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MAY 22 1975

due 5/23

6:00 pm

THE WHITE HOUSE

WASHINGTON

May 20, 1975

MEMORANDUM FOR:

WILLIAM BAROODY
MAX FRIEDERSDORF
ROBERT GOLDWIN
ROBERT HARTMANN
JIM LYNN
✓ JACK MARSH



FROM:

JIM CANNON *Jm*

SUBJECT:

Decision on White House Conference on
Education for 1977

Attached is a draft memorandum for the President regarding the question of whether or not to call a White House Conference on Education in 1977.

I would appreciate having your comments and suggestions by 6:00 p.m., Friday, May 23rd.

Conf
7/1, 77. *Jm*
Jim Cannon to Queen
Queen

THE WHITE HOUSE

WASHINGTON

May 20, 1975



MEMORANDUM FOR: THE PRESIDENT

FROM: JIM CANNON

SUBJECT: WHITE HOUSE CONFERENCE ON EDUCATION

This is to present for your decision the question of whether or not to call a White House Conference on Education in 1977.

BACKGROUND

P.L. 93-380 authorizes, it does not mandate, a 1977 White House Conference on Education. The legislation provides for a 35 member National Conference Committee and generally enables a Conference patterned after the first White House Conference on Education held in 1956.

ISSUE

In the attached memorandum (Tab A), Secretary Weinberger outlines the arguments for and against calling a conference.

A. Arguments in Favor of Calling a Conference

1. Symbolic of Administration's interest in education.
2. New issues such as collective bargaining by teachers, declining enrollments, the transition from school to world of work might benefit from national discussion.

B. Arguments Against Calling a Conference

1. Only major result will be a call for more Federal funds.
2. Past conferences have served as a forum for criticism of Federal programs and Administrative policies.

ALTERNATIVE ACTIVITIES

Secretary Weinberger recommends against calling a conference. He suggests a series of other activities to highlight your interest in and concern for education such as speeches and small meetings for exchange of views with education groups. HEW can develop a list of possible alternatives, if you so request.

STAFF COMMENTS ON CALLING A CONFERENCE

Favored by: *gm*

Opposed by:

RECOMMENDATION

I concur with Secretary Weinberger's recommendation that you not call a White House Conference on Education for 1977.

Approve _____

Disapprove *gm* _____

I recommend that if you decide not to call a conference, HEW be asked to develop a list of alternative activities.

Approve _____

Disapprove _____





THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D. C. 20201

MAY 14 1975



MEMORANDUM FOR THE PRESIDENT

RL
You are authorized by the Education Amendments of 1974 "to call and conduct a White House Conference on Education in 1977...to stimulate a national assessment of the condition, needs and goals of education...." This memorandum asks whether you wish to call such a conference.

BACKGROUND

P.L. 93-380, Title VIII, Section 804 authorizes a 1977 White House Conference on Education. It establishes a National Conference Committee composed of 35 members (15 to be appointed by you, 10 by the President pro tempore of the Senate and 10 by the Speaker of the House). This committee shall provide guidance and planning for the conference, shall make a final report of findings and recommendations to you and to the Congress, and shall receive assistance from the Commissioner of Education. The committee is authorized to provide assistance for pre-conference activities (see below) and to appoint a staff.

The legislation provides for a conference patterned after the first White House Conference on Education, held in 1956. Prior to that conference, citizen groups at the State and local level were extensively involved in a series of pre-conference activities. The funds appropriated for the 1977 conference "shall be apportioned among the States by the Commissioner in accordance with their respective needs for assistance...except that no State shall be apportioned more than \$75,000 nor less than \$25,000."

Participants at local, State and Federal levels are authorized to consider "all matters relevant to the purposes of the conference." But, the national conference particularly "shall give special consideration to" ten specified areas including educational opportunity, school finance and the adequacy, effectiveness and relevance of various kinds of education for people from pre-school through adult ages.

DISCUSSION

The legislation authorizes, it does not mandate, holding the conference. Therefore, the decision to issue the call is up to you.

The Assistant Secretary for Education and the Commissioner of Education recommend that the conference be held. Educators around the country at all levels are looking forward to it. They regard the conference as symbolic of the importance of education to the country and the Administration and also as a badly needed channel of communications with policy makers and the public. Failure to call the conference would also result in some criticism from the Congress and perhaps some move to nominate their representatives to the National Conference Committee.

Among the arguments in favor of holding the conference are the following.

- The entire educational enterprise is faced with challenges not faced before which might benefit from national discussion. Examples are declining enrollments at the elementary-secondary level, the increasing proportions of college students over age 35, and the spread of collective bargaining.
- The conference, particularly the State and local pre-conference activities, could stimulate grassroots involvement with the educational system.
- Several of the topics marked for special attention are closely related to your initiative to bring education and work together. This subject could become one of the focal points of the conference.
- Experience with the State Education Weeks which the Office of Education has been sponsoring indicates that the States are interested in describing their accomplishments. The conference could be encouraged to devote some attention to the exchange of information on what works in education.

In the past, however, White House Conferences have not always been particularly effective or constructive. Too often they have provided a forum for criticism of the Administration and of the Federal government and a visible

platform for demands by interest groups for more and larger spending programs. The outcome is often a "laundry list" of things someone else, often the Federal government, should do about the problem.

RECOMMENDATION

Because a White House Conference on Education in 1977 is likely to assume such a critical and demanding tone, the Secretary of Health, Education and Welfare recommends against calling the conference.

If you decide against holding the White House Conference, it might be advisable to plan a series of other activities to highlight your interest in and concern for education. These might include speeches, continuing small meetings for exchange of views with interest groups, and smaller conferences focused on particular topics such as the education and work initiative.

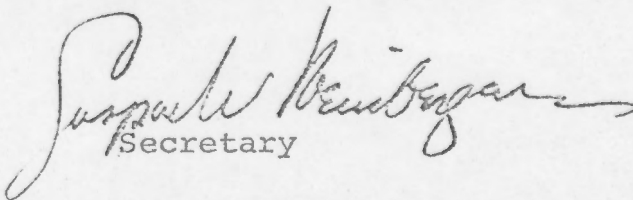
If you decide that the White House Conference on Education should be held in 1977, then it will be necessary to consider, and discuss with key people in Congress, how it can be channeled into the most constructive format. It will also be necessary to issue an announcement that a White House Conference on Education will be held in the summer of 1977, that it will be preceded by local and State conferences during the period January 1976 to May 1977, and that the National Conference Committee is to be appointed in the summer of 1975.

DECISION

I do not wish to call a White House
Conference on Education in 1977

Prepare suggestions for alternate
activities to demonstrate my
interest in education

I want to call and conduct a White
House Conference on Education in 1977


Secretary



Some items in this folder were not digitized because it contains copyrighted materials. Please contact the Gerald R. Ford Presidential Library for access to these materials.

EDUCATION

It's obvious, in our modern world of today theirs a lot of impreciseness in expressing thoughts we have.

—18-year-old college freshman

[Newsweek 12/8/75]
John F. Kenedy if he had not buen shat he would be presdent now, and in World War II he was a hero in the war, and he had a lat of naney and a nice fanily, and his wife was very nice, and when I die I would like to b buruid in a plac like that.

—17-year-old high-school student

My famous person whom I admire the most is John Wayne. He is a famous person in many people's eyes of America.

—17-year-old high-school student

The old brige was a swing brige and it was a real old brige. The bords was roten in the brige and you could see right through the brige and some places the bord was missing.

Fenza & Freyer

—13-year-old junior-high student

WHY JOHNNY CAN'T WRITE

If your children are attending college, the chances are that when they graduate they will be unable to write ordinary, expository English with any real degree of structure and lucidity. If they are in high school and planning to attend college, the chances are less than even that they will

already much of academia is controlled by "a school preaching that one form of language is as good as another; that at the age of 5 anyone who is not deaf or idiotic has gained a full mastery of his language; that we must not try to correct or improve language, but must leave it alone; that the only

the inability of his students to write clearly that he now offers his own services to try to teach freshmen how to write. Businessmen seeking secretaries who can spell and punctuate or junior executives who can produce intelligible written reports complain that college graduates no longer fill the bill. "Errors we once found commonly in applications from high-

student who cannot read with true comprehension will never learn to write well. "Writing is, after all, book-talk," says Dr. Ramon Veal, associate professor of language education at the University of Georgia's College of Education. "You learn book-talk only by reading." But as the standard tests suggest, students' reading ability is declining—and the effects of this erosion are readily apparent. For example, when the Association of American Publishers prepared a pamphlet to help college freshmen get the most from their textbooks, they found that its "readability level"—calculated for twelfth-

THE WHITE HOUSE

WASHINGTON

January 20, 1976

MEETING WITH MEMBERS OF THE AMERICAN ASSOCIATION
OF RETIRED PERSONS (AARP) AND THE NATIONAL
RETIRED TEACHERS ASSOCIATION (NRTA)

Wednesday, January 21, 1976

2:45 p.m. (10 minutes)

State Dining Room

From: Jim Cannon

I. PURPOSE

To greet the members of the Legislative Council of AARP and NRTA and to receive a book from the Presidents of the organizations.

