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THE WHITE HOUSE
WASHINGTON

file
CL
Mike Duval

September 2, 1976

MEMORANDUM FOR:

JIM CANNON
ART QUERN
PAUL O'NEILL
DAN MCGURK

FROM:

DAVID H. LISSY *DL*

FYI. The attached points out that 62% of the
chairmen of education committees in state legislatures
would like block grants.



090316

STATE SUPPORT FOR SCHOOLS TO RISE DESPITE LEAN BUDGETS Chairmen
of education committees in the nation's state legislatures see state education spending in 1977 growing at about the same rate as in past years even in the face of "adverse budget conditions," with pressures for state funding coming from local property tax payers and teachers who want higher wages.

The biggest share of state increases may go to handicapped education, even though only 27 per cent of the education committee chairmen questioned in a National Conference of State Legislatures survey think their states are going to be able to meet a 1979 Federal deadline for providing "free and appropriate education" for all handicapped children.

A 10-question inquiry mailed to state chairmen by NCSL during the last week of July got responses from 40 states, with replies about evenly divided between upper and lower houses of the state legislatures. Generally, state senate members tended to be more optimistic about the prospects of increased state revenues than their counterparts in the other house, but their views on education spending were not noticeably different.

Handicapped, Then Voc Ed Regular school programs rated highest overall, but forty-four per cent of the education chairmen saw special ed as the area of public services with first- or second-highest priority for added state support. After that, vocational education appears to be the only other program likely to receive much additional state money during 1977, with voc ed especially important to states in the West.

Support for greater spending in almost all other public school program areas is very weak among committee chairman, the NCSL found, with most chairmen showing little interest in upping the state contribution to bilingual education, preschool services, or compensatory education for disadvantaged students. Interest in compensatory education is confined almost exclusively to the large urban states of the Northeast and to the states which have taken initiatives in overall school finance reform.

Block Grants--Regional Support? Committee chairmen in the Northeast tended to be among the few state chairmen who favor leaving existing Federal school aid programs pretty much as they are, which NCSL thinks may "reflect the generally poor condition of their state budgets." Almost 75 per cent of all chairmen surveyed opposed any cutback in Federal school aid, but 62 per cent of them would rather see the dollars flow out through block grants rather than existing categorical programs "like Title I aid for disadvantaged children." For information: National Conference of State Legislatures, 1150 17th St., N.W., Suite 602, Washington, D. C. 20036; telephone, 202-785-5614.--VR

FORD SAYS HE'LL CAMPAIGN ON EDUCATION: MONDALE PLEASED Hours
 after President Ford announced last week he's going to campaign on his education record, Democratic Vice President Mondale told an Illinois rally, "If that's so, the election is over and we've won."

Ford listed education along with jobs and "affordable" health care as issues where he intends to ask for voter support on the basis of his past performance.--VR



THE WHITE HOUSE
WASHINGTON

Date 9/4

TO:

Am

FROM: DAVID LISSY

For your attention.

*Reply from Cannon
might be appropriate.*

ML



DATE: 9/3

TO:

*I love Lissy -
would you have
any interest in this?*

Betty Nolan

LISTED IN WHO'S WHO

17

MO?
Pro Pres. Nomination
Suggs Busing

Education
file

**Harvard University
Graduate School of Education**

Programs in Administration, Planning & Social Policy



Monroe C. Gutman Library

6 Appian Way

Cambridge, Massachusetts 02138

BN

30 August 1976

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

Dear Mr. President:

Knowing your deep interest in the issue of busing,
I'd like to recommend to you an excellent book by Lino A. Graglia,
Professor of Constitutional Law, University of Texas School of Law,
Disaster by Decree: The Supreme Court Decisions on Race and the
Schools, Cornell University Press, 1976.

I don't know Professor Graglia, but it would be wonderful
if a man with a mind this acute could be appointed to the Federal
bench.

Let me congratulate you on receiving the Republican nomination.
Good luck in the forthcoming campaign!

