work of the full Committee and those assigned by the Education Department. Specific staff work relating to the full Committee includes:

- o Responsibility for preparing the agenda for each meeting, developing background material for each agenda item, making or arranging for appropriate presentations before the Committee, and developing options and recommendations for each issue;
- o Responsibility for carrying out the business of the Committee, special assignments, studies, and preparing reports;
- o Responsibility for keeping abreast of key trends and activities among educational agencies and ensuring that the Committee is fully briefed on these matters;
- o Responsibility for providing information relating to educational research in both the public and private sector and to identify findings useful to the Committee; and,
- o Responsibility for keeping each member agency involved in the work and ensuring that the interests of each agency is considered by the full Committee.

Duties not directly related to the full Committee but assigned to FICE by ED:

- o Coordinating the rural education initiative among appropriate Federal agencies;
- o Coordinating and administering the policy with respect to interagency agreements;
- o Responsibility for ensuring each principal office in ED is kept informed about actions taken by the FICE subcommittees, especially those that may involve policy;
- o Responsibility for establishing and maintaining an informational data system relating to key trends, research findings and innovative educational priorities;
- o Responsibility for coordinating FICE activities with other DUS/IIA Directors. The purpose is to gain maximum output of DUS/IIA staff units. Both formal and informal means will be used to develop a strong cooperative working relationship with a lot of sharing of information;
- o Coordinating Departmental research studies to ensure these studies also meet research requirements mandated by the statute thus, preventing the necessity to start new and costly projects;
- o Coordination of any activity of an interagency nature; and,
- o Other assigned tasks.

It is the job of the FICE staff to make the coordination effort work. To this end, the FICE role, and the tasks to be performed will become clearer as the full Committee begins work.

A specific staff organization plan will be developed in conference with the DUS/IIA after the appeal of the recommended interagency coordination plan.



CHARLES L. HEATHERLY
EXECUTIVE SECRETARY
OFFICE OF THE SECRETARY

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DUSM-7/1-14

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UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE ASSISTANT SECRETARY FOR POSTSECONDARY EDUCATION

JUN 25 1982

Mr. Slawomir Suss, Chairman
Polish Independent Students Association, Inc.
c/o Freedom House
20 West 40th Street
New York, N.Y. 10018

Dear Mr. Suss:

I was delighted by the initiative of Mr. Charles Heatherly in introducing you and your colleagues to a number of officers of our Department at the meeting in his office on June 3.

The public presentation which you and your colleagues made on "The Present Condition of Polish Universities" has had considerable impact here and has helped us all to understand better the situation in Poland and the situation of many Polish Students in this country.

I am writing to you on behalf of the Department of Education because most of the efforts we can make on behalf of the P.I.S.A. fall within the Office of Postsecondary Education. Although the responsible officers will be in touch with you directly, let me briefly summarize the efforts we are making:

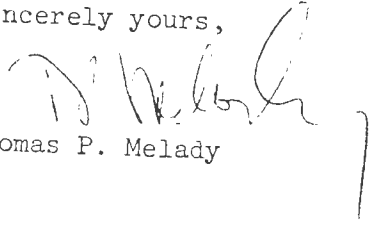
- 1) James W. Moore, Director of Student Financial Aid Programs, is looking into the possibility of having Polish students in this country reclassified by the Immigration and Naturalization Service as now being in the U.S. for other than a temporary purpose so that these students would be eligible for student financial aid. The Department is prepared to write to the Commissioner of INS recommending this action. Mr. Moore will pursue this subject on your behalf.
- 2) Richard T. Sonnergren of the Division of Student Services will be sending you lists of Educational Opportunity Centers and Special Services Projects from which your Polish students might possibly benefit.

Page 2

3) Kenneth D. Whitehead, Director of International Education Programs, is exploring whether your Association might be eligible to apply for assistance, directly or through associated educational institutions, under any other existing Department of Education Programs.

I hope and trust the above efforts will be of real assistance to you. The Department of Education commends your initiative in organizing so effectively on behalf of Polish students and scholars and we want to support and encourage you in every way we can. I certainly hope that others from whom you request support will respond favorably.

Sincerely yours,


Thomas P. Melady

cc: Charles Heatherly
James W. Moore
Richard T. Sonnergren
Kenneth D. Whitehead

Phillip Marcus
Executive Director
Institute for Educational Affairs
310 Madison Avenue, Room 1629
New York, N.Y. 10017

1 HOURS.
FEB. 18

file
Dept. of Ed. 2/11

Public Advocate

of the United States, Inc.

418 Q Street Northeast
Washington, D.C. 20002

Phone 202-546-3224

Indian Treaty Room

waiting for
ans with from
Ed Rollins -
and list of
invites from
Eugene

9:30 A.M.
9:46

February 5th, 1982

Ronald W. Pearson
President

Eugene Delgaudio
Executive Director

RICHARD MATTOX - 1/26/46
photographer 227-60-1527

JOSEPH GENTILI
NY DIRECTOR
President of
NY State Libertarians

RON PEARSON
EUGENE
DEL GAUDIO

Miss Kathy Christiansen
with Mr. Morton Blackwell
Office of Public Liaison
191 Old Executive Office Building
Washington, D. C. 20500

Dear Miss Christiansen,

Thank you very much for the quick confirmation to the Question: who would like 250,000 petitions supporting President Ronald Reagan's efforts to abolish the Department of Education??

Attached is a set of background material on the membership activity of Public Advocate, a 501 c. 4 grassroots educational organization.

As shown in the Register of Opinion, Public Advocate's membership is actively supporting the President's tax and budget cut programs, as well as working to support the President's often stated goal to abolish the Department of Education.

We would like to schedule the presentation of more than 250,000 signed petitions, from supporters in every state to Morton Blackwell the week of February 15th, 1982.

The petition calls for the abolition of the department of education and fills approximately forty boxes.

My goal is for Morton to represent the White House staff, with representatives from Martin Anderson's and Ed Rollin's office present -- along with Public Advocate president Ronald Pearson.

Again, thank you for the prompt attention you have given this very worthwhile grass roots effort.

Sincerely,

Eugene Delgaudio

EUGENE DELGAUDIO
Executive Director

GARY BAUER - ok
ED ROLLINS - ?
possibly -
DORIS BANOW
JOHN Mc LAUGHEE

Official Petition to President Ronald Reagan and the United States Congress

WHEREAS, President Reagan has a mandate from the American People to abolish the Department of Education, and;

WHEREAS, the Department of Education has contributed to the greatest sex mis-information program America has ever seen, where the school children of America are being taught that homosexuality is normal and free love is permissible;

NOW AND THEREFORE, I demand that the Liberals in Congress who created the Department of Education heed the public will and support President Reagan in abolishing this monstrosity.

signature

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

PLEASE DO NOT WRITE BELOW THIS LINE - FOR WHITE HOUSE AND CONGRESSIONAL RECORDS ONLY.

Notary Public Seal and Date:

Received at White House:

Received by the Clerk of the U.S. Senate:

Received by the Clerk of the House of Representatives:

Congressional Record Reference Date:

Public Advocate Increases Efforts

Department of Education Should Be Abolished

As we reported to you in the last issue of *Register of Opinion*, the battle to abolish the Department of Education has just begun. Your membership in Public Advocate's Citizen Committee has made it possible for us to make as much progress as we have. But we cannot stop now.

Public Advocate remains in the forefront of the battle to return local control to our children's education. The

ultraliberal teachers union—the National Education Association—is gearing up to keep the Department of Education. It will set aside an important part of its multi-million dollar annual budget if the money is needed to try to keep in existence the Department of Education.

To offset the expected onslaught of propaganda to keep the Department of Education, Public Advocate

IRS Regulating Religious Doctrine of Private Religious Schools?

Should the Internal Revenue Service (IRS) be able to regulate the religious beliefs of private religious schools? That issue has come to stage center as a result of a Reagan Administration decision to propose legislation that could in fact let the IRS regulate religious schools.

You may be scratching your head and be saying to yourself that you haven't read about this in any newspaper. You probably haven't as a result of either a gigantic media misunderstanding and/or media distortion of recent decisions by the Reagan Administration.

In August, 1978 the IRS unveiled a plan to revoke the tax exemption of any school "formed or substantially expanded at or about the time of public school desegregation" that has "an insignificant number of minority students." That attempt was beaten back by successful amendments in the Congress that received the support of Public Advocate supporters. But the IRS was less than happy with this Congressional action and private Christian schools, including many parochial schools, were still concerned about their status.

On January 8 of this year the Reagan Administration announced it would grant religious schools their tax exemptions as provided for under Section 501(c)(3) of the Internal Revenue Code. However, the announcement and action were so mishandled that a firestorm of protest erupted through the media from various civil rights leaders. The result was that the Reagan Administration backed down.

The Administration is now sending legislation to the Congress that could very easily result in *federal government regulation of all non-public religious schools on the basis of those schools' religious beliefs*. The legislation, as presently



Congressman Dan Crane (R.-Ill.), center, is presented with 250,000 signed petitions in support of legislation to dismantle the federal Department of Education. Crane is a co-sponsor of a bill to restore control of education to local communities, and said to Public Advocate President Ron Pearson (left) and Executive Director Eugene Delgaudio (right) "This expression of support will not go unheeded."

published a study by Congressman Larry McDonald (D-GA). The study, "Why The Department of Education Should Be Abolished," discussed five reasons for abolishing that wasteful agency.

Congressman McDonald's study points out that the Department of Education

- 1) is "a force for mediocrity, not excellence, in academic achievement"
- 2) is "an instrument for arbitrary, unwarranted Federal tyranny over state governments, local governments and private institutions"
- 3) has "violated American traditions of pluralism by promoting religious, moral and ideological viewpoints hostile to traditional values"
- 4) is "a captive agent of special interests, putting their narrow goals ahead of the public interest in intellectual excellence"

IRS Dictating Religious Doctrine?

(Continued from page 1)

being considered, could deny tax-exempt status to schools—and conceivably even the church sponsoring the school—*retroactively to 1970.*

What You Can Do

If you are concerned about this, you can write to your Congressman (U.S. House of Representatives, Washington, D.C. 20515) and Senators (U.S. Seante, Washington, D.C. 20510) to support religious liberty amendments to this legislation that will guarantee freedom of religious belief for non-public religious schools. You should write immediately. And Public Advocate will keep on top of this important issue.

Increased Efforts to Abolish Dept. of Education

(Continued from page 1)

5) should be abolished because its role is "better filled by state governments, local governments, or the private sector."