II. BACKGROUND, PARTICIPANTS & PRESS PLAN

A. Background: The Legislative Council of AARP and NRTA will be meeting in Washington to determine their legislative objectives for 1976. AARP and NRTA are two groups, jointly operated, which represent about 9 million older persons. Both have very active, well thought of volunteer programs.

The Presidents of AARP and NRTA will present to you a book written by the founder of the two organizations which expresses the author's and the group's philosophy of the importance of self-determination and of service by older persons to the community.

After you and Mrs. Ford greet them, the group will be taken on a tour of the White House.

B. Participants: List attached at Tab A.

C. Press Plan: Full Press Opportunity. Meeting to be announced.

III. TALKING POINTS

To be provided by Paul Theis.



LEGISLATIVE COUNCIL

OFFICERS

*Miss Mary Mullen
President, NRTA
Laguna Beach, CA

Dr. & Mrs. J. Cloyd Miller
President-Elect, NRTA
Albuquerque, NM

Mr. & Mrs. George Schluderberg
Chairman
NRTA Board of Directors
Baltimore, MD

Mrs. Ruth Lana
Honorary President
Long Beach, CA

*Mr. & Mrs. Douglas O. Woodruff
President, AARP
Salt Lake City, UT

Mr. & Mrs. A. H. Van Landingham
President-Elect, AARP
Morgantown, WV

Mrs. Maud Haines
Chairman
AARP Board of Directors
Portland, ME

Miss Harriet Miller
Acting Executive Director
Washington, D.C.

MEMBERS

Mr. J. E. Aldridge, NRTA
Jackson, MS

Miss Kathleen V. Boyd, NRTA
Narragansett, RI

Mr. & Mrs. Allen Campbell, NRTA
Laguna Hills, CA

Mrs. Irene Dunstan, NRTA
Denver, CO

Mrs. Beatrice Harvey, NRTA
Lewisburg, WV

Mr. & Mrs. Henry McHargue, NRTA
Seymour, IN

Mr. & Mrs. C. B. Murray, NRTA
Albany, NY

Mr. William J. Powell, NRTA
Taylor, PA

Dr. Grady St. Clair, NRTA
Corpus Christi, TX

Miss Oranda Bangsberg, AARP
Oshkosh, WS

Mr. Henry Bertuleit, AARP
Fremont, CA

Mr. Frank DeLamar, AARP
Margate, FL

Mr. & Mrs. Ed W. Eggen, AARP
Portland, OR

Mr. Clarence A. Grant, AARP
American Fork, UT

Dr. & Mrs. John Gegan, AARP
Manchester, CT

Dr. & Mrs. Clayton D. Hutchins, AARP
Bethesda, MD

Dr. Esther Prevey, AARP
Kansas City, MO

Mr. & Mrs. Edgar Scheid, AARP
Baton Rouge, LA

Mrs. Vera Weinlandt, AARP
Bloomfield, NJ

*Miss Mullen and Mr. Woodruff will present the book to you.

JOINT STATE LEGISLATIVE COMMITTEE CHAIRMEN

Mr. & Mrs. T. Preston Turner, NRTA
Richmond, VA

Mr. Isaac Fine, AARP
Falmouth, MA

Mr. Creel Richardson, NRTA
Ariton, AL

Mr. & Mrs. George Saunders, AARP
Sun City, AR

Mr. & Mrs. Francis W. Beedon, NRTA
Muskegon, MI

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Mr. Peter W. Hughes
Assistant Legislative Counsel

Mr. Harmon Burns, Jr.
Assistant Legislative Counsel

Mr. Laurence F. Lane
Legislative Representative

Mr. Malachy M. McPadden
Legislative Representative

Mr. James M. Hacking
Legislative Representative

Mr. David Lambert
Legislative Representative

Mr. David M. Dunning
Legislative Representative

Mr. Kirk Stromberg
Legislative Representative

Ms. Faye Mench
Legislative Representative

Mr. John Mulholland
Legislative Representative

Mr. John B. Martin
Legislative Consultant

Mr. William Rehrey
Legislative Representative

Ms. Laurie Fiori
Senior Secretary

ADVISORS

Mrs. Zmira Goodman

Mr. Ed Malone

Mr. Walton Kurz

Mr. Lloyd Singer

file
REQUEST

THE WHITE HOUSE

WASHINGTON

January 26, 1976

MEMORANDUM TO: JIM CANNON
FROM: DAVID LISS *[Signature]*
SUBJECT: REGULATIONS-YOUR QUESTION

Literally, the only answer is to have the Congress stop passing laws. Just about every time they create a program the law says the appropriate Department will issue regulations. About three years ago the Congress even required the Office of Education to publish regulations for programs which had been operating for years without published regulations.

David Mathews is making a determined effort to simplify the regulations process at HEW. About a week ago he created a new office whose function is to review all regulations, eliminate those that can be eliminated, and put into plain english those that must be retained. I think we should encourage this effort but there is nothing we can or should do from here. We lack the resources to do anything which is meaningful on a large scale.

cc: Dick Parsons
cc: Art Quern



THE WHITE HOUSE
WASHINGTON

January 19, 1976

MEMORANDUM FOR: JIM CANNON
FROM: DAVID LISSE *[Signature]*
SUBJECT: Your Question about Regulations

There is no process for routinely clearing regulations with OMB and the Domestic Council. The Title IX exercise was the exception to the rule.

The volume is so great that we would not want to be made a part of the process on any routine basis. David Mathews alone probably signs 300 documents a year.

Dick Parsons and I each received information copies of this particular regulation after it had been signed by Mathews and Dunlop but before publication.



cc: Dick Parsons

David - the volume is too great for the Exec to review, then way be better do it. We had to slow it down, pls see with Parsons. Qm

Don't worry -
I'll get me a copy of this
and bring it

8 THE WALL STREET JOURNAL Monday, January 5, 1976

Easier Hiring Rules for Colleges That Get Federal Contracts Are Ruled Out by U.S.

By a WALL STREET JOURNAL Staff Reporter

WASHINGTON—The Labor Department has decided against issuing special rules to govern the hiring practices of colleges and universities that are federal contractors.

The decision will prove disappointing to a number of college administrators who had argued in hearings last summer and fall that existing rules for federal contractors are unduly harsh and inappropriate when applied to colleges. Some officials insist that federally required hiring goals and time tables overlook such factors as low turnover and the subjective elements of faculty hiring.

But the move will cheer women and minority groups who feared special rules would soften the government's commitment to eliminate discriminatory hiring by fed-

Most colleges and universities are subject to the nondiscrimination regulations because they receive large sums under federal research and supply contracts. But instead of setting up special rules for schools, the Labor Department and the Department of Health, Education and Welfare have agreed to seek ways to increase the number of minorities and women qualified for academic jobs and to encourage colleges to improve internal grievance procedures for handling complaints of job discrimination.

In a joint announcement, Labor Secretary John Dunlop and HEW Secretary David Mathews said the two departments will "review existing regulations" to seek to expand job opportunities for minorities and women.

They said they would "share with other

Bonanza Settles Suit Filed by McDonald's By Accepting Ad Rules

By a WALL STREET JOURNAL Staff Reporter

DALLAS — Bonanza International Inc. said it settled a \$4 million lawsuit brought against it by McDonald's Corp. by agreeing to observe certain guidelines in future advertising that might mention McDonald's.

Bonanza said it entered a consent decree in federal district court agreeing to the guidelines, but that there weren't any monetary payments made by either party.

McDonald's complaint sought \$2 million in actual damages and \$2 million in punitive damages for alleged trademark infringements and unfair competition in advertising stemming from Bonanza's ad campaigns that used McDonald's comparisons.

Both companies are restaurant concerns.

[Feb. 1976]

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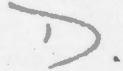
THE WHITE HOUSE

WASHINGTON

February 10, 1976



MEMORANDUM FOR THE VICE PRESIDENT

FROM: Dick Parsons SUBJECT: HARRY S. TRUMAN SCHOLARSHIP FOUNDATION

Jim Cannon asked me to give you a memorandum briefly describing the Harry S. Truman Scholarship Foundation.