Sincerely yours,

Nathan Glazer

Nathan Glazer
Professor of Education
and Sociology

cc: Attorney General Edward Levi

NG/mm



N. Glazer
HARVARD UNIVERSITY
Graduate School of Education
Programs in Administration, Planning & Social Policy
Monroe C. Gutman Library, Appian Way
Cambridge, Massachusetts 02138



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

CLEARANCE SHEET

DATE: 9/9/76

JMC ACTION

Required by: 9/10/76

STAFF RESPONSIBILITY DIEFENDERFER

SUBJECT: Q & As for Interview on Education by Pierpont of CBS

RECEIVED FROM: QUERN/LISSY

DATE RECEIVED: 9/8/76

STAFF COMMENTS: AS REQUESTED THE ANSWERS PREPARED FOR THE QUESTIONS SUBMITTED BY MR. PIERPONT HAVE BEEN KEPT BRIEF. MORE DETAILED INFORMATION CAN BE SUPPLIED ON REQUEST. NO ANSWER WAS PREPARED ON THE BUSING QUESTION PER INSTRUCTIONS.

QUERN ~~RECOMMENDATION~~ RECOMMENDATION:

☐ APPROVE

☒ REVIEW & COMMENT

☐ DISCUSS

Jim, I've just given the a quick look but I think they are what you need. Art

CANNON ACTION:

DATE:

Material Has Been:

☐ Signed and forwarded

☐ Changed and signed

☐ Returned per conversation

☐ Noted

JIM CANNON

Comment:



→ They look good to me. A.

1. Q. What is there about education that the President wants to make an issue in the campaign?

A. The President believes that people at the local level are the best judge of how to educate their children. The President's Education Block Grant proposal states the issue fairly and simply -- We have to simplify our Federal programs and give our local communities resources without red tape.

WMD
9/9/76

2. Q. What is the President's position on busing?

A. No answer prepared.

WMD
9/9/76

3. Q. There are inequities in school financing.
Should the Federal Government have an equal
role in equalizing the amount of money going
to schools?
- A. Equalizing what individual communities within
a State spend on educating the average child
is not a matter for Federal intrusion.
Equalization of school financing is a problem
to be solved, but one, like many others,
which left to the resources of local communities
and States can be tackled.

BACKGROUND

The President recently sent to Congress a proposed rescission which would rescind \$3 million authorized and appropriated to help States and local communities to develop and implement plans designed to solve the school equalization finance problem.

WMD
9/9/76

4. Q. What Federal money is now being used for students who are under-achievers? What more should be done?

A. Presently there exist a myriad of Federal programs intended to help under-achievers. An example of a major program is Title I of the Elementary and Secondary Education Act of 1965, which provides compensatory education programs in areas like reading and math. *Need example of \$*

President Ford's Education Block Grant proposal requires that at least 75% of the Block Grant be used to help handicapped and disadvantaged youngsters achieve their full potential.

Furthermore, the proposal would go a long way to eliminating Federal red tape and interference in the affairs of community schools which would allow teachers and administrators to spend more time educating children rather than ~~corresponding~~ *filling out* with the Federal Government.

focus for

5. Q. Should there be minimum Federal standards for education?

A. No. The decisions made and the standards set by educators and parents in State and local communities have served the country well for over 200 years. The setting of Federal minimum education standards would imply that the Federal Government possesses more wisdom than State and local governments or that parents and educators on the local level cannot be trusted to meet the educational needs of their children. Neither of these implications ~~are~~^{is} true.

WMD
9/9/76

6. Q. Should there be Federal aid to private schools and parochial schools?

A. The President has stated several times that he hopes a constitutional way can be found to help nonpublic schools. The President is a strong believer in the benefits of competition, and has said that a strong nonpublic school sector is an asset in maintaining the strength of the Nation's public schools.

BACKGROUND

A recently prepared issue paper on aid to nonpublic schools is attached for your use.

ISSUE: Aid to Nonpublic Schools

Administration Position

The President has said, "I hope we can find . . . a constitutional way . . . to help nonpublic schools so that they can compete adequately with the public school system."