In addition to publishing and distributing this important study, Public Advocate President Ronald Pearson discussed face-to-face with Secretary of Education Terrell Bell Public Advocate's concerns about his foundation proposal as a replacement for the Department of Education. Many see the replacement of the Department of Education with a foundation as a step in the wrong direction. While Public Advocate is increasing its activities, we must do even more. To do that we need your continuing financial help.

Metrication Opposed By Many—Board's Demise Is a Good Start

Congressional efforts are afoot to stop the U.S. Metric Board, and various federal agencies, from attempting to force acceptance of the metric system on an industry-by-industry basis. At the time of its creation in 1975, the U.S. Metric Board was supposed to be neutral and only provide information and service to those private sector industries that voluntarily decided to change to the metric system rather than use customary weights and measures.

Give Them An Inch And They Take ... A Metric Mile

While there is little evidence that conversion to the metric system would boost our economy by helping us to compete abroad, evidence quickly mounted that the Board, and its members, were actively devoting their multi-million dollar budget to promote and advocate America's conversion to the metric system. In 1978, this prompted Congressman Eldon Rudd (R-AZ) to heed the overwhelming majority of Americans who have expressed opposition to metric conversion by introducing a bill to repeal the Metric Conversion Act of 1975. Supporters of Public Advocate wrote to members of Congress to express their concern in 1979 and again in the Spring of 1980.

The Reagan White House has proposed eliminating the Metric Board by September 30th of this year. The Senate has agreed and Senator John East (R-NC) has joined Congressman Rudd's efforts with an identical bill to Repeal the Metric Conversion Act of 1975. Senator East feels that Americans have had since 1866, when Congress made the metric system legal, to convert to that system. "This long-

(Continued on page 4)



U.S. Senator Jesse Helms (R-NC), above left, recently led efforts to stop criminal abuse of the \$15.5-billion food stamp program (also covered in the Fall '81 Register). Helms, chairman of the Agriculture, Nutrition, and Forestry Committee of the Senate, conferred at a conservative gathering with Public Advocate Board of Directors member Charles Floto (center) and Executive Director Eugene Delgaudio (right). Floto is president of a micro computer communications firm in Washington, D.C.

Public Advocate Federal Elections Commission Survey Results

In our last issue, U.S. Senator Roger W. Jepsen (R-Iowa) and Mr. Fred Wertheimer, President of Common Cause, covered the pro and con positions, respectively, of abolishing the Federal Elections Commission. The Questions were:

1. Should the Federal Elections Commission be abolished?

YES 81% NO 3% Undecided: 16%

2. Do you favor Public Advocate taking an active role on this issue?

YES 88% NO 3% Undecided: 9%

Survey Question: Should there be a Taxpayers Bill of Rights?

Taxpayers have long complained that the Internal Revenue Service treats individuals with less respect than common criminals receive from police and the courts.

Congressman Jim Collins (R-Tex.) has introduced a Taxpayers Bill of Rights, H.R. 2389, that will:

- place the burden of proof of all issues on the IRS, except that the taxpayer may be required to provide a minimum amount of information to support his position;
- require the IRS to pay the court costs for any civil suit over tax payments that it loses;



YES

Rep. James Collins, a Republican from Dallas, Tex., has served in the House of Representatives since 1968. He is a ranking Republican member of the House Energy & Commerce Committee.

- require in most cases a court order before the seizure of property;

- make IRS advice on taxes to taxpayers binding on the IRS.

Rep. Collins and Jerome Kurtz, IRS Commissioner under President Carter, discussed the pros and cons of the bill on the April 14, 1981 broadcast of the MacNeil-Lehrer report. The following are excerpts from the program.

Enclosed you will find a ballot on which you can record your position on the Taxpayers Bill of Rights and on what position Public Advocate should take.



NO

Jerome Kurtz served as Commissioner of the Internal Revenue Service under President Jimmy Carter. He is currently an attorney in private practice in Washington.

The Need for a Taxpayer Bill of Rights

"Any taxpayer that's filling out his return right now will tell you there isn't any equity; there's no balance. . . . Here we have in the IRS the very best, the most capable people in the government. They have superior IQs, they are highly motivated; they work day and night. . . . And on the other side, we have this poor taxpayer who really doesn't understand it. . . . What we're trying to do is establish a balance—not an equity. . . .

"I have the highest respect for the IRS, and the problem basically is not the IRS—all these taxes they're having to collect. It's because they've elected too many liberal Congressmen; they're spending too much money."

"I think there are some problems that can be addressed (by a taxpayers bill of rights). . . (however) it's frequently viewed in these areas as if it's the IRS against the taxpayer. The IRS has no independent position. The IRS is really representing all taxpayers. And my view of the Service while I was there, and still is, that the IRS has a job to perform on behalf of compliant taxpayers because the noncompliant taxpayers are shifting that burden over to the compliant taxpayers."

Placing The Burden of Proof on The IRS

"(We must) put the burden of proof on the IRS. You know, a criminal is treated with a better situation than the poor taxpayer. A criminal is considered innocent and the burden of proof is on the government. But a taxpayer—he's considered guilty and the burden's on him."

"(It's) simply impossible. We audit about 1.9 million returns a year. It's almost impossible for a revenue agent to prove someone else's income, or someone else's deduction where all the records. . . are in the hands of the taxpayer.

"As a comparison: In a criminal case, the burden of proof is on the government. The average criminal case takes six full months of full-time investigation to develop. The average (audit) examination takes perhaps two or three hours."

Requiring IRS To Pay Court Costs for Tax Cases It Loses

"I believe that if a person sued the government to get back an over-assessed tax valuation, if they have a lawsuit and they win—they prevail—that the government should pay the costs of their accountant and their lawyer and their clerk. . . .

"I want to have the audits to where the IRS feels as responsible as the individual does. . . . If the IRS knew that when they pressed a case, that they were going to be accountable, and if they lost, they were going to have to pay that money, I think we'd have. . . more settlements. It would make them more reasonable, and quiet—instead of being so aggressive."

"The problem with awarding reimbursement in all cases (the IRS loses) is that it would probably stall the settlement procedure. . . . 95% of all tax controversies are settled before they get to court. Imposing the additional burden of reimbursement for fees would tip the balance in the sense that the government won't get reimbursed, the taxpayer will. It would make the taxpayer much more resistant to settlement. . . .

"(As to) the extent this would discourage cases, I don't know. Right now, there are only about 1,000 or 1,500 cases actually litigated in court each year out of almost 2 million examinations. I don't know how much lower it can get."

Requiring A Court Order Before the Seizure of Property

"(When seizing property, the IRS) go(es) down to a tax court, and get a ruling. Now, when they go to a tax court, that's just like going and calling on your first cousin, and asking him for a settlement. They ought to have to go to a regular district court, and it ought to be a fair hearing. They ought to have a complete hearing before they move in and just take over other people's property."

"The Service handles about 500,000 levies a year. . . . In an income tax case, the Service examines the return and perhaps proposes a deficiency. The taxpayer then has a whole string of administrative rights. . . . After all those rights are exhausted, then the Service has the right to collect. . . . A levy can be used only when all disputes as to the liability are resolved. . . . I don't know how the courts will handle it."

Holding IRS Bound For Advice Given To Taxpayers

"They ought to give advice. Here these poor taxpayers out here—they can't afford to go out and hire these lawyers at \$100 an hour. And they're trying to fill out their return. They ask the IRS for a ruling. Well, when they ask them for a ruling, whatever they give them as a factual answer—it ought to be binding on the IRS."

"There is a procedure by way of written revenue ruling where the Service does give advice which is binding, and the Service issues about 30,000 rulings a year. The Service answers 30 million telephone calls a year giving advice. . . . I don't know how disputes would be resolved where the taxpayer said, 'I was told 'x', and obviously the people answering the phone who do thousands of phone calls a week have no record of the particular call or the facts or what was done."

Expressions of Support Pour In To Abolish The Department of Education—Some Excerpts:

"I am enclosing my signed petition dealing with the abolition of the Department of Education."

William D. D'Onofrio, President,
National Association for Neighborhood Schools

"It is my pleasure to join you in (this effort). . . . Each state in our country can develop an adequate educational system for our youth. Let us stop the unnecessary waste of our tax dollars and place the money where more beneficial results can be obtained. . . .

"We can win the battle if we will work to educate parents about what the Department of Education is doing."

Adril L. Wright, Tuscumbia, Ala.

"(Public Advocate's information packet) was handed me by one of our local teachers. She is just as upset and outraged as I am. She's doing her part getting a petition circulated among the teachers at our school. I have shown it to a member of our local school board, and it's going to be brought before the board at our next meeting."

Mrs. Lester Hutchison, Princeton, Kan.

"My main reason for wanting the Department of Education abolished is because I believe that the control of education should be at the very local level."

John J. Flunk, Newark, Calif.

"As an 80-year-old God-fearing patriotic DAV of two World Wars, it has been my nature to render some assistance to worthwhile organizations as personal financing would permit. . . . I wish to express my appreciation for the privilege of having been of some financial help to your organization's programs."

John D. Garland, San Pedro, Calif.

"Someone (at work) said, 'But President Reagan *can't* abolish the Department of Education.' I said, why not? This is *our* country. We still have the freedom to fight for what is right. I have four grandchildren, two of them in public schools, and I want this stopped."

Mrs. Sarah V. Brown, Winter Garden, Fla.

"Thank you sincerely for the stand you are taking along with President Reagan. . . . God bless you in all you do. We'll pray daily for you."

Otho L. Lee, Princeton, Ind.

"No one would miss the NEA or the hierarchy of Ph.Ds who do not teach, but impede school principals and rank-and-file teachers. A corporation. . . would liquidate such deadwood in a day. . . ."

John H. Wilson, Beaumont, Calif.

"This is such an important cause and if we can do our part at the local level with Republicans *and Democrats*, it will be successful."

Frank R. Figg, Venice, Fla.

"A federal role in local education is unconstitutional. . . ."

Harold Lively, Menard, Tex.

"I read your letter to the Inglewood Women's Republican Club, and many wrote your address so expect you'll hear from many. They were very concerned as well as I."

Mrs. Lilly Jividen, Inglewood, Calif.

"My husband and I are happy to sign the petition. . . . I am a retired member for life of the California Teachers Assn. I taught school for 22 years. The schools here have been going bad for many years. I wouldn't consider being a teacher if I were a young woman."

Maybelle Barr, Beverly Hills, Calif.

