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Dept. of Educ. meeting (1)

THE WHITE HOUSE
WASHINGTON

9:45 AM - 5/19/81

letters to Dan +
to Sec'y

→ Copy of list +
where to send letters -
to each person at meeting -

block grants -

need to have articulation,
so we don't talk
rhetoric -

→ Comm. hearings -
need one in
Senate

THE WHITE HOUSE
WASHINGTON

Dept. of Energy -
Streamline now,
not abolish

now people are
suspecting -

Dept. of Educ. -

Sec'y has not
developed alternatives
taking steps -

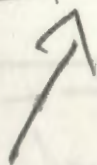
What does this mean? -

Sec'y take active step -

appoint 12
people to write
position papers
on how to abolish +
call a press conf.
by July 4th to
publicize →

Dept of Educ. took
1st positive step -
by presenting bill -
block grants to states

tie in block
grant w/ abolish
Dept. of Educ.



this is simple
connection -

would be popular

our people in

Congress believe this

pledge of Reagan

Dept. of Educ. +
Energy

(3)

Symbolic THE WHITE HOUSE
WASHINGTON

? Transfer of D.O.D.

6 Schools -

Sec'y moved
firmly

now we need
to move
forward

Ann F. is for
abolishing

Susan Staub - watch

THE WHITE HOUSE
WASHINGTON

Susan Phillips - Cons. Caucus
John Hueston - is writing
memo

Larry Uzzell -
Nancy Barr

2 people from Dept of Educ.
6 -

Ann Fairbanks }
Gary Bauer } OPD

Chuck - Heritage
Howard Matthews - Sen. Hatch

Daryl - Sen. Lugar

Rentley -

WASHINGTON
THE WHITE HOUSE

Strength at
grass-roots level

Reagan needs to
take initiative

NEA internal
poll - our members
by majority do not
feel Dept. is good

Ann F. - Reagan
needs this gp. to
put pressure on adm.
so that we can move
ahead

Copy-file

Received from Deborah at P.S.R.C.
790-0700'

For meeting concerning Department of Education

Steve Daniels	225-5074	Minority Council of Government Operations for Congressman Erlenborn
Bruce Wood	225-3725	Education and Labor Minority Council for Congressman Erlenborn
Linc Hoewing	224-3864	Professional Staff of Government Affairs for Senator Roth
Jed Richardson	224-0588	Labor and Human Resources Committee for Senator Hatch
Connie Marshner	546-3000	Committee for the Survival of a Free Congress; National Pro-Family Coalition
Susan Phillips	281-6782	Conservative Caucus
Susan Staub	321-9820	Concerned Educators Against Forced Unionism
Jack Howard	225-2411	legislative aide to Rep. Walker
John Houston	790-0700	P.S.R.C. Public Service Research Council
Greg Humphrey	797-4400	American Federation of Teachers
Ken Peterson	637-5078	A.F.L.- C.I.O.
Larry Uzzell	224-3154	legislative aide to Senator East

obb

MEMORANDUM

OFFICE OF THE SECRETARY OF EDUCATION

July 9, 1981

TO: Kathy Christianson
Confidential Assistant

FROM: Dr. Robert Billings
Director Regional Liaison

SUBJECT: Interview for Elizabeth Dole

Although I do not know Bernard R. DeRemer, I do know the papers, Power and Sunday Digest. Both are papers with high credibility in Christian circles. Mrs. Dole would have to decide whether or not she wanted her name to be surfaced in these papers. In all fairness to Mr. DeRemer, several important people have given their testimonies that have appeared through his writings. He will treat Mrs. Dole very fairly.

On the other hand, since Elizabeth is rather private about her faith, she may not want the publicity which would be both negative and positive. It would thrill the Christian community to read her testimony, but it would probably create a chill from the more liberal church-goers. The decision must be hers.

RB/dg
Enclosures

7-5-81

List of Attendees, Education Meeting, Tuesday May 19, 1981

Susan Staub, Vice President, National Right to Work Committee
8001 Braddock Road
Springfield, Virginia 22160
Phone: 321-9820

Carolyn Sladek, Administrative Assistant, Congressman Erlenborn
2206 Rayburn HOB
Washington, D. C. 20515
Phone: 225-3515

Steve Daniels, Minority Associate Counsel for Government Operations Committee
2153 Rayburn HOB
Washington, D. C. 20515
Phone: 225-5074
(was invited to meeting, but unable to attend)

Howard Mattheus, Senate Committee on Labor & Human Resources
A-107 Immigration Building
Washington, D. C. 20050
Phone: 224-0750

Shannon Fairbanks, Senior Policy Advisor, Office of Policy Development
Room 213 OEOB
The White House
Washington, D. C. 20500
Phone: 456-2885

Darryl K. Fountain, Legal Counsel, Senate Government Affairs Committee
3306 Dirksen SOB
Washington, D. C. 20510
Phone: 224-0588

John Houston, Director, Congressional Affairs
Public Service Research Council
Suite 600
8330 Old Court House Road
Vienna, Virginia 22180
Phone: 790-0700

Susan Phillips, The Conservative Caucus Foundation
450 Maple Avenue E.
Vienna, Virginia 22180
Phone: 281-6782

Charles Heatherly, Director of Resource Bank and Special Projects
The Heritage Foundation
513 C Street N.E.
Washington, D. C. 20002

Robert Reilly, Director of Government Information
The Heritage Foundation
513 C Street N.E.
Washington, D. C. 20002
Phone: 546-4400

Larry Uzzell, Legislative Assistant to Senator East
5107 Dirksen SOB
Washington, D. C. 20510
Phone: 224-3154

Jack Howard, Legislative Assistant to Congressman Walker
1028 Longworth HOB
Washington, D. C. 20515
Phone: 225-2411

Noreen Barr, The Eagle Forum
316 Pa. Ave. S.E.
Washington, D. C.

Daniel Oliver, General Counsel, Department of Education
Room 4091
400 Maryland Avenue S.W.
Washington, D. C. 20202
Phone: 245-8940

Jackie Snelling, Special Assistant to Undersecretary Clohan, Department of Education
Room 4015
400 Maryland Ave. S. W.
Washington, D. C. 20202
Phone: 755-1100

Cathy Christianson, Representative from Morton Blackwell's office
Room 128 OEOB
Washington, D. C. 20500
Phone: 456-2657

Gary Bauer, OPD Staff Phone: 456-2135

Patricia Sims, OPD Staff Phone: 456-2885

William Gribbon, White House, Legislative Liaison, Phone: 456-2230 (unable to attend)

William Clohan, Under Secretary Designate, Department of Education Phone: 755-1100

The following were contacted but unable to attend Meeting 5/19/81.

They should be contacted with any additional information or meetings.

Bruce Wood	225-3725	Education and Labor Minority Council for Congressman Erlenborn
Lincoln Hoewing	224-3864	Professional Staff of Government Affairs for Senator Roth
Jed Richardson	224-0588	Labor and Human Resources Committee for Senator Hatch
Connie Marshner	546-3000	Committee for the Survival of a Free Congress; National Pro-Family Coalition
Greg Humphrey	797-4400	American Federation of Teachers
Ken Peterson	637-5078	A.F.L. - C.I.O.

MEMORANDUM

THE WHITE HOUSE
WASHINGTON

*file -
Dept. of Educ.*

May 18, 1981

To: Ed Curran

From: Morton Blackwell 

Re: Bob Sweet

I met Bob Sweet when I worked for Sen. Gordon Humphrey in the last Congress. He is a strong supporter of the President and of the President's views on education.

I suggest you give him most serious consideration for employment.

Old Troy Road
Dublin, NH 03444
April 21, 1981

Morton Blackwell
Special Assistant to the President
for Public Liason
Old Executive Office Building
Washington, D.C. 20006

Dear Morton:

After reading your fine article in the April Conservative Digest I decided to send you a copy of my resume and a Philosophy of Education that I prepared for the Conval School District where I served as Chairman.