Presidential Documents
Vol. II, No. 35, P. 899

Administration Actions

On March 1, 1976, the President sent to Congress the Financial Assistance for Elementary and Secondary Education Act. This proposal would consolidate 24 separate categorical programs into one. As regards children in nonpublic schools, the President's proposal would essentially require they be given an equitable opportunity to participate in programs assisted by the proposal to the extent that they reside in areas served by the programs, and have the needs addressed by those programs.

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

BACKGROUND

There are presently 30 programs administered by the Office of Education in which nonpublic schools can participate.

WMD
9/3/76

7. Q. Should there be tax credits for college tuition or tuition in private schools?

A. The President has stated that he hopes a constitutional way can be found to assist nonpublic schools. Tax credits are one method that have been suggested as a way to assist nonpublic schools and, therefore, are receiving consideration.

WMD
9/9/76

BACKGROUND

The Republican Party Platform states: "We favor consideration of tax credits for parents making elementary and secondary school tuition payments."

A.Q.
9/9/76

THE WHITE HOUSE
WASHINGTON

Mr. Cannon:

\$1.2 billion are spent yearly on
basic skills programs i.e.
reading and math programs.

That is 63% of the total Title I (ESEA)
appropriation.

(There is no breakdown on the reading
and math. That is the total for both.)

3. 10. 1970

Shw
cc: Quern
Lissy

THE WHITE HOUSE
WASHINGTON

P.

September 15, 1976

1976 SEP 15 PM 5 26

MEMORANDUM FOR:

JIM CANNON

FROM:

JIM CONNOR

JEB

SUBJECT:

Initiatives in Education

The attached letter has been received from Secretary Mathews.

Would appreciate your comments before it is sent forward
to the President.

Attachment:

Letter dated 9/14/76 from Secretary Mathews



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

SEP 14 1976

MEMORANDUM FOR THE PRESIDENT

RH
I am pleased by your announced intention to emphasize education as you plan for 1977 and beyond. It will be a pleasure to work with you in that effort.

Encl
| Attached are some themes you might want to consider in giving form to the initiative you have taken. With each one I have included illustrations of specific programs that might be developed to make the principles practical, but as illustrations they are by no means inclusive of all possibilities. (Not so incidentally, none are programs which assume that all educational programs can be solved with massive federal spending.)

All four themes strike a new cord, but they rest on fundamentals as solid as the old Blue-Backed Speller. They add to what this Nation has accomplished in expanding educational opportunity, but they go forward to address the next questions, not to turn the clock back.

David Hall
Secretary

Attachments

INITIATIVES IN EDUCATION

1. A NEW EMPHASIS ON QUALITY, WITH A FOCUS ON BASIC SKILLS

Without engaging in a blanket criticism of the failures of the educational system and without abandoning the commitment to increasing access, particularly for the disadvantaged,

there are good reasons to give new emphasis to improving the quality of instruction for all and to providing challenges to the best of the students;

if public education comes to mean mediocre education, it will lose its claim to public support . . . people, all people, want the best for their children.

Program emphases to carry out this initiative would include a comprehensive effort to improve reading skills (as contrasted to the good but categorical efforts we now have), support of projects to train and retrain teachers to teach the basic skills, an attack on the problem of functional illiteracy (not being able to use skills to understand issues or solve problems), and, supporting all of these projects, an effort to improve our national capacity to diagnose, earlier and more accurately, reading and other learning difficulties.

There is also a sense in which teaching social responsibility qualifies as a "basic skill," or a fourth R, which properly deserves emphasis in this initiative.

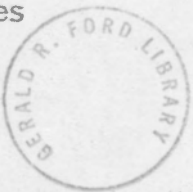
2. PROGRAMS TO JOIN EDUCATION AND WORK

Without assuming that all education is directly related to work or results only in job skills,

there is an obvious need to develop mutually beneficial relations between the worlds of work and education;

we would do well to make modern use of our colonial heritage of so joining the learning of basic skills and the learning of a craft that the need to know a technique was motivation for learning the three Rs.

We should remember, however, in this initiative that employable skills in our half of the 20th century are increasingly the skills of producing or transmitting knowledge; that is, work skills are often intellectual skills.