The Foundation was created by act of Congress (P.L. 93-642, enacted January 4, 1975) for the purpose of providing increased opportunities for young Americans to prepare for and pursue careers in public service. To carry out this purpose, it is authorized to award scholarships to persons who demonstrate outstanding potential for, and who plan to pursue careers in, public service.

The Board of Trustees of the Foundation consists of thirteen members, appointed as follows:

- two Members of the Senate, one from each political party, to be appointed by the President of the Senate;
- two Members of the House of Representatives, one from each political party, to be appointed by the Speaker;
- eight persons, not more than four of whom shall be of the same political party, to be appointed by the President with the advice and consent of the Senate; and
- the Commissioner of Education or his designate ex officio.

President Ford submitted the names of his eight appointees to the Senate on October 27, 1975.

A copy of the Act is attached for your information.

cc: Jim Cannon ✓

REQUESTED

THE WHITE HOUSE
WASHINGTON

February 10, 1976

JMC:

Attached are the names of
the Board of Directors for
the Truman Scholarship Fund.

P

Attachment

cc: ~~Hand~~ Delivered to the
✓ V.P.'s Office

TRUMAN SCHOLARSHIPS BOARD OF DIRECTORS

Jonathan Moore
Institute of Politics
John F. Kennedy School of Government
Boston, Massachusetts

John Snyder
Former Secretary of Treasury during
Truman Administration

John Portner Humes
Former Ambassador to Austria

Richard A. King
Mayor, City of Independence, Missouri

Christopher S. Bond
Governor, State of Missouri

Walter E. Craig
U.S. District Judge
District of Arizona
Phoenix, Arizona



Elliot D. Marshall (Ret.)
Chief Judge, 26th Judicial Circuit
Commonwealth of Virginia
Front Royal, Virginia

Margaret Truman Daniel
Washington, D.C.

CONGRESSMEN

Richard Bolling (Missouri)
Gene Taylor (Missouri)

SENATORS

Stuart Symington (Missouri)
Jacob Javits (New York)

AD HOC MEMBER

Commissioner of Education (Presently Terrel H. Bell)
Office of Education - HEW

From:

D Bennett

THE WHITE HOUSE

WASHINGTON

Tuman

Scholarships
Fund

group

Be E I E

G. E

Julie Robin
Brady Directors

FEBRUARY 16, 1976

OFFICE OF THE WHITE HOUSE PRESS SECRETARY

THE WHITE HOUSE

REMARKS OF THE PRESIDENT
TO THE
NATIONAL ASSOCIATION
OF SECONDARY SCHOOL PRINCIPALS
SHERATON PARK HOTEL

2:15 P.M. EST

Mr. Walker, Mr. Fallstrom, Mr. Kiernan, Reverend Harper, members and guests of the National Association of Secondary School Principals:

Needless to say, it is a great, great honor to be reinducted after a few years into the National Honor Society which I was privileged, fortunate and probably darn lucky to join in 1930. I have just said to Mr. Walker this one is a little heavier but the other one meant a great deal more to me in 1930.

On this plaque I do see the Honor Society's requirements -- service, scholarship, leadership and character. As a high school student I was mighty proud to be thought of in those very worthy words and I am just as proud today to be thought of or thought worthy of them on this occasion, and I thank you very, very much.

Let me also thank you for your invitation to be a part of this program. The agenda for this convention show that your profession is in a time of great change and that you are addressing yourself to that change. Yet in some ways your job has not changed at all since the early days of our Nation's educational system. You still give guidance to the schools which guide our children. You are still the executors of the past and the trustees of the future.

In this Bicentennial year it is fitting that we should consider where we have been and where we are going. I would like to share with you my vision of education and its role in our Nation's progress for the future.

In our first century as a Nation America developed political institutions responsive to the people. Unity grew from diversity and education for the people was a crucial part of the Founding Fathers' vision. They knew that ignorance and freedom could not co-exist.

MORE

A system of general instruction for all citizens, both rich and poor, was the earliest of Thomas Jefferson's public concerns. He led an unsuccessful effort to have the Virginia Assembly support a system of free public schools.

By the time the Constitution was drafted our Founding Fathers, however, clearly saw education as a State responsibility. Little more than a century later every State had a tax-supported public school system free and accessible to every child.

In our second century America's schools and colleges faced great challenges and withstood enormous pressures. They educated millions of immigrant children who spoke no English when they came to our shores. They met the challenging and changing academic career needs of students as the Nation grew more urbanized and more industrialized. American schools contributed greatly to our unprecedented economic growth and the widespread sharing of our economic gains.

Now we are entering our third century. I see this as a century devoted to the fulfillment of the individual citizen. In this century education will not only prepare young men and women to earn a living, it will also prepare them to live a richer life. It will equip them to make their own decisions rather than permit their futures to be decided for them by others. It will enrich our children's lives and it will also enrich our life, our Nation and our life in the future.

Throughout our history the Federal Government has recognized the value of education and has helped our schools and colleges. Since Abraham Lincoln signed the Act creating the land grant colleges, Federal encouragement and assistance to education has been an essential part of the American system. To abandon it now would be to ignore the past and to threaten the future, but we must make Federal aid in the area of education much more effective than it has been in the past.

In the past decade as educational problems of national scope have been identified, we have responded with a wide variety of new Federal programs to meet those needs through assistance to State and local educational agencies. Each of these programs was initiated to meet the goal of improved educational opportunities for a particular segment of our population but the result of adding program on top of program has been a maze of complex and often confusing Federal guidelines and requirements.

At Federal, State and local levels we have unwittingly created a heavy burden of varying regulations, differing standards and overlapping responsibilities. Too often we ask whether Federal forms have been properly filled out, not whether children have been properly educated.

MORE

*File -
Education*

As President, the very first major piece of legislation that I signed 18 months ago was an omnibus education Act. It improved the distribution of Federal education funds and the administration of Federal education programs.

Soon I will be sending to the Congress my proposals to continue this improvement, and we must. The thrust of these proposals will be to consolidate Federal aid to give State and local authority far, far greater flexibility in its use, and I hope you support it.

I make this proposal to untie the red tape that binds you. I want to free you to meet the challenges of our third century, our century of individual fulfillment. Our law and custom place the major responsibility for elementary and secondary public education on State and local units of government, and the record convinces me that decisions about education made on those levels are wiser and far more responsive to community needs than the edicts of the Federal bureaucracy.

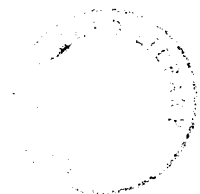
The Federal Government, while providing 7 percent of elementary and secondary funding, should not usurp the State and local role but by consolidating into block grants more than a score of existing programs we can do a lot better with our Federal dollars in your hands.

At the same time, my proposals would preserve the appropriate national concern for quality education and concentrate available funds on the needs of the handicapped and educationally deprived. Let me add that if we can achieve the kind of consolidation which will lead to a more productive use of Federal dollars, then even within tight budget constraints we can plan to increase allocations to elementary and secondary school systems throughout the United States.

The budget proposals we will submit with our consolidation proposals will reflect increases for each of the next three fiscal years. As we look ahead, we can see our educational system adapting to meet changing needs. This has already proved to be one of its great virtues.

In the 1950s, for example, America awakened to the urgent need for improved science and mathematics instruction in our Nation's schools. Our advances in technology over the last two decades show that we have met this challenge. Today we are faced with another urgent program or problem in our Nation's development.

MORE



It is apparent that many citizens are uninformed or, worse, unconcerned about the workings of the Government and the execution of their laws. Young people, in particular, appear cynical and alienated from our Government and our legal system. Too many Americans see the law as a threat rather than as a protection. Too few have been taught to understand the way laws are created and administered and peacefully changed.

In one poll of Federal workers, more than two-thirds refused to sign an excerpt from the Declaration of Independence. Almost half did not recognize the phrase "We hold these truths to be self-evident"

These are alarming trends for any nation to face. They are especially disturbing to us now as we speak of rededicating ourselves to the enlightened spirit of our country's founders. This is a new challenge to education and this is a new challenge to you and to me, and everybody else concerned with our Nation's future.

If we find this trend distressing, can we, in all honesty, say we find it surprising? Our Nation has undergone severe shocks in the last quarter century. Our children face a world at once richer and more threatening than had ever been imagined certainly during my lifetime. Our children are less naive, I think, than any previous generation of young people. I know my children have different views about a lot of things than I did at their ages. Yet our classes in Government and in so-called civics tend to continue along the same outmoded lines.