I have been in contact with Ed Curran about a possible appointment in the Department of Education in Washington. I spoke briefly with Vincent Reed and am now waiting for further word on the progress of my application.

Dick Dingman, Gerry Carmen, Larry Uzzell, Senator Humphrey, Senator Rudman, and others have sent letters of recommendation to the office of Presidential Personnel in my behalf and I would be grateful if you would say a word to Ed Curran too.

I am prepared to move to the Washington area and cooperate with the Reagan administration in any way I can.

I expect to be in Washington on May 11 and 12 and would like to stop by and see you if it would be convenient.

Thanks for your help.

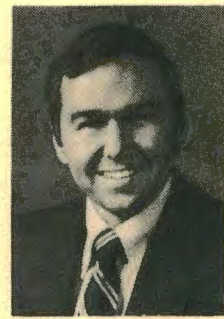
Best Regards,



Robert W. Sweet, Jr.

ROBERT W. SWEET, JR.

Old Troy Road
Dublin, New Hampshire 03444
(603) 563-8318



objective Administrative Position in the United States Department of Education in order to help in the orderly transfer of responsibility of power and control back to the state and local governmental units, and to provide efficient management of those functions appropriately carried out at a federal level.

education related experience Taught at high school and junior high school levels 1960 - 62.

As an educational salesman and consultant with two major textbook companies conducted teacher training seminars in educational methodology and material utilization in the classroom at the elementary and secondary level. For example, set up one week Harvard Projects Physics training seminar for New England high school teachers. The Marketing Director for the school department of Holt, Rinehart, & Winston, Inc. wrote, "I wish we could transplant your organizational ability around the country and into other subject areas." 1962 - 1979

As a member of the Governor's Commission on Public Education worked for two years to recodify state statutes for education and to implement a model voucher plan. 1973 - 74

Served six years as regional school board representative--motivated by concern for decline of basic skills and infringement on parents' rights. Elected by peers to "unprecedented" second year as chairman of thirteen member board. Instituted basic competency program district wide. Compiled and submitted proposed philosophy of education. (See enc.) Acted as representative for school board in negotiation of equitable contract for both teachers and public. 1974 - 80

One of the founders and first President of Fair Haven Christian School in Essex, MA. Opened in 1977 with thirteen youngsters--expected enrollment in 1981--over one hundred.

political experience Currently serve as a vice chairman of the New Hampshire State Republican Party and as assistant chairman for the Cheshire County Republican Committee. Am a member of New England Republican Council.

As a consultant to industry worked with Chief Executive Officers of corporations in Massachusetts to set up Responsible Citizens Programs for employees. Taught free market economics and governmental affairs--93% of one management group felt they were more politically effective as a result of these programs. Motivated by concern that more people need to be exposed to the facts about our form of government--a republic created to protect the rights of individuals. 1979 - 80

Executive Director of New Hampshire Citizens for Morality--purpose to promote family, life, God, and country through education and organization of groups with like goals. 1980 - present

Candidate for U.S. Congress in New Hampshire's Second District--fully supported 1980 Republican Party Platform. Worked state wide for election of Governor Reagan in 1976 and 1980.

ROBERT W. SWEET, JR.

**executive
experience**

As Director of Personnel for a 300 employee company worked to implement a new telephone system, initiated a new employee awards program, instituted merit salary increases, supervised job recruitment and interviewing, worked to maintain healthy and open communications between management and employees. In a letter of recommendation the president of the company wrote, "...has had an uncanny ability to understand this position and quickly assume the responsibilities required." 1980--left to run for Congress.

education

Took course at Brandeis University on wage and salary admin.
Graduate work in chemistry, University of N.H. 1961, 1962
B.A. English, University of Maine 1960

service

U.S. Naval Reserve, 8 year obligation, Honorable Discharge.

personal

Born 1937...happily married in 1961...5 children, ages 9-18...excellent health...no physical limitations...enjoy family activities, hunting, fishing, camping.

other facts

Consultant to Plymouth Rock Foundation, 1977-78
Board of Directors, Educational Salesmen's Assoc. of N.E.
Editor, Christian Campus Herald and Christian Alert 1965-74 and 1979 - present respectively

conclusion

Have had extensive public speaking experience as a lay preacher since 1965, at teacher training seminars, in repeated campaign speeches as a candidate for Congress, and as Director of N.H. Citizens for Morality on an increasing number of radio and T.V. programs as well as before concerned citizens groups.

Self imposed rule of operation in all positions is to follow through every request, phone call, letter, etc., either personally or by referral to the proper source.

Am genuinely interested in people as individuals. A fellow worker in educational consulting wrote, "no one in the company takes their job more seriously, works harder at it or is more helpful, pleasant, and kind to people."

Am committed to the ideals and philosophies I believe in as witnessed by this letter of recommendation from a N.H. businessman during my campaign for Congress, "... lives the way he talks...is up to date on the issues...will not vacillate under tremendous pressure from Washington politics."

A SUGGESTED PHILOSOPHY OF EDUCATION

Primary Purpose of Education

Policy Statement

It is the primary duty of the public schools to prepare children for a productive life as responsible citizens in a free and competitive society, and to give them the basic tools with which they can continue to learn. Education in this District should be the systematic organized, disciplined teaching of subject matter, including memorization and drill in the basic skills necessary for the development of clear thinking and reasoning.

Rationale

Much of the success of today's students in a competitive society depends upon how well they can read with understanding, write with clarity, use the basics of the English language, understand and use scientific and mathematical principles, and understand the value of their country and its form of government.

Self-reliance and self-esteem are developed through the active and disciplined use of the intellect. Students need to understand that though learning may be hard work, it is truly worthwhile and satisfying.

This School Board recognizes the importance of other aspects of the students' development, but asserts that limitations of time, expertise, and money prevent the school from achieving satisfactory results in so many other areas of need. This places a greater responsibility on parents to develop individual personal growth and responsibility.

There are certain assumptions that we are making about education, human nature and children:

This Board assumes that most students are not self-motivated nor do they necessarily want to learn that which they need.

This Board believes that most students like and/or need direction, supervision, instruction, class-teacher interaction, due-dates, grading of work, and teacher follow-up.

This Board believes that conferences are enlightening and comments are helpful, but that parents and students want to see at a glance the marks of progress, i.e. letter grades.

This Board expects that our schools will reinforce the parental teachings of citizenship, discipline, respect, and personal responsibility.

Staff Responsibilities

As a practical matter, teachers in this district will work toward the following goals:

1. Teach our students to read, write, spell, and compute accurately, to know our history, heritage, governmental structure, free enterprise economic system and to reason in a logical and objective manner. Competence in these fundamentals must be achieved at the earliest grade level possible so that as much time as possible can be allowed for enrichment.
2. Each student should be challenged to do his/her best by requiring that his/her work be done properly and on time, and corrected in order that his final exposure to each subject area be one of success and satisfaction.
3. All sides of controversial issues should be taught fairly and completely.
4. We recognize the need for different teaching styles and expect the classroom to be warm and friendly, but one which provides a structured and positive approach to the business at hand. Expected standards and schedules are what students need to provide them with a sense of security which is vital to the development of a good self image.
5. It is the teacher's responsibility to impart knowledge of specific subject matter. Personal problems of the students are the responsibility of the parents. The teacher needs to be understanding, but needs to retain the student's respect by maintaining his/her role as an adult and not as a peer pal. We expect that as a professional he/she would keep his/her private life out of the classroom.
6. We expect that staff should be capable of commanding respect and attention from students by their ability and warmth rather than by fear or force. We expect that they be people that children can admire and look up to with respect because of the positive example they set for them in attitude, ability and deportment.

Curriculum

It is essential that a program of study be followed for the benefit of staff and students alike. Coordination and review of the curriculum is an on-going process, but it should provide guidelines for each grade level and each subject taught in the Conval schools. There should be a continuum from grade one through grade twelve in the basic academic subjects so that students moving from one grade to the next will not have "gaps" in the learning process.

In many cases a good series of textbooks may serve as the basis for such a continuum.

