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FOR IMMEDIATE RELEASE

DECEMBER 3, 1974

OFFICE OF THE WHITE HOUSE PRESS SECRETARY

THE WHITE HOUSE
 PRESS CONFERENCE
 OF
 FREDERICK B. DENT
 SECRETARY, DEPARTMENT OF COMMERCE
 CASPAR W. WEINBERGER
 SECRETARY, DEPARTMENT OF HEALTH,
 EDUCATION AND WELFARE
 AND
 PETER J. BRENNAN
 SECRETARY, DEPARTMENT OF HOUSING
 AND URBAN DEVELOPMENT

THE BRIEFING ROOM

11:53 A.M. EST

MR. SPEAKES: Three members of the cabinet have just completed a one-hour meeting with the President. They are Secretary Frederick Dent of Commerce, Secretary Caspar Weinberger of HEW and Secretary Peter Brennan of the Labor Department.

I will give a brief explanation of the subject of the meeting. As you will recall, in the August 30 speech at Ohio State, the President directed these three members of the cabinet to prepare a study on how the world of education might be better attuned to the work-a-day life.

The three gentlemen whom we have with us today have just reported to the President with their tentative proposal.

I would like to say, before we start, if we could keep this rather brief, we could go ahead with Ron Nessen's briefing following this.

SECRETARY DENT: Thank you. Ladies and gentlemen, following the August 30 direction by the President, we organized nine task forces to explore this whole area. These task forces consulted 30 or 40 people in the private sector. A number of these organizations reviewed all the studies that have been made relating to education and work, headed towards, of course, career planning.

Our general conclusion was that this area is of great importance to the Nation and its future, that we find surprising consensus out in the country that something needs to be done in this area to decompartmentalize the 20 years or so concentrated on education and the subsequent part of life where one works prior to retirement and try to mesh these so there is a transition that is much smoother than at present.

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We find that many people coming out of high school or college spend almost three years churning in an occupation before they finally settle down to one they like. Our general conclusion as to a solution with respect to this matter is that all the Federal Government can and should do properly is to provide leadership, information, perhaps some research, that the ultimate solution must be local, tailored to the local needs, the local initiatives and the local capacity, and that, what we need to do is to encourage the development of dialogue at the local level between the educators, business, unions and worker groups, professional groups, trying to open up and inculcate into the learning process a work experience for those who are coming through and also considerably more economic education than we find at present.

Only 39 percent of American schools provide any kind of economic education. One in six students take it. Those who take it devote 1 percent of their time to it, so there is a great lack of knowledge.

The President was interested in our finding that the Joint Council on Economic Education seems to be the one that is in the lead. This combines educators, labor organizations and business organizations. They are working, in the vast majority of States, on this effort.

The general consensus of our recommendation concerning leadership was that the President continue providing leadership which was initiated in his August 30 speech, following it up to a point, a Cabinet committee on work and education which would review Government policies, coordinate and see that within the present structure we are working towards the long-term goal which he has established.

Then, they also consider a Council on Education and Work, which would bring in distinguished leaders in education, in labor, in business and the professions to provide the type of analysis of potential solutions to be communicated to local communities and then to communicate these to provide the type of Federal leadership which will result in a solution.

I would like to call on Secretary Weinberger to discuss some of the programs that were involved in the recommendation.

Q Can you say whether the President accepted the recommendation before the meeting?

SECRETARY DENT: The President was interested enough to ask for an option paper to be provided him so that as he prepares his domestic program for the State of the Union Address and the balance of his Administration that he would have this before him. He was also interested enough in

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suggesting that perhaps we brief the Press on what we had passed on to him.

SECRETARY WEINBERGER: Ladies and gentlemen, I would just say very briefly that the President obviously is very interested in this because it was he who proposed it.

I think one of the things he has been mainly concerned with is the isolation of the three worlds of business, labor and education, the fact that we spend about the first 20 years of our lives as Americans in school and the next 40 years on some kind of a job. But that first 20 years is not really based on or designed to get us prepared for or started in the kind of work that most people eventually start doing and that there is a lot of time lost and that there is much too long a delay with people getting started on various career ladders as a result.

So, what he is most anxious to do is to merge these worlds together and kind of break down the barriers that now exist between the educational specialists who run schools and the corporations and unions who are concerned with jobs in the real world.

What we are going to try to do is utilize some of our existing programs, to direct them more toward producing some research and development into the competency-based education, a form of education in which we try to develop particular skills and work toward credentials rather than diplomas as degrees of skill and proficiency are obtained in specific kinds of work and, also, to combine some real work experience with schools.

This is not just to say when you finish school for the day you can go down and get a job in a gas station, but to have the work be an integral part of the school, leading towards part of the degree and the credentialing and the diploma and to be tied-in directly by coordinated work with the educators and with the people in the unions and businesses.

All of this work experience will be a meaningful and real part of the educational experience. Also, we will work toward assisting schools through various research and development and dissemination of that research and development in actual job finding, assisting students not only to get jobs as part of the work experience, but as they complete their schooling.

The other thing the President expressed a particular interest in was in having the new National Institute of Education devote a part of its time and resources to work in this field so that their work will be very practically oriented and so that they will be able to assist us and assist local schools in demonstrating, through research and their own work, in how bringing a closer relationship between the worlds of work and education can be accomplished.

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We will be directing the National Institute with this in mind, and we will be helping to choose its new Director with this very specifically in mind, because this is something the President emphasized that he is particularly interested in.

Now, maybe Peter Brennan will talk about some of the things we are already actually doing.

SECRETARY BRENNAN: I think, in our report to the President, one of the things he was impressed with was that three departments worked so closely and so many people in our staffs put a lot of time in going over the present programs and some of the programs we think should be instituted.

Of course, in the Department of Labor, we have many programs at the present time. In fact, in our Manpower Program, 60 percent of the money that is spent is helping youth, 22 years of age and under. We discussed with the President, of course, the programs that we have now helping the 14 or 15 year old youth in the high school with after-school jobs and working with the local groups, such as the unions, the business organizations and the communities.

We find that this is really a local problem. It has to be handled on a local level, working with the schools, with business, with labor. The Department of Labor, right after the President made his speech in Ohio, on August 30, put out a program that cost some \$3.5 million dealing with 10 universities in 10 different States to make a study of what the projections would be for job opportunities in the future.

We have a book out now, a pamphlet, that has been distributed -- I think some 100,000 copies already -- to guidance counsellors and schools throughout the country to help the young people who are going on from high school to college to know what the opportunities are in the future in the professions as well as in the skilled crafts.

We think this will be most helpful in accomplishing what the President wants to accomplish, which is to build that bridge between school and the work world.

The proposals we also made to the President today, and which he will take under consideration, will be one in which most of it will be done within the framework already set up, the main thing being that we are not talking about a lot of new money. We are talking about trying to work within the budgets provided, and we feel it can be done.

We will be working with the labor organizations locally, as well as the business organizations, and the three departments, of course, will continue to work together on this program. We want to make it clear that the programs we are working on now and will be expanding on in no way will interfere with the jobs of heads of families and those who are the main bread winners in the family.

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We are much aware, of course, of the unemployment situation. We are all concerned with that, especially we in the Labor Department, because we have the responsibilities of trying to do something about getting people back on the job and having the job opportunities. So, we are concerned with protecting the employment and employment opportunities for the fathers and mothers, as well as for the young people, and we feel that today the proposal we made to the President is a good start in trying to accomplish what the President wants to accomplish, using the resources we presently have and, perhaps, using more of the agencies that have been involved, but could be involved more.

We feel we can be successful in building this bridge and also helping these young people to be encouraged for their future to get to know something more about the economics involved and also help the business community that will need their services when they are ready to go into the work world full time.

Perhaps there might be some questions.

Q Are you talking about improving the vocational education system in this country or making liberal arts schools into vocational schools?

SECRETARY BRENNAN: Maybe you better let the fellow that handles the educational department handle that. I don't think we are trying to do either one.

SECRETARY WEINBERGER: No, Peter, we are not. What we are essentially trying to do is to make sure the schools are not just isolated institutions that are not helping to prepare students for the things they will be doing, the great bulk of them will be doing, during the rest of their lives.

We are trying to break down this isolation that has existed that the President noted. We certainly have no plan whatever to eliminate or reduce the amount of time in school that is spent on the humanities and on the basic courses of education that have been developed over the years.

But we do think that you can't run a school in complete isolation to the kinds of things that most of the graduates will be most concerned with during the rest of their lives. So, essentially, what we are trying to do is to bring into the school curriculum some active contact with and part of the world of work, and that, I think, does need to be done. It can be done without weakening the curriculum that is based on humanities, mathematics, reading and things of that kind.

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Q Could you please give us an example of the academic isolation you are referring to? Is it in the universities?

SECRETARY WEINBERGER: No, high schools primarily where you have the schools run by people frequently who have not had experience in the world of business or in the world of labor and where your school curriculum does not fit the graduate for any specific kind of work or career or job simply because there hasn't been any feeling that it was necessary for a school to do that.

What we would like to do is to have both some competency-based education, education based on trying to improve competency in particular fields, and proficiency in particular areas of employment and at the same time have work experience be not a haphazard part of education, but a planned and integrated part of education.

Q Have any other countries done this in a way that might be a model or at least a suggested course for us?

SECRETARY WEINBERGER: I don't think that we could say we have any existing models from other countries. We have various individual courses. We have a lot of good useful experience to draw on in this country, but it is not really very widespread, and it is more or less on a haphazard basis.

Peter has indicated two or three areas in the discussion with the President this morning where labor counsels work with the school systems, and those will be good models to draw on.

Q Specifically, hasn't the Soviet Union been doing this for some time?