"Having been in the public school systems for about 20 years, I fear the abolishing said Department is not enough. We really need to *eliminate*, or at least *drastically change* a great many of the existing programs prior to the Department's abolishment."

Elena M. Dyché, Topeka, Kan.

Opposition to Metrication

(Continued from page 2)

standing opposition is not difficult to understand. . . most people prefer customary weights and measures. . . the costs of conversion are staggering," said East recently.

Public Advocate supporters may ask "why repeal the act when the Board may disappear Sept. 30?" Because the issue is more than the Board represents, and while the *Senate* agrees that the Board should be eliminated, *Congress* must still act (on both Rudd's proposal and on appropriations for the Board). Another reason is cited by the liberal *Washington Post*, although unintentionally. Recently the *Post* reported that if the Metric Board is not around to look over the shoulders of bureaucrats, the bureaucrats "will not always be so shy about pushing for metric conversion." Further, a union leader (and Metric Board member) says "the Board takes Metric out of the bowels of bureaucracy and makes it visible" and without it "there won't be any focus." So, since when does one bureaucrat threaten us with the prospect of another not-so-nice buereaucrat??

What You Can Do

If you agree that we do not need \$2.7 million of our money spent on a Metric Conversion Board and that we do not need to give other federal agencies an excuse to push metrics on a reluctant populace, then write to either Senator John East (U.S. Senate, Wash., D.C. 20510) or Congressman Eldon Rudd (U.S. House of Representatives, Wash., D.C. 20515) to express your opinion. And Public Advocate will keep you informed of any new developments.

REGISTER OF OPINION is published regularly by Public Advocate of the U.S., Inc. for the 60,000 member Public Advocate Citizens Committee. Administrative Offices: 2233 Wisconsin Avenue, N.W., Suite 222, Washington, D.C. 20007. Executive Offices: 418 C Street, N.E., Washington, D.C. 20002.

President Ronald W. Pearson
Executive Director Eugene Delgaudio

How You Can Help

Public Advocate depends completely upon the generosity of *Register of Opinion* readers to continue the battle against bureaucratic power grabs in Washington. Our programs and activities are financed entirely by voluntary contributions. Your support is deeply appreciated. Please use the enclosed postage paid envelope to send Public Advocate an additional contribution to defray expenses for *Register of Opinion* and other activities. Again, thank you for your help and support.

250,000 Petitions Collected

U.S. Department of Education Battle Heats Up

More than 250,000 Americans have signed Public Advocate's petitions calling for the abolition of the U.S. Department of Education. Also, the Reagan Administration has announced its support for abolishing the Department, but the battle has only begun.

The National Education Association (NEA)—the ultraliberal teacher union that the Carter Administration rewarded by setting up the Department—is expected to wage an all-out fight to keep the Department in existence. With its multimillion dollar annual budget, the NEA has both the desire and the means to lobby the Congress and try to steamroller opposition to the continued existence of the U.S. Department of Education.

At the same time the NEA is gearing up to save its political payoff, the Reagan Administration is debating how the Department should be ended. Secretary of Education Terrell Bell has presented a private report to President Reagan that outlines four possible ways to do away with the Department of Education. Two of them could very likely recreate the present Department of Education in a different guise.

One plan—which may eventually get the support of the NEA if they can't hold off the Department's abolition—would make the Department an independent agency no longer having cabinet rank. Many knowledgeable observers think that plan could end up with the NEA and other ultraliberals having even more influence over the education of our children and grandchildren.



U.S. Senator Orrin Hatch (R-Utah, left) is presented with 250,000 signed petitions to abolish the Department of Education by Public Advocate President Ronald Pearson and Executive Director Eugene Delgaudio. Our nation's Capitol Building, where the Senate and House of Representatives meet, is in the background.

Another plan that has raised many conservative eyebrows is one that Secretary Bell is reported to favor—the creation of a foundation much like the National Science Foundation. But once again education policies of the federal government would be mainly centered in one federal government organization that would make it easy for the ultraliberal social engineers to have their way. And we only have to remember some of Jimmy Carter's policies in bilingual education, grants to anti-American radicals and to left-wing pressure groups to recognize how easily a federal agency can become a tool of various pressure groups with little interest in quality education.

We all know the sorry record of federal involvement in local education; the decline of test scores, high schools graduating illiterates, schools becoming breeding grounds for crime and drug abuse, social engineers deciding young children must be bused for miles instead of attending their neighborhood schools. But President Reagan is trying to turn the educational bureaucracy in Washington around. He needs our help.

What You Can Do

1) Write your U.S. Senators (U.S. Senate, Washington, D.C. 20510) and Congressman (U.S. House of Representatives, Washington, D.C. 20515) urging them to support the abolition of the Department of Education.

2) Write President Reagan (The White House, Wash-

(Continued on page 2)



Public Advocate's 250,000 petitions to abolish the federal Department of Education are prepared for delivery to Capitol Hill by the official petition auditors.

President's Column

By Ronald W. Pearson

Before discussing some of our current projects, let's take a look at how some in the media and many liberals are criticizing President Reagan's economic recovery program. The liberal media is giving large amounts of coverage to the idea that the President's plan is not working. The liberal Democratic Speaker of the House Thomas P. O'Neill is saying the President's program was a "house of cards" and that during August "the wind blew it down."

The problem with all these partisan attacks is that the President's program is just starting. The tax cut has just begun (October 1st). And the same is true for most of the rest of the economic package.

The present messed-up economy—including the high interest rates—are still the legacy of four years of Jimmy Carter and the 30 years of liberal control of the Congress. Let's not allow the liberals in the Congress or in the media to walk away so easily from their total responsibility for the present economic mess.

Department of Education Fight Continues

As you've read on page one, we're continuing the vitally important battle to abolish the Department of Education. While definite progress is being made, there is still much to be done. Working together we must make sure that the Department of Education is not simply reincarnated in another form. Neither we nor our children can afford to have the liberal education establishment have a lock on national education policy.

U.S. Secretary of Education Terrell Bell has taken a number of praiseworthy actions. Also he has appointed a number of officials who favor reducing the federal government's role in education. But the liberal National Education Association will not give up without a fight. We have been winning battles, but the war is far from decided.

FEC: What Should Be Done?

From my own experience I know how the Federal Election Commission (FEC) can force individuals and small businesses to spend hundreds of hours and thousands of dollars to defend themselves against its dictatorial bureaucratic ways. That is one of the reasons I hope you'll take a few minutes to read the next page and then send back to me the enclosed ballot on the Federal Election Commission. I need your views on what Public Advocate should do about this agency. The future of the FEC will be an issue before the Congress.

Dept. Education Battle

(Continued from front page)

ington, D.C. 20500) telling him you *support* his effort to abolish the Department of Education but *don't support* the creation of an independent subcabinet agency or foundation.

3) Send a contribution to Public Advocate in the enclosed envelope so we can keep the fight going. The ultra-liberal National Education Association receives millions of dollars in mandatory dues to wage its fight to keep the Department of Education. We have only your voluntary support, but together we can overcome the NEA and its allies in the bureaucracy.

Public Advocate Tuition Tax Credit Survey Results:

In our last issue, U.S. Senators Bob Packwood (R-Oregon) and Ernest F. Hollings (D-S.C.) covered the pro and con positions. With 5% responding, the questions were:

1. Do you support a Tuition Tax Credit?

YES 66%

NO 24% Undecided: 10%

2. Do you favor Public Advocate taking an active role on this issue?

YES 85%

NO 5%

Undecided: 10%

Organized Crime Benefits from Food Stamps

One welfare program that has gobbled up huge numbers of tax dollars is the food stamp program. Begun in the mid-1960s its supporters said it would never cost the American taxpayer more than a couple of hundred million dollars. Well how wrong they were! This year the food stamp program cost \$15.5 billion. And it now appears at least some of that is going to help organized crime.

Recent reports of the Inspector General of the Agriculture Department point out:

- In Brooklyn 11 persons were indicted after an investigation discovered a food stamp trafficking racket involving about \$2 million. Eight of the 11 indicted are members of a family associated with organized crime.

- In Chicago three food stamp caseworkers were indicted after it was uncovered they were falsifying documents, stealing blank cards, and exchanging them for about \$150,000 worth of food stamps.

- A Kansas City attorney linked to organized crime was convicted of 10 counts of felony food stamp trafficking.

The Department of Agriculture estimates that another \$800 million a year in food stamps are mistakenly given out due to mistakes in determining how much a recipient is entitled to. Obviously, there's plenty of room for a cleanup in this welfare program.

Survey Question: Should the Federal Elections Commission be abolished?

Below are some concerns raised by a leading opponent of the Federal Election Commission and a leading supporter. Senator Jepsen's remarks are excerpted from a statement he made to *Register of Opinion*. Mr. Wertheimer's remarks are excerpted from several articles and a recent study of the FEC published by Common Cause.

Enclosed you will find a ballot on which you can record your position on the FEC and on what position Public Advocate should take.



YES

Senator Roger W. Jepsen has represented Iowa in the U.S. Senate since 1978. He serves as a member of the Agriculture and Armed Services Committees and has been a leading opponent of the Federal Election Commission.



NO

Fred Wertheimer is President of Common Cause, a citizen lobbying group founded by John Gardner. Common Cause has been a leading advocate of public financing of federal elections and of the establishment of a Federal Elections Commission.

The Issue in General

"It is not necessary to have a Federal Election Commission to ensure that federal elections are fair, open and untainted by the specter of 'dirty' money. It is more important for the federal government to get the necessary information to potential voters so that they can make the final decision...."

"Strong federal election laws are needed. These laws should be enforced by the Justice Department which has traditionally has jurisdiction in such matters...."

"The Federal Election Commission has serious performance problems. Those problems can and should be resolved. But abolition of the FEC would be an open invitation to the widespread campaign finance abuses of the past.

"(The FEC's) structural defects were deliberately imposed.... It is quite clear that the Congress was uncomfortable with the concept of a strong and independent commission.... As the Administrative Conference of the United States has stated 'If the FEC can be analogized to an automobile... more legislative attention was lavished on the brakes than on the engine.'"

The Question of Disclosure

"Any federal election law with any teeth must have disclosure as its key element. The American people have a right to know who is financing the campaigns of candidates for federal office. If a candidate is financing his or her campaign with personal funds... or questionable sources, this should be public knowledge."

"As a result of (the FEC) candidates, contributors, political parties, corporations, labor unions and others have taken campaign finance laws seriously for the first time in our history.