In 1971, the American Political Science Association reported that courses presented in this area a naive, romanticized approach. The American Bar Association found civic students to be widely alienated by platitudes and chauvinism and the methods of learning by rote.

As Emerson said, the secret of education lies in respecting the pupil. This is just as true for teaching them social values as for teaching them anything else.

We cannot perpetuate our value system merely by telling our children that it is good. We can only assure its future by educating our children to admire its strengths, correct its faults and to participate effectively as citizens as they mature and become a part of our active adult society. Only then will they understand why our social values are worth preserving even though much in our society has changed. Only then will they understand why we still hold these truths to be self-evident.

MORE

The growing movement to supply such education gives us reason to be greatly encouraged, yet most of the work in this field clearly remains before us. We must find new ways to teach students about the institutions of law and Government which will affect their lives so much and so long. We can perform no finer service for the individual student and for American society than to provide them with this necessary understanding.

One problem is that in this field, as in others, we do not yet really know how to measure the quality of education. Many of the standards we had relied on, I think many believe, have failed us. We thought we could measure quality by the student-teacher ratio. I, for one, did. Yet some studies suggest that class size within a wide range may have no effect on student achievement. We thought we could buy quick miracles in education by spending much, much more money, but the Coleman report of equality of educational opportunity and subsequent research have cast serious doubts on that idea.

It would be far easier if we could measure educational quality in dollars and cents, but apparently we cannot.

Education really relies on people and on the teachers who work in the schools, on the administrators who direct them. The clear and constant measure of educational quality is the degree of your commitment and the leadership that you provide. You deserve the thanks and, even more importantly, the support of all parents and all Americans, and on behalf of them, I thank you.

I understand the theme of this convention is Cornerstone for Tomorrow. For millions and millions of young Americans, the cornerstone of their tomorrow will be you. I have faith that you will do the job for them, for us and for those who follow, and I thank you, again, for the opportunity of being with you.

Thank you.

END (AT 2:35 P.M. EST)

THE WHITE HOUSE
WASHINGTON

MEMORANDUM FOR THE PRESIDENT

FROM : JIM CANNON *Jim*
SUBJECT : Reaction to your Education Speech

The members of the National Association of Secondary School Principals were so impressed with your speech on Monday they decided to send a copy of your remarks to each of their 36,000 members.



THE WHITE HOUSE
WASHINGTON

February 17, 1976

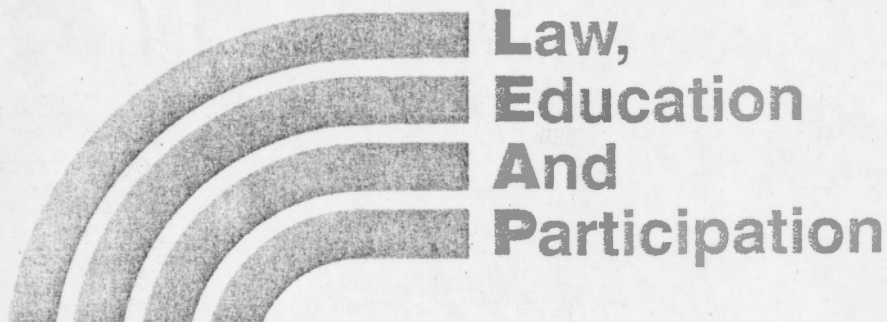
MEMORANDUM FOR: ART QUERN

FROM: DAVID LISSY 

Apropos our conversation, I thought you would be interested to learn that the National Association of Secondary School Principals plans to send a copy of the President's speech to each of its 36,000 members.



cc: David Boorstin



Education
a national
project of the
Constitutional
Rights Foundation

February 23, 1976

Mr. David H. Lissy
Associate Director
Domestic Council
The White House
Washington, D.C.



Dear David:

Thank you for sending us a copy of the President's remarks to the National Association of Secondary School Principals. After viewing the T.V. reports, I was most anxious to read the text (the Los Angeles papers did not cover the speech, for your information).

I think it is a really fine address and a major step forward in underscoring the need to make law-related education a top-priority of the educational system. The presentation of the problem -- the alienation of young people from the system; the widespread lack of knowledge about the workings of our government and major political precepts; the failure of traditional educational approaches in this field -- is right on target.

I do feel though that the importance of programs in law-focused education would have been further emphasized had specific solutions to the problem been presented. This is especially true in light of the President's specific recommendations in other areas covered in the address. I want to reiterate, however, my pleasure with the overall tone of his remarks.

Again, my appreciation for your support and assistance. I know how instrumental your role has been in focusing attention on this subject. Hope to see you soon.

Sincerely,

Vivian
Vivian Monroe
Executive Director

THE WHITE HOUSE
WASHINGTON

SIGNATURE

March 1, 1976



MEMORANDUM FOR THE PRESIDENT

FROM: JIM CANNON *Jm*
SUBJECT: Education Message

Attached for your consideration is the proposed education message to the Congress.

The message has been approved by Secretary Mathews, Robert T. Hartmann, Paul O'Neill, Max Friedersdorf and Ken Lazarus.

The proposed message has been approved by Doug Smith.

RECOMMENDATION

That you sign both copies of the attached messages.

MARCH 1, 1976

OFFICE OF THE WHITE HOUSE PRESS SECRETARY

THE WHITE HOUSE

REMARKS OF THE PRESIDENT
UPON HIS SIGNING
~~OF THE~~
EDUCATION MESSAGE

THE CABINET ROOM

11:15 A.M. EST

In the past decade, while education has remained a local responsibility, we have responded at the Federal level to a number of problems perceived to be of a national scope. We have tried to improve educational opportunities but in the process we have created a heavy burden of regulations and red tape.

Too often we have found ourselves asking whether Federal forms have been properly filled out, not whether children have been properly educated. There has also been a tendency toward a greater central control over the decisions which should be made by local education officials.

The time has come to provide Federal support without Federal impediments. For that reason, I am proposing today the financial assistance for the Elementary and Secondary School Act. It would consolidate 24 existing categorical grant programs into a single or one block grant program.

The focus of my proposal will be on improved educational opportunities for those with very special needs: the handicapped and the educationally deprived. Federal funds will be provided with a minimum of Federal regulation and a maximum of local control.

Education needs can be met most effectively by giving people at the local level the tools to do the job well. Under the legislation I propose every State will receive at least as much money for the consolidated program as it did in fiscal year 1976 for the existing programs.

I am requesting a total of \$3 billion 300 million for fiscal year 1977. I am also proposing that the program grow by \$200 million in each of the next three fiscal years. For too long the real issue in our education programs, Federal versus local control, has been obscured by debate over funding levels. Hopefully with the funding levels that I am proposing we can direct the debate where it really belongs, to reform of our education support programs.

I strongly urge the Congress to act quickly and favorably on my proposal to help insure quality education for all of our children.

Thank you very much.

END

(AT 11:18 A.M. EST)

March 1, 1976

Office of the White House Press Secretary

THE WHITE HOUSE

TO THE CONGRESS OF THE UNITED STATES:

The education of our children is vital to the future of the United States. From the start, our Founding Fathers knew that ignorance and free government could not co-exist. Our nation has acted from the beginning on the sound principle that control over our schools should remain at the State and local level. Nothing could be more destructive of the diversity of thought and opinion necessary for national progress than an excess of control by the central government.

In recent years, our national sense of fairness and equity has led to an increasing number of Federal programs of aid to education. The Federal government has recognized a responsibility to help ensure adequate educational opportunities for those with special needs, such as the educationally deprived and the handicapped. We have appropriately provided States and localities with added resources to help them improve opportunities for such students. At the same time, we have channeled our aid into too many narrow and restrictive categorical programs. As a result, we have made it more difficult for the schools to educate.

It is time that we reconcile our good intentions with the recognition that we at the Federal level cannot know what is best for every school child in every classroom in the country.

In my State of the Union address, I spoke of the need for a new realism and a new balance in our system of Federalism -- a balance that favors greater responsibility and freedom for the leaders of our State and local governments.

Our experience in education demonstrates that those principles are not abstract political philosophy, but guides to the concrete action we must take to help assure the survival of our system of free government. We must continually guard against Federal control over public schools.

I am proposing today the Financial Assistance for Elementary and Secondary Education Act which will consolidate 24 existing programs into one block grant. The focus of this block grant will be on improved educational opportunities for those with special needs -- the handicapped and educationally deprived. Federal funds will be provided with a minimum of Federal regulation and a maximum of local control. My proposal is based on the conviction that education needs can be most effectively and creatively met by allowing States greater flexibility in the use of Federal funds.