But for whatever kind of work, we could do more to bring education into a closer orbit by emphasizing alternate work-education projects and programs to use skill requirements of industry in designing educational programs.

This initiative has particular significance for handicapped Americans who not only need the opportunities for education but who must translate educational training into a job to be self-reliant.

3. THE REUNIFICATION OF FAMILY-COMMUNITY AND SCHOOL

These historical allies have become modern strangers, to the detriment of everyone.

Students learn better where there is parental involvement.

It is not the use of more police but the involvement of the family and the community that offers our best hope of meeting the growing problem of disorder in the schools.

The community itself is a potentially great educational agent (in its recreation programs, in its museums, etc.) that can be put to better use in league with the schools.

A sound and imaginative educational strategy would be one that looked at all the agencies that educate, whether they are schools or not, and tried to make use of their combined efforts.

Certainly we have found in the difficult experiences with desegregation that the schools can profit from broader citizen support. We ought to make greater and better use of those coalitions.

This initiative would convert into specific projects, such as a Parents Involvement Program (using parents to assist with instruction) or a program to involve everyone from law enforcement agencies to city museums in cooperative ventures with the schools.

4. MORE EDUCATION, LESS BUREAUCRACY

We are turning our educators into bureaucrats and diverting valuable resources that should go into instruction into clerical exercises. We need to reverse that trend.

Colleges and universities testify across the country that they are muscle-bound in a Lilliputian nightmare of forms and formulas. Secondary and elementary schools are no better off.

Of course, there are legitimate uses of regulations to prevent fraud and abuse in student loan programs and to protect the rights of minorities. But what is sound in a particular case is not necessarily sound as a general prescription.

Specific steps we are taking or could take to address this problem range from the block grant program to the regulatory reform efforts.

THE ROLE OF THE FEDERAL GOVERNMENT IN EDUCATION INITIATIVES: A STRATEGY OF ENCOURAGEMENT NOT COERCION

The federal role in education has been one of limited or special objective but with massive intrusion. Perhaps that should be reversed, at least in this case, with attention to general or basic purposes (such as basic skills) but with limited intrusion.

Leaving to state and local governments their historic responsibility, the Federal Government would act to accelerate sound local initiatives, to encourage "bottoms up" progress, and to bring into more productive relationship efforts that are now categorically separated.

Variations from our experiences with the Fund for the Improvement of Postsecondary Education and the National Institute of Education can give us good models for all four initiatives using this definition of the federal role.

We could also strike a new note by making grants directly, or through schools, to agencies outside the traditional educational system that would bring their interest to bear on the problems of the schools; those could range from industries (for teaching basic skills in connection with job training) to parents groups (to assist in instruction).

THE WHITE HOUSE
WASHINGTON

File
Education

September 17, 1976

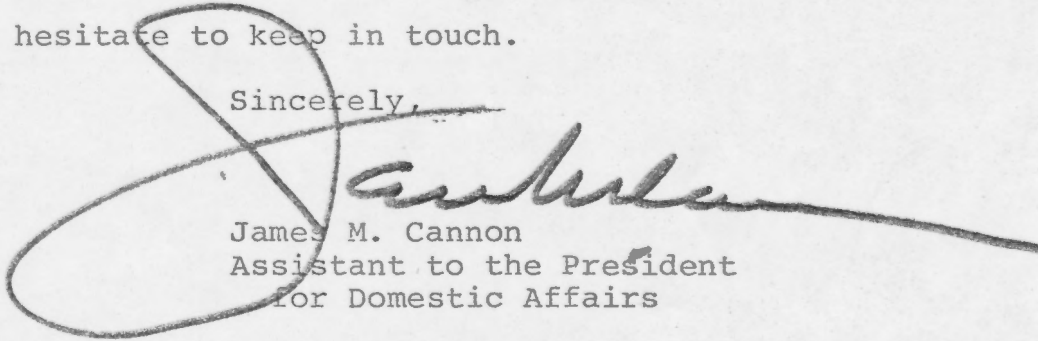
Dear Dr. Cawelti:

Thank you for your letter of September 15.