"Disclosure is at the heart of the FEC's work.... In *Buckley v. Valeo*, the Supreme Court found... 'disclosure requirements deter actual corruption and avoid the appearance of corruption by exposing large contributions and expenditures to the light of publicity'...."

"The Justice Department has a century long record of failure to enforce campaign finance laws. Unlike the FEC the Justice Department has never taken these responsibilities seriously."

Money and Democracy

"People have expressed the concern that 'big money' is controlling Washington. One need only examine the contributions to the National parties to see that this is false. During 1981, the average donation to the Republican National Committee was somewhere around \$25.00—hardly a sum reflective of the 'big money' charge.

"No one ever likes to admit that they lost because they were out of touch with their constituency but close examination of the facts will show that, more often than not, this is the case. One vote is still more valuable than money."

"1972 will be remembered for the abuses surrounding Watergate, including unsavory campaign financing activities...."

"• The Committee for the Re-Election of the President raised almost \$17 million from just 124 contributors

"• Nixon received over \$1.7 million in contributions from people who received ambassadorial appointments

"• The dairy industry allegedly pledged a \$2,000,000 contribution to Nixon's campaign in exchange for increased milk price supports."

By contrast "the distribution of \$176 million in taxpayer's funds during the last two publicly financed presidential elections has occurred with negligible misuse of the public's money.

"Ironically the House passed the bill (creating the FEC) on August 8, 1974, only a few hours after President Nixon announced his resignation."

The Chilling Effects of Regulation

"In striking down a number of provisions contained in the original Federal Election Campaign Act, the Supreme Court cited the First Amendment of the Constitution: the right of free speech and association. Since that time, the Federal Election Commission has been rebuked on more than one occasion for its total disregard of the Constitution. One can only wonder what our forefathers would have thought of a federal agency empowered to investigate the internal workings of peaceful political organizations.

"The rules and regulations a candidate must follow are tremendously burdensome, particularly on poorly funded, grass-roots campaigns. Because incumbents are generally more familiar with the laws, this gives them a significant advantage over a first-time office seeker. One candidate estimated that it cost him over \$100,000 to comply with federal election law regulations.

"Rather than opening up the political process to more people, the Federal Election Commission has, as one Jurist put it, 'had a chilling effect on political participation.' This is unacceptable."

"It is Congress, not the FEC, which determines funding limits, contribution limits, numbers of reports, etc. The FEC has consistently recommended a reduction in (paperwork). (For instance after the 1976 election) the FEC commissioned a study... which showed that candidates supported disclosure provisions but were greatly disturbed by the numerous reporting requirements, red tape, and paperwork. The FEC then recommended a significant reduction in the number of reports. The 1979 amendments reduced the number of reports... from 24 to nine.

"The FEC explain(s) the new law to candidates through a series of campaign guides and... a toll-free line.... Our interviews... indicated that the explanatory materials... were well done as was the toll-free line."

Move To Abolish the Department of Energy

In a nationwide address recently President Reagan called for the abolition of the Department of Energy. With the help of Public Advocate, Congressman Guy Molinari has collected thousands of petitions to the U.S. Congress demanding the abolition of the Department of Energy. And thousands have also sent post-cards to the radical "consumer czar" Ralph Nader demanding that he and his socialist allies stop their attacks on crucial national energy programs.

As Molinari pointed out in a letter sent to local opinion leaders asking them to sign the petition, the radical left has discovered the best tactic for destroying America's

industrial and military might—cut off our supply of energy. The Department of Energy has sometimes been their best tool in this task.

Under Jimmy Carter the DOE harassed the fossil fuel industries and strangled the nuclear industry with red tape and regulation. Also, it helped fund anti-energy groups including several Nader organizations and the radical Union of Concerned Scientists. It destroyed or removed from circulation important public documents on nuclear energy.

We'll keep you informed on what is happening on this important initiative.

JUDICIAL WATCH

Who often has more power than a Congressman and doesn't have to worry about getting re-elected? Federal judges!

But often the appointment of federal judges doesn't get the attention it deserves—even though one federal judge over the last decades could often have more impact than sometimes the whole Con-

gress. To overcome this Public Advocate has started **JUDICIAL WATCH** and we need your help. Any time you see an article in your local newspaper about the appointment or the possible appointment of an individual as a federal judge please send us a copy of that article. Send articles to Judicial Watch, Public Advocate, 927 15th St., N.W., Washington, D.C. 20005.

Regulatory Update

While budget and tax cuts get all the attention in the media the Reagan Administration continues to make steady progress in deregulating the American economy.

According to official statistics the number of major pending federal regulations has been cut by 38% in the past six months.

And Vice President Bush's Task Force on Regulatory Relief continues to press on, recently naming 30 particularly burdensome major regulations as candidates for review, reform or elimination. Among the most important proposed changes are reform of rules that restrict competition in the sale of livestock, meat and poultry, and rules which entangle the already moribund U.S. merchant fleet.

But there have been setbacks as well.

In recent years the Interstate Commerce Commission had taken important steps toward deregulating the heavily regulated trucking industry and increasing competition among truckers.

President Reagan personally favors such deregulation. But Reese Taylor, the man he appointed to be the new ICC

chairman has taken steps to restore much of the regulation of the trucking industry. Taylor was strongly supported for the job by the Teamsters Unions that opposed deregulation.

But administrative reform is not enough. Congress must pass strong regulatory reform bills which cannot be easily ignored.

As we reported in the last Register of Opinion, one Congressman who has been fighting for such legislation is John Le Boutillier (R-N.Y.). Le Boutillier has distributed his latest Report to Congress, published by Public Advocate, listing thousands of Public Advocate supporters who are Citizen Co-Sponsors of the Regulatory Reform Act of 1981.

How You Can Help

Public Advocate depends completely upon the generosity of *Register of Opinion* readers to continue the battle against bureaucratic power grabs in Washington. Our programs and activities are financed entirely by voluntary contributions. Your support is deeply appreciated. Please use the enclosed postage paid envelope to send Public Advocate an additional contribution to defray expenses for *Register of Opinion* and other activities. Again, thank you for your help and support.

REGISTER OF OPINION is published by Public Advocate of the United States, Inc. for the 40,000 member Public Advocate Citizens Committee, 418 C Street, N.E., Washington, D.C. 20002.

President Ronald W. Pearson
Executive Director Eugene Delgaudio

Public Advocate Helps in Budget Fight:

President Needs Support for Tax Cuts Now

Thanks and congratulations are due Public Advocate supporters who helped pass the President's budget cuts by contacting their own Congressmen and members of the Conservative Democratic Forum (CDF) to urge them to vote for the cuts.

In the last Register of Opinion we urged you, our supporters, to do just that and thousands of you did.

Our sources on Capitol Hill tell us that such pressure was extremely important not only in passing the Gramm-Latta budget resolution through the Democratic House of Representatives but also in winning two later and closer votes. Those votes will help prevent Congress from backing out of the cuts at a later date.

As we predicted, members of the Conservative Democratic Forum provided the margin of victory, especially in the more recent votes. But many CDF members voted wrong and others decided at the last minute. Without your letters, telegrams, or phone calls, the results might have been very different.

But if congratulations were all we had in mind we would stop right here.

... The Congress must pass President Reagan's 25% across-the-board tax cut in personal income taxes before the Congressional recess. If Congress does not act in time the IRS will not be able to make the necessary changes in federal tax withholding schedules by October 1, the effective date of the President's bill.

If the momentum of the October 1 goal is lost there is no telling when Americans will get the tax relief they voted for in the 1980 elections.

The Republican-controlled Senate has moved swiftly to pass the tax bill. But in the Democratically-controlled House Speaker Tip O'Neill has done everything in his power to delay the vote. Ironically the Democrats have been willing to accept the idea of pro-business tax cuts. It is the 25% across-the-board cut in personal income taxes for average Americans that the Democrats under O'Neill and Ways and Means Chairman Dan Rostenkowski have been fighting.

If You Support President Reagan's Tax Cuts...

... write, telephone, or telegram your own Congressman and as many conservative Democratic congressmen (see box) as you can (U.S. House of Representatives, Washington, D.C. 20515) to urge them to support immediate passage of the President's 33-month, 25% across-the-board tax cut.

As with the votes on the President's proposed budget cuts the key to passing the tax cut is garnering a sufficient number of votes from the members of the Conservative Democratic Forum. Although members of this group gave the President the margin of victory in two key budget votes, 18 members of the group voted against the President both times. We urge you to contact as many as you can and tell them you support the President's 25% across-the-board tax cut.

Things could get worse. The pressure on the CDF members to vote the Democratic party line for higher taxes is tremendous. National Democratic Party Chairman Charles T. Manatt wants Democratic congressmen who vote with the President to be "disciplined." As for Phil Gramm, the most effective leader of the conservative Democrats—Manatt wants him thrown out of the Democratic Party.

You can help counteract some of this pressure. Write, call or wire today. Congressmen can be reached at the U.S. Congress, Washington, D.C. 20515.

Listed below are the 47 members of the Conservative Democratic Forum. Eighteen of them (marked with an asterisk) voted against the President on at least two key budget votes. They should be especially urged to support President Reagan's tax cuts.

*Ike Andrews (N.C.)
Beryl Anthony (Ark.)
Doug Barnard (Ga.)
*Tom Bevell (Ala.)
*David Bowen (Miss.)
John Breaux (La.)
Beverly Byron (Md.)
Bill Chappell (Fla.)
Dan Daniel (Va.)
*Glenn English (Okla.)
Billy Lee Evans (Ga.)
Ronnie Flippo (Ala.)
*L. H. Fountain (N.C.)
*Bo Ginn (Ga.)
Phil Gramm (Tex.)
*Ralph Hall (Tex.)
Sam Hall (Tex.)
Kent Hance (Tex.)
Charles Hatcher (Ga.)
*Bill Hefner (N.C.)
Jack Hightower (Tex.)
Ken Holland (S.C.)
*Carroll Hubbard Jr. (Ky.)

Jerry Huckaby (La.)
Earl Hutto (Fla.)
Andy Ireland (Fla.)
*Ed Jenkins (Ga.)
*Ed Jones (Tenn.)
*Walter Jones (N.C.)
Marvin Leath (Tex.)
*David McCurdy (Okla.)
Dan Mica (Fla.)
Sonny Montgomery (Miss.)
*Stephen Neal (N.C.)
Bill Nelson (Fla.)
Bill Nichols (Ala.)
Buddy Roemer (La.)
*Charles Rose (N.C.)
Jim Santini (Nev.)
Richard Shelby (Ala.)
Charles Stenholm (Tex.)
*Samuel Stratton (N.Y.)
Bob Stump (Ariz.)
Billy Tauzin (La.)
*Wes Watkins (Okla.)
Richard White (Tex.)
*Charles Whitley (N.C.)