I am particularly pleased at the extent to which my proposal reflects extensive consultations with individuals, organizations representing publicly elected officials and leaders in the education community. The proposal has been

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modified and strengthened since the time of my State of the Union message as a result of suggestions we received. I am convinced it represents essential changes in our system of providing aid to education.

My proposals will consolidate programs in the following areas:

- . Elementary and Secondary Education
- . Education for the Handicapped
- . Adult Education
- . Vocational Education

To assure that students with special needs receive proper attention the proposed legislation provides that 75 percent of a State's allocation be spent on the educationally deprived and handicapped, and that vocational education programs continue to be supported. The same strong civil rights compliance procedures that exist in the programs to be consolidated are included in this legislation.

Under the proposed legislation, funds will be allocated to States based on a formula which takes into account the number of school-aged children and the number of children from low-income families. No State will receive less money than it did in Fiscal Year 1976 under the programs to be consolidated. Further, local education agencies will be assured that the funds will reach the local level, where children are taught and where control should be exercised.

Vocational education is an important part of our total education system. Here, too, my proposal seeks greater flexibility at the local level while maintaining Federal support. States would be required to spend a portion of the funds they receive on vocational education, giving special emphasis to the educationally deprived and the handicapped.

Non-public school and Indian tribal children would continue to be eligible for assistance under this proposal. Where States do not serve such children, the Commissioner of Education will arrange to provide funds directly, using the appropriate share of the State's funds.

The proposed legislation will require States to develop a plan, with public participation, for the use of Federal funds. All interested citizens, students, parents and appropriate public and private institutions will participate in the development of the plan. States will be required to develop procedures for independent monitoring of compliance with their plan. State progress will be measured against the plan, but the plan itself will not be subject to Federal approval.

For Fiscal Year 1977 I am requesting \$3.3 billion for the education block grant. For the next three fiscal years, I am proposing authorizations of \$3.5 billion, \$3.7 billion and \$3.9 billion. For too long the real issue in our education programs -- Federal versus State and local control -- has been obscured by endless bickering over funding levels. Hopefully, with these request levels, we can focus the attention where it belongs, on reform of our education support programs.

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Enactment of this legislation will allow people at the State and local level to stop worrying about entangling Federal red tape and turn their full attention to educating our youth.

I urge prompt and favorable consideration of the Financial Assistance for Elementary and Secondary Education Act.

GERALD R. FORD

THE WHITE HOUSE,

March 1, 1976.

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March 1, 1976

Office of the White House Press Secretary

THE WHITE HOUSE

FACT SHEET

FINANCIAL ASSISTANCE FOR ELEMENTARY AND SECONDARY
EDUCATION ACT

The President announced today that he is proposing the Financial Assistance for Elementary and Secondary Education Act to provide for a more effective use of Federal funds in support of elementary and secondary education programs at the State and local level.

I. BACKGROUND

The Federal Government supports about 7 percent of the total cost of elementary and secondary education. The bulk of that support is channeled through numerous narrow categorical programs. It is distributed through States to local educational agencies through mechanisms that take into account such factors as school-age population and income levels of students' families.

The Federal effort has helped to assure that children with special needs receive an equal educational opportunity, but it has also led to the promulgation of layers of rules and regulations and the imposition of administrative burdens at the local level which are unrelated to the development of programs of quality education.

In his State of the Union address the President announced his intention to propose consolidation of a number of education programs into one block grant in order to minimize the intrusiveness and burden of Federal regulations while continuing appropriate Federal support for education.

II. DESCRIPTION OF PROGRAM

This legislation will consolidate into a single block grant authority the following programs:

1. Titles I, II, III, IV, and V of the Elementary and Secondary Education Act of 1965,
2. The Education of the Handicapped Act,
3. The Vocational Education Act of 1963, and
4. The Adult Education Act.

The bill will have four titles.

Title I --- contains all the general provisions relating to appropriations, allotments to States, State planning requirements, and other provisions applicable to the entire bill.

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Title II --- sets forth minimum criteria for that portion of the funds which will be used for elementary and secondary, handicapped, and adult education programs.

Title III --- sets forth minimum criteria for that portion of the funds which will be used for vocational education programs.

Title IV -- continues a number of existing programs for research and innovation and certain special services relating to vocational education and education of the handicapped.

III. FUNDS

In fiscal year 1977 (school year 1977 - 1978) there would be authorized for the purposes of this Act \$3.3 billion. This authorization would be increased by \$200 million annually in fiscal years 1978, 1979, and 1980.

Of the \$3.3 billion available in fiscal year 1977, \$3.231 billion would be directly available to States under Titles II and III of the legislation. The \$200 million annual additional funding would also be directly available to the States in succeeding years. \$69 million would be authorized annually for Title IV for the use of the Commissioner of Education on national impact projects for vocational education and for the handicapped.

The legislation continues to assure, as now, that funds are available to the States and localities before the start of the school year.

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IV. PROGRAMS CONSOLIDATED

Listed below are the presently existing programs which will be consolidated in Titles II, III and IV of this Act, together with the actual fiscal year 1975 and 1976 appropriations for those programs.

Title II --- Elementary and Secondary, Handicapped, and Adult Education Programs--- Elementary and Secondary Education (Dollars in Millions)
Appropriations

FY 1975 FY 1976

Grants for disadvantaged	1,900	2,050
Support and Innovation Grants	173	185

--- Education for the Handicapped

State Grants (Part B)	100	110
Severely Handicapped Projects	3	3
Specific Learning Disabilities	3	5
Early Childhood Education	13	22
Regional Vocational, Adult, and Postsecondary Education	.6	2
Recruitment and Information	.5	.5
Special Education Manpower Development	38	40

--- <u>Adult Education</u>	68	72
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--- Library Resources

School Libraries and Instructional Resources	137	147
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Title III --- Vocational Education

Basic Vocational Education	428	423
Programs for Students with Specific Needs	20	20
Consumer and Homemaking Education	36	41
Work Study	10	10
Cooperative Education	20	20
State Advisory Council	4	4
Curriculum Development	1	1
Research	18	18

Title IV --- National Impact Projects

Vocational Innovation	16	16
Innovation and Development for Handicapped	9	11
Deaf-Blind Centers	12	16
Media Services and Captioned Films	13	16
Regional Resource Centers for Handicapped	7	10

TOTAL.....3,030

3,242

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The list of programs to be included in the consolidation reflects changes made subsequent to the time the President's fiscal year 1977 Budget was submitted to the Congress. These changes result from discussions which the President directed Administration officials to initiate with leaders in the education community and representatives of State and local officials. These discussions produced a number of helpful suggestions and the President believes they have led to a strengthening of the legislation.

Four programs which dealt with higher education and libraries were deleted from the proposal. They are:

	(Dollars in Millions)	
	<u>Appropriations</u>	
	FY 1975	FY 1976
Public Libraries (Library Services & Construction Act)	52	52
College Libraries (Higher Education Act)	10	10
Training & Demonstrations for Librarians (Higher Education Act)	3	2
Undergraduate Instructional Equipment (Higher Education Act)	8	8

A later request will be made to the Congress by the Administration for one-year extension of authorities needed to fund the College Libraries Program. Authority will not be requested for the Training and Demonstration for Librarians or the Undergraduate Instructional Equipment programs. Additional authority is not needed for public libraries.

In the original budget proposal, the Deaf-Blind Centers Program was listed as a separate program. As the legislative proposal was developed, a Title IV, National Impact Program was created, and the Deaf-Blind Centers Program became a part of that Title. A total of 24 programs are now included in the Act.

V. DISTRIBUTION TO THE STATES

The formula for distribution of Federal funds to the States under this Act is based upon the number of children from families below the poverty level and the school-age population (ages five through 17 inclusive) of a State.

Each State would receive as a floor amount either \$5 million or the amount it received in fiscal year 1976 for the 24 programs to be consolidated, whichever is less.

Each State would then receive not less than 85 percent of the amount allotted to that State in the preceding fiscal year under the 24 programs now consolidated, less the initial sum referred to in the preceding paragraph.

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After these allocations, the remaining funds would be distributed on the basis of 60 percent, on the number of children from families below the poverty level and 40 percent on the basis of school-age population. The sum thus obtained is multiplied by the ratio of the State average per pupil expenditure to the national average per pupil expenditure --- however, no State will be treated for purposes of this formula as being at less than 80 percent or more than 120 percent of the national average per pupil expenditure.

No State loses under this formula --- all States gain. A State by State distribution table is attached at Appendix A.

In the accompanying detailed analysis, the actions which a State must undertake to receive Federal funding under this Act are described.