SECRETARY WEINBERGER: Not to my knowledge, no. I had some experience in some discussions with their educational people when I was there last year on our health ministry visits. But I don't think they have been doing anything along the line we are talking about now.

Q Mr. Weinberger, what about the Chinese example? That is probably the most structured school system in the world for integrating work and learning experience in turning out so-called practically educated people.

SECRETARY WEINBERGER: We aren't trying to turn out just practically educated people. We don't want to abandon the real virtues and benefits in our school system.

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We want to broaden it to include a recognition of the fact that graduates from our high schools and colleges will be spending the great bulk of their lives in work and jobs, and we want to make sure that the school system is not completely isolated from that other world and to bridge the two together.

But we are not talking about one large vocational educational plan.

SECRETARY BRENNAN: We are not trying to regiment the kids, either, as to what they are going to do. That is a big difference, too.

SECRETARY DENT: I think the important thing is that within the present structure to add an element of relevancy, not vocation, not necessarily technical skills, but relevancy.

Q But you are saying no budget, no changing of the liberal arts curriculum and orientation, no bothering of jobs presently existing. When the President first spoke at Ohio State, it sounded rather impressive and far-reaching with long-range ramifications for our educational system. Now it is a couple of pamphlets, so far as it has been described so far.

SECRETARY WEINBERGER: We have rather completely failed if that is the impression you have obtained from this briefing we gave the President. We have rather completely failed if that is the impression you have from this because in the first place, you are the first man to mention budgets. Nobody else has mentioned budgets up to this point.

In the second place, the pamphlets, I think, will be very useful and will be a part of it, but we are planning ultimately, because we recognize, as Secretary Dent said, schooling at the high school level basically is a local responsibility and a matter that is under basic local control, that what we can best do as a Federal Government is to encourage and try to improve the opportunities and the knowledge that school systems have for bringing these two worlds together.

We do think you can work out on a much more coordinated national basis an opportunity for students to be in school and at the same time to have useful and valuable work experiences that can help them in their seeking, obtaining, holding and advancing in jobs after they graduate.

MORE

That kind of national effort I think can best be done by the coordinated work of these three departments, which have made an excellent start, as Secretary Brennan said already, and by directing some existing programs toward this.

You don't need new money or new staffs or new agencies. What you really need mostly is to have an awareness of the importance and the priorities the President attaches to this and then, as I mention, direct things such as the NIE toward carrying out this new activity.

I think that can be done with much more effect than has been done in the past.

Q Mr. Secretary, while we have the opportunity, can you bring us up to date on the coal miners strike, specifically how long do you think the Government can tolerate a coal miners strike and the economy can tolerate a strike before you will need to take some type of action under Taft-Hartley?

SECRETARY BRENNAN: I don't think it would be proper for me to discuss the details of the strike at this time because the vote is being taken on the contract proposal and we are hoping it will pass and we will have some good results within the next day or so.

If that happens, the strike would then be over and we could get everybody back under voluntary conditions and would be much more successful than us talking about any action that we would plan to take at the present time.

So, up until now we have taken a hands-off attitude. I think it is moving along because of that. We are hoping the results that will be in in the next couple of days will be successful in getting the people back to work under their own conditions.

Q I have one question, while we have these three together. There are indications that the President is getting advice that he should get his own Cabinet. We have three members here of the former Nixon Cabinet standing at the microphone.

I would like a very brief report from each of you on whether or not you are planning to step aside any-time soon.

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SECRETARY BRENNAN: Speaking for myself, no, that is at the pleasure of the President. If the President requests that we step aside, naturally that is the way it will be. The President hasn't asked me to step aside, so I will continue to do my job until that time comes about, if it does.

We have to serve the people. As far as being appointed by Nixon, we have all been involved, as I said before, even President Ford was nominated by President Nixon. If we are going to go by the premise to get rid of everybody that was appointed by Nixon, it gets a little silly. (Laughter)

Q Just a minute. We have two others.

SECRETARY WEINBERGER: I think Secretary Brennan made a fine statement, and I endorse it entirely.

Q Don't you have a personal statement to make on that?

SECRETARY WEINBERGER: No, I have no personal statement to make because what I am saying is essentially what Secretary Brennan has said. I think he has made a very good statement, and I think if you want definitive, authoritative answers to this question, you should ask the President.

Q Has the President asked for any resignations?

SECRETARY WEINBERGER: No, he has not.

SECRETARY DENT: A Cabinet officer serves at the pleasure of the President, and our purpose is to serve not only the President of the United States, but 213 million Americans, and as long as the President is satisfied, I intend to continue serving the people.

THE PRESS: Thank you, gentlemen.

END (AT 12:13 P.M. EST)

December 3, 1974

MEMORANDUM FOR: WILLIAM E. TIMMONS
THRU: MAX L. FRIEDERSDORF
FROM: VERN LOEN
SUBJECT: Work Education

The President met today with Secretaries Weinberger, DeLoach and Brennan, plus top staff, to receive their joint recommendations for infusing more work training into the classroom. This was the outgrowth of a suggestion he made in his Ohio State University speech of August 30. He intends to elaborate on this theme in the State of the Union Message.

The President emphasized his interest in bringing the real world of work to the student. He feels this should be a high-priority mission for the National Institute of Education (NIE) in HEW, which Senator Magnuson almost succeeded in killing off. It ended up with \$70 million, about half the budget request.

The Cabinet members are to submit a decision memo outlining what could be done at varying levels of funding, \$1 million, \$5 million or \$10 million. Federal role would be limited to leadership in this area, encouraging local school systems, unions and industry to provide economic and work training.



TALKING POINTS ON H. R. 5901 VETO (EDUCATION APPROPRIATIONS)

1. \$7.48 B total is \$147 M over House bill, notwithstanding the \$487 M added by the Roybal Amendment (which you voted against on original House passage).
2. It is \$560 M over last year's appropriation at a time of declining enrollments in the elementary and secondary schools and leveled-off enrollments in colleges and universities.
3. It is \$1.346 B over budget when budget deficit already has reached \$59.9 B. Congress has just voted to add \$1/2 B. to the deficit by overriding the President's veto of the Health Services Bill (S.66). Other legislation in prospect would add \$25 B to the FY 76 deficit and \$45 B the following year -- legislated inflation.
4. This bill comes at a time when nearly half of local school bond issues are being rejected by the voters (43.8% in 1974), indicating the people want to take a good look at school expenditures in a period of declining enrollments (down nearly 2 million elementary and secondary students from the high of 46 million a few years ago).
5. IMPACT AID -- \$414 M over budget and \$117 M over House committee bill.
6. Fails to phase out a number of low-priority programs and several that overlap with other agencies, such as veterans cost of instruction.
7. There will be a compromise bill (being worked out by Bob Michel) which you can support with Administration blessing.

Office of the White House Press Secretary

THE WHITE HOUSE

TO THE HOUSE OF REPRESENTATIVES:

I return without my approval H.R. 5901, the Education Division and Related Agencies Appropriation Act, 1976.

Throughout my public life, I believed -- and still believe -- that education is one of the foundation stones of our republic. But that is not the issue in this appropriation bill.

The real issue is whether we are going to impose fiscal discipline on ourselves or whether we are going to spend ourselves into fiscal insolvency.

This is the first regular appropriation bill passed by the Congress this year and it provides \$7.9 billion, \$1.5 billion more than I requested.

Earlier this year, I drew a line on the budget deficit for fiscal year 1976 at \$60 billion. That line is considerably higher than I would like. On May 14, the Congress drew its own line on the deficit at \$69 billion. But now, the Congress' own July 21 budget scorekeeping report estimates a possible deficit this year of \$83.6 billion.

I cannot, in good conscience, support such a deficit, not only because of what it means this year, but next year and the year after. In fact, if this bill were to become law, nearly \$1 billion would be added to next year's deficit.

While I do not insist that my original budget recommendation is the only one acceptable, I do believe major reductions must be made in this bill. The Congress could make a substantial move in that direction by simply accepting my recommendations for impact aid and higher education. In these two areas alone, Congress has added \$913 million to my proposals.

No single program is more bankrupt than the Impact Aid program. Starting with President Eisenhower, every Chief Executive has recommended reform or abolition of impact aid. Yet, the Congress would allocate three quarters of a billion dollars of the taxpayers' money to this program over the next 15 months. This program is a luxury we can no longer afford. If we are to do what must be done, we must stop doing what need not be done.

We must also avoid increasing the funding of other programs unless we have the money to pay for them. In that regard, I urge the Congress to reconsider the \$434 million added to my \$2 billion recommendation for higher education.

The other increases the Congress has added to this bill are a part of the trend over the past several years -- a little more for every program. In this case, "a little more" adds up to nearly \$629 million.

more

HR 5901

Taken as a whole, this appropriation bill is too much to ask the taxpayers -- and our economy -- to bear.

I urge the Congress to sustain my veto of this bill and then we can work together -- as we have before -- to achieve a responsible compromise.

GERALD R. FORD

THE WHITE HOUSE,

July 25, 1975.

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THE WHITE HOUSE

WASHINGTON

August 27, 1975

MEMORANDUM FOR: JACK MARSH
THROUGH: VERN LOEN ✓
FROM: TOM LOEFFLER (T.L.)
SUBJECT: Key House and Senate Record Votes
to the Education Appropriations
Legislation, HR-5901

The House passed HR-5901, Education Appropriations Bill, by a voice vote on April 16, 1975. However, during this initial House consideration there was a record vote of 259 to 143 on the Roybal Amendment, which increased the appropriation by \$487 million. (See attached addendum A)

Subsequently, record votes were cast in the House on conference reports on July 16 and July 18, 1975, but these votes do not provide a proper indication of what we might expect on a veto. Therefore, the best indicator is the record vote on the Roybal Amendment described above.