The President's Message

By Ronald W. Pearson

Since my last report to you, Public Advocate has been busy representing you in Washington, D.C. Many of you are already aware of our battle to do away with the Department of Education (see article below). But that is only one aspect of our ongoing programs to make your voice heard in the Congress and in the many federal bureaucracies here in Washington, D.C.

Congressman LeBoutillier's (R.-N.Y.) project to obtain passage of a regulatory reform package has had our attention. Getting control of the bureaucracy—both in terms of the budget and its regulation-making ability—has been one of the primary concerns of Public Advocate since

our founding.

Elsewhere in this issue we discuss Congressman Jim Collins' (R.-Tex.) "Taxpayers Bill of Rights." I know from many of your letters that Internal Revenue Service rules, regulations and methods of doing business have raised many questions. Perhaps Congressman Collins' bill is one way to make some needed reforms at the IRS.

On the next page we present both sides of the case on tuition tax credits. This is an issue that is before the Congress. It has gained the vehement opposition of the liberal teachers' union, the National Education Association. We need your views on this issue. Please use the enclosed ballot and return envelope to let us know where you stand.

Before signing off for this issue, let me thank you for your continuing support. We keep proving that working together we can make a difference.

Public Advocate Draws Liberal Fire, Continues Efforts to Abolish Department of Education

In a banner headline, the liberal *Washington Post* recently covered Public Advocate's campaign to abolish the Department of Education by amplifying the voices of union militants and Department of Education Carter-holdovers who support the agency.

The headline read "Conservative Mailing Uses Strong Words to Describe Department of Education" and concentrated on providing a forum for Department of Education supporters to vilify and belittle efforts on the part of Public Advocate, and our Citizens Committee, to streamline the federal bureaucracy by eliminating a wasteful agency.

This has not deterred Public Advocate in the least from our efforts to mobilize support for legislative initiatives to abolish a federal agency that operates as a powerful instrument for a power-hungry teachers lobby.

Public Advocate's Petition to the U.S. Congress effort is nearing our 100,000-supporter goal and should surpass this figure by August 1st. Your support has made this possible. Preliminary plans are being made for a special news conference to announce the next phase in our efforts to eliminate the \$14.5-billion agency.

Right now, there are several legislative initiatives focusing on carrying out the mandate of the November 1980 elections regarding this haven for 17,000 bureaucrats. Congressman G. William Whitehurst (R.-Va.) is pushing his bill, HR 1779, which would terminate the Department of Education by Dec. 31, 1982, and allows for President Reagan to submit a plan to Congress to transfer the agency's functions to other agencies.

Congressman John N. Erlenborn (R.-Ill.) is a champion of the Reagan Block Grant proposals which would stop the federal government from dictating educational policies to the states. He is pushing his HR 1904 which puts the Department of Education under a Health, Education and Welfare Department. The Erlenborn proposal has 31 co-sponsors and is considered as a necessary step in the abolition of the Department of Education. There would be no "Secretary of Education" under the Erlenborn bill.



Congressman John N. Erlenborn (R.-Ill.) has introduced HR 1904 to create a Department of Health, Education and Welfare to stop "a shift in the control over American educational systems from local school boards to Washington."

Both bills have been submitted to the Government Operations Committee in the House, and no hearings have been scheduled as yet. You can be sure Public Advocate will be there when the hearings start.

Letters expressing your opinion on the Department of Education and this legislation to abolish it should be sent to chairman of the Government Operations Committee Jack Brooks (D.-Tex.), House of Representatives, Washington, D.C. 20515. And since the Department of Education was created by only a four-vote margin in the last session of Congress, your congressman and Senator should know your views on this vital issue.

REGISTER OF OPINION is published by Public Advocate for the 40,000 member Public Advocate Citizens Committee, 927 15th Street, N.W., Washington, D.C. 20005.

President Ronald W. Pearson
Executive Director Eugene Delgaudio

Public Advocate Newswatch Survey Results:

With 10% responding, the questions were:

1. What per cent of the news stories on your local news show are critical of President Reagan's Economic Recovery Program? The Response was:

41% said 30% or Less	44% said 40% or Less
32% said 50% or more	18% said 60% or more
	13% said 70% or More
	24% Undecided
2. Is your local news station giving President Reagan's Economic Recovery Program a fair shake?

The Response was:	66% YES	32% NO	2% Undecided
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Survey Question: Should there be an income tax credit for tuition?

Below are some concerns raised by a leading supporter and a leading critic of the Tuition Tax Credit plan. The comments of U.S. Senator Bob Packwood appeared in the *Congressional Record* on February 24, 1981. Those of U.S. Senator Ernest F. Hollings were made April 29, 1981 and are also from an insert by Senator Nancy Kassebaum on the same day.

Enclosed you will find a ballot on which you can record your position on tuition tax credits and the position Public Advocate should take.



YES

U.S. Senator Bob Packwood is a third term Republican from Portland, Oregon. He is chairman of both the Commerce, Science and Transportation Committee and the Taxation Subcommittee of the Finance Committee of the Senate. The House and Senate passed versions of this bill in 1978; President Carter blocked the bill with the threat of a veto throughout the 96th Congress and now Packwood's proposal is once again in the Senate.



NO

U.S. Senator Ernest F. Hollings is a third term Democrat from Charleston, South Carolina. He is the ranking Democrat on the Budget Committee in the Senate, and the ranking Democrat on two Subcommittees of the Appropriations and Commerce Committees. Senator Hollings has opposed tuition tax credits since first proposed.

The Effect in General

"The Tuition Tax Relief Act of 1981 provides a tax credit for college, vocational, elementary, and secondary students. The credit, when fully effective, would be equal to 50 percent of educational expenses up to a maximum credit of \$500."

"We have made the credit refundable. That is, if parents have a tax liability of less than \$500, the credit claimed would be refunded directly to the taxpayer. This feature will benefit low-income parents who have little or no tax liability. Parents deserve tax relief for carrying a double burden."

"This tuition-credit proposal would... materially contribute to the final demise of public education by starting us off on a tangent of financing private schools."

"It would initially cost at least \$4 billion in lost government revenue. And that would be only a foot in the door. It would grow eventually to billions more. If the credit were adopted, public schools, too, would start to charge tuition and come to Washington for subsidies. Within a few years, the whole public-education system would come in for a tuition grant from Washington."

The Effect on Public Education

"Tuition tax credits should be an important part of our nation's educational policy. I have consistently supported public education at all levels, and will continue to do so. But diversity is an important factor in our society, and should be encouraged in our education system as well."

"We recognize that all Americans have a right to a basic education. The laws of our land dictate that all American children must be schooled. We have provided one system—a public school system to meet the needs of our children..."

"Nowhere, however, do I find there was ever an intent to make public education the only alternative. We have told parents they must educate their children. We have provided one means to fulfill that obligation. But it should not be, nor was it even intended to be, an exclusive means."

"Its an obligation of the government to support public schools and not get involved in private education. Our great task today is to rebuild public education. We talk a great deal these days about productivity, and in Japan—our competitor—the educational system does a better job of training youngsters in various skills than does ours."

"Public education is the keystone of our democratic government, and it is the duty of all individuals—whether parents or not, whether contributing to private schools or not—to support it."

"Single individuals who are property owners have for many years been paying to help support public education even though they have no children of their own."

"It benefits society as a whole to support public education, which teaches 90 percent of all schoolchildren and promotes an informed, productive society."

Diversity and Educational Standards

"Our country has flourished and prospered in an atmosphere which encourages diversity, freedom of choice, freedom of thought, and freedom of action. In fact, we stand apart from the rest of the world just because we encourage diversity, not sameness. Non-public education is not a threat to our public school system. Private education is a means for exercising our free choice as Americans. The concept is as basic to our ideals as the right to freedom of speech."

"We are not rewarding parents for sending their children to private schools, as our critics would have us believe. Nor are we encouraging Americans to abandon public education. We are recognizing the plight of the many, many Americans who have chosen nonpublic education for their children. We must stop penalizing these parents for electing to exercise their freedom of choice. I honestly believe that unless we encourage diversity and competition in our society, particularly in our educational system, we will be discouraging the very attribute that has made our country great."

The tax credit does not encourage diversity in education by supporting private schooling. "Its in public education that you find diversity. The U.S. has 107,000 public schools, with over 16,000 local school boards and pupils coming from every walk of life—some with discipline problems, some without; some well prepared, some not so well prepared. It's what Horace Mann called the melting pot of America."

"The private schools, on the other hand, can choose the brightest kids, those without discipline or language problems, those from high-income brackets. They're more or less uniform in that regard. No melting pot there. Also, 90 percent of the private schools are church-related, mostly Catholic, which means you have one particular type of religion in each."

Discrimination and Segregation

"We have included strong civil rights language to guarantee that no tax credits would be available to students who attend so-called white-flight schools—schools which discriminate on the basis of race. And, at the same time we have included the Archer amendment to confirm that tuition tax credits are aid to students and their parents, not aid to schools. In short, the tax credit bill we are introducing is the product of several years' work, discussion, and debate."

"Tuition credits would indirectly subsidize the protest schools—private white-flight schools built to avoid racial integration. Here we're trying to build a unitary school system providing equal opportunity, and suddenly we are going to make things easier for protest schools."

"Many such academies don't have money for a chemistry lab or gym. Tax credits for parents would boost enrollment, enabling the protest schools to expand their facilities with the tax money for the very people in whose faces they slam the door."

Collins Introduces 'Bill of Rights' for Taxpayers

American taxpayers will get almost as much protection from the Internal Revenue Service (IRS) as common criminals get from the police and the courts if a bill introduced by Rep. Jim Collins (R.-Tex.) becomes law.

Under the Collins bill, called The Taxpayers Bill of Rights, all that would change.

The Taxpayers Bill of Rights would put the IRS on the defensive. For the first time American taxpayers would have many of the same rights long extended to common criminals.