In general terms, the State is required to develop a plan for use of Federal funds. That plan must be developed in a public process with ample opportunity for public review and comment. The State plan, as such, is not subject to Federal review, but the progress the State makes as measured against its own plan is subject to Federal review.

The legislation retains in full force all relevant civil rights procedures. It requires service to non-public school children and to Indian tribal children.

The legislation requires that 75 percent of all Federal funds go to serve the needs of the educationally-deprived and handicapped. It requires States to pass through Federal funds for use of local educational agencies. It also requires that Federal funds be spent on vocational education needs.

Funds not subject to the requirement for use to serve the educationally disadvantaged or not reserved for vocational education purposes could be used for educational activities such as school libraries, textbooks, educational materials and equipment, guidance, counseling, and testing, innovation and support or for any other educational purpose for which funds could have been used under the programs consolidated by this Act.

Where States do not comply with the requirements of the legislation or meet the commitments set forth in their own plan, the Commissioner of Education has a flexible penalty provision at his disposal.

Finally, Title IV of the legislation would continue the Commissioner's authority to fund certain special projects directly.

VI. STATE PLAN REQUIREMENTS

This legislation will require each State to establish, as a matter of State law, the structures and procedures of its own planning process. Within that broad flexible authority, each State would be required to:

- (1) designate the State agency or agencies to administer the program,
- (2) develop and publish a plan for use of the funds,
- (3) certify to the Commissioner that it has such a plan, and
- (4) certify annually that it has complied with the plan, or inform the Commissioner of any substantial failure to comply with the plan.

Further, States would be required to:

- (1) develop procedures for the independent monitoring within the State of compliance with the plan,
- (2) submit those procedures to the Commissioner for approval, and
- (3) meet certain independent audit, evaluation, and reporting requirements.

The Commissioner's approval authority described in number two above is a limited one. It is granted only to emphasize the importance to the Federal Government of the States establishing the means to comply with their own plans.

With regard to procedures, States would be required to establish means for obtaining the views of appropriate State and local agencies, units of local government, citizens, and private institutions, and establish a means to ensure that the educational needs of all residents of the State are taken into account.

The proposed plan would have to be published at least ninety days prior to the beginning of the program year. Public comment would be accepted for at least forty-five days and the final plan would then have to be published prior to the beginning of the program year. The State would have to summarize and publish the comments received and the disposition thereof.

Finally, the State plan would have to:

- (1) set forth objectives of the plan;
- (2) provide for the allocation and use of funds within the State in accordance with requirements set forth in Titles II and III;
- (3) set forth the policies and procedures used by the State to distribute funds to LEA's (local educational agencies) so that such distribution takes into account the number of handicapped, educationally-deprived, and low-income children in each LEA, with adjustments to reflect the costs in each LEA and the resources available to each LEA for providing services to such children;

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- (4) set forth the amount of funds to be distributed to each LEA;
- (5) describe the organizational structure through which the program will be administered;
- (6) describe the process the State will use to ensure adequate planning by local educational agencies for use of these funds;
- (7) describe the means by which non-public and Indian tribal school children will be served under the program;
- (8) provide that at least 75 percent of the funds is passed through by the State to local educational agencies;
- (9) provide that not less than 75 percent of the funds is used to meet the special educational needs of the educationally-deprived and the handicapped.
- (10) provide that the State will not use more than 5 percent of its allocation for administrative purposes, unless a larger percentage of funds under the programs consolidated was available to the State for administration in fiscal year 1976, in which case the State could use up to that amount of funds for administration.

If a State designates a separate State agency to administer its vocational education program under this Act, it could also develop a separate State plan for that purpose. However, that plan would be subject to the same due process provisions as the comprehensive State plan. It would have to be developed in coordination with the comprehensive plan, and be published at the same time and in the same manner as that plan.

VII. COMPLIANCE PROCEDURES

Where a State fails to comply with the above requirements or fails substantially to comply with the provisions of its own plan, the Commissioner has the authority, after notice and opportunity for a hearing, either to make no further payments to the State, or to reduce the amount otherwise payable to the State by up to 3 percent.

The Commissioner could also, after notice and opportunity for a hearing, terminate payments to a State which does not implement or comply with the self-monitoring procedures discussed above. Provision would be made for judicial review of any such determination by the Commissioner.

This provision of the legislation gives the Commissioner new flexibility in applying penalty provisions. Where a State is in substantial non-compliance or indicates refusal to comply, the Commissioner may cut off all funds. Where the non-compliance is of a minor nature and, particularly, where the State is making an effort to comply, the Commissioner will have at his disposal more reasonable penalty provisions.

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VIII. CIVIL RIGHTS

If any local educational agency in the State is determined by the Secretary of Health, Education, and Welfare to be out of compliance with Title VI of the Civil Rights Act, Title IX of the Education Amendments of 1972 (relating to discrimination on the basis of sex), or Section 504 of the Rehabilitation Act of 1973 (relating to the discrimination against the handicapped), the State's allotment would be reduced by an amount equal to the percentage which the number of children in the local educational agency is of the total number of children in the State. No funds could be paid to any local educational agency which is out of compliance with those statutes.

IX. NON-PUBLIC SCHOOL CHILDREN

The requirements in this proposal for the participation of non-public school children are similar to those now contained in Title IV of the Elementary and Secondary Education Act. This provision would essentially require that children in non-public schools be given an equitable opportunity to participate in programs assisted by this Act to the extent that they reside in areas served by the programs and have the needs addressed by those programs.

The State would also be required to serve children in Indian tribal schools.

If the State is legally unable, or fails to provide for participation of children as required by the legislation, the Commissioner would arrange for services to such children by contract or otherwise, and deduct the cost thereof from the State's allocation.

X. TITLE II PROVISIONS (ELEMENTARY AND SECONDARY, HANDICAPPED, AND ADULT EDUCATION PROGRAMS)

Title II sets forth minimum requirements for the use of that portion of the funds provided under this Act which would be available for elementary and secondary, handicapped, and adult education purposes. The State's comprehensive plan would have to take into account the special educational needs of educationally-deprived and handicapped children, assess the resources available in the State to meet those needs, and demonstrate reasonable promise of substantial progress in meeting those needs. The plan would also set forth an adult education program.

Under Title II, the State would be required to allocate to each local educational agency in the first fiscal year after enactment at least 85 percent of the amount received by that agency in the preceding fiscal year under Title I of the Elementary and Secondary Education Act and Part B of the Education of the Handicapped Act. These funds must be used to meet the special educational needs of the educationally deprived and handicapped.

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Funds not subject to the requirement for use to serve the educationally disadvantaged or not reserved for vocational education purposes could be used for educational activities such as school libraries, textbooks, educational materials and equipment, guidance, counseling, and testing, innovation and support or for any other educational purpose for which funds could have been used under the programs consolidated by this Act.

XI. TITLE III PROVISIONS - (VOCATIONAL EDUCATION)

Title III sets forth requirements for vocational education programs under this Act. Each State would be required to expend for the purposes of vocational education at least the same percentage of its Federal funds received under this Act as the percentage of the State's Federal vocational education funds were of its total Federal funds received under the programs consolidated under this Act in fiscal year 1976.

As an example, if a State received from the Federal Government \$30 million for the purposes of vocational education in FY 1976, and this amount represented 10 percent of the total Federal funds received under the programs consolidated under this Act by that State, this proposal would require that henceforth that State can spend no less than 10 percent of the Federal funds it receives under this Act for the purposes of vocational education.

The State's vocational education program would be required to take into account the vocational education needs of the State, to assess the resources available to meet those needs, and to be designed to provide individuals with educational programs that will make substantial progress toward preparing persons for a career or for further advancement in their present employment. At least 25 percent of the amount the State uses for vocational education under this Act must be used to meet vocational education needs of persons with special needs (the educationally-deprived and the handicapped).

The Federal funds which a State uses for vocational education for persons with special needs count toward the 75 percent of Federal funds which Title II requires to be spent on persons with special needs.

XII. TITLE IV PROVISIONS (NATIONAL IMPACT PROJECTS)

Title IV would continue the Commissioner's authority to fund certain special projects and innovation and development activities relating to vocational education and the education of the handicapped. The Commissioner would be authorized to support innovation, development, and dissemination activities in vocational education and the education of the handicapped either directly or through grants or contracts. He would also be authorized to support centers and services for deaf-blind children, regional resource centers, and a loan service for captioned films and other educational media for the handicapped. A total appropriation of \$69 million would be authorized for these activities for fiscal year 1977 and each of the three succeeding fiscal years.