The Senate passed by a vote of 64 to 12 the Education Appropriations Bill on June 27, 1975. (See attached addendum B.)

As these votes indicate, much work must be done in order for the President's veto to be sustained in either the House or the Senate.

cc: Max Friedersdorf
Bob Wolthuis
Charles Leppert
Bill Kendall
Pat O'Donnell

ADDENDUM A ROYBAL AMENDMENT TO HR-5901 -- DURING
INITIAL CONSIDERATION BY HOUSE

AYES—259

Abdnor	Baucus	Brademas
Abzug	Beard, R.I.	Breaux
Adams	Bedell	Breckinridge
Addabbo	Bergland	Brinkley
Ambro	Biaggi	Brodhead
Anderson,	Biester	Brown, Calif.
Calif.	Bingham	Buchanan
Andrews, N.C.	Blanchard	Burgener
Annunzio	Blouin	Burke, Calif.
Aspin	Boggs	Burke, Mass.
Badillo	Bolling	Burton, John
Baldus	Bonker	Burton, Phillip
Barrett	Bowen	Carney
Carr	Jacobs	Freyer
Chisholm	Jeffords	Price
Clausen,	Jenretta	Pritchard
Don H.	Johnson, Calif.	Randall
Clay	Jones, Ala.	Rangel
Cochran	Jones, N.C.	Rees
Cohen	Jones, Tenn.	Reuss
Collins, Ill.	Jordan	Richmond
Conyers	Karh	Riegle
Corman	Kastenmeier	Rinaldo
Cornell	Kazen	Risenhoover
Cotter	Keys	Rodino
Coughlin	Koch	Roe
D'Amours	Krebs	Rogers
Daniels,	Krueger	Roncalio
Dominick V.	LaFalce	Rooney
Danielson	Lagomarsino	Rose
Davis	Lehman	Rostenkowski
de la Garza	Litton	Roush
Delaney	Lloyd, Calif.	Roybal
Dellums	Lloyd, Tenn.	Russo
Derrick	Long, La.	St Germain
Diggs	McClary	Santini
Dingell	McCormack	Sarasin
Dodd	McFall	Sarbanes
Downey	McHugh	Scheuer
Drinan	McKinney	Schroeder
Early	Macdonald	Seiberling
Eckhardt	Madden	Sharp
Edgar	Madigan	Simon
Edwards, Calif.	Maguire	Sisk
Eilberg	Mathis	Smith, Iowa
Emery	Matsunaga	Spellman
English	Meeds	Staggers
Evans, Ind.	Melcher	Stanton,
Fascell	Metcalfe	James V.
Fish	Meyner	Stark
Fisher	Mezvinsky	Steed
Florio	Mikva	Stokes
Flowers	Miller, Calif.	Stratton
Foley	Mineta	Stuckey
Ford, Mich.	Minish	Studds
Ford, Tenn.	Mink	Sullivan
Forsythe	Mitchell, Md.	Symington
Fulton	Mitchell, N.Y.	Talcott
Gaydos	Moakley	Thompson
Glaimo	Moffett	Thornton
Gilman	Mollohan	Traxler
Ginn	Moorhead,	Tsongas
Gonzalez	Calif.	Udall
Grassley	Moorhead, Pa.	Ullman
Green	Morgan	Van Deerlin
Guyer	Mosher	Vander Veen
Haley	Moss	Vank
Hall	Mottl	Vigorito
Hamilton	Murphy, Ill.	Walsh
Hammer-	Murphy, N.Y.	Waxman
schmidt	Murtha	Weaver
Hanley	Natcher	Whalen
Hannaford	Neal	White
Harkin	Nedzi	Wilson, Bob
Harrington	Nix	Wilson,
Harris	Nolan	Charles H.,
Hawkins	Nowak	Calif.
Hayes, Ind.	Oberstar	Wilson,
Hechler, W. Va.	Obey	Charles, Tex.
Heinz	O'Hara	Winn
Helstoski	O'Neill	Wirth
Henderson	Ottinger	Wolff
Hicks	Patman	Wright
Holtzman	Patten	Zates
Horton	Patterson, Calif.	Young, Alaska
Howard	Pattison, N.Y.	Young, Ga.
Howe	Pepper	Zablocki
Hubbard	Perkins	Zefaretti
Hughes	Peyser	
Hungate	Pressler	

NOES—143

Alexander	Carter	Flood
Anderson, Ill.	Casey -	Flynt
Andrews,	Chappell	Fountain
N. Dak.	Ciancy	Frenzel
Archer	Clawson, Del	Frey
Armstrong	Cleveland	Fuqua
Ashbrook	Collins, Tex.	Goldwater
AuCoin	Conable	Goodling
Bafalis	Conte	Gradison
Bauman	Crane	Hagedorn
Beard, Tenn.	Daniel, Dan	Hansen
Bell	Derwinski	Harsna
Bennett	Devine	Hastings
Bevill	Dickinson	Hays, Ohio
Eoland	Downing	Heckler, Mass.
Brooks	Duncan, Oreg.	Hillis
Broomfield	Duncan, Tenn.	Hinshaw
Brown, Mich.	du Pont	Holt
Brown, Ohio	Edwards, Ala.	Hutchinson
Broyhill	Erlenborn	Hyde
Burke, Fla.	Esch	Ichord
Burleson, Tex.	Eshleman	Jarman
Burlison, Mo.	Evans, Colo.	Johnson, Pa.
Butler	Evin, Tenn.	Jones, Okla.
Byron	Fenwick	Kasten
Kelly	Montgomery	Shuster
Kemp	Moore	Sikes
Ketchum	Myers, Ind.	Skubitz
Kindness	Myers, Pa.	Slack
Landrum	Nichols	Smith, Nebr.
Latta	O'Brien	Snyder
Levitas	Passman	Spence
Long, Md.	Pickle	Steelman
Lott	Pike	Steiger, Ariz.
Lujan	Poage	Steiger, Wis.
McCloskey	Quie	Taylor, Mo.
McCollister	Quillen	Thone
McDade	Railsback	Treen
McDonald	Regula	Vander Jagt
McEwen	Rhodes	Waggoner
McKay	Roberts	Wampler
Mahon	Robinson	Whitehurst
Mann	Rousselot	Whitten
Martin	Runnels	Wiggins
Mazzoli	Satterfield	Wyder
Michel	Schneebeil	Wyllie
Milford	Schulze	Young, Fla.
Miller, Ohio	Sebelius	Young, Tex.

NOT VOTING—30

Ashley	Hébert	Shipley
Cederberg	Hefner	Shriver
Conlan	Hightower	Solarz
Daniel, Robert	Holland	Stanton,
W., Jr.	Johnson, Colo.	J. William
Dent	Leggett	Stephens
Findley	Leah	Symms
Fithian	Mills	Taylor, N.C.
Fraser	Rosenthal	Teague
Gibbons	Ruppe	Yatron
Gude	Ryan	



ADDENDUM B - FINAL PASSAGE OF EDUCATION APPROPRIATION
BILL IN SENATE

YEAS—64

Abourezk	Hart, Gary W.	Muskie
Beall	Hartke	Nelson
Bellmon	Hathaway	Nunn
Biden	Hollings	Packwood
Brooks	Hruska	Pastore
Bumpers	Huddleston	Pearson
Burdick	Humphrey	Pell
Byrd,	Inouye	Perry
Harry F., Jr.	Jackson	Randolph
Byrd, Robert C.	Javits	Ribicoff
Cannon	Johnston	Roth
Case	Leahy	Schweiker
Chiles	Long	Scott, Hugh
Church	Magnuson	Sparkman
Clark	Mansfield	Stafford
Culver	McClellan	Stone
Dole	McGovern	Symington
Domenici	McIntyre	Talmadge
Eagleton	Metcalf	Welcker
Eastland	Mondale	Williams
Ford	Morgan	Young
Glenn	Moss	

NAYS—12

Bartlett	Garn	Scott,
Brock	Goldwater	William L.
Buckley	Griffin	Thurmond
Curtis	Proxmire	Tower
Fannin		

PRESENT AND GIVING A LIVE PAIR, AS
PREVIOUSLY RECORDED—1

McClure, against.

NOT VOTING—22

Allen	Hart, Philip A.	Montoya
Baker	Haskell	Stennis
Bayh	Hatfield	Stevens
Bentsen	Helms	Stevenson
Cranston	Kennedy	Taft
Fong	Laxalt	Tunney
Gravel	Mathias	
Hansen	McGee	



THE WHITE HOUSE

WASHINGTON

September 8, 1975

MEMORANDUM FOR:

MAX FRIEDERSDORF

FROM:

VERN LOEN

SUBJECT:

Contacts to Members seeking support
to the President's veto of HR-5901,
Education Appropriation Act of 1975

Jim Abdnor (R-S. Dak.)

Made commitment to new GOP SDEA President - talk to upon return.

Pete Biester (R-Pa.)

In D. C. - would not return call

John Buchanan (R-Ala.)

No

Thad Cochran (R-Miss.)

Doubt if he can help

Bob Wilson (R-Calif.)

Said will override

Jack Kemp (R-N. Y.)

sent out 800 letters - strong

Bob Kasten (R-Wis.)

Voted against - will vote to sustain

Bill Steiger (R-Wi s.)

Override

Bill Ketchum (R-Calif.)

strong to sustain

Matt Rinaldo (R-N.J.)

No

Barber Conable (R-N. Y.)

O. K.

Peggy Hechler (R-Mass.)

"Cut your losses - don't waste time trying to sustain."

Cederberg (R-Mich)

O. K.

Rhodes (R-Ariz.)