We expect and welcome full participation of the teachers in curriculum planning and review.

Parental Responsibilities

In the past ten to twenty years the school has assumed more and more of the parental responsibility. This can no longer continue. The school is neither qualified nor able to cope with all the ills of our complex society. If we are to do the job of educating our children for the real world we must concentrate on what we can do and do well.

Parents should be supportive of the schools in keeping close touch with staff, backing necessary disciplinary action, and insisting that homework be completed if required.

This Board recognizes that there are exceptional children both above and below the norm. It is our intent to meet the needs of all of the students in our district, and where special programs are required we will make every effort within the limits of available funds to provide those special services.

Conclusion

Educational theories come and go, but the fundamental principles of good teaching are timeless. It is the policy of this School Board to encourage each staff member under our employ to become the best professional teacher in his/her field. We will seek out staff members who wish to be a part of a system with these high ideals, and will work together with the administration to provide a teaching environment that is attractive, secure and desirable.

Congratulations! You've Got A New Job; Now Here Are Some Helpful Hints. . .

By Morton Blackwell

Congratulations on your new job. Those who have been fighting the often lonely battle here salute you. With your increased help, we will be stronger in our fight for limited government, strong national defense, free enterprise and traditional moral values.

No doubt other friends would have different advice for you, but I hope you may find useful some of the points I have made over the past 15 years to persons in your situation.

You may now be the envy of your friends, but you are also the focus of many new pressures. Decisions you must make now in haste will materially affect your chances of future success.

Perhaps thoughts drawn from my experience, the experience of those with whom I have worked and the experience of those I have observed can work for you. One trouble with the school of hard knocks is that, though it teaches its lessons well, by the time you graduate, you are often too old to go to work.

1. Try to break Evans' Law (by M. Stanton Evans): "By the time one of our people gets to where he

Morton C. Blackwell, former contributing editor of *Conservative Digest*, wrote this piece after the 1980 election while on the staff of Sen. Gordon J. Humphrey (R-N.H.). He oversaw the 1980 Reagan youth effort and served in the Personnel Office of President-elect Reagan during the transition period. Morton, who is now a Special Assistant to the President for Public Liaison, distributed this advice to "good guys" who've gotten jobs on congressional staffs and in the Executive Branch.

can do us some good, he stops being one of our people." The operation of this law has frustrated the hopes of many activists who worked their hearts out to advance leaders whom they believed would keep the faith.

2. Look out for Ryan's Gap (by John L. Ryan): "Ryan's Gap is the



Morton Blackwell

interval between the election of your best friend and his hiring of your worst enemy to be his administrative assistant. On the average, Ryan's Gap is 37 hours and 12 minutes."

3. An office where the boss hires a staff which is allowed to be more liberal than he is but must not be more conservative than he is will pull the boss to the left. A conservative boss in such an office must fail to achieve what he set out to do. Hire at least as many people to the right of you as to the left of you.

4. Move to Virginia, although you can find some good people everywhere. D.C. is hopeless, and Maryland is not likely to be congenial to your views. In Virginia the laws are better and so is the law enforcement. In the Virginia suburbs, the

political battles are usually close. Your weight may often help tip the scales. And Virginia taxes are less.

5. Live close to your work. Your most precious commodity is your time. Don't waste big chunks of your life commuting to a lovely home in a new semirural subdivision. Get a nice house in an older neighborhood near your office.

6. Pay no attention to the sniping of the D.C. establishment. If they are unhappy with you, that probably means you are doing most things right. The trendy leftist newspapers and regional magazines rarely like people with your views. Remember that their readers too often are people whose cushy jobs and fat expense accounts are funded by taxes torn from the hides of productive Americans elsewhere. Stick by your guns.

7. Fraternize with conservatives. We are a movement, not an organization. When I came to work in D.C. in 1965, it took me only about three or four years to get to know just about every conservative activist in the area and just about everything they were doing politically. Now there are so many active conservatives that no one can keep track of everything on our side. To keep up the communications needed to continue to make progress as a movement, we must go out of our way to attend and even to organize social or other informal gatherings of conservatives.

8. Go out of your way to help other conservatives get jobs in the public policy arena. Help those who helped you and particularly those who want to help others like you. Your strength and your advancement have depended on the help of others who agree with your principles. Avoid the temptation of ego telling you you are entirely responsible for your own success. It is not so.

9. Beware of people who are just hunting for a job. We need more people in the public policy area who share your policy goals. It is easier to take someone philosophically sound and make him technologically proficient than it is to make a competent opportunist philosophically sound. If you give a job to someone who is "loyal" to you only as a source of power, you may live to regret it. Stick with those whose loyalty runs deeper, to bedrock philosophy.

Photo by Dave Coker



COUNCIL FOR THE ADVANCEMENT OF CITIZENSHIP

1100 Seventeenth Street NW Suite 1000 Washington DC 20036

telephone: (202) 466-2822

ORGANIZING COMMITTEE

John W. Alden, Executive Director
NATIONAL SCHOOL VOLUNTEER PROGRAM

Linda Chavez, Editor
American Teacher
AMERICAN FEDERATION OF TEACHERS

Todd Clark, President
NATIONAL COUNCIL FOR THE SOCIAL STUDIES

Allan S. Cohen, Executive Assistant
ILLINOIS STATE BOARD OF EDUCATION

Ed DeBerti, Chairman
COMMUNITY ACTION COALITION
Georgetown University

**Samuel B. Ethridge, Special Assistant
to the Executive Director**
NATIONAL EDUCATION ASSOCIATION

Roy H. Forbes, Director
National Assessment of Educational Progress
EDUCATION COMMISSION OF THE STATES

Charles S. Fox, Director
Young Adult Programs
AMERICAN MANAGEMENT ASSOCIATIONS

Robert L. Gale, President
ASSOCIATION OF GOVERNING BOARDS OF
UNIVERSITIES AND COLLEGES

Carol Gibson, Director of Education
NATIONAL URBAN LEAGUE

June V. Gilliard, Director of Curriculum
JOINT COUNCIL ON ECONOMIC EDUCATION

Terry Giroux, Director of Student Activities
NATIONAL ASSOCIATION OF STUDENT
COUNCILS

Frank Goble, President
THOMAS JEFFERSON RESEARCH CENTER

John J. Gunther, Executive Director
UNITED STATES CONFERENCE OF MAYORS

David Hyatt, President
NATIONAL CONFERENCE OF CHRISTIANS AND JEWS

C. Milton Jackson, National Liaison Officer
AMERICAN ASSOCIATION OF RETIRED
PERSONS, NATIONAL RETIRED
TEACHERS ASSOCIATION

Stephen A. Janger, President
THE CLOSE UP FOUNDATION

Mary Ann Kirk, Executive Director
CENTER FOR CITIZENSHIP EDUCATION

Judge Mary Conway Kohler, Chairperson
NATIONAL COMMISSION ON RESOURCES FOR
YOUTH

G. Timothy Leighton, President
CONVENTION II

Carl L. Marburger, Senior Associate
NATIONAL COMMITTEE FOR CITIZENS
IN EDUCATION

Edward B. Meyer, President
AMERICAN COUNCIL FOR COORDINATED
ACTION, INC.