FINANCIAL ASSISTANCE FOR ELEMENTARY AND SECONDARY EDUCATION ACT
STATE TABLE
(ESTIMATES PROVISIONAL-DOLLAR AMOUNTS AND PERCENTAGES SUBJECT TO MINOR ADJUSTMENTS LATER)

State	Estimated 1976 Appropriation *	Estimated 1977 Block Grant *	Dollar *	Percent
			Difference	Difference
ALABAMA.....	69265.	71291.	2026.	2.92
ALASKA.....	9413.	9799.	385.	4.09
ARIZONA.....	30579.	31311.	732.	2.39
ARKANSAS.....	41607.	42711.	1104.	2.65
CALIFORNIA..	262651.	266012.	3361.	1.28
COLORADO....	33739.	34400.	661.	1.96
CONNECTICUT.	36214.	37520.	1306.	3.61
DELAWARE....	10073.	10782.	708.	7.03
FLORIDA.....	109840.	110532.	692.	.63
GEORGIA.....	80350.	82421.	2071.	2.58
HAWAII.....	11926.	12688.	762.	6.39
IDAHO.....	12555.	12820.	266.	2.12
ILLINOIS.....	152191.	155677.	3486.	2.29
INDIANA.....	56802.	57749.	947.	1.67
IOWA.....	34115.	35132.	1016.	2.98
KANSAS.....	29679.	30355.	676.	2.28
KENTUCKY....	56905.	58476.	1570.	2.76
LOUISIANA...	78809.	81007.	2198.	2.79
MAINE.....	15380.	15812.	432.	2.81
MARYLAND....	55583.	58127.	2545.	4.58
MASS.....	69860.	70427.	566.	.81
MICHIGAN....	139967.	140492.	525.	.38
MINNESOTA...	54363.	55895.	1532.	2.82
MISSISSIPPI.	61002.	63062.	2060.	3.38
MISSOURI....	60852.	62318.	1466.	2.41
MONTANA.....	12583.	13159.	576.	4.58
NEBRASKA....	19124.	20077.	953.	4.98
NEVADA.....	6546.	7208.	662.	10.12
N.HAMPSHIRE.	9159.	9701.	542.	5.92
NEW JERSEY..	96052.	98277.	2224.	2.32
NEW MEXICO..	25802.	26272.	471.	1.82
NEW YORK....	296378.	298094.	1717.	.58
N.CAROLINA..	91052.	92347.	1295.	1.42
N.DAKOTA....	11280.	11782.	502.	4.45
OHIO.....	118236.	120337.	2100.	1.78
OKLAHOMA....	38556.	39448.	892.	2.31
OREGON.....	33253.	33628.	375.	1.13
PENNSYLVANIA	158531.	161723.	3191.	2.01
RHODE ISLAND	13961.	14752.	791.	5.66
S.CAROLINA..	54961.	56407.	1445.	2.63
S.DAKOTA....	11972.	12577.	605.	5.05
TENNESSEE...	68154.	69730.	1575.	2.31
TEXAS.....	201148.	201683.	535.	.27
UTAH.....	15472.	15875.	403.	2.60
VERMONT.....	9226.	9551.	326.	3.53
VIRGINIA....	72314.	73896.	1582.	2.19
WASHINGTON..	47128.	47512.	384.	.81
W.VIRGINIA..	30419.	31382.	962.	3.16
WISCONSIN...	60004.	60956.	952.	1.59
WYOMING.....	7088.	7550.	461.	6.51
DIST. OF COL.	19372.	19755.	384.	1.98



Parameters

Budget Authority: \$3,231,000,000

Hold Harmless: 100% of first \$5 million
(or previous year appropriation amount,
if lower)

Plus

85% of remainder (previous year
appropriation amount minus \$5 million)

Formula: 60 percent = poor
40 percent = school-age
80-120 percent = Current Expenditures

* Dollars amounts in 000

THE WHITE HOUSE
WASHINGTON

March 2, 1976

MEMORANDUM FOR: JIM CANNON
FROM: DAVID LISS
SUBJECT: AP Story Quoting Al Quie



I thought you should be aware of the attached AP story on the education proposal. There are a number of rather unhelpful quotes from Al Quie.

I spoke with Chris Cross of Quie's staff this morning. Chris knew nothing of the story and said he would talk to Quie about it. I suggested to Chris that he try to get Quie to call the reporter back and say that while the quotes were accurate they did not adequately reflect the fact that the President's proposal had Quie's strong support and that Quie believed the Congress should give full consideration to all of the President's proposal.

The New York Times quotes Quie as saying the proposal "does meet with my approval" and Quie introduced the measure in the House with a supporting statement.

I have suggested to the Press Office that if asked about the AP story the best response at the moment is to refer to the quotes in the New York Times and the Congressional Record.

12:59 p.m.

Addendum

We have now checked with Al Quie. Quie says he never spoke with the reporter who wrote the story. Quie also says that the quotes are not an accurate reflection of his views.

Attachment

cc: Jim Cavanaugh
Art Quern

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Ford-Education 400

By PEGGY SIMPSON

Associated Press Writer

WASHINGTON AP - Neither top Republicans nor Democrats predict passage for President Ford's proposal to mesh 24 aid-to-education programs into four block grants to the states.

"It's a pure charade," said Rep. William D. Ford, D-Mich., ranking Democrat on the Education and Labor subcommittee that would handle the President's proposal.

The Michigan Democrat said he was surprised the President had gotten any Republican to introduce the bill, because he said former President Richard M. Nixon got nowhere with a similar proposal in 1973.

Rep. Albert Quie, R-Minn., ranking Republican on both the full committee and the subcommittee handling the legislation, did introduce the President's \$3.3-billion plan Monday. But in an interview he said he didn't expect many, if any, of the provisions to pass.

Quie said he gives only the sections dealing with eight vocational education programs any chance of acceptance by incorporation into a pending bill to extend authority for these programs, which expire June 30.

"The rest of the bill won't even be looked at by the Congress this year," Quie predicted, partly because authority for the other educational programs doesn't expire until 1978.

Committee Chairman Carl D. Perkins, D-Ky., was critical of the President's proposal when it was sketched out in the January budget. He said then it appeared similar to Nixon's ill-fated plan.

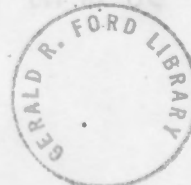
Rep. Quie and Ford both acknowledged that presidential politics entered into the President's proposal.

Asked why the President had introduced such a detailed proposal if even his GOP supporters held out no hope of passage for it, Quie replied he thought the President wanted to "get his ideas across on how he'd like to get the laws changed. He'd like to get the Congress to change the laws earlier than the 1978 expiration date. I think this is wise but I don't think it is realistic."

The 24 programs would be meshed into four main programs: for elementary and secondary education, education for the handicapped, adult education and vocational education.

Each state would be required to develop an education plan to show how it would use the requested federal funds. Right now, they apply for funds through the 24 separate programs ranging from library aid to homemaking education to services for the deaf and blind.

0506aED 03-02



THE WHITE HOUSE

WASHINGTON

March 15, 1976

PRESENTATION OF
NATIONAL TEACHER OF THE YEAR AWARD

Tuesday, March 16, 1976
12:00 P.M. (5 minutes)
The Cabinet Room

From: Jim Cannon



I. PURPOSE

To present the National Teacher of the Year Award and to honor our nation's teachers.

II. BACKGROUND, PARTICIPANTS AND PRESS PLAN

- A. Background: This is the 25th annual presentation of the award. The Teacher of the Year was chosen from nominees from 42 states and Puerto Rico.

The U.S. Office of Education initiated this program in 1952. It is now jointly sponsored by Encyclopaedia Britannica and Ladies Home Journal, along with the Council of Chief State School Officers.

The President will present the Teacher of the Year with a crystal apple and a silver Bicentennial Medal. In return, the President will receive from the Fayetteville Public Schools a pewter plate which is a replica of the plates used in the early days of Fayetteville, North Carolina.

B. Participants

Mrs. Ruby Murchison, 1976 Teacher of the Year
(Biographical data at Tab A)
Secretary David Mathews
Governor James Holshouser
(Complete list at Tab B)

- C. Press Plan: Full press, photo opportunity

III. TALKING POINTS

Talking points are at Tab C.

Education

THE WHITE HOUSE
WASHINGTON

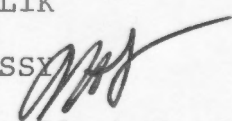
March 18, 1976

MEMORANDUM FOR:

✓ JIM CANNON
PAUL O'NEILL
ART QUERN
STEVE McCONAHEY
RAY HANZLIK



FROM:

DAVID LISSY 

SUBJECT:

Education Block Grant

The Intergovernmental Relations Council of the National Conference of State Legislatures passed the attached resolution on March 13.