O. K.

Robert Michel (R-Ill.)

O. K.



GOP "no" vote on Roybal Amendment

John Conlon (R-Ariz.)

Unavailable until Friday night - Dick Bingham will relay - has supported on all spending issues - probably O.K.

Steve Symms (R-Idaho)

En route back - O.K.

Paul Findley (R-Ill.)

In Far East - Probable override.

Garner Shriver (R-Kansas)

Ocean City, will call - Les Rosen doubts - education was a big issue in his last campaign.

Phil Ruppe (R-Mich.)

Much A and B impact aid - probable override

Bill Stanton ((R-Ohio)

Sounded O.K.

GOP "yes" vote on Roybal amendment

Clair Burgener (R-Calif.)

Really worked over, met with 15 superintendants

Don Clausen (R-Calif.)

No

Bill Cohen (R-Maine)

No

Dave Emery (R-Maine)

No

Ham Fish (R-N.Y.)

Couldn't reach

Chuck Grassley (R-Iowa)

sounded O.K. - not committed - mad about farm policies

Tenny Guyer (R-Ohio)

Dental surgery - will call Friday

John Paul Hammerschmidt - (R-Ark.)

probable override

Frank Horton (R-N.Y.)

education a big thing - probable override

Bob Lagomarsino (R-Calif)

would like to help - tough

Bob McClory (R-Ill.)

in London until 9/10

Carlos Moorhead (R-Calif.)

probable override - 1st time this year

Chuck Mosher (R-Ohio)

inclined to override

Burt Talcott (R-Calif.)

No

Bill Walsh (R-N.Y.)

No

CONTACTS TO MEMBERS SEEKING SUPPORT TO THE PRESIDENT'S
VETO OF HR-5901, EDUCATION APPROPRIATION ACT OF 1975

Rep. Robert W. Daniel, Jr. (R. -Va.)

Indicated that he believed a compromise would be beneficial to all sides--was concerned, however, about reduction of impacted aid in such a compromise--felt he could vote to sustain a veto if a compromise was effectuated.

Rep. Gilbert Gude (R. -Md.)

In all likelihood vote to override.

Rep. Ron Sarasin (R. -Conn.)

Even with a viable compromise, it would be very difficult for the congressman to vote to sustain.

Rep. Benjamin Gilman (R. -N. Y.)

Has received much pressure from Education interests--would have to take a hard look at any compromise--likely to override.

Rep. Jim Jeffords (R. -Vt.)

Has not received much pressure from outside groups. Was undecided on how he would vote.

Rep. Donald J. Mitchell (R. -N. Y.)

Leaning to override.

Rep. Peter Peyser (R. -N. Y.)

Would definitely vote to override.

Rep. Stewart McKinney (R. -Conn.)

Likely to override.

Rep. Lou Frey (R. -Fla.)

Will definitely vote to override--concerned about impacted aid.

Rep. Edwin Forsythe (R. -N.J.)

Would like to support the President in his veto of HR -5901--a compromise would increase the chances of sustaining such a veto.

Rep. Jim Martin (R. -N. C.)

Will vote to sustain the veto.

Rep. David Satterfield (D. -Va.)

Will vote to sustain.

Rep. Joe Waggoner, Jr. (D. -La.)

Undecided.

Overridden 9/9/75

Charlie

TALKING POINTS ON H. R. 5901 VETO (EDUCATION APPROPRIATIONS)

1. \$7.48 B total is \$147 M over House bill, notwithstanding the \$487 M added by the Roybal Amendment (which you voted against on original House passage).
2. It is \$560 M over last year's appropriation at a time of declining enrollments in the elementary and secondary schools and leveled-off enrollments in colleges and universities.
3. It is \$1.346 B over budget when budget deficit already has reached \$59.9 B. Congress has just voted to add \$1/2 B. to the deficit by overriding the President's veto of the Health Services Bill (S. 66). Other legislation in prospect would add \$25 B to the FY 76 deficit and \$45 B the following year -- legislated inflation.
4. This bill comes at a time when nearly half of local school bond issues are being rejected by the voters (43.8% in 1974), indicating the people want to take a good look at school expenditures in a period of declining enrollments (down nearly 2 million elementary and secondary students from the high of 46 million a few years ago).
5. IMPACT AID -- \$414 M over budget and \$117 M over House committee bill.
6. Fails to phase out a number of low-priority programs and several that overlap with other agencies, such as veterans cost of instruction.
7. There will be a compromise bill (being worked out by Bob Michel) which you can support with Administration blessing.



THE WHITE HOUSE

WASHINGTON

August 27, 1975

MEMORANDUM FOR: JACK MARSH
THROUGH: VERN LOEN *VL*
FROM: TOM LOEFFLER *(T.L.)*
SUBJECT: Key House and Senate Record Votes
to the Education Appropriations
Legislation, HR-5901

The House passed HR-5901, Education Appropriations Bill, by a voice vote on April 16, 1975. However, during this initial House consideration there was a record vote of 259 to 143 on the Roybal Amendment, which increased the appropriation by \$487 million. (See attached addendum A)

Subsequently, record votes were cast in the House on conference reports on July 16 and July 18, 1975, but these votes do not provide a proper indication of what we might expect on a veto. Therefore, the best indicator is the record vote on the Roybal Amendment described above.

The Senate passed by a vote of 64 to 12 the Education Appropriations Bill on June 27, 1975. (See attached addendum B.)

As these votes indicate, much work must be done in order for the President's veto to be sustained in either the House or the Senate.

cc: Max Friedersdorf
Bob Wolthuis
Charles Leppert —
Bill Kendall
Pat O'Donnell

ADDENDUM A ROYBAL AMENDMENT TO HR-5901 -- DURING
INITIAL CONSIDERATION BY HOUSE

AYES—259

Abdnor	Baucus	Brademas
Abzug	Beard, R.I.	Breaux
Adams	Bedeil	Breckinridge
Adabbo	Bergland	Brinkley
Ambro	Biaggi	Brodhead
Anderson,	Biester	Brown, Calif.
Calif.	Bingham	Buchanan
Andrews, N.C.	Blanchard	Burgener
Annunzio	Blouin	Burke, Calif.
Aspin	Boggs	Burke, Mass.
Badillo	Bouling	Burton, John
Baldus	Bonker	Burton, Phillip
Barrett	Bowen	Carney
Carr	Jacobs	Prayer
Chisholm	Jaffords	Price
Claasen,	Jenrette	Pritchard
Don E.	Johnson, Calif.	Randall
Clay	Jones, Ala.	Rangel
Cochran	Jones, N.C.	Rees
Cohen	Jones, Tenn.	Reuss
Collins, Ill.	Jordan	Richmond
Conyers	Karsh	Riegle
Corman	Kastenmeier	Rinaldo
Cornell	Kazen	Risenhoover
Cotler	Keys	Rodino
Coughlin	Koch	Roe
D'Amours	Krebs	Rogers
Daniels,	Krueger	Roncalio
Dominick V.	LaFalce	Rooney
Danielson	Lagomarsino	Ross
Davis	Lehman	Rostenkowski
de la Garza	Litton	Roush
Delaney	Lloyd, Calif.	Roybal
DeLuca	Lloyd, Tenn.	Russo
Derrick	Long, La.	St Germain
Diggs	McClary	Santini
Dingell	McCormack	Sarasin
Dodd	McFall	Sarbanes
Downey	McHugh	Schauer
Drinan	McKinney	Schroeder
Early	Macdonald	Seiberling
Eckhardt	Madden	Sharp
Edgar	Madigan	Simon
Edwards, Calif.	Maguire	Sisk
Ellberg	Mathis	Smith, Iowa
Emery	Matsunaga	Spellman
English	Meeds	Staggers
Evans, Ind.	Metcher	Stanton,
Fascell	Metcalfe	James V.
Fish	Meyner	Stark
Fisher	Mezvinsky	Steed
Florio	Mikva	Stokes
Flowers	Miller, Calif.	Stratton
Foley	Mineta	Stuckey
Ford, Mich.	Mintsh	Studds
Ford, Tenn.	Mink	Sullivan
Forsythe	Mitchell, Md.	Symington
Fulton	Mitchell, N.Y.	Talcott
Gaydos	Moakley	Thompson
Glaum	Moffett	Thornton
Gilman	Mollohan	Traxler
Ginn	Moorhead,	Tsongas
Calif.		Udall
Gonzalez	Moorhead, Pa.	Ulman
Grassley	Morgan	Van Deerlin
Green	Mosher	Vander Veen
Guyer	Moss	Vanik
Haley	Mottl	Vigorito
Hall	Murphy, Ill.	Walsh
Hamilton	Murphy, N.Y.	Waxman
Hammer-		Weaver
schmidt		Whalen
Hanley	Natcher	White
Hannaford	Neal	Wilson, Bob
Harkin	Nedzi	
Harrington	Nix	Wilson,
Harris	Nolan	Charles H.,
Hawkins	Nowak	Calif.
Hayes, Ind.	Oberstar	Wilson,
Hechter, W. Va.	Obey	Charles, Tex.
Heinz	O'Hara	Winn
Holmeski	O'Neill	Wirth
Henderson	Ottinger	Wolf
Hicks	Patman	Wright
Holtzman	Patten	Yates
Horton	Patterson, Calif.	Young, Alaska
Howard	Pattison, N.Y.	Young, Ga.
Howe	Pepper	Zablocki
Hubbard	Perkins	Zerfetti
Hughes	Peyster	
Hungate	Pressler	