Charles B. Meyers, President
ASSOCIATION OF PRIVATE ENTERPRISE EDUCATION

Vivian Monroe, Executive Director
CONSTITUTIONAL RIGHTS FOUNDATION

Franklin Patterson, Director
CENTER FOR STUDIES IN POLICY AND THE PUBLIC
INTEREST, University of Massachusetts

Lewis D. Patterson, Executive Director
COUNCIL FOR INTERINSTITUTIONAL LEADERSHIP

Aldo C. Podesta, Senior Vice President
THE ADVERTISING COUNCIL

Grant A. Shrum, Executive Vice President
NATIONAL 4-H COUNCIL

Virginia V. Sparling, President
NATIONAL CONGRESS OF PARENTS AND
TEACHERS (PTA)

Robert Stuart, Chairman of the Board
NATIONAL CAN CORPORATION

Scott D. Thomson, Executive Director
NATIONAL ASSOCIATION OF SECONDARY
SCHOOL PRINCIPALS

Jean Tufts, President
NATIONAL SCHOOL BOARDS ASSOCIATION

Winston Turner, Director of Professional Activities
NATIONAL ASSOCIATION OF ELEMENTARY
SCHOOL PRINCIPALS

Franklin B. Walter, State Superintendent of Instruction
COUNCIL OF CHIEF STATE SCHOOL OFFICERS

Margaret Bush Wilson, Chairman of the Board
NATIONAL ASSOCIATION FOR THE
ADVANCEMENT OF COLORED PERSONS

Summary Statement

A NATIONAL MOVEMENT TO INCREASE PUBLIC AWARENESS ON CITIZENSHIP RESPONSIBILITY THROUGH A COMPREHENSIVE PROGRAM OF CITIZENSHIP EDUCATION FOR CHILDREN, YOUTH AND ADULTS.

Purpose of Program:

To implement a national movement at all levels of American life to promote a better understanding of citizenship opportunities and responsibilities by translating democracy in human terms.

Background:

Two national conferences were held in November, 1979, and May, 1980, that brought together, for the first time, distinguished individuals and leaders of diverse major organizations to define citizenship education and determine a delivery system to local communities throughout America. The cumulative result of the two national meetings was unanimous agreement to work together in a new coalition with organizations and individuals having many different viewpoints but having in common a desire to strengthen the civic virtues in American life.

This consortium is called the Council for the Advancement of Citizenship (CAC). It was incorporated as a 501(c) (3) organization in the District of Columbia on August 21, 1980

The newly formed Council is governed by a Board of Directors of 14 people. They will continue the preliminary work of both the Steering Committee and the Organizing Committee, which were representative of some of the nation's most prestigious organizations. A list of the Board and participating organizations is appended.

Membership in the Council is open to any organization, corporation, association and individual subscribing to the purposes of the Council. It is the intent of the Council's Board to encourage widespread participation in CAC and its programs.

Program: Three initial major activities have been proposed:

- 1) Conduct an intensive research study (nationally projectable) to determine both the current status of citizenship awareness and the extent of citizenship education in the schools and in the community-at-large.
- 2) Establish an information clearinghouse, on all programs of citizenship to develop a central source of information with an operative system for rapid and accurate data retrieval. CAC will solicit information on an on-going basis, and notify its members and the general public that such a resource exists.
- 3) Develop a mass communications program to inform Council members and the general public about the Council's activities as well as a comprehensive informational program on all aspects of citizenship.

The CAC will serve to bring together in "unity" the "diversity" of program and people involved in education for an informed and responsible citizenship so that there is a strong voice in America to bring about the kinds of things that are needed to have continuing, systematic and comprehensive programs in citizenship education.

1. PURPOSE

It shall be the purpose of the Council for the Advancement of Citizenship to promote informed and responsible citizenship. In doing so, the Council shall undertake to:

- . Promote informed and responsible citizenship.
- . Encourage citizens to learn about and exercise their democratic rights and responsibilities.
- . Increase public awareness of the importance of citizenship and citizenship education as fundamental concerns in American life.
- . Foster dialogue and sharing of information regarding citizenship among diverse groups across the spectrum of American society.
- . Provide support to constituent organizations in promoting their citizenship programs and services.
- . Promote scholarly study of citizenship.

- . Improve citizenship education for children, youth and adults, in schools, universities, communities, neighborhoods and societies and in the communications media.
- . Perform any other act which may lawfully be performed by a non-profit corporation under the laws of the District of Columbia.

To accomplish this purpose the Council will direct its efforts toward advancement of:

- . Citizenship practices of children, youth and adults.
- . Citizenship education and development in all segments and institutions of society.

2. THE ISSUES

The words citizenship education have many meanings for people. Some see it as a program to promote patriotism or love for one's country. To others it means loyalty, obedience to the laws and commitment to historic values. Then again, the term citizenship education is viewed as understanding the rights and responsibilities of an individual in a community group.

However one may perceive citizenship education, it is difficult to describe because of its amorphous nature. Rather than attempt to define citizenship education, the Council proposes to address the issues in citizenship education in the following way:

...how can one's identity as a citizen be enhanced?

...how can the total school environment contribute to citizenship education?

...what can other organizations and social institutions do to enhance positive participatory citizenship experiences?

...what knowledge and instructional programs should be utilized for in-school instruction to develop citizen skills and attitudes?

...how should the coordination of formal and informal citizenship education be undertaken?

...what efforts can the community undertake to create the resources needed for citizenship education?

Board of Directors

Franklin Patterson
Chairman

Mary Ann Kirk
Executive Director

R. FREEMAN BUTTS
4162 Willmar Drive
Palo Alto, California 94306
(415) 494-2964

BOB E. CHILDERS
Center for Citizenship Education
P. O. Box 54633
Atlanta, Georgia 30308
(404) 897-6100

MARGARET S. BUVINGER
Past President
National School Boards Association
1502 Ramona Drive
Enid, Oklahoma 73701
(405) 237-5888

TIMOTHY LEIGHTON
President, Convention II
4007 Warren Street, NW
Washington, D.C. 20016
(202) 966-6800

ALLAN COHEN
Executive Assistant to State
Superintendent of Education
Illinois State Board of Education
Hall of the States, Suite 210
444 North Capitol Street, NW
Washington, D.C. 20001
(202) 638-5656

JOSEPH MADISON
NAACP Voter Education Project
20314 Grand River
Detroit, Michigan 48219
(313) 533-5611

GWEN EL SAWI
Program Specialist
Citizenship and International
National 4-H Council
7100 Connecticut Avenue
Washington, D.C. 20015
(301) 656-9000

HOWARD MEHLINGER
Social Studies Development Center
513 North Park
Bloomington, Indiana 47401
(812) 337-3838

ROY H. FORBES, Director
National Assessment of Education Progress
Education Commission of the States
300 Lincoln Tower/1860 Lincoln Street
Denver, Colorado 80295
(303) 861-4917 Extension 374

VIVIAN MONROE
Executive Director
Constitutional Rights Foundation
6310 San Vicente Boulevard
Suite 402
Los Angeles, California 90048
(213) 930-1510

HARRY J. HOGAN
Center for Citizenship Education
6212 Redwing Court
Bethesda, Maryland 20034
(301) 229-0186

FRANKLIN PATTERSON
Boyden Professor
University of Massachusetts
Harbor Campus
Boston, Massachusetts 02125
(617) 492-2985

STEPHEN A. JANGER
President, The Close-Up Foundation
1055 Thomas Jefferson Street, NW
Washington, D.C. 20007
(202) 342-8700

VIRGINIA SPARLING
President, The National PTA
700 North Rush Street
Chicago, Illinois 60611
(312) 787-0977

Mary Ann Kirk
Executive Director
Council for the Advancement of Citizen-
ship
Suite 1000 . 1100 Seventeenth Street, NW
Washington, D.C. 20036
(202) 466-2822

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3700 Donohoe Building
Washington, D.C. 20202
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Washington, D.C. 20036
(202) 223-4044

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Acting Deputy Assistant Secretary
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Department of Education
400 Maryland Avenue
7th & D Streets, SW
ROB 3; Room 3608
Washington, D.C. 20202
(202) 245-2222

ALDO C. PODESTA
Senior Vice President
The Advertising Council
825 Third Avenue
New York, New York 10022
(212) 758-0400

History

The Center for Citizenship Education (CCE) was registered as a private, not-for-profit corporation in the District of Columbia on September 12, 1978. Its origin, however, has many sources—the minds, hearts and dreams of citizens throughout America who continue to seek ways to help our fellow citizens understand the principles of democracy while applying them daily in positive, constructive ways.