I found our meeting quite informative and can assure you we will continue to welcome your comments and suggestions.

Please do not hesitate to keep in touch.

Sincerely,



James M. Cannon
Assistant to the President
for Domestic Affairs

Dr. Gordon Cawelti
Executive Director
The Association for Supervision
and Curriculum Development
1701 K. Street, N.W.
Suite 1100
Washington, D.C. 20006





THE ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

1701 K Street, N.W. • Suite 1100 Washington, D.C. 20006

(202) 467-6480

Executive Director, GORDON CAWELTI

September 15, 1976

Mr. James M. Cannon
Assistant to the President
for Domestic Affairs
White House
Washington D.C. 20500

Dear Mr. Cannon:

Thank you for taking the time to discuss a number of concerns regarding educational policy with us. We attempted to get across the following matters:

1. Visible evidence of the President's support of education is essential if our citizens are to have their traditional faith in education for their children restored. We discussed only a few of the societal factors which have tended to erode their confidence in the efficacy of the nation's educational institutions. We think firm statements of the President's support of education is crucial.
2. We have felt at times the lack of good communication between the leadership groups represented and the White House but were encouraged by your offer to make yourself and Mr. Lissy available as the need arises. We particularly stressed the desire for input with regard to key presidential appointments to leadership positions. This is also needed with regard to legislation, policy decisions, and interpretation of regulations. We feel that many of the persons appointed to key positions lack credibility with our nation's educational leaders.
3. The groups represented agree and urge that federal education programs should be judged by simplicity of administration, minimum paperwork, and the degree to which they support and supplement state and local efforts.
4. One specific but substantial concern we discussed was the impact of declining enrollments in the nation's schools on instruction. This is resulting in a teacher surplus with fewer younger persons coming into teaching than in previous years. As a result we have more mature faculties who need opportunities for in-service growth as do persons in leadership positions as represented by our associations. We feel there is a need for the federal government to take the leadership with the states to improve the delivery of professional services. This might well be a topic for further consideration in the future.



0962

Page Two
Mr. James M. Cannon

We do hope you will be able to convey these concerns to the President in the weeks ahead.

Mr. Cannon, we stand willing to lend our assistance and interpretation of the educational needs and concerns of practicing superintendents, elementary and secondary principals, curriculum leaders, chief state school officers, business officials, and public information officers. We feel these persons are in the key leadership positions in American education and that it is our responsibility to communicate with you as closely as possible their interests and concerns.

Sincerely yours,



Gordon Cawelti
Executive Director
(for the group)

d

cc: David Lissy

Executive Directors:

Paul Salmon - American Association of School Administrators
Byron Hansford - Council of Chief State School Officers
William Pharis - National Association of Elementary School Principals
Owen Kiernan - National Association of Secondary School Principals
John Wherry - National School Public Relations Association

THE WHITE HOUSE
WASHINGTON

September 17, 1976

MEMORANDUM FOR: JIM CANNON
ART QUERN

FROM: BILL DIEFENDERFER *WMD*

SUBJECT: Higher Education Tax Credit

Senator Long succeeded in attaching a higher education tax credit provision to a tariff bill, which would permit Smith College in Massachusetts to import duty free 33 carillon bells from France.

Senator Long predicted the House would accept the bill and send it to the President. References have been made to the President's Michigan speech in which he proposed to seek tax relief for those faced with college expenses.

The amendment would be for tuition and other costs incurred after June 30, 1977. A taxpayer would be allowed to subtract up to \$100 per student from his 1977 tax bill. The credit would rise to \$150 in 1978, \$200 in 1979 and \$250 in 1980. This amendment is the same one the Senate added to the tax bill and was deleted in conference.

It is unclear whether the tax credit amendment will run afoul of the Congressional budget process or may not be germane to the tariff bill. HEW's legislative staff does not feel the bill will be acted on by the House. Considering the President's comments on tax relief for parents of college students in his Michigan address, it can be expected his position on the amendment will be sought. OMB estimates the revenue lost in FY 1978 at \$467 million rising to \$1,103 million in FY 1981.