Under the Taxpayers' Bill of Rights the IRS would:

- be required to prepare and distribute to all taxpayers a simple statement of taxpayers rights;
- be forbidden to inquire into or keep records on the beliefs, associations or activities of any individual or organization except as part of a criminal prosecution. This would prevent the IRS from harassing groups which aren't in line with federal "public policy" such as private Christian schools;
- pay court costs in any civil suit over tax payments in which the IRS loses;
- have its agents held personally liable for any violation of taxpayers constitutional rights;
- have to extend the taxpayer being audited the constitutional rights to remain silent and to have a lawyer present during an audit and inform the auditees of those rights.
- require in most cases a court order before seizing property; and

- require that "the burden of proof on all issues shall rest upon the Internal Revenue Service" except that the taxpayer may be required to provide a "minimum amount" of evidence to support his position.

In the past the IRS has often conducted its business as if it had never heard of the Bill of Rights, seizing property on its own initiative, requiring taxpayers to present evidence against themselves and treating them as guilty unless they were able to defend themselves with the skill of a Certified Public Accountant.



Congressman Jim Collins (R.-Tex.) with Public Advocate's help is fighting for taxpayers' rights.

According to Collins the IRS has often used its overwhelming legal advantages to intimidate taxpayers into paying extra taxes.

If, with Public Advocates' support, the Collins Taxpayers' Bill of Rights is passed all that will change and the taxpayer will be treated with the same respect accorded to common criminals.

Write your congressman and Senators urging them to co-sponsor the Taxpayers' Bill of Rights. The bill number is HR 2389.

Two Public Advocates Fight to Reform Big Government

Two lawmakers, Congressmen John Le Boutillier (R.-N.Y.) and George Wortley (R.-N.Y.), in cooperation with Public Advocate, have recently undertaken major campaigns to enlist public support for President Reagan's fight to reduce the size, cost and influence of the federal government.

In a recent letter Wortley invited several thousand Americans to join him as a member of the Public Advocate Citizens Committee so they can "participate in PResident Reagan's historic crusade to cut back the size of the federal government."

While Wortley points



Congressman George Wortley (R.-N.Y.) invites the public to join Ronald Reagan's fight to cut the size of government

out that the Washington establishment, especially the entrenched bureaucracy, has fought Reagan every step of the way, he is still optimistic.

As Wortley says, "Ronald Reagan and conservatives here in Congress are making good things happen. And I have joined with Public Advocate in making sure they keep on happening."

Meanwhile Congressman Le Boutillier has been encouraging popular support for regulatory reform. In a letter mailed to potential supporters by Public Advocate, Le Boutillier invites them to become Citizen Co-Sponsors of the Regulatory Reform Act of 1981.

Le Boutillier explains that federal regulations will cost the average American family of five \$2,350.00 next year and also that such regulations increasingly invade the most personal aspects of our lives.

The Citizen Co-Sponsors of the Regulatory Reform Act will be listed in Le Boutilliers next *Report to Congress* published by Public Advocate.

HOW YOU CAN HELP: Public Advocate depends completely upon the generosity of *Register of Opinion* readers to continue the battle against bureaucratic power grabs in Washington. Our programs and activities are financed entirely by voluntary contributions. Your support is deeply appreciated. Please use the enclosed postage paid envelope to send Public Advocate an additional contribution to defray expenses for *Register of Opinion* and other activities. Again, thank you for your help and support.

Register of Opinion

Vol. 3 Number 1

NEWSLETTER OF PUBLIC ADVOCATE

Spring 1981

Public Advocate Mobilizes To Pass President Reagan's Budget And Tax Cuts

As we go to press, President Ronald Reagan's program for budget cutting the federal bureaucracy faces its biggest test in the Democratic-controlled House of Representatives. Public Advocate's Citizens Committee efforts, since its founding in 1978, to cut the federal budget have helped pave the way for conservatives to fight the current "battle of the budget".

Public Advocate sources on Capitol Hill consider the House of Representatives the chief battleground for President Reagan's Economic Recovery Program. Your help is crucial to pass the President's programs.

The U.S. Senate has already passed the President's spending reduction proposals by a 88-10 margin. Now we urge you to write or send mailgrams to a select group of 44

Efforts To Cut Congressional Budget Gains Ground

The first action considered by Congress this year, as it has been every session, was to vote on individual budgets for each of its committees. The Republican U.S. Senate cut its committee budgets 10% across the board as soon as they were in session.

Despite efforts in the House by conservative legislators, the Democratic majority in the House of Representatives voted to keep spending for their pet committees at excessive levels.

Public Advocate selected Congressman Jim Collins (R-Texas) as **Public Advocate of the Quarter** for his leadership in trying to end what he calls "empire building by House leaders." "It is unjustifiable for Congress to continually spend more on themselves while everyone else in America is being asked to sacrifice", said Congressman Jim Collins in an interview with *Register of Opinion*.

Many in the Congress consider Collins the leading advocate for reducing the size and budgets of the various Congressional committees and subcommittees.

(Continued on Page 2)



Congressman Jim Collins (R-Texas), Public Advocate of the Quarter led efforts to slash Congressional staff.

conservative Democrats in the Congress (see box below) that are most likely to listen to the overwhelming public sentiment in favor of the Reagan cuts.

The Reagan White House wants the Gramm-Latta (Congressmen Phil Gramm, D-Tex., and Delbert Latta, R-Ohio) legislation to pass on the floor of the Congress and needs to convert at least 26 Democrats. There is no guarantee that the 44 members of the Conservative Democratic Forum (listed) will vote for this budget package or tax cuts. It is crucial that you write them asking their support of the President's budget and tax cuts. Congressmen can be addressed at the U.S. Congress, Washington, D.C. 20515.

President Reagan Needs Democratic Support

Listed below are the 44 members of the Conservative Democratic Forum (they *profess* to be conservative). They should be urged to support the Reagan budget and tax cuts. Public Advocate will monitor their actions.

Ike Andrews (N.C.)	Earl Hutto (Fla.)
Doug Barnard (Ga.)	Andy Ireland (Fla.)
Tom Bevill (Ala.)	Ed Jenkins (Ga.)
David Bowen (Miss.)	Ed Jones (Tenn.)
John Breaux (La.)	Walter Jones (N.C.)
Beverly Byron (Md.)	Marvin Leath (Tex.)
Bill Chappell (Fla.)	Dave McCurdy (Okla.)
Dan Daniel (Va.)	Dan Mica (Fla.)
Glenn English (Okla.)	Sonny Montgomery (Miss.)
Billy Lee Evans (Ga.)	Stephen Neal (N.C.)
Ronnie Flipppo (Ala.)	Bill Nelson (Fla.)
L. H. Fountain (N.C.)	Bill Nichols (Ala.)
Bo Ginn (Ga.)	Buddy Roemer (La.)
Phil Gramm (Tex.)	Charles Rose (N.C.)
Ralph Hall (Tex.)	Richard Shelby (Ala.)
Sam Hall (Tex.)	Charles Stenholm (Tex.)
Kent Hance (Tex.)	Samuel Stratton (N.Y.)
Bill Hefner (N.C.)	Bob Stump (Ariz.)
Jack Hightower (Tex.)	Billy Tauzin (La.)
Ken Holland (S.C.)	Wes Watkins (Okla.)
Carroll Hubbard Jr. (Ky.)	Richard White (Tex.)
Jerry Huckaby (La.)	Charles Whitley (N.C.)

Please write/telegram or phone as many as possible. Communications should be addressed to selected Congressmen c/o U.S. Congress, Washington, D.C. 20515.

The President's Column

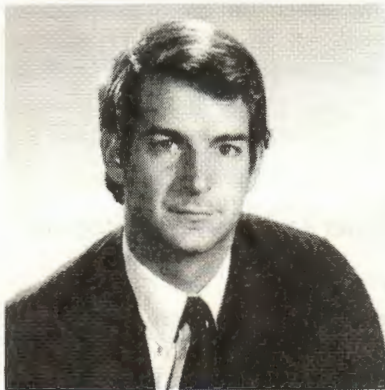
By Ronald W. Pearson

With Ronald Reagan as President the American people have an opportunity to regain control of their government that was unfortunately not present during his predecessor's administration. During the last four years the federal government continued to grow, inflation worsened and the federal bureaucracy often did what it wanted.

Through your support Public Advocate is able to make your views known before a number of federal agencies and the Congress. Working together we have had a number of successes including the defeat of public financing of Congressional elections.

In the next four years I see Public Advocate having even greater impact dealing with the issues that concern you. We'll continue to poll you on the issues that face our nation and then make sure your voice is heard--be it in a federal agency or in the Congress. Together we can help turn this country around. Your continuing support is needed and appreciated.

Let's Begin In "Congressional Backyard" To Cut Budgets



Congressman John LeBoutillier (R-NY), in tribute to Register of Opinion's **Public Advocate of the Quarter**: "Jim Collins is right on target. We have to cut government spending, eliminate waste and clean out the House. Past committee staff growth, and proposals for future staff expansion are incredible. You can't make a credible appeal for citizen cooperation to stabilize the economy if no effort is made to curtail the biggest offender - government."

(continued from page 1)

There has been an enormous growth in the size of the Congressional bureaucracy particularly in the size of the so-called "investigative staff".

In 1968, the total number of investigative staff numbered 328 and by 1979 they had multiplied to 1,221 employees. And tax money spent on congressional salaries

skyrocketed 850% to \$85,500,476.

Liberal Speaker of the House Thomas "Tip" O'Neill successfully put heavy pressure on his fellow party members to block Congressmen Collins, Frenzel and Lott in their efforts to cut Congressional staffs.

Only five Democratic Congressmen joined the unanimous Republicans in voting to send the multi-million dollar budget back to committee "for necessary reductions".

The five are Congressmen Bennett (Fla.), Hamilton (Ind.), McDonald (Ga.), Mottl (Ohio), and Roemer (La.). Public Advocate thanks all the Congressmen who supported these cuts in Congressional staffs.

Congressman Collins sees progress having been made, in his words "for the first time, we were able to hold the line on the total amount authorized for 1981. Next year with an awareness factor built in and the pressure of pending elections, we will be able to more effectively cut staff budgets."

Public Advocate will keep you informed on what's happening and be part of the battle.

Kennedy And Liberals Out To Stop Reagan

Even though ultra-liberal U.S. Senator Edward M. Kennedy is in the minority in the current Senate, he is using all his national contacts to attack the new conservative majority.

And from our dealings with Congressional conservatives, **Register of Opinion** has learned that Kennedy masterminded the strategy behind several leftwing Congressmen moving from one House Committee to another. According to a Public Advocate Capitol Hill source, this was for "the express purpose of concentrating their fire power on Reagan and any conservative initiatives."

Of course, this runs counter to the honeymoon spirit expressed by many Congressional leaders during the Inaugural ceremonies for President Reagan.