CCE began with a challenge: *how to bring together all the fine work being done throughout our nation in a way to reverse the negative trends toward lawlessness, alienation, boredom and hostility toward social and political life existing in society today.* Through a national REDISCOVER AMERICA program, its founders—recognized leaders in business, education, the religious community, and the voluntary sector—sought school-community programs on a nationwide scale that would promote honesty, integrity and concern for others. This stimulus led to the formation of the first Values Education Commission in America—a legislatively created, governor-appointed body in Maryland. Input from this Commission, in addition to that of Research for Better Schools, United States Office of Education, and many other experts, showed a need for a greater emphasis on citizenship education and a mechanism or process for implementation.

Activities of CCE have led to the introduction of the Education For Responsible Citizenship Act in the 96th Congress by Senator Jennings Randolph (W. VA) in the Senate and the Honorable Carl Perkins (KY) and Charles Bennett (FL) in the House of Representatives.



The Center for Citizenship Education is dedicated to the definition, development and process of citizenship education for succeeding generations of Americans.



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Director of Elementary and Secondary Education,
Education Commission of the States



Center for Citizenship Education





CENTER
FOR
CITIZENSHIP
EDUCATION

Purpose

The Center for Citizenship Education is dedicated to the promotion of citizenship education in our nation's schools and communities to help our citizens—young and old—understand the principles of democracy and apply them in their personal and public lives in positive, constructive ways.

Goals

The goals of the Center are to:

- Sponsor discussions and workshops for leaders in the field of citizenship education and the larger community of which they are a part.
- Publish needed citizenship education materials for the general public.
- Promote and support citizenship education legislation at various levels.
- Advocate citizenship education at national, state and local levels and publish attendant advocacy literature.
- Formulate model programs and activities in citizenship education for formal (K-12 and post secondary) and non-formal (community based) education.

Philosophy

"My voice and my vote matter. My personal commitment and involvement matter. I can *make* them matter: —by learning, —by doing, —and by persevering."

That is the message of the Center for Citizenship Education. It carries with it the recognition that there are many institutions, in addition to our schools, which can help to imbue citizens with a sense of civic responsibility and competence, and with those feelings of self-confidence and self-worth that spring from the exercise of effective control over one's destiny.

CCE believes that the current trend of disillusionment and lack of involvement in civic affairs can be effectively reversed through a citizenship education program that incorporates those basic principles, ethics, habits of participation and "sense of community" that make our nation great.

CCE is a national organization that serves as a catalyst and information agency devoted to sponsoring and improving citizenship education in the nation's schools and communities. CCE provides linkages to leadership as well as tools and training that educators and lay people need to motivate citizens toward ethical, responsible involvement in our democratic and republican processes and institutions.

In addition to promoting and developing citizenship education, CCE also assists in fostering a national climate favorable to the establishment of citizenship education programs in local communities through its advocacy projects. It seeks to do this through cooperative programs and a broad based diversity of funding support from individuals, corporations, private foundations, the Federal Government, and national and regional professional organizations.



CENTER FOR
CITIZENSHIP EDUCATION

1100 SEVENTEENTH STREET, NORTHWEST
SUITE 1000 • WASHINGTON, D.C. 20036
(202) 466-2822 TELEX 892580

MARY ANN KIRK, EXECUTIVE DIRECTOR

Programs

Program Statement

The programs of CCE combine conferences, workshops, publications and legislative advocacy. Such programs are designed to assist in conducting research in, and the development of, citizenship education, to encourage the improvement of citizenship education in schools and communities and to allow for the adaption of individual programs to meet local needs.

Workshops and Conferences

Leaders in various disciplines participate in conferences and workshops on citizenship education and motivation techniques. The aim of such meetings is to share, coordinate and direct the efforts and resources of individuals, agencies and organizations working in the field. For example, a national workshop of key policy makers and leaders in citizenship education is scheduled for November 30-December 2, 1979, at the National 4-H Center near Washington, DC to formulate agenda for the next decade of citizenship education in the United States. This workshop is being held in cosponsorship with the Education Commission of the States and the National School Boards Association, with Senator Jennings Randolph as the Honorary Chairman.

Materials

CCE publishes and distributes booklets on citizenship, motivation, values and the ideals that made America great to schools, communities and the general public.

CCE literature focuses on guidelines, manuals and resource information for encouraging legislative endorsement of citizenship education on the state and national level.

Legislative Advocacy

CCE advocates legislation at the national and state level to improve citizenship education programs. CCE encourages the establishment of legislative commissions, ad hoc committees and task forces in individual states to promote responsible citizenship education. Scholars, teachers, students and other citizens brought together in this way generate a climate that encourages public understanding and legislative support and acceptance.

CENTER FOR CITIZENSHIP EDUCATION

WASHINGTON, D. C. 20036
1100 SEVENTEENTH ST., N. W.
SUITE 1000 • 202-466-2822

February 19, 1981

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The Honorable Morton Blackwell
Special Assistant to the President
Room 128
Old Executive Office Building
Washington, D. C. 20500

Dear Mr. Blackwell:

Thank you for your time on the telephone today. I enjoyed speaking with you and look forward to working with you and the Administration in service to our country.

As we discussed, the Center for Citizenship Education spoke with the Office of Management and Budget to obtain an insert for a speech to be given at Northwestern University in Chicago, Illinois just one hour before the President's Economic Message to the Nation, by Mr. Robert Stuart, who serves on our Board of Directors and is Chairman of the Board of National Can Corporation. We sincerely appreciate the assistance from the Administration in helping tie together Mr. Stuart's message on citizen responsibility with the President's clarion call. We enclose a copy of that speech for your information; the insert is the opening paragraph. Mr. Stuart has expressed a willingness to come to Washington (or go elsewhere in the country) to deliver that speech to various audiences, with modifications which you and others might care to propose. Also enclosed please find Mr. Stuart's Vita.

For your information, Mr. Blackwell, I also enclose descriptive material on the Center for Citizenship Education. We are dedicated to the process of citizenship education and delivery of strong programs to the communities of America. Our Executive Director, Mary Ann Kirk, a vivacious, dedicated and inspiring woman, is committed to building strong working relations between government and the public, private and personal sectors, and to catalyze opportunities for the people collectively to assume responsibilities for themselves without undue reliance on a government which should serve and not dominate. Mrs. Kirk has earned the respect of leaders in the field of citizenship education, as evidenced by the enclosed PTA Magazine, in which she coordinated the issue on citizenship and wrote the prefatory article.

Hon. Morton Blackwell

- 2 -

February 19, 1981

An important development of the Center's work has been the coalescing of the Council for the Advancement of Citizenship (CAC), a consortium of organizations and individuals dedicated to promoting informed and responsible citizenship. A Summary Statement on CAC is also enclosed, along with the article in SYNERGY describing the first national Workshop which the Center guided.

There are significant initiatives across America today, but insufficient communication and interaction prevent the potential of this abundance to be fully realized. The Center, through CAC and other projects, aims to remedy this situation.

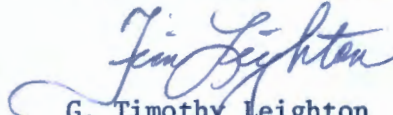
Mrs. Kirk and I do look forward to meeting you soon, Mr. Blackwell, and to exploring avenues of mutual cooperation and development.

Thank you for your encouraging words.

With all good wishes, I am

Respectfully yours,

CENTER FOR CITIZENSHIP EDUCATION


G. Timothy Leighton
Executive Assistant

Enclosures

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WASHINGTON, D. C. 20036
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SPEECH

Delivered by Robert Stuart, Chairman of the Board,
National Can Corporation to Phi Delta Kappa
Fraternity at Northwestern University, Chicago,
Illinois, February 18, 1981.

In a matter of minutes the President of the United States will be addressing the Nation on a very important aspect of citizenship--an economic policy designed to insure continuing freedom for all Americans. The President, we are told by White House spokesmen, wishes to stress that while "patriotism" is at issue, acceptance of what appears to be a stringent economic policy is an act of survival. Also, he is urging all citizens not to penalize their congressional representatives for acceding to the proposed cuts in spending. "Do what is best for your country," he seems to be saying, - the ultimate value of citizenship.