09/17/76

file
Education
THE WHITE HOUSE

WASHINGTON

September 18, 1976

MEMORANDUM FOR:

JIM CANNON

FROM:

DAVID LISSY *DL*

SUBJECT:

AFFIRMATIVE ACTION PROPOSED RULES

The DOL proposed rules have been published with a comment period extending into early November. The proposal has been very favorably received by the business community. Business Week, for example, did a very positive story on the proposal.

The New York Times article is a good summary. The intent is to eliminate excessive paperwork for small contractors and to move away from ritualistic application of requirements for written affirmative action plans. DOL believes this proposal will enhance the "due process" aspects of government enforcement activities and will enable the Department to more effectively concentrate its resources on serious problems.

The proposal has been attacked by some groups -- notably some of the women's groups. They are particularly troubled by the fact that a number of colleges and universities would be exempted from either the requirement for written affirmative action plans or from pre-award compliance review procedures under the proposed new rules.

I expect those opposed to the rules will be rather vocal in the next few weeks. Our position should be that at this stage of the process it is a DOL matter. There is a comment period and a formal process for considering objections. There is no reason for us to leap into it.

cc: Dick Parsons
Bill Diefenderfer



092003

[Oct. 1976?]
Education

Every American school child must be provided the finest education possible. For this reason, control of our schools must be removed from Washington and returned to our communities. I will ask the 95th Congress to pass my \$3.3 billion Financial Assistance for Elementary and Secondary Education Act which will assure Federal dollars while minimizing interference by the Federal government. Teachers should not be spending their time filling out forms; they should be enlightening young and receptive minds.



THE WHITE HOUSE
WASHINGTON

September 20, 1976 ^{1976 SEP 21 AM 11 07}

MEMORANDUM FOR:

JIM CANNON
ART QUERN
DAVID LISSY

FROM:

BILL DIEFENDERFER

SUBJECT:

HEW CIVIL RIGHTS ENFORCEMENT
PROCEEDINGS AGAINST SEVEN SCHOOL DISTRICTS

On July 20, 1976, Judge Sirica ordered HEW to achieve compliance with Civil Rights laws in the following school districts within 60 days or initiate enforcement proceedings:

Maywood, Illinois

River Rouge, Michigan

Saginaw City, Michigan

Lima, Ohio

Princeton, Ohio

Ontario, Oregon

White Swan, Washington

As the above school districts are not in compliance with Federal Civil Rights laws, HEW has today initiated enforcement proceedings as ordered by Judge Sirica.

JMC
This was
in the a.m. press.
A.

092103

Bill
What
usual to

THE WHITE HOUSE
WASHINGTON

September 21, 1976

JMC
FYI

MEMORANDUM FOR: THOSE INTERESTED
FROM: BILL DIEFENDERFER
SUBJECT: NATIONAL ASSESSMENT PROGRAM
BRIEFING ON READING STUDY

The National Assessment program among other activities measures the ability of the Nation's students to cope with every day problems. You may recall, about a year ago, publicity surrounding their report concerning the inability of many young people to perform everyday functions like maintaining a check book.

The National Assessment program has recently completed a comparable, but more favorable study on reading ability. The results will be announced in a press conference today. On Thursday or Friday the staff of the National Assessment program will provide an in-depth briefing to Congressmen and Senators serving education-related committees.

On Wednesday, 21 September 1976 at 2:15 pm, in Room 429, OEOB, the staff of the National Assessment program will be available to provide interested members of OMB and White House staff with an in-depth briefing of their report's findings.

Please call Ext. 2837 if you plan to attend. (If the group is large enough the room will have to be changed.)



0921/2

Edwin

THE WHITE HOUSE

WASHINGTON

September 23, 1976

MEMORANDUM FOR: THE PRESIDENT

FROM: JIM CANNON

SUBJECT: *The Survey on Educational Performance*
The National Assessment of
Educational Progress Survey
on Reading

The National Assessment of Educational Progress (NAEP) is funded by the National Center for Education Statistics through the Department of Health, Education, and Welfare. The National Assessment group has high professional standing in the education community.