So it came as no surprise to informed observers when

Kennedy attacked the budget cuts being debated in Congress.

The New York Times headlined "Kennedy Bids Democrats Fight Republican 'Reaction'", when it should have highlighted "Kennedy Stoops To Low

Blows And Tear Jerking". At a recent forum Kennedy made such statements as "(Americans) should reject . . . reaction as the wave of the future . . ." and "the Reagan cuts demand opposition because they will hurt real human beings . . . (and) the children who will be born retarded because of the cuts." (continued on page 4)



Liberal Sen. Kennedy is traveling around the country attacking the Reagan budget cuts as hurting "real human beings."

Public Advocate Mobilizes Opposition To Department Of Education

This month Public Advocate will ask 1.5 million Americans to join its efforts to eliminate the federal Department of Education. This federal bureaucracy was created by former President Jimmy Carter as the result of a campaign pledge in the 1976 Presidential Election.

Already, more than 20,000 signed petitions to eliminate the Department of Education have poured into the Washington, D.C. office of Public Advocate. Public Advocate Executive Director Eugene Delgaudio has set a goal of 100,000 signed petitions by August 1st, 1981 in support of Presidential and Congressional efforts to do away with the \$14.5 billion federal agency.

During last fall's Presidential campaign, Ronald Reagan called for the elimination of this wasteful agency: 17,000 employees to oversee federal interference in our local schools.



Congressman Larry McDonald (D-Ga.) has told his colleagues in the House "There can be no question that parents, States, and local authorities alone should exercise jurisdiction over education."

While the President's budget and tax cut proposals are being fought, there is strong Capitol Hill sentiment that the results of the education battle will decide the fate of our children and how they are taught in the coming years.

Even the liberal *Washington Star* recognizes the battle lines are being drawn. A recent front page article stated, "In a first step toward streamlining his agency, Education Secretary Terrel Bell announced that he will cut back numerous positions." (emphasis added). In all, 39 top level jobs were eliminated — each position had paid more than \$50,000 a year.

And, in another move, the Reagan Administration has withdrawn federal edicts directing local schools to expend millions of dollars on bi-lingual education.

Some focus in Congress will be on legislative proposals to re-allocate budget allocations ("block grants") for specific Department of Education functions to the states or other agencies.



U.S. Senator John East (R-N.C.) meets with President Reagan. An aide to Senator East declared to *Register of Opinion*: "The only way the President and his allies in Congress can succeed in rescuing our children from greedy interest groups is through public support...sex education as currently taught in the public schools is subversive."

Congressional Support To Abolish Department Of Education

The "block grant" program is chiefly advocated by Congressmen John Ashbrook (R-Ohio) and John Erlenborn, who introduced HR 7882 in the last session. HR 7882 delegated federal education funds and responsibilities to the states. They are reportedly working on the re-introduction of this legislation.

This session, Congressman Larry McDonald (D-Ga.) re-iterated his long standing opinion that "the Constitution positively prohibits a federal role in local education" by introducing HR 985 to terminate the Department of Education.

Congressman G. William Whitehurst (R-Va) has introduced two bills "with the explicit purpose of abolishing two of the greatest boondoggles of bureaucracy ever foisted on the American people" (the Department of Education, HR 1779 and the Department of Energy, HR 1778).

Congressman Erlenborn has also introduced legislation to put the Education department back under the auspices of a Department of Health, Education and Welfare (HEW). This proposal has 28 co-sponsors. (cont. on page 4)



Congressman Dan Crane (R-Ill.), a co-sponsor of H.R. 1904, says "President Reagan has repeatedly called for the abolition of the Department of Education. This is another way we can save taxpayer money - about \$14 billion...It should be remembered that the bill creating this department passed the House by a slim four vote margin."



Public Advocate has selected an aide in Congressman George C. Wortley (R-NY), left, as **Freshman Legislative Aide of the Quarter.** LA Jonathan Guiliano has this to say about **Public Advocate:** "The summaries and materials, such as the Education in America file, are helpful... they afford a wide scope and vital perspective. The Hill needs PA's service."

Thanks For Your Help

Public Advocate depends completely upon the generosity of *Register of Opinion* readers to continue the battle against bureaucratic power grabs in Washington. Our programs and activities are financed entirely by voluntary contributions. Your support is deeply appreciated.

What Public Advocate Is Doing

(continued from page 3)

Public Advocate will continue to distribute its informative background file on Education to a number of Congressmen. And once we reach our 100,000 petition goal we will present them to Congressional leaders and the White House. To express your views on getting the federal Department of Education abolished, please write your Congressman (U.S. House of Representatives, Washington, D.C. 20515). If you need more petitions, please write us today.

Kennedy and Liberals Out to Stop Reagan

(continued from page 2)

Former Vice-President Walter Mondale agreed with Kennedy that he is "absolutely convinced the American people did not vote against compassionate and caring government on Nov. 4."

Is this the level of national debate with a Conservative in the White House?

Obviously, Kennedy and Mondale are not interested in reasonable debate. They would rather paint conservatives as monsters while ignoring the needs of the taxpayers.

REGISTER OF OPINION is published by **Public Advocate** for the 20,000 member Public Advocate Citizens Committee. National Office: 927 15th Street, N.W. Washington, D.C. 20005.

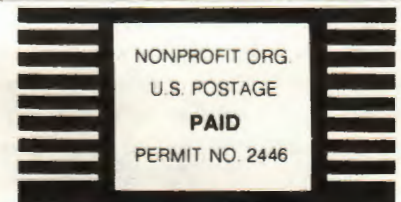
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 927 15th Street, N.W.
 Washington, D.C. 20005



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Marching In Place: Why a Federal Education Agency Is a Bad Idea

Introduction

On August 4th, 1981, U.S. Secretary of Education Terrell H. Bell formally submitted his recommendations for the future of the federal Department of Education to President Reagan. These recommendations were outlined in a private report to the President, a 91 page "options paper," the product of eight months of work by Secretary Bell and his immediate Department of Education advisers.

Before, during and after his successful campaign for the Presidency, Ronald Reagan has repeatedly voiced his conviction that former President Carter's creation of a separate Cabinet level Department of Education was a mistake, one which can and should be corrected by abolishing the newest federal bureaucracy. President Reagan, like a large number of government officials and Capitol Hill professionals, recognizes that the Department of Education's creation by Jimmy Carter and Democrats in Congress was a political pay-off to the National Education Association (NEA), that the NEA, while largest of this nation's teachers' union, is nevertheless a special interest which cannot legitimately speak for all of the 16,000 school boards across our country. Further, giving the NEA its own Cabinet level federal agency, i.e., the U.S. Department of Education, is not only unjustified and unwarranted, but damaging to the principles of American federalism and fair-play.

Education Secretary Bell, testifying during his own confirmation hearing earlier this year before the U.S. Senate Committee on Labor and Human Resources, in answer to question posed by Committee Chairman, Senator Orrin G. Hatch (R.-Utah), publicly reaffirmed his commitment to follow President Reagan's instructions to, "come up with an organizational alternative to the present Department of Education." True to his testimony, Secretary Bell's "options paper" to President Reagan includes four separate alternatives, any one of which the President is being asked to endorse in order that Secretary Bell and then the Congress can proceed with the chosen plan's implementation.

Each of these four options submitted to the President were presented in the spirit of fundamentally altering the structure and abolishing the status of the current Department of Education. All of them recognize, in Secretary Bell's words, the "... the genius of American education is defined by local and popular control, diversity, open access and practical adaptation to problems. These are the principles which have guided the development of American education, principles to which the American people are deeply attached."

All of the options Secretary Bell poses question the whole philosophy of federal uniform regulation in U.S. education policy, and suggest that the quality and effectiveness of American education cannot survive continued, growing federal centralized control.

However, while all of the options presented in Secretary Bell's private memorandum to President Reagan carry the spirit of the President's determination to abolish the Department and return most educational spending and regulatory authority back to the states and local communities, some clearly are preferable to others in faithfulness to the letter of what the Reagan administration intends should be done with the Department of Education.

The White House is carefully considering the four proposals submitted to it by Secretary Bell, one of which the President will select later this year, subject to the approval of Congress in early 1982.

The judgment concerning what is the worst option is based on determining which of the alternative courses offered by Secretary Bell is least likely to make a ripple in the Leviathan-sea of federal education bureaucracy; which is the most cosmetic and the least challenging to the prevailing status quo in which the \$25 billion in federal aid to education for this fiscal year remains federally appropriated and directed. The worst option is the one least likely to define and limit the role of the federal government so that the resourcefulness of the American educational community can once again thrive, and so that the tasks properly be shared by the states and local communities and not institutionalized in Washington, D.C.

The Four Options

Secretary Bell's private memorandum to the President outlined four separate options for organizing education activities within the federal government, one of which the President is asked to select as an alternative to the current institutional arrangement. They are:

- 1) The creation of a foundation, i.e., a National Education Foundation, providing for support for those few education activities to remain at the federal level, but with a drastically reduced federal presence;
- 2) The merger of all the functions now being carried out by the Department of Education with other federal agencies or Departments;
- 3) A plan to "disperse" education activities to several agencies so that individual programs would be placed with the activities of other agencies, all to be coordinated by a Presidential "education adviser," one performing liaison and coordination activities, and finally,
- 4) The creation of a Federal Education Agency, an independent agency which would continue most of the existing work and functions of the current U.S. Department of Education.

In different ways, the first three options, i.e., 1-to-4, are true to the letter and spirit of what President Reagan wants to do in abolishing the Department of Education and transferring original jurisdiction and spending authority back to the states and local school districts. The creation of a foundation, as outlined in Option 1, would remove "line" control (i.e., federal administrators and bureaucrats) and supervision from a federal department, giving the states the option of whether or not they respectively wish to augment their own local departments. The option of erecting a Foundation rather than preserving the status quo better conveys the meanings of the Tenth Amendment to our Constitution in which states are left the domestic authority to decide such matters as education and public welfare. The same can be said for Options 2 and 3, which respectively "merge" or "disperse" the present Department of Education's authority to other agencies and departments while returning appropriations or spending authority to the states, emphasizing the administration's interest in service rather than control or centralized coordination of education activities.

Dispersing federal education authority, which is in any way greatly reduced under any of these three options, also dilutes the effect of special interest groups, and restores to states and local governments their rightful responsibilities and authority. It reaffirms the Reagan administration's basic assumption that a Cabinet level Department of Education which exercises federal control over education institutions is inappropriate, that it defies the most basic understanding of our Constitution which does not grant the federal government the authority which the Department of Education implicitly assumes exists.