Back in 1976, the year of our Bicentennial Celebration, the Commissioner of Higher Education for the State of Utah delivered an address to a National Conference for Education and Citizenship in Kansas City. This conference invested nearly one half million dollars to launch a new and badly needed effort to renew and restore an understanding of citizenship and the values and responsibilities of citizenship among American citizens. Regrettably nothing significant grew from that conference. Today I come to you as a member of the board of the new Center for Citizenship Education which has launched a whole new thrust to bring that about, and has already brought together a major consortium of every conceivable type of organization and institution interested in promoting responsible citizenship, known as the Council for Advancement of Citizenship. In 1976 that Commissioner, delivered a speech entitled "Morality and Citizenship: Whose Responsibility?" - I have recast that title somewhat to come up with my own for this evening: "The Moral Crisis in Citizenship Education: Whose Responsibility?"

Today that former Commissioner of Higher Education is our new Secretary of Education, appointed by a newly elected President. He is, of course, Terrel H. Bell. Dr. Bell can now look out across a nation in which the answer to the question he posed is as elusive as it was in 1976. At this point in our history, however,

the question he raised stems not just from a national dilemma but truly from a national crisis. We seem to be cast adrift without a rudder in a sea of problems from which there is no escape. Where should we be heading? No one, at least no one we are willing to trust, is pointing firmly and insistently toward the harbor or shoreline. Even if we should agree on where the shoreline is, who is going to take us there? If we all pull together, will we surely be saved? Or would it be better to strike out, each on his own "looking out for Number One," hoping that the others make it to safety too, but the devil take the hindmost?

Today we Americans are in a state of confusion closely bordering on malaise. We are no longer sure of who we are or where we are going. We are searching for meaning in life. Our youth are puzzled about whether there are truly any "eternal verities," or whether every decision "depends on the situation." Cheat on an exam? Why not? Gotta get that degree. Anyway, everybody else does it. Snitch on a colleague to gain favor with the boss? Hey, man, it's a dog-eat-dog world. Walk away from the scene of an accident or a crime? Ignore the victim? Of course! You're just asking for trouble if you get yourself involved.

I'm personally convinced that we have let the values of family and community life erode terribly. The overwhelming pressures today are in favor of again using the idiom "looking out for Number One." But can Number One, and that's me or to you that's you, working solely in his or her own self-interest, really protect themselves from our large-scale, quality of life-damaging problems: of inflation, unemployment, environmental degradation, juvenile crime, diminished international prestige and economic woes? Clearly, he or she cannot. They must join with others in common cause, as we have always joined in the past. And he will look for leadership, as we have always looked in the past - and generally found it.

In this inaugural year, we are all looking to the leadership of a newly elected

President swept into office by a wave of public dissatisfaction. That dissatisfaction centered on the perception that so many of our national ills, both at home and abroad, were not getting better, but indeed seemed to be getting worse. Whether a new national leader can cure them remains to be seen. Certainly no mere president can do it without the wholehearted support of all of us.

Fortunately it appears that our new President Reagan will undertake to bring us together by reaffirming the values and responsibilities to which we have committed ourselves in the past. He has already reminded us that, while he is proud to have been elected President, he cannot do the job alone, that he must count on every one of us, whatever his or her station in life, to contribute their share to the overall effort to restore our faith in ourselves, our leaders, and our institutions. He will, we can expect, urge us to greater social service, accepting responsibilities to others and expressing that acceptance through concerted government/private sector/voluntary programs to revitalize our families, our neighborhoods, our communities, our agencies of self-government. The willingness we show to work together toward common goals, and to do so skillfully, are together the essence of good citizenship.

How do we move from a confused citizenry to a common condition of effective citizenship? We do it through a restoration of belief in our democratic heritage and of confidence in our mutual ability to surmount obstacles. What convictions, ethics, and values do we hold in common as Americans? We have always been able to answer that question in the past. Two hundred years of testing our democratic beliefs on the forge of hard times has left us a rich legacy from which to draw support for these trying days. They are implicit in the ethical and procedural systems we have developed over the decades - and which we so often take for granted - in fostering individual liberty, equality of opportunity, the rule of law, the American economic system, and our representative government.

Our new President's strategy in coping with the problems he faces must necessarily go far beyond reshaping political bureaucracies to make them more responsive to public needs and more cost-effective in their operations. To succeed, he must focus time and attention on citizenship development in the broadest sense of the term, from cradle to grave. He must include all of us into the process of setting goals and priorities, so that we can agree on where we as a nation ought to be going, and on how we are planning to get there. He must urge the committed to open their circles in welcome to those who are not, and get them committed too. In doing so, he will need the support of this business community, of nonpolitical organizations working in the public sector, of voluntary agencies, and of individual volunteers.

There are plenty of concerned citizens ready to help. Some of them met last spring at Wingspread in Wisconsin, to explore their common interest in strengthening citizenship competence in all its aspects. Representatives of business corporations, labor unions, educational institutions, and voluntary associations, they demonstrated their own good citizenship by joining together to create the Council for the Advancement of Citizenship. The goals of the new Council are several folds - to conduct intensive research on what is already going on in the field of citizenship development, to establish an information clearinghouse, and to develop a mass communications program, all with a view toward implementing a national movement at all levels of American life to promote a better understanding of citizenship opportunities and responsibilities. Fortunately, President Reagan starts from a philosophic position favorable to developing a partnership relation with the private sector. He and his supporters regard the private arena as their natural home. They are citizens who represent private-sector values first and foremost, but who have won a victory in the political arena. They are ready to work with those of us who are committed to the development of those attitudes and citizenship skills which will help us

navigate the shoals now upon us and lying just ahead, through a working partnership of public and private enterprise.

But President Reagan's team, fresh from victory at the polls, will find the going even rougher on the high seas. They have already bumped headlong into the established system, in mandating a Federal hiring freeze as a first order of business. Suddenly, they find themselves in confrontation with a bureaucracy skillfully defended by tenured civil servants and supported politically by powerful special-interest groups. In battling the established system on its own turf - or to continue our seaworthy analogy, which I as a sailor, a rag and stick yachtsman, like to use - on its own surf the Reagan team has little more chance of winning than any of his predecessors.

As we have seen, the Federal bureaucracy tends to change not as the President changes, nor even as the immediate political chief changes. Rather, the bureaucracy tends to shift with its own constituency, its own special interest group or pressure group, sometimes as leader, sometimes as follower. When American farmers rise in indignation to oppose a regulation just published by the Department of Agriculture, the Department listens carefully and generally, mends its ways. But then, farmers have taken pains to organize in politically potent combinations. American Indians, on the other hand, found the Bureau of Indian Affairs singularly unresponsive through the years, until they began to do the same. President Reagan will make the bureaucracy more responsive and efficient only as he persuades citizens as a whole to voice their general expectations for more responsive and efficient government in ways that compel the various bureaucracies to listen to the overall citizenry and not just the pressure group.

What then, is the answer? It can be found in citizenship development. Educate citizens in the rules and ethics of the game; show them where they have a voice and how to press the levers of power; and imbue them with the attitudes

that go with winning. In this approach there will obviously lie peril for "couldn't-care-less" incumbents, but better government for the citizen-at-large.

The American business community has a special responsibility in responding affirmatively to the dialogue on social responsibility. The nation rightly attributes the extraordinary development of its resources to the aggressive, risk-taking, decision-making skill of uncounted business enterprises, large and small. No other nation has a comparable record. Moreover, business values have played a major role in shaping the American way of life.