On September 21, 1976, the NAEP released the findings of a reading survey taken of 9, 13 and 17 year old age groups in 1971 and again in 1975.

The survey does not measure the reading levels of the groups tested, only the reading progress of 9, 13 and 17 year old age groups in 1975 as compared to similar groups in 1971.

The survey shows some dramatic improvements in the reading skills of the Nation's youth.

- In 1975 Black 9 year olds, as a group nationally, increased 4.8 percentage points over Black 9 year olds in 1971.
- In 1975 Southeast Black 9 year olds increased 7.7 percentage points over their counterparts in 1971.
- In 1975 White 9 year olds, as a group nationally, increased 1.2 percentage points over their counterparts in 1971.
- Reading performance of 13 and 17 year olds changed little over the 4-year period, although more 17 year olds in 1975 were able to read basic, every day items such as a telephone bill.



Students from the Southeast, from low-income urban areas who are Black or whose parents had limited education, have traditionally achieved below the level of their age group. It is encouraging to see these gaps in achievement levels beginning to close at age 9. It is this age group which has had the benefit of Federal compensatory education programs.

The fact that progress is being made has been well received in the educational community and might provide a reason to applaud the efforts of the Nation's elementary and secondary school teachers.



THE WHITE HOUSE

WASHINGTON

September 23, 1976

MEMORANDUM FOR: JIM CANNON

FROM: BILL DIEFENDERFER *JD*

SUBJECT: THE NATIONAL ASSESSMENT OF
EDUCATIONAL PROGRESS SURVEY
ON READING

*re-written
by A. Moore.*

Attached for your signature is a proposed memorandum to the President summarizing the highlights of the National Assessment of Educational Progress survey on reading released on September 21, 1976.

The survey is very positive in tone and the progress reported has been made between 1971 and 1975. The Director of the survey suggests that the fruit of Federal compensatory education programs is now being harvested.

I have more complete information concerning the survey if it is required.

Attachment

Send to :

Duval ? _____
Cavanaugh ? _____
Other ? _____



INFORMATION

THE WHITE HOUSE
WASHINGTON

Education

September 27, 1976

MEMORANDUM FOR THE PRESIDENT

FROM:

JIM CANNON *Jm*

SUBJECT:

Survey of Educational Performance

Reading scores in elementary and secondary education are up, according to the recent findings of the National Assessment of Educational Progress. This survey, funded by HEW, was carried out by a group with very high professional standing. The findings were released September 21, 1976.

The survey measures the reading progress of 9, 13 and 17 year-olds in 1975 vs 1971. It shows dramatic improvements in the reading skills of the nation's youth -- particularly nine year-old black children in low-income urban areas and in the Southeastern U.S.

These are the children who have had the benefit of Federal compensatory education programs (i.e. aid directed to disadvantaged children). The fact that the performance gap between black and white children of this age is beginning to close is viewed as the positive impact of these programs.

The survey findings have been well received in the educational community and might provide a reason to applaud the efforts of the Nation's elementary and secondary school teachers.



THE WHITE HOUSE

WASHINGTON

edue.

September 30, 1976

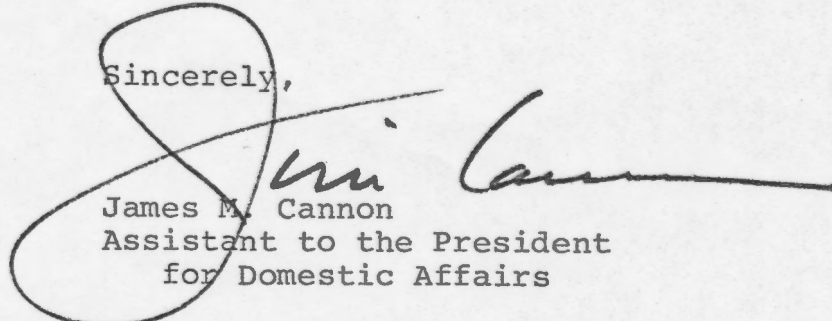
Dear Mr. Keller:

It was a pleasure meeting with you the other day and I appreciated receiving your follow up letter of September 21.