The resolution endorses the block grant concept in education. It recommends:

- 1) Public forums to discuss the issue.
- 2) Timely and extensive Congressional hearings.
- 3) That state legislators communicate their views to Congress and the Administration.

Attachment

EDUCATION



Financial Assistance for Elementary and Secondary Education (H.R. 12196)

The NCSL urges that the Administration and the Congress engage in active and open debate over H.R. 12196, the Financial Assistance for Elementary and Secondary Education Bill of 1976. While the specific provisions of this bill may require revision, its basic concept, consolidation of federal aid for vocational, compensatory and special education, provides an avenue to make state and local educational services more flexible, better focused, less costly to administer, and most important of all, more responsive to the needs of high-cost children.

Consolidation of most federal aid for elementary and secondary education would be a fitting acknowledgement of the responsible and far-ranging school finance reforms enacted by the states in the post-Serrano era. In contrast to a generation ago, the states, not the federal government, are the prime source of the dollars needed to insure a fair, thorough and efficient education for the poor, disadvantaged, and handicapped, and other higher cost pupils. Old expenditure disparities across local school districts are fast disappearing. State aid for handicapped children has increased from about \$900 million in fiscal 1972 to more than \$2 billion in fiscal 1975 and now outnumbers federal dollars for handicapped education by 19 to 1. State aid for compensatory education has increased, as well, to the point that several states now provide about twice as much assistance for low-income and disadvantaged pupils as for pupils who are more fortunate. And closely related, several states have recently adopted educational due process legislation which is substantially more rigorous in many ways than anything yet adopted at the federal level.

The NCSL believes that consolidation of major federal aid to education programs would reinforce and enhance the states' new leadership in educational equity. It would allow educational priorities to be resolved through a political process close to the people, a process improved greatly over the last decade both by the impact of the one-man, one-vote principle and by the marked expansion of state planning and oversight capacity. It would serve to overcome the present problem of too few federal dollars spread over too many educational programs. And, it could offset the flow of federal dollars to communities whose need for them is relatively small--a basic flaw of the new federal aid for handicapped program which will take effect in fiscal 1977.

The NCSL wishes to emphasize, however, that no plan for consolidating federal education aid will be meaningful or just without strong guarantees in two key areas. First, consolidation must assure federal responsiveness to the problem of adequate funding. Second, any consolidation must contain strong provisions to protect the rights of the disadvantaged, handicapped and insure the participation of non-public school children.

Specifically, the NCSL recommends: (1) that the Administration conduct a nationwide set of forums to air the educational grant consolidation issue; (2) that appropriate committees of the Congress hold timely and extensive hearings to explore the merits of H.R. 12196; and (3) that state legislators assume a strong and active role in communicating their views on grant consolidation to both the Congress and the Administration.

March 22, 1976

BLOCK GRANT IDEA MAKING INROADS

As a conversation piece, the Administration's proposed education block grant proposal is picking up interest. No one is predicting that Congress will address any of the massive changes necessary in authorizing legislation before the programs expire in 1977. But "the debate is beginning," according to Alan Ginsburg, director of elementary and secondary levels in HEW's planning office for education. At a briefing for the education task force of the National Conference of State Legislatures, he said that some "cracks are developing" in the long-time control of education funding by special interest groups, such as impact aid and textbook publishers. Not until state interests began to lobby did Congress or the Administration realize the needs at the state level and "that programs aren't working the way they are arranged," he said. The task force showed enough interest in Ginsburg's arguments to recommend that Congress hold hearings on the grant consolidation proposal, although it did not specifically endorse the Administration's plan.

One distinct advantage of the block grant, Ginsburg admits, is that it would relieve the Administration of some headaches on implementing certain programs. The federal level has the dilemma of targeting funds for compensatory education and at the same time implementing desegregation. Under the block grant proposal, there would be no requirements for comparability or maintenance of effort, so that federal funds could supplant state and local funds. Even greater problems are ahead as the U.S. Office of Education (USOE) moves into implementing the new education of the handicapped legislation. A check of state education officials indicates that a few are even considering advising against participation in the new program if the regulations are too burdensome, and others who currently are "on the fence" regarding the block grant may opt for it to avoid a federal regulations hassle. One state legislature already is moving to counteract fiscal problems from the new legislation. The Minnesota House last week approved a bill that would bar the use of any state or local funds for administration requirements of the act. "We are suspicious that this will cost us more to administer than we would receive from it," commented state Rep. Joseph Graba (D).

Handicapped aid is the largest categorical program at the state level, and states are outspending the federal level in this area by 19-1. State funds for handicapped education have jumped from \$900 million two years ago to \$2.2 billion this year. "We're aware of all the concern," says Robert Herman, associate deputy commissioner in USOE's Bureau for the Education of the Handicapped. But he believes that "there is a lot of misunderstanding about the legislation" and that most standards being developed "are in synchronization with what states already are doing."

USOE has identified a minimum of eight areas in which regulations will be needed. It already has issued regulations on confidentiality and the application of the program to outlying areas. Those being worked on right now cover the count of children being served, architectural barriers and a definition of learning disabilities. USOE hopes "to be able to clean up the data requirements system enough" to get an efficient count on the handicapped children being served, in the first survey next fall. Regional briefings on the new act were completed by USOE last week, and it will hold a briefing for advocacy groups in Washington, D.C., March 29. Also, HEW's Office for Civil Rights is finishing a draft of regulations on equal rights for the handicapped.

THE WHITE HOUSE
WASHINGTON

Jim Cannon

We've always
maintained that the
one thing the Feds
are good at is collecting
& sending out money
-- RIGHT?

See attached

Art

ADV 5:38 P. M.

IMPACT AID

ASSOCIATED PRESS, MARCH 22, 1976

WASHINGTON (AP) -- THE U.S. OFFICE OF EDUCATION ANNOUNCED TODAY THAT, BECAUSE OF A COMPUTER FOUL-UP, IT IS PROCESSING BY HAND THE FIRST \$318 MILLION IN IMPACT AID CHECKS TO MORE THAN 4,000 SCHOOL DISTRICTS ACROSS THE NATION.

THE FIRST CHECKS, REPRESENTING 50 PER CENT OF EACH DISTRICT'S SHARE FOR FISCAL 1975, SHOULD REACH THE SCHOOLS BY THE END OF MARCH AND THE NEXT 25 PER CENT WILL BE PAID BY THE END OF JUNE AS IN PREVIOUS YEARS, THE AGENCY SAID.

MORE THAN 120 DISTRICTS WHICH FACED BUDGETARY CRISES BECAUSE OF SLOW PAYMENT WERE GIVEN SPECIAL CONSIDERATION AND ALREADY HAVE THEIR MONEY, THE ANNOUNCEMENT SAID.

IMPACT AID FUNDS ARE INTENDED TO REIMBURSE SCHOOL DISTRICTS FOR THE COST OF EDUCATING CHILDREN OF FEDERAL EMPLOYEES. PROPORTIONATELY MORE IS PAID IF THE CHILDREN'S PARENTS BOTH LIVE AND WORK ON FEDERAL PROPERTY SUCH AS A MILITARY POST.

CONGRESS ENACTED A NEW IMPACT AID FORMULA IN AUGUST 1974 AND APPROPRIATED \$626 MILLION FOR FISCAL 1975, BUT PAYMENTS WHICH NORMALLY WOULD HAVE BEGUN GOING OUT IN FEBRUARY WERE DELAYED BECAUSE THE FEDERAL COMPUTER HAS NOT BEEN REPROGRAMMED.

THE COMPUTER SYSTEM SHOULD BE READY ABOUT MAY 1, IT SAID, AND DISTRICTS WILL HAVE RECEIVED 75 PER CENT OF THEIR ADJUSTED PAYMENT LEVEL BY JUNE 30.

63-22-76 16:33EST

THE NEW YORK TIMES, TUESDAY, MARCH 23, 1976



A Date Is Chosen For Payless Week At City University

By JUDITH CUMMINGS
The Board of Higher Educa-

The panel also was addressed by two representatives from City Hall who urged that the school system be the first city agency to agree to leave the Federal Social Security system.

The board, at its monthly meeting in the City University offices at 535 East 80th Street, passed an amended version of the furlough resolution that

delay for at least a year salary payment to employees for the remaining two weeks.

Belle Zeller, president of the Professional Staff Congress, the union representing faculty and staff, said that the deferred payment plan had been offered to them "as part of a package," in negotiations toward a new contract, but had not yet been accepted. The union has been working without a contract since last August.

She added, however, that if a furlough were implemented "there will be no negotiations."