NOES—143

Alexander	Carter	Flood
Anderson, Ill.	Casey -	Flynt
Andrews,	Chappell	Fountain
N. Dak.	Clancy	Frenzel
Archer	Clawson, Del.	Frey
Armstrong	Cleveland	Fuqua
Ashbrook	Collins, Tex.	Goldwater
AuCoin	Conable	Goodling
Bafalis	Conte	Gradison
Bauman	Crane	Hagedorn
Beard, Tenn.	Daniel, Dan	Hansen
Bell	Derwinski	Harsha
Bennett	Devine	Hastings
Bevill	Dickinson	Hays, Ohio
Eoland	Downing	Heckler, Mass.
Brooks	Duncan, Oreg.	Hillis
Broomfield	Duncan, Tenn.	Hinsshaw
Brown, Mich.	du Pont	Holt
Brown, Ohio	Edwards, Ala.	Hutchinson
Broyhill	Erlenborn	Hyde
Burke, Fla.	Esch	Ichord
Burleson, Tex.	Eshleman	Jarman
Burlison, Mo.	Evans, Colo.	Johnson, Pa.
Butler	Evins, Tenn.	Jones, Okla.
Byron	Fenwick	Kasten
	Montgomery	Shuster
	Moore	Sikes
	Myers, Ind.	Skubitz
	Myers, Pa.	Stack
	Nichols	Smith, Nebr.
	O'Brien	Snyder
	Passman	Spence
	Pickle	Steelman
	Pike	Steiger, Ariz.
	Poage	Steiger, Wis.
	Quie	Taylor, Mo.
	Quillen	Thons
	Railsback	Treen
	Regula	Vander Jagt
	Rhodes	Waggoner
	Roberts	Wampler
	Robinson	Whitehurst
	Rousselot	Whiteau
	Runnels	Wiggins
	Satterfield	Wylder
	Schaeffell	Wylie
	Schulze	Young, Fla.
	Sebellus	Young, Tex.

NOT VOTING—30

Ashley	Hébert	Shipley
Cederberg	Hefner	Shriver
Conlan	Hightower	Solarz
Daniel, Robert	Holland	Scanton,
W. Jr.	Johnson, Colo.	J. William
Deat	Leggett	Stephens
Dindley	Leat	Symms
Hibbard	Mills	Taylor, N.C.
Fraser	Rosenthal	Teague
Glenns	Ruppe	Yatron
Gude	Ryan	

ADDENDUM B - FINAL PASSAGE OF EDUCATION APPROPRIATION
BILL IN SENATE

YEAS—54

Abourezk	Hart, Gary W.	Muskie
Beall	Hartke	Nelson
Bellmon	Hathaway	Nunn
Biden	Hollings	Packwood
Brooks	Hruska	Pastore
Bumpers	Huddleston	Pearson
Burdick	Humphrey	Pell
Byrd	Inouye	Percy
Harry P., Jr.	Jackson	Randolph
Byrd, Robert C.	Javits	Ribicoff
Cannon	Johnston	Roih
Case	Leahy	Schweiker
Chiles	Long	Scott, Hugh
Church	Magnuson	Sparkman
Clark	Mansfield	Stafford
Culver	McClellan	Strom
Dole	McGovern	Symington
Domenici	McIntyre	Talmadge
Eagleton	Metcalf	Welcker
Eastland	Mondale	Williams
Ford	Morgan	Young
Glenn	Moss	

NAYS—12

Bartlett	Garn	Scott
Brock	Goldwater	William L.
Buckley	Orlin	Thurmond
Curtis	Proxmire	Tower
Fannin		

PRESENT AND GIVING A LIVE PAIR, AS
PREVIOUSLY RECORDED—1

McClure, against.

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Allen	Hart, Philip A.	Montoya
Baker	Haskell	Stennis
Bayh	Hatfield	Stevens
Beutson	Helms	Stevenson
Cranston	Kennedy	Taft
Fong	Laxalt	Tunney
Gravel	Mathias	
Hansen	McGee	

ROBERT H. MICHEL
15th DISTRICT, ILLINOIS

MINORITY WHIP
APPROPRIATIONS COMMITTEE
RANKING MEMBER
LABOR, HEALTH, EDUCATION, AND WELFARE
SUBCOMMITTEE

WASHINGTON OFFICE:
2112 RAYBURN BUILDING
(202) 223-6201

Charlie

Congress of the United States
House of Representatives
Washington, D.C. 20515

RALPH VINOVICH
ADMINISTRATIVE ASSISTANT

DISTRICT OFFICE:
1007 FIRST NATIONAL BANK BUILDING
PEORIA, ILLINOIS 61602
(309) 673-6358

COUNTIES:
BROWN MASON
BUREAU PEORIA
CASS SCHUYLER
KNOX STARK
TAZEWELL

June 30, 1975

JUL 1 1975

Mr. Max Friedersdorf
Assistant to the President
for Legislative Affairs
The White House
Washington, D.C.

Dear Max:

As you know, the Education Appropriations bill passed the House on a voice vote. Therefore, the only gauge we really have is the vote on the Roybal Amendment increasing the bill by \$487 million. I am attaching a copy of that vote herewith for your strategy sessions, etc.

Sincerely,

Ralph

Ralph Vinovich
Administrative Assistant

RV:sy



Roybal Amendment - Increases funding by \$487.5 million in 13 programs

	Ayes	Noes	NV
Rep.	36	97	11
Dem.	223	46	19
Total	259	143	30

Republican - Ayes

Buchanan
 Young (Alaska)
 Hammerschmidt
 Burgener
 Clausen, Don
 Lagomarsino
 Moorhead
 Talcott
 Wilson, Bob
 Mc Kinney
 Sarasin
 Madigan
 McClory
 Grassley
 Winn
 Cohen
 Emery
 Cochran
 Forsythe
 Rinaldo
 Fish
 Gilman
 Horton
 Mitchell (NY)
 Peyser
 Walsh
 Guyer
 Mosher
 Whalen
 Biester
 Coughlin
 Heinz
 Abdnor
 Pressler
 Jeffords
 Pritchard

Democrat - Noes

Bevill
 Nichols
 Alexander
 Evans
 Bennett
 Chappell
 Sikes
 Flynt
 Landrum
 Levitas
 McDonald
 Mazzoli
 Passman
 Waggonner
 Byron
 Long (Md)
 Boland
 Montgomery
 Whitten
 Burlison
 Ichord
 Runnels
 Pike
 Fountain
 Hays
 Jones
 Aucoin
 Duncan
 Flood
 Mann
 Evins
 Brooks
 Burleson (Tx)
 Casey
 Mahon
 Milford
 Pickle
 Poage
 Roberts
 Young (tx)
 McKay

Republicans NV

Conlan
 Johnson
 Symms - *against*
 Findley
 Shriver
 Gude - *for*
 Cederberg - *against*
 Ruppe
 Lent
 Stanton, J. Wm.
 Daniel, R.W.

Democrat - NV

Mills - *against*
 Leggett - *for*
 Ryan
 Gibbons
 Stephens
 Shipley Fithian
 Hebert - *against*
 Fraser - *for*
 Rosenthal - *for*
 Solarz
 Hefner
 Taylor (NC)
 Ashley
 Dent - *for*
 Yatron
 Holland
 Hightower
 Teague - *against*



me that we should pursue the gentleman's suggestion that we expeditiously approve this conference report. With respect to amendment No. 44, I believe the action of this House ought to be to concur with Senate amendment No. 44, because if we follow the gentleman's suggestion and insist on disagreement, would it not be true this bill would have to go back to conference?

Mr. FLOOD. If the gentlewoman means right away, no. If that action was taken, amendment No. 44 would go to the Senate for a separate vote. If the Senate recedes, it would not have to go back to conference.

Mrs. MINK. No. The House would insist on its disagreement, so the matter would lie in disagreement and it could not be sent expeditiously to the White House; is that not correct?

Mr. FLOOD. If that situation arises, and in view of the fantastic vote in the House I would expect the Senate to agree with the House and send the bill to the President.

Mr. MIKVA. Mr. Speaker, will the gentleman yield?

Mr. FLOOD. I yield to the gentleman from Illinois.

(Mr. MIKVA asked and was given permission to revise and extend his remarks.)

Mr. MIKVA. Mr. Speaker, I rise in support of the conference report on H.R. 5901, the education division appropriations bill. The conference committee members were faced with difficult choices, and their efforts are to be commended. However, I am concerned that in its efforts to reconcile the two versions of the bill the committee severely curtailed two very deserving programs aimed at providing needed library services to our citizens.

The first, the White House Conference on Library and Information Services would allow the States to begin planning for their own preliminary library conferences to precede a White House Conference on Libraries. The findings of these conferences would be used not only by the States but by the administration as well to develop programs designed to provide equal library services to all of our citizens. I hope that full funding of this program will be authorized in a supplemental appropriation later this year.

The second library program to be cut was the library education and demonstration funds program authorized under title II-B of the Higher Education Act. This program is being used to bring black, Indian, and Chicano librarians into the library profession where, it is estimated by the Bureau of Labor Statistics, there are far too few librarians able to bring adequate service to minorities and the disadvantaged. Clearly, we should be encouraging the entrance of minority students in library schools; that the committee chose to cut in half the title II-B authorization, allocating only \$500,000 for library education is regrettable. This small amount of money would have provided a great deal in return.

Mr. FLOOD. Mr. Speaker, I yield such time as he may consume to the distin-

guished minority member, the gentleman from Illinois (Mr. MICHEL).

Mr. MICHEL. Mr. Speaker, I rise in opposition to the conference report. I would like to spell out some of what I think are good and sufficient reasons here for Members to vote against the conference report.

As the chairman of the subcommittee indicated, this is a bill that is \$7,480,312,952 in total, \$202 million under the Senate bill, but \$147 million over the House version and \$560 million over last year's appropriation.