Businessmen and business corporations have an outstanding record of social responsibility--first of course to their customers and then to their employees and even to their suppliers, as well as to their shareholders naturally, but also to the communities in which they do business. Top executives who manage public corporations have had to limit their corporations use of profits to support social and civic causes which would not return benefits directly and promptly to all the corporation's shareholders, because the corporation's profits belong to its shareholders; but in spite of that corporate managers have been quick to help address public problems where there could presumably be an indirect return to the corporation's shareholders. Especially have they frequently involved their corporations in dealing with those problems which could not possibly be solved as well, if at all, by government or by other non-business institutions. My own civic and charitable interests and commitments are but one example of personal and corporate involvement in such social responsibilities by business leaders across the nation. I could speak for hours on that subject alone, but at this moment I merely wish to express my admiration and respect for what businesses and business people are doing in so many individual fields. However, I believe that in many ways in the movement to develop values and competencies for effective citizenship in

the years ahead, business leaders will be increasingly sought after for support and guidance. Business executives know that support and guidance must be forthcoming, in a spirit of responsible citizenship, if business expects to see any reduction in the burden of government regulation and interference of which it complains so bitterly.

I do want to emphasize the moral aspect of our business way-of-life. Ultimate justification for that way-of-life does not lie in the number of automobiles produced, nor on the number of dishwashers and houses, nor even on the standard-of-living, no matter how high. Nor does ultimate justification lie in profits, the business profits are properly the immediate, legitimate objective of business enterprise, and the basis for our high standard of living, and for the continued existence of each business that contributes to it. Rather, it lies in the extraordinary opportunities our economic system provides for self-fulfillment of the individual citizen. More than any previous civilization, America has emphasized freedom and individualism. The business community, in which so much American individualism has sought and found expression, without trampling on the opportunities of others, cannot and would not wish to escape responsibility for helping to provide and expand such opportunities in the future, for joining in the movement to develop effective citizens, and for making decisions that reflect such high ethical standards that the need for government regulation and interference will become superfluous, on the face of it,

Beyond the nurturing of individualism, business institutions have traditionally helped to maintain the Constitutional balance between the government and the society that government is designed to serve. Throughout history, societies have been unitary; that is, state and society have been one - static and, if not immutable, at least highly resistant to change. Only in relatively recent history and in Western Europe did an alternative institutional relationship gradually emerge.

There, the separation of church and state created liberating tensions that encouraged the evolution of social and institutional relationships in response to changing needs.

Today, in our own society, the churches unaided cannot preserve an effective counterbalance to the state. Other institutions important to American life such as schools and educational institutions and the business corporation and the nonprofit voluntary association must also play institutional roles in citizenship development, expressing moral and ethical values through which individuals can relate courageously yet responsibly to the state.

As I mentioned previously, business corporations must and do necessarily express social responsibility beyond the goal of profits for shareholders. Business at one time intruded too heavily into the personal lives of its employees. With a swing of the pendulum business tried to bend over backwards not to influence its employees in political or religious or moral matters. Now business must get back into influencing its employees - to be good citizens. Just as the President of the United States must expand the base of citizen participation in public affairs, just so the corporation executive must expand the base of employee participation in corporate affairs. Increasingly, businesses are institutionalizing employee input into the decision-making process in many areas - such concerns as employment conditions, retirement pensions and programs, but also in business operational goals, and more newly employee volunteer work, and support for worthy charities. Increasingly, they are seeking out opportunities for social service within the local and national communities. Some offer work-study opportunities or sponsor community-service programs, for young people still in high school or college. Others sponsor community-service opportunities for employees during their working years. A few are considering the merits of offering flexi-time alternatives to full-time work for employees nearing the end of their company careers; in connection with the

corporations general responsibility and helping make arrangements to phase its retirees into community service work, for those who are appalled at the prospect of closing out their active years "cold turkey." Many of these possibilities were explored by business leaders who attended a Wingspread Conference on "The Future of Employee Volunteering" last November.

These business initiatives and these citizen voluntary activities have an obvious tie-in with efforts the President might make to provide higher levels of citizenship participation in public affairs on a national scale. Community-service options for any citizen who wants to help solve a problem, even for men and women currently employed daily, and even more for those who are working part time, or not currently needing employment income, about to retire, can be geared toward revitalization of deteriorating urban neighborhoods and reversal of the process of urban decay.

City residents can and must play a major role in restoring economic and social vitality to distressed urban areas. That role might reasonably include participation in research on causes and effects of urban decay; and the planning of immediate and longer-term programs to reverse the process, but more likely personal involvement in the providing of essential services and the establishment and operation of self-help organizations in targeted neighborhoods, in logical extension of the citizenship participation principle.

The practice of real citizenship, responsible citizenship, involves three major facets. The one which everyone thinks of first is participation in the political process, i.e. voting in primaries as well as general elections, and preferably working for a candidate or candidates and a political organization or party. The second, which I have been emphasizing here today, is voluntary participation in solving the problems of one's community, state, and nation and making voluntary contributions of one's own time and energy to meet the needs of one's community

and fellow citizens rather than leaving it all up to government to do. A third, which we have yet not touched on, and which I will not take your valuable time to elaborate on today because I think you already know it, is nevertheless every bit as important as the other two, and I want to remind you of it now and leave an emphasis on it with you before I bring these remarks to a close. It is living responsibly and ethically, complying with all proper laws and regulations, cooperating with the proper authorities in their legitimate performance of their duties, and observing those American traditions and customs which contribute to the quality of life of our nation, and perhaps most important, teaching and inspiring all those persons with whom we have influence to do likewise.

To really broaden the exercise of citizenship by all Americans, so that they properly embrace all three of those facets, will require a substantial educational effort.

Those of us who enjoy the advantages of a good education have a special responsibility to bring along those who do not. The job is developing good citizens -- citizens who can cope with the complexities of the modern world, who respect themselves and care about others. That job is the responsibility of all of us. Let's hope for Presidential leadership that will show the way, clearly pointing out the opportunities for individual self-fulfillment through service to family, community and nation, urging us relentlessly to take advantage of those opportunities; and facilitating the process of developing effective functioning citizens in any way the federal government can do so. But let us never forget that first, last, and always, that the nation does not belong to the government or to the president. It is ours, and that what happens to it is really up to us.

What will you do?

FOR: OPTIONS

THE CENTER FOR CITIZENSHIP EDUCATION - CCE

The Center for Citizenship Education (CCE) is a private, not-for-profit corporation registered in the District of Columbia in September, 1978. It was formed to answer a growing need and concern for a reconcentrated effort to strengthen our schools and institutions to educate for responsible citizenship in the context of contemporary America. CCE grew out of a genuine need for a catalyst for positive activity and development throughout the nation for an independent, even-handed convener of major parties for the revitalization of citizenship education.

The heart of CCE is the deep belief that all citizens must have access to positive, self-fulfilling citizenship experiences through education, participation and service opportunities. It is through these gifts of democracy that individual fulfillment is realized and the destiny of a great country is advanced.

CCE began answering this need of citizenship development through the development of process models; and firmly believes that schools and communities must develop an accommodation with each other so that the real-life laboratory that is the community is utilized to reinforce and complement the learning in the school. CCE continues answering this need, most specifically, through leading the development of the Council for the Advancement of Citizenship (CAC). CCE provided the organizing leadership for the two national meetings on citizenship education that created the CAC. It brought together for the first time distinguished individuals and leaders of diverse major organizations representing minorities, parents, community, educational professionals, politicians and others to define citizenship education and determine a delivery system to our local communities throughout America. The cumulative result was the unanimous agreement to work together in a new coalition or consortium with room in it for organizations and individuals having many different viewpoints and strengths but having in common a desire to strengthen the civic virtues in American life. The CCE has been designated Secretariat for this "organization of organizations" called the Council for the Advancement of Citizenship, and is currently administering all activities. The first membership meeting will be held at the Hyatt Regency Hotel in Washington, DC, May 7-9, 1981. The Organizing Committee includes organizations like: American Federation of Teachers, Close Up Foundation, Combined Insurance Company of America, Council of Chief State School Officers, Education Commission of the States, National Education Association, National 4-H Council, National School Boards Association, The National PTA, American Association of Retired People, National Association for the Advancement of Colored People, National School Volunteer Program, The Advertising Council, etc.

Anyone wishing more information on the CAC or CCE should write to each at: Suite 1000, 1100 17th Street NW, Washington, DC, 20026.