Then again, there is Option 4. . . .

The Status Quo Option – Federal Education Agency

Although positioned among equals, included as one of four options for the President to choose in the pursuit of abolishing the Department of Education, Option 4, which would create a new Federal Education Agency is a cosmetic re-ordering of the prevailing federal agency setup.

Specifically, this option would, in the words of Secretary Bell's private memorandum to President Reagan, "convert the Department of Education into an independent agency at the Sub-Cabinet level, similar to the National Aeronautics and Space Administration (NASA) or the Veterans Administration." It would preserve all the various "functions," i.e., federal control over elementary and secondary education, higher education, etc., and programs, keeping all of them at the federal level under this new Department of Education traveling under the name of a federal agency.

This option of creating a federal agency for education argues for retaining all of the currently existing relationships between federal education programs and policy functions, giving much less weight to what outside groups but also what Congress, the states or local communities have to say. Because such an agency as proposed would not be at the Cabinet level, and therefore not directly answerable to the President, it would signify that the new Federal Education Agency would carry on the tradition of the old Department, but with even more bureaucratic independence and autonomy from state and local control. It would mean that the new federal agency could pursue its own objectives in education, rather than become less intrusive in the affairs of state and local education boards as President Reagan openly prefers be the case.

Option 4, creating a Federal Education Agency, leaves the same number of organizations reporting to the President. Despite preserving the size and power of the bureaucracy which the Department of Education has created, nevertheless it would not encourage increased coordination among many other federal activities. For example, efforts by President Reagan's Agriculture Secretary to cut waste and fraud from such educationally related programs as the school lunch program would be hamstrung under the new Federal Education Agency arrangement which effectively insulates the new federal education bureaucracy from the checks-and-balances of other departments, as well as the White House itself.

By creating an independent, non-Cabinet level agency in Option 4 as presented, it lowers the visibility of education in the federal government, but does nothing else to significantly diminish the authority of the federal education bureaucracy. If anything, it augments its power and authority at a time when the President of the United States and Republicans in Congress favor the reverse.

Up The Organization

Option 4, creating a Federal Education Agency, of the four alternatives the administration is considering, is that option most favored by the National Education Association (NEA) and the professional educational community. While looking like a bold move to abolish the current Department of Education and thus fulfill President Reagan's campaign pledge to do so, option 4 represents slightly less than an organizational re-shuffling. It promises no reduction in the quantity or scope of current federal education regulations, budget or management.

Essentially, the same people, working in the same building, making the same salaries and operating for the same purposes would characterize the Federal Education Agency option. It causes the least disruption in federal activities, communication networks, and the least challenge to the control over federal education policy by clientele groups and Department advocates like the NEA.

The very models the Bell memorandum cites in describing the new Federal Education Agency's configuration, epitomize organizations imbued with a federal mission. They represent the institutional opposite of any effort toward turning more decision making back to the States, localities, institutions and citizens.

Specifically, the Bell memorandum's *option 4* celebrates the National Aeronautics and Space Administration (NASA) and the Veterans Administration (VA) as organizational examples of a new Federal Education Agency could emulate. Laudable as are the work and purposes of both NASA and VA, they represent two of the most independent agencies in government. In practice, such federal agencies have an unbroken record of successful, direct lobbying with Congress in order to increase their respective agency budgets. The increase in the number of employees in either agency over the past decade has geometrically rather than arithmetically mounted up to approximately 10 to 18% each year.

Every year, Congress receives new requests to increase their respective agency budgets, doing so in order to augment their own bureaucratic authority as independent agencies nonetheless charged with the mission of carrying out some federally directed purpose, e.g., increasing space exploration for NASA or pursuing more benefits for ex-Servicemen and women in the case of the Veterans Administration. Giving the Federal Education Agency outlined in *option 4* this kind of control, independent of the checks and balances' procedures of federal government departments or elected officials, runs counter to everything the Reagan administration embraces as its principle goal in returning educational power and authority back to the states and localities.

According to the National Center for Educational Statistics, there are presently more than 1,100 federal education and training programs. No matter how one counts them, the present U.S. Department of Education manages 150 of them each with its own educational constituency and implementing bureaucracy. It is already difficult for the House Education and Labor Committee as well as the Senate Labor and Human Resources' Subcommittee on Education to adequately monitor these programs. It is difficult for them to assure that federal dollars are being well spent and that the more bizarre or exotic proposals for "experimental education" like sex education for grade school children or controversial "values clarification" courses are rejected as federally endorsed and financed Department of Education programs.

However, transforming the Department of Education into an independent agency can only serve to reduce the level and quality of programmatic accountability. Under the Freedom of Information Act as amended in 1972, independent agencies enjoy exemptions, privileges of immunity not shared by federal departments or quasi-public corporations, i.e., including any of the other institutional options discussed in the Bell memorandum. The compliance procedures described in an independent agency's own rulebook and other important information defining how an independent agency might operate would be exempt from congressional and public scrutiny. This serves the interest of the organization, but hardly fulfills the promise made by the President to make educational policy more accountable.

Marching In Place

In arguing in favor of this one particular *option 4*, Secretary Bell correctly notes that as Secretary of the Department of Education, he has already begun to streamline the federal role; proposed block grants for enactment and program terminations and in many ways tried to deregulate the federal education role. Although some liberals in Congress, and Senate Education Subcommittee, Senate Robert Stafford in particular, working closely with Ranking Minority

member, Senator Claiborne Pell, have done everything possible to stifle President Reagan's attempt to streamline the Department's policies and blockgrant education authorities back to the states, Secretary Bell has been moderately successful to date in moving the Reagan administration's course of action.

However, it is not enough to say that a new Federal Education Agency ought to be acceptable because there will be a Ted Bell or someone equally conservative at the administrative helm. Federal politics are an electoral swinging-door, and when Democrats or a more liberal administration can again set the administrative agenda, the Director of the Federal Education Agency anywhere less sensitive than Secretary Bell to the needs and rightful authority of state and local communities would be disastrous for American education. It certainly would set back everything President Reagan is trying to do in his efforts to reduce federal interference in American education and to increase the role of the citizen and local communities in the educational affairs of our young.

The enclosed diagram which was included in Secretary Bell's memorandum to the President stresses continuity with the current organizational structure at the top of the Department of Education pyramid. Although the heads of the various subdepartments and agency categories are no longer tied to specific programs (i.e., no Assistant Secretary for Private Education, Undersecretary for Public Instruction, etc.), they are predicated on the type of management with which the agency would deal in connection with state and local communities. The prominence of the "Interagency and Intergovernmental Affairs" and "Legislative" offices in this organizational chart of the proposed Federal Education Agency takes all the wind out of the argument that the new agency would be principally concerned with helping state and local communities, rather than dealing with other fellow federal agencies and bureaus in the bureaucratic dance of preserving their own agency's power.

In short, the proposed Federal Education Agency presents no fundamental organizational change, i.e., does not reduce the federal role or alter the federal government's policy course, in any way different from what currently is accepted policy at the federal Department of Education. It is the most invidious of any of the possible plans for what the administration might accept as a new policy course, because it preserves the status quo in the guise of being something entirely new and untried. It increases rather than diminishes the federal education establishment's control by the special Washington education interest groups, and NEA in particular. As proposed by Secretary Bell, it would essentially keep in tact the \$13 billion in federal education programs unless Congress specifically acts to do otherwise, a possibility made more remote should all of the federal government's educational functions be handed over to a new Federal Education Agency which is unaccountable and unanswerable to any of the political checks and balances required to keep the government honest.

Conclusion

We as Americans are demanding. We expect a lot from our schools. We entrust our children to them on the explicit assumption that we as parents, guardians, citizens, taxpayers, have a controlling interest in their education. The level of instruction and the moral climate created in the classroom indirectly affects all of us and redefines our culture, if not in our generation then in our children's.

At a time when literacy is in decline, when students seeking admission to college cannot write a coherent essay and when many leaving vocational schools do not know the difference between the metric scale and linear measurement, there emerges the growing recognition that more has to be done to improve declining standards and upgrade the level of instruction. Reports of young teenagers condemned to a life of drugs because of their earliest introduction to them in high school washrooms, and of teachers being beaten to death in several of our largest primary and secondary schools by their own students while others watched, remind us of the crisis of discipline which infects all too many classrooms in America today.

This is a time not for less but for more emphasis by the states, local communities and parents in the educational affairs of our children. Years of centralized bureaucratic control by the Washington educational establishment have dried up many of the educational and tax supported resources at the state and community levels. They have made Washington, D.C. less the nation's capital than they have erected a new Rome, to which any and all must apply for anything having to do with American education policy.

Ronald Reagan was one of the first prominent men in American public life to understand this, and so much of what he has done in his career of government service has been based on convictions firmly based in local control and a return to state and regional responsibility in education policy. His decision to abolish the Department of Education is not an action of malice, but recognizes the critical need to disentangle the miles of federal red tape and bureaucratic tentacles which continue to strangle our country's initiative and retard its spirit in reviving quality education in America. The proposal to create a new Federal Education Agency is a betrayal of this Reagan commitment. Politically and administratively, it is a action symbolized by marching in place to the tune of abolishing the current federal educational department. However, when the music stops, and the new agency stands where the old department used to be, one notices the same faces at the bureaucratic helm, the same number of federal dollars employed, and the same federal education establishment doing proxy work for the National Education Association.

To be true to President Reagan's Great New Beginning requires establishing a bold new course in redirecting American educational policy so that the states and local communities again assume their rightful place at the top of the education pyramid. The proposal to create a Federal Education Agency is a betrayal of everything President Reagan and the Republicans in Congress are trying to do to rescue American education from the insensitive federal bureaucracy which currently holds it hostage.

Public Advocate of the United States, Inc.

Public Advocate of the United States, Inc. was formed in 1978 as an educational non-profit grass roots organization to promote limited government on the federal level and a reversal of excessive interference into the daily lives of the average taxpayer by free wheeling government agencies.

Public Advocate publishes a quarterly publication called **Register of Opinion** that is mailed to its membership and national opinion leaders.

Public Advocate polls its membership and a cross section of the American public on a regular basis on vital issues facing resolution in our nation's capital and makes known these results.

Impact Reports are published periodically and are supplemented by various background files on issues.

If you would like further information about Public Advocate and its programs, or quantity orders of its publications or educational materials, please write us at 418 C Street, N.E., Washington, D.C. 20002.

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