Most significantly, however, and most regrettably for both our Nation's financial situation and our Nation's educators, the report exceeds the budget recommendations by \$1,345,973,952. At a time when the budget deficit for fiscal year 1976 has already reached the level of \$59.9 billion, such an addition to the deficit, it seems to me, is unconscionable.

Let me give the Members a few more significant figures that we should be taking into account for the immediate future. If the Congress does nothing or does not accept the reductions suggested by the administration with respect to medicaid, medicare, social services, the 5-percent limitation on Federal pay, retirement allowances, and several other Federal-State matching formulas, the \$59.9 billion deficit will be increased by another \$8 billion. That is just for openers.

The HEW bill left the House \$700 million over the budget and will surely be increased in the other body. The Congress will probably increase disability benefits for veterans \$400 million, all over the budget for fiscal year 1976; and if, perchance, the Congress extends those temporary tax reductions, it can have the effect of another \$4.5 billion—take it either way, a loss of revenue or an increase in the deficit for 1976—and \$14 billion for fiscal year 1977.

It is imperative, therefore, that we meet our responsibility right here and now. What we are doing by our lack of fiscal discipline, in other words, is fanning the future fires of inflation at a time when we should be seeking to add a degree of stability to the economy.

As has happened so frequently in the past, we undertake the expenditure of excess funds in a recession year only to have them spent in future years when inflation replaces recession as the number one economic problem.

It is regrettable that we are defeating the purpose of separating the education bill from the regular bill to give our educators, as the chairman indicated earlier, indication of the moneys they are to receive. However, some of the educators themselves can take the blame since their intensive lobbying for budget-busting funding caused much of the problem.

The Members will recall when that bill was here in the House there were 103 votes against that \$487 million add-on that we had here in a package on the floor.

It should be noted that the demand for educational expenditures, the education lobby notwithstanding, appears to be no

longer what it once was. Elementary and secondary school enrollments are actually in the process of decline, dropping from 46 million a few years ago in the public schools to 45.4 million in 1973, to an estimated 44.4 million in this fiscal year 1976.

The American people are more and more frequently turning down school-bond referendums, with 43.8 percent of such issues being rejected in 1974 compared to only 27 percent in 1964.

Earlier this year in New Jersey—and I made reference to it when we had the bill here on the floor in the initial stages—the people had the opportunity to vote on their school budgets, and 58 percent of the budgets went down to defeat on the record an all-time record, too.

In my home State, just this last week one Governor has cut educational funding by \$110 million in order that he would not have to raise taxes in an election year.

Mr. Speaker, I think the people out at the grassroots level are trying to tell us something, but we are not getting the message. With enrollment down, they are saying: "Let us not blindly allocate our hard-earned tax dollars onward and upward for education, but let us stop and take a good look at the program and spend money only when absolutely necessary."

Clearly, we have not done so in this bill or conference report.

With specific reference to some of the individual items in this conference report, the figure on elementary and secondary education is \$2,414,153,000, a total of \$210 million over the budget and \$226 million over last year's appropriation. The increase over the budget includes \$150 million for title I—this despite the fact that we have a history here of school districts not being able to spend the moneys as fast as we make them available.

HEW's latest estimate shows that \$1 billion in fiscal 1975 money is still unobligated, and in 1976 this likely will be increased to \$1.25 billion.

The bilingual education program, at a level of \$97,770,000, is \$27,770,000 over the budget, and about 16 percent over last year. This is a program that was substantially increased last year, and now we are undertaking another major increase. This becomes even less defensible when we take time to recognize that funds for bilingual education are included in a number of other areas throughout the bill, not the least of which is \$9 million in the emergency school aid item.

I remember the chairman made considerable reference to impact aid.

The impact aid program, probably among the least defensible of all the programs in the bill, at least with regard to B and C category children, is the program with the greatest increase over the budget level, a whopping \$414 million. A portion of this increase is probably inevitable, since the budget level was predicated on revised legislation, but the conference figure is another \$117 million over the amount in the bill we originally

reported out of our committee, and includes, for the first time, mind you, \$60 million for C category, the public housing children, at a level of 25 percent of entitlement.

If we want to carry that a step further, 25 percent at a cost of \$60 million, times four, is \$240 million for full funding of public housing some time in the future, a principle which we have agreed to for the first time this year even though it has been authorized all through the many years.

As I said, when our Governor in our State is recommending a \$110 million reduction in educational State funding, how crazy can we get around here? We have got to take the brunt of the griping of the taxpayers for raising taxes, and then our State and local communities, where we have always said the strength of our educational system resided are turning down budget expenditures and bond referendums one after another. Even the State legislatures are turning the increases down.

In the emergency school aid program, it is funded at a level of \$241,700,000, an increase of \$140 million over the budget. It is also an increase of \$90 million over the original committee bill.

We had provided for a reduction in the committee because the "emergency" is no longer what it once was. The number of school districts under new court orders has dropped from 310 in 1970 to 10 this year. The number of districts under new HEW orders has dropped from 500 in 1969 to about 40 this year.

More significantly, it should be noted that of the 730 grants HEW has just awarded, to spend the fiscal year 1975 moneys made available in the second supplemental, only 95 are new, while 635 are continuing awards.

For most of the school districts, then, they are not using the money to meet emergencies, but are simply cranking the money into their regular budgets, with no desire to give it up. Clearly, what this indicates is that the high level of funding provided in the conference report is no longer warranted.

Education for the handicapped is funded at a level of \$236 million, which is \$61 million over the budget, and \$36 million over last year. In percentage terms, the increase over last year alone amounts to nearly 20 percent. Sixty million dollars, or virtually all of the increase, is allocated for the State grant program, and fund that program at the

maximum authorized level of \$110 million.

Occupational, vocational, and adult education is \$33,438,000 over the budget. The conference figure is \$801,000 over the House bill and \$26,698,900 over the Senate allocation. This was accomplished by splitting the difference in the case of Senate increases for consumer and homemaking education, elementary and secondary training, and vocational education—the latter two under professions development—and by accepting a Senate decrease of \$25,897,800 for vocational research.

In the field of higher education, we made some adjustments. It follows pretty much the pattern of differing points of view within our own House, as reflected when we passed the authorizing legislation. The overall category of higher education is \$433 million over the budget, and \$231 million over last year. Of the increase over the budget, \$368 million falls in the student assistance category.

Within the student assistance category, the conference report is \$315 million under the budget for basic opportunity grants, as our chairman pointed out earlier, but \$240 million over for supplemental opportunity grants, \$140 million over for work study, and \$321 million over for direct loans. The report represents a significant change from the budget recommendation in part because the budget did not reflect the requirements of the authorizing legislation that supplemental opportunity grants, work study, and direct loans be funded at certain minimal levels before moneys could be made available for BOG's. However, the conference report exceeds these minimal levels by \$299 million. Had we stuck with the minimal requirements of the law, we could have changed the student aid "mix" and still stayed within the general range of the budget.

I wonder if the Members are fully aware of the extent to which we have increased student assistance for the school year starting this fall. In the school year just ended, some 3.2 million student assistance awards were given, while the projected total for the coming year is nearly 4.1 million. We are, in other words, increasing student aid by over 25 percent at a time when projected enrollments are becoming quite static in nature, increasing at the rate of only 1 to 2 percent year. In the conference report before us there would be a further increase, or there is as a result of the conference report an increase, which

provides for an additional 230,000 awards.

What this indicates then, is that we are going overboard in increasing student assistance at a time when enrollment projections do not justify such an increase. We ought to be stabilizing these programs at a level closer to that of this past academic year, rather than blindly expanding them as though there were no limit to available Federal dollars.

The overall allocation for institutional assistance is \$57 million over the budget, and very little of this can be justified. Most of this increase is for low priority or overlapping programs which the administration has sought with good cause to discontinue funding for. These include university community services, aid to land-grant colleges, State post-secondary education commissions, and veterans cost of instruction. The latter, in particular, overlaps a similar Veterans' Administration program, and it ought to be discontinued particularly since by the time these moneys are used, beginning in September of next year, we ought to have pretty well taken care of the Vietnam-era veterans.

The allocation of \$8,500,000 in the report for personnel development is \$6,250,000 over the budget. The increase is centered in the public service fellowship and mining fellowship programs, both of which the administration sought to discontinue, with good cause, because they overlap other sources of assistance. The former in particular is duplicative of the Harry S. Truman Scholarship Fund, which awards scholarships to students wishing to pursue public service careers.

Likewise, the ethnic heritage allocation of \$1.8 million is a low priority item which ought to be dropped.

The total in the conference report for library resources is nearly \$71 million over the budget. This increase is clearly excessive in view of the fact that only 6 percent of the population now does not have access to public library services.

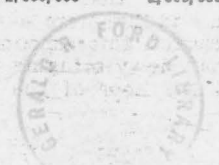
I am having inserted in the Record at the end of my remarks a table which summarizes the items in the conference report and which graphically points up the substantial increases included therein. These increases I have cited represent a good and sufficient reason, I believe, to vote down this conference report, as I think it is far in excess of what the budget can stand and what the American people can stand.

Mr. Speaker, I urge a vote against the conference report.