Mary Ann Kirk
Executive Director, Council for the Advancement of Citizenship
and
Executive Director, Center for Citizenship Education
Suite 1000 . 1100 17th Street Northwest
Washington, DC 20036
(202) 466-2822 - 466-2785

ROUTING AND TRANSMITTAL SLIP

Date

3/13/81

TO: (Name, office symbol, room number, building, Agency/Post)	Initials	Date
1. Morton Blackwell		
2.		
3.		
4.		
5.		

Action	File	Note and Return
Approval	For Clearance	Per Conversation
As Requested	For Correction	Prepare Reply
Circulate	For Your Information	See Me
Comment	Investigate	Signature
Coordination	Justify	

REMARKS

DO NOT use this form as a RECORD of approvals, concurrences, disposals, clearances, and similar actions

FROM: (Name, org. symbol, Agency/Post)	Room No.—Bldg.
Bob Billings	Phone No. 245-7855

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UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

file

March 13, 1981

MEMORANDUM

TO : Elizabeth Dole
Assistant to the President
for Public Liaison

FROM : Bob Billings *BB*

SUBJECT: Meeting with Private School Leaders

On March 23 and 24, the heads of three private school organizations will be in Washington to meet with Dr. Bob Smith and the board members of CAPE (Council on American Private Education). These men, Dr. Al Janney of the American Association, Dr. Paul Kienel of the International Association and Dr. Don Howard of Accelerated Christian Education, Inc., would like an opportunity of meeting with you. Would you have time on either day (March 23 or 24) to meet with these men? They represent about 6,500 private schools across America.

P.S. My new number at the Education Department is 245-7855. Thanks for all your help, Elizabeth. Love.

cc: Morton Blackwell ✓

From ~~Page B~~

Dept. of Ed
③

The following papers are derived from a language lesson given to Cuban refugees in Miami, Florida, by Florida International University.

This lesson was made possible by a \$2.5 million Federal grant from the Department of Education. The proposal was submitted by Mequel Gonzalez Pando of the FIU.

This particular class was given in July 1981 by Magaly Rodriquez O'Hear (Instructor) to a group of recent Cuban refugees at Haranja Lake Elementary School in Dade County.

One of the students felt insulted and has forwarded a copy of the handout given in the class (copy enclosed).

Enclosures

- 1) English translation of Spanish lesson
- 2) Original handout of lesson

Y a n k e e

yak - Yale - yam - yap - yard - young - you - yours
yucca - yoke - yolk - yarey - Yoruba - yagua - yagrama - yute

When I hear the word "yankee", I relate it with the deposits of iodine, gypsum and all minerals in the Latin-American countries.

But "yankee" also means for me "yoke" and "poverty".

Even the tasty "yucca" gets a flavor of "grass" when I remember that it is also exploited in the fields that are no longer ours, but that belong to Bob, James or John.

But now, when I feel freer and more of a brother to my Latin brethren, I think that the Yankee will soon be only a bad recollection, and that we shall see him as "the gringo neighbor".

N e g r o

group - great - grass - graze - grace - gringo - aggregate

I read on the newspaper, watch on television and listen on the radio the following: "The thief was a negro; the bad-mannered person is a negro; or the suspect is a negro", but I have never heard: "The negro worker, the exploited negro, the poor negro, the enslaved negro in modern times who, as the Hispanic, gives his life to earn his miserable bread and yield more wealth to the prosperous white man, by the sweat and blood of minorities.

But I am glad when I notice a negro in the labor union addressing the meeting, or a negro doctor in the hospital rendering a better attention.

I never forget, besides, that there are "gringo negroes", that is, white in their thoughts and mentalities, who persecute the Hispanics, because they know that we stand by the side of the poor, good and exploited negro.

Negro

grande - grosero - gremio

gingo - grupo - agro

agregado - agradable -

Leo en el periódico,
ves en la televisión y escucho
en la radio lo siguiente: "ne-
gro fue el ladrón, negro es
el grosero o negro es el sospe-
choso", pero jamas he escucha-
do: negro el trabajador, negro-
el explotado, negro es el po-
bre, negro es el esclavo
moderno que, como el his-

sabrosa yuca le siento
sabor a yerba cuando recuer-
do que también es explota-
da en los campos que ya
no son nuestros, sino de
Bob, James o John. -

Pero ahora que me
siento más libre y más her-
mano de mis hermanos latinos
pienso que pronto el yanqui
sólo será un mal recuerdo.
Y lo veremos como el vecino
gringo. -

gringo - yanqui - azteca -

pano, da su vida por
 ganarse el mísero pan
 y dar más riquezas al
 blanco enriquecido con el
 sudor y la sangre de las
 minorías.

Pero me alegro
 cuando en el gremio veo
 a un negro dirigir la reu-
 nión o en el hospital
 al médico negro atender
 mejor.

También ja-
 mas olvido que hoy

3

negros que son gringos,
es decir, blancos de pen-
samiento y mentalidad
y nos persiguen a los
hispanos, pues saben
que estamos con el
negro pobre, bueno y
explotado.-

Dept of Ed

Byrd Switch? -- Once again there is considerable conjecture over the possibility of Virginia's Senator Harry Byrd a conservative independent, switching to the Republican Party. Senator Byrd is up for reelection in 1982. Congressman Paul Trible has indicated he will challenge Byrd unless Byrd runs as a Republican. However, Byrd insists on having his committee seniority preserved if he switches parties because of his high seniority on the Armed Services and Finance Committees. Presently, it is not likely Republicans would be willing to make such a guarantee, so the prospect looms that a battle of conservatives may divide the conservative voting bloc making it possible for a liberal Democrat to capture Byrd's seat.

Democrat Strategy -- The Democratic Congressional Campaign Committee recently issued a 7-point strategy for use by campaigns of Democrats who are targeted by New Right organizations. The basic thrust of the strategy is for incumbent Democrats to avoid discussion of their voting records and focus their attention on questioning the credibility of the New Right organizations. They are encouraged to threaten legal action against radio and TV stations which consider airing advertisements made by outside organizations. It is clear the liberal Democrats recognize that a public display of their voting records will seriously damage their chances at the polls in 1982.

Administration Retreat -- In yet another case of the Reagan Administration backing away from its early hardline position, Secretary of Labor Ray Donovan has told Senators Strom Thurmond (R-S.C.) and Don Nickles (R-Okla.) that he will not support the Senators' legislation to repeal the Hobbs Act, which exempts labor union officials from prosecution of felonies committed during a "legitimate labor dispute". Donovan prefers to handle the matter through administrative action rather than legislation. However, any action taken by this administration could be easily reversed by a future administration.

Education Expansion? -- While President Reagan and Secretary of Education Terrel Bell continue to move toward abolishment of the Department of Education, Wayne Roberts, the department's regional director in Boston is busy trying to acquire additional office space for future expansion of his department. When challenged by the regional representatives of other agencies, Roberts smugly told them "I have had a private meeting with Senator Bob Stafford (R-Vt.) and he has assured me that the Department of Education will not be abolished". Roberts is a liberal Republican from Vermont who did not support Reagan in the primary. It now appears he is openly undermining the President's efforts to reduce federal involvement in education.

F.E.C. Loses Again -- The National Right To Work Committee (NRTW) has won a smashing victory over the Federal Election Commission in a verdict handed down by the U.S. Court of Appeals for the District of Columbia. Even though the NRTW had been completely vindicated, sympathizers of organized labor have successfully used the machinery of the F.E.C. to prevent NRTW from contributing to political campaigns in two federal elections and have cost the committee hundreds of thousands of dollars in legal fees and expenses. Since January, 1976, F.E.C. operatives have successfully delayed processing, made unreasonable and illegal demands, and refused replies in the process of amassing an incredible record of bias, unfair treatment and illegal acts, all designed to thwart the efforts of the NRTW to be involved in our political process. The record of the F.E.C. in this case is sufficient reason why the agency should be abolished.