I can assure you we share your interest in more frequent contact and in a productive exchange of ideas. I hope you will not hesitate to stay in touch.

Cordial regards.

Sincerely,


James M. Cannon
Assistant to the President
for Domestic Affairs

Mr. Edward P. Keller
Deputy Executive Director
National Association of
Elementary School Principals
1801 N. Moore Street
Arlington, Virginia 22209



THE WHITE HOUSE
WASHINGTON

9/27/76

TO: DAVID LISSY

FROM: JIM CANNON

Would you please prepare
for my signature a letter
thanking Mr. Keller and
telling him of our interest
in providing greater involve-
ment with their office.

Thanks.

NAESP

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS

1801 N. Moore Street / Arlington, Virginia 22209

703/528-6000

1976 SEP 23 AM 11 15

September 21, 1976

BOARD OF DIRECTORS
1975-1976

PRESIDENT
TED E. GARY
North Hill Elementary School
Seattle, Washington 98148

PRESIDENT-ELECT
BERTHA G. MAGUIRE
Highland School
Albany, Georgia 31701

PAST PRESIDENT
WINSTON E. TURNER
1626 Varnum Place, N.E.
Washington, D.C. 20017

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3320 Brookview Drive
Casper, Wyoming 82601

RICHARD J. MORTON (1976)
6162 South Kearney Street
Englewood, Colorado 80110

DIRECTOR — Zone I (1978)
PAUL D. COLLINS
Amherst Middle School
Amherst, New Hampshire 03031

DIRECTOR — Zone II (1978)
J. LARRY MONG
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DIRECTOR — Zone III (1977)
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Archer Elementary School
Vienna, Virginia 22180

DIRECTOR — Zone IV (1977)
FRANK RIVERS
Phillippi Shores Elementary School
Sarasota, Florida 33581

DIRECTOR — Zone VI (1977)
JERRY JOHNSON
Huegel School
Madison, Wisconsin 53711

DIRECTOR — Zone VIII (1978)
ROBERT D. ANDERSON
Marlatt School
Manhattan, Kansas 66502

EXECUTIVE DIRECTOR
WILLIAM L. PHARIS
1801 North Moore Street
Arlington, Virginia 22209

EXECUTIVE SECRETARY
EMERITUS
ROBERT W. EAVES
3700 North Glebe Road
Arlington, Virginia 22207

Mr. James Cannon
Office of Domestic Affairs
White House
Washington, D.C. 20105

Dear Mr. Cannon:

Thank you very much for meeting with the representatives of the various school administrator associations on Tuesday, September 14th. I appreciated this opportunity to make your acquaintance and to help share with you our general concerns and suggestions regarding the role of the Executive Office in education issues.

Your opening remark, in which you indicated a willingness to provide us greater involvement with your office, was obviously well received and was our essential purpose for the meeting. Regular and early involvement in providing the school administrators' perspective on the myriad issues facing the Executive Office would provide you with an additional input that perhaps has been somewhat lacking in the past. Perhaps we have been excessively negligent in not initiating substantially more communication with your office. Some may have felt a "don't call us, we'll call you" attitude on the part of the Executive Branch. Whatever the reason, that apparent lack of communication will be significantly improved in the future to the benefit of all concerned.

Representing the National Association of Elementary School Principals, I want you to know that I was very pleased to have had this initial opportunity to meet with you and look forward to working with you in the future. If there are ways in which we can provide assistance to you as you deal with federal education issues, particularly in the area of elementary education, please don't hesitate to contact me.

Sincerely,



Edward P. Keller
Deputy Executive Director

EPK/cac



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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D.C. 20201

September 30, 1976

OFFICE OF THE SECRETARY

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NOTE TO JAMES M. CANNON

I thought you might like to see Secretary Mathews' recent article on education in Change magazine.

James C. Wilder
James C. Wilder
Special Assistant to the
Secretary for Public Affairs

Attachment

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GEORGE BONHAM ON THE NEXT FOUR YEARS