EDUCATION DIVISION AND RELATED AGENCIES APPROPRIATIONS BILL—H.R. 5901

FISCAL YEAR 1976—CONFERENCE REPORT

Item	1975 appropriation	1976 budget	1976 House bill	1976 Senate bill	Conference agreement
Elementary and secondary education:					
Grants for disadvantaged:					
Advance for 1977	1,876,000,000	(1,900,000,000)	(1,900,000,000)	(1,900,000,000)	(1,900,000,000)
Support and innovation grants	141,495,000	(172,888,000)	(172,888,000)	(172,888,000)	(172,888,000)
Advance for 1977		172,888,000	172,888,000	184,521,852	184,521,852
Bilingual education	84,270,000	70,000,000	95,270,000	100,270,000	97,770,000
Right to read	12,000,000	12,000,000	12,000,000	22,000,000	17,000,000
Follow through	55,000,000	41,500,000	59,000,000	59,000,000	59,000,000
Drug abuse education	4,000,000		2,000,000	2,000,000	2,000,000



EDUCATION DIVISION AND RELATED AGENCIES APPROPRIATIONS BILL—H.R. 5901—Continued

FISCAL YEAR 1976—CONFERENCE REPORT—Continued

Item	1975 appropriation	1976 budget	1976 House bill	1976 Senate bill	Conference agreement
Environmental education	1,900,000		2,000,000	4,000,000	3,000,000
Educational broadcasting facilities	12,000,000	7,000,000	10,000,000	15,000,000	12,500,000
Equipment and minor remodeling	250,000				
Assistance to States for State equalization plan				10,000,000	
Total	2,187,415,000	2,203,388,000	2,403,158,000	2,446,791,852	2,414,158,000
Impact aid	656,018,000	266,000,000	659,000,000	728,000,000	680,000,000
Emergency school aid	241,700,000	101,700,000	226,700,000	241,700,000	241,700,000
Education for the handicapped	199,859,000	175,000,000	235,000,000	237,750,000	236,375,000
Occupational, vocational, and adult education	669,875,000	636,212,000	668,349,000	636,349,000	669,650,100
Higher education:					
Student assistance:					
BOG's	660,000,000	1,050,000,000	660,000,000	795,000,000	715,000,000
SEOG's	240,300,000		240,093,000	240,093,000	240,093,000
Work-study	420,000,000	250,000,000	360,000,000	420,000,000	390,000,000
Subsidized insured loans interest subsidies	332,400,000	452,000,000	452,000,000	452,000,000	452,000,000
Direct loans:					
Federal capital contributions	321,000,000		321,000,000	300,000,000	321,000,000
Loans to institutions	2,000,000		2,000,000	2,000,000	2,000,000
Teacher cancellations	6,440,000	8,960,000	8,960,000	8,960,000	8,960,000
Incentive grants for State scholarships	20,000,000	44,000,000	44,000,000	44,000,000	44,000,000
Subtotal	1,932,340,000	1,804,960,000	2,083,053,000	2,262,053,000	2,173,053,000
Special programs for the disadvantaged:					
Institutional assistance:					
Strengthening development institutions	110,000,000	110,000,000	110,000,000	110,000,000	110,000,000
Language training and area studies	14,000,000	10,000,000	14,000,000	18,000,000	16,000,000
University community services	14,250,000		10,000,000	14,250,000	12,125,000
Aid to land-grant colleges	9,500,000		9,500,000	9,500,000	9,500,000
State postsecondary education commissions	3,000,000		3,000,000	5,000,000	3,500,000
Veterans cost of instruction	31,250,000		23,750,000	23,750,000	23,750,000
Cooperative education	10,750,000	8,000,000	8,000,000	10,750,000	10,750,000
Continuing education centers					
Subtotal	192,750,000	128,000,000	178,250,000	191,250,000	185,645,000
Personnel development:					
College teacher fellowships	4,000,000	1,000,000	1,000,000	2,000,000	1,000,000
Fellowships for disadvantaged	750,000	750,000	750,000		
Ellender fellowships	500,000	500,000	500,000	500,000	500,000
Public service fellowships	4,000,000		4,000,000	4,000,000	4,000,000
Mining fellowships	1,500,000		1,500,000	3,000,000	3,000,000
Subtotal	10,750,000	2,250,000	7,750,000	9,500,000	8,500,000
Ethnic heritage	1,800,000		1,800,000	1,800,000	1,800,000
Higher education, total	2,207,971,000	2,005,541,000	2,346,184,000	2,534,934,000	2,439,309,000
Library resources:					
Innovative and experimental programs	18,900,000	38,993,000	36,893,000	36,893,000	36,893,000
Student loan insurance fund	197,600,000	201,787,000	201,787,000	201,787,000	201,787,000
Higher education facilities loan and insurance fund	2,701,000	2,192,000	2,192,000	2,192,000	2,192,000
Education activities overseas	1,000,000	2,000,000	2,000,000	2,000,000	2,000,000
Salaries and expenses	100,629,000	112,525,000	107,841,000	105,224,000	105,224,000
Total, OE	6,691,471,000	5,892,668,000	7,098,658,000	7,446,041,000	7,258,975,952
National Institute of Education	70,356,000	80,000,000	80,000,000	70,000,000	70,000,000
Assistant Secretary for Education	28,860,000	42,834,000	35,500,000	32,500,000	32,500,000
Total, education division	6,790,687,000	6,015,502,000	7,214,158,000	7,560,174,852	7,361,475,952
Special institutions:					
American Printing House for Blind	1,967,000	2,408,000	2,408,000	2,408,000	2,408,000
National Technical Institute for Deaf	9,819,000	9,836,000	9,836,000	9,836,000	9,836,000
Callaudet College	35,595,000	22,435,000	22,435,000	22,435,000	22,435,000
Howard University	81,700,000	84,158,000	84,158,000	84,158,000	84,158,000
Total, special institutions	129,081,000	118,837,000	118,837,000	118,837,000	118,837,000
National Commission on Libraries and Information Sciences				3,500,000	
Grand total bill, fiscal year 1976	6,919,768,000	(6,134,339,000)	7,332,995,000	7,672,878,000	7,480,312,952

Note: Total in bill (conference), \$7,480,312,952; amount over budget, \$1,345,973,952; amount over House, \$147,317,952; amount under Senate, \$262,198,500.

Mr. FLOOD. Mr. Speaker, I yield 5 minutes to the gentleman from Texas (Mr. CASEY), a member of the committee.

(Mr. CASEY asked and was given permission to revise and extend his remarks.)

Mr. CASEY. Mr. Speaker, evidently the only real argument we will have about this bill is the one amendment, amendment No. 44, which was reported in disagreement. I want to advise the House that was the last amendment to the bill. This is a very important bill, a complicated bill, and although we on the House side, the conferees, were in good attendance, the Senate had many votes going on and they were going and coming. We reached this amendment, and rather than delay bringing this important bill to the floor of the House, we agreed

rather than to keep on meeting and trying to get to where we could come to some agreement on this, to let the Senate take it back in disagreement.

There has been a lot of propaganda floating around to each of the Members' offices as to the effect of this amendment. All this amendment—and I want to remind the Members I offered it on the floor when this bill was originally here, and this House adopted the amendment 253 to 145—does is state to the Department of Health, Education, and Welfare that they cannot compel by either the withholding of funds or any threat of withholding of funds, or spend any funds to force a school to integrate by sex their physical education class.

That is all it says. Those who are opposed to it would have Members believe that this would stop the main thrust of

title IX, which is to say that women have equal opportunities in education and that they have adequate facilities to pursue the types and courses in education that they desire. This amendment does not stop the college or the high school or the grade school from integrating their physical education classes if they want to but it does stop someone down the street here from saying: "You have got to."

I do not know how the constituents of other Members have been, but they have been hitting my area first. I do not know why they are always hitting Texas first. I guess it is kind of a testing ground. But my parent constituents are strictly opposed to someone in Washington telling them they have to integrate all their physical education classes.

The first draft of these proposed regulations, if Members will recall—and it

Office of the White House Press Secretary

THE WHITE HOUSE

TO THE HOUSE OF REPRESENTATIVES:

I return without my approval H.R. 5901, the Education Division and Related Agencies Appropriation Act, 1976.

Throughout my public life, I believed -- and still believe -- that education is one of the foundation stones of our republic. But that is not the issue in this appropriation bill.

The real issue is whether we are going to impose fiscal discipline on ourselves or whether we are going to spend ourselves into fiscal insolvency.

This is the first regular appropriation bill passed by the Congress this year and it provides \$7.9 billion, \$1.5 billion more than I requested.

Earlier this year, I drew a line on the budget deficit for fiscal year 1976 at \$60 billion. That line is considerably higher than I would like. On May 14, the Congress drew its own line on the deficit at \$69 billion. But now, the Congress' own July 21 budget scorekeeping report estimates a possible deficit this year of \$83.6 billion.

I cannot, in good conscience, support such a deficit, not only because of what it means this year, but next year and the year after. In fact, if this bill were to become law, nearly \$1 billion would be added to next year's deficit.

While I do not insist that my original budget recommendation is the only one acceptable, I do believe major reductions must be made in this bill. The Congress could make a substantial move in that direction by simply accepting my recommendations for impact aid and higher education. In these two areas alone, Congress has added \$913 million to my proposals.

No single program is more bankrupt than the Impact Aid program. Starting with President Eisenhower, every Chief Executive has recommended reform or abolition of impact aid. Yet, the Congress would allocate three quarters of a billion dollars of the taxpayers' money to this program over the next 15 months. This program is a luxury we can no longer afford. If we are to do what must be done, we must stop doing what need not be done.

We must also avoid increasing the funding of other programs unless we have the money to pay for them. In that regard, I urge the Congress to reconsider the \$434 million added to my \$2 billion recommendation for higher education.

The other increases the Congress has added to this bill are a part of the trend over the past several years -- a little more for every program. In this case, "a little more" adds up to nearly \$629 million.

more

Taken as a whole, this appropriation bill is too much to ask the taxpayers -- and our economy -- to bear.

I urge the Congress to sustain my veto of this bill and then we can work together -- as we have before -- to achieve a responsible compromise.

GERALD R. FORD

THE WHITE HOUSE,

July 25, 1975.

#

OFFICE OF THE WHITE HOUSE PRESS SECRETARY

THE WHITE HOUSE

REMARKS OF THE PRESIDENT
UPON VETOING
H.R. 5901
EDUCATION APPROPRIATION ACT, 1976

THE CABINET ROOM

1:55 P.M. EDT

I am today returning without my approval H.R. 5901, the Education Appropriation Act, 1976.

Throughout my public life, I have believed -- and still believe -- that education is one of the strong foundation stones of our Republic. But that is not the issue in this appropriation bill.

The real issue is whether we are going to impose fiscal discipline on ourselves or whether we are going to spend ourselves into fiscal insolvency. This is the first regular appropriation bill passed by the Congress this year. It would provide \$7.9 billion -- \$1.5 billion over the budget which was submitted in January.

Earlier this year, I drew a line on the budget deficit for fiscal year 1976 at \$60 billion. Even that deficit is far too high. But on May 14, the Congress drew its own line at the even higher deficit level of \$69 billion. Today, the Congress' own July 21 budget scorekeeping report estimates a possible deficit this year of over \$83 billion.

I cannot, in good conscience, support such a huge deficit of that magnitude. Nor can the people of this country afford the inflation that would inevitably result, this year, next year and the year after. Money appropriated by the Congress inevitably is taken from the people -- either through higher taxes, or by inflation, or both.

This appropriation bill is too much to ask the American people -- and our economy -- to bear. I urge the Members of the House and the Senate to sustain my veto of this bill and then we can work together -- as we have before -- to achieve a responsible compromise.

END (AT 1:59 P.M. EDT)

Office of the White House Press Secretary

THE WHITE HOUSEFACT SHEET

FEDERAL EMPLOYEE PAY ADJUSTMENT

The President today sent to Congress a proposed pay increase of 5% under the provisions of the Federal Pay Comparability Act.

BACKGROUND

The Act requires that the President adjust, effective October 1 of each year, the salary rates for Federal employees under the General Schedule and most other white-collar pay systems.

The annual adjustment is not applicable to Federal blue-collar workers or Postal Service employees whose rates of pay are determined under different systems. Members of the uniformed services receive an adjustment to pay and allowances comparable to the General Schedule pay adjustment.

Under the Act, the President's pay agent (the Director of the Office of Management and Budget and the Chairman of the Civil Service Commission) report to the President on the adjustments needed in pay rates in order to achieve comparability with private sector rates. This year, the pay agent determined that an 8.66% increase would be appropriate to achieve comparability.

However, the President has authority under the Act to issue an alternative plan when he deems it necessary because of "national emergency or economic conditions affecting the general welfare." Any alternative plan is to be transmitted by the President to the Congress before September 1. Unless either House overrides an alternative plan by adopting a disapproval resolution, it goes into effect in October; if disapproved, the full comparability adjustment becomes effective on October 1.

The President recommended a 5% adjustment on the basis of an overriding commitment to all Americans to achieve national economic stability.

The President's alternative proposal of 5% would save some \$1.6 billion of the cost of comparability increase of 8.66% and thus operate to hold down the federal budget deficit and curtail inflation. Total costs of the 5% proposal would be approximately \$2 billion, which was anticipated in the President's budget.

Under recently enacted legislation, annual pay increases provided under the Act are also extended to judges, officials under the Executive salary schedule, Members of Congress and certain others, most of whom have not had a pay increase since March, 1969.

#

THE WHITE HOUSE
WASHINGTON

Date 8-16-75

TO: VERW

FROM: CHARLES LEPPERT

Please Handle _____

For Your Information

Per Our Conversation _____

Other: MAX PASSED THIS
ON TO ME TO WORK ON
THE EDUCATION BILL VETO.

File copy



ROBERT H. MICHEL
15th DISTRICT, ILLINOIS

MINORITY WHIP
APPROPRIATIONS COMMITTEE
RANKING MEMBER
LABOR, HEALTH, EDUCATION, AND WELFARE
SUBCOMMITTEE

WASHINGTON OFFICE:
2112 RAYBURN BUILDING
(202) 225-6201

Congress of the United States
House of Representatives
Washington, D.C. 20515

June 30, 1975

RALPH VINOVICH
ADMINISTRATIVE ASSISTANT

DISTRICT OFFICE:
1007 FIRST NATIONAL BANK BUILDING
PEORIA, ILLINOIS 61602
(309) 673-6358

COUNTIES:
BROWN MASON
BUREAU PEORIA
CASS SCHUYLER
KNOX STARK
TAZEWELL

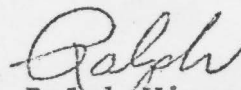
JUL 1 1975

Mr. Max Friedersdorf
Assistant to the President
for Legislative Affairs
The White House
Washington, D.C.

Dear Max:

As you know, the Education Appropriations bill passed the House on a voice vote. Therefore, the only gauge we really have is the vote on the Roybal Amendment increasing the bill by \$487 million. I am attaching a copy of that vote herewith for your strategy sessions, etc.

Sincerely,



Ralph Vinovich
Administrative Assistant

RV:sy



Roybal Amendment - Increases funding by \$487.5 million in 13 programs

	Ayes	Noes	NV
Rep.	36	97	11
Dem.	223	46	19
Total	259	143	30

Republican - Ayes

Buchanan
 Young (Alaska)
 Hammerschmidt
 Burgener
 Clausen, Don
 Lagomarsino
 Moorhead
 Talcott
 Wilson, Bob
 Mc Kinney
 Sarasin
 Madigan
 McClory
 Grassley
 Winn
 Cohen
 Emery
 Cochran
 Forsythe
 Rinaldo
 Fish
 Gilman
 Horton
 Mitchell (NY)
 Peyser
 Walsh
 Guyer
 Mosher
 Whalen
 Biester
 Coughlin
 Heinz
 Abdnor
 Pressler
 Jeffords
 Pritchard

Democrat - Noes

Bevill
 Nichols
 Alexander
 Evans
 Bennett
 Chappell
 Sikes
 Flynt
 Landrum
 Levitas
 McDonald
 Mazzoli
 Passman
 Waggonner
 Byron
 Long (Md)
 Boland
 Montgomery
 Whitten
 Burlison
 Ichord
 Runnels
 Pike
 Fountain
 Hays
 Jones
 Aucoin
 Duncan
 Flood
 Mann
 Evins
 Brooks
 Burleson (Tx)
 Casey
 Mahon
 Milford
 Pickle
 Poage
 Roberts
 Young (tx)
 McKay

Republicans NV

Conlan
 Johnson
 Symms - *against*
 Findley
 Shriver
 Gude - *for*
 Cederberg - *against*
 Ruppe
 Lent
 Stanton, J. Wm.
 Daniel, R.W.

Democrat - NV

Mills - *against*
 Leggett - *for*
 Ryan
 Gibbons
 Stephens
 Shipley Fithian
 Hebert - *against*
 Fraser - *for*
 Rosenthal - *for*
 Solarz
 Hefner
 Taylor (NC)
 Ashley
 Dent - *for*
 Yatron
 Holland
 Hightower
 Teague - *against*



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.

#

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

	<u>FY 1975</u>	<u>FY 1976</u>
Grants for disadvantaged	1,900	2,050
Support and Innovation Grants	173	185
--- <u>Education for the Handicapped</u>		
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
--- <u>Library Resources</u>		
School Libraries and Instructional Resources	137	147

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

more

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	3

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

APPENDIX A

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

OFFICE OF THE WHITE HOUSE PRESS SECRETARY

THE WHITE HOUSE
PRESS CONFERENCE
OF
DAVID A. MATHEWS
SECRETARY OF THE DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE
AND
TERREL BELL
COMMISSIONER OF EDUCATION

THE BRIEFING ROOM

11:35 A.M. EST

MR. CARLSON: As many of you witnessed, the President just signed the education message to Congress. This proposal combines 24 categorical grant programs into one block grant program of \$3.3 billion.

You should have a fact sheet and a message, and here to summarize the proposal and to take the questions is Secretary Mathews.

SECRETARY MATHEWS: Commissioner Bell is also joining me to answer any questions you have.

Before your questions, I might say three things that I think summarize the piece of legislation.

First of all, we are obviously continuing -- and the President is strongly supporting -- the Federal initiatives that have characterized the interest of the Federal Government historically.

Secondly, the President proposes a piece of legislation that would continue those initiatives without continuing the regulation in the form that it is. I am told that on general revenue sharing the cost of administering those programs is one-twelfth of 1 percent.

For the categorical programs, the expense of administering these programs usually runs above 10 percent. While it is not anticipated that this particular program can be administered at the same rate as general revenue sharing, nor should this proposal be confused with general revenue sharing,

MORE

it is reasonable to expect that not only can we relieve the State school officers and States of some of the burden of regulation so they can get on with the business of the education of children, but that we might well be able to administer these programs with far less cost going to the Administration and far more going to education.

The third general comment I would like to make is that if you will look at this piece of legislation, it opens a matter of planning to much more public scrutiny and much more public involvement than we have had before by virtue of those sections that require open State planning for the use of these funds.

Now then, Commissioner Bell and I will be delighted to answer any questions you have.

Q Mr. Secretary, I am just puzzled. On the fact sheet we received, on page 3, sir, I am only puzzled by the fact that there appears to be less for vocational education -- that is FY 1976. That is not FY 1977.

SECRETARY MATHEWS: Right.

Q Forget that, then.

SECRETARY MATHEWS: We don't have 1976, but these figures in the President's budget are above those appropriated by Congress as well as above the old 1976 revised figures.

Q Representatives of the Chief State School Officers were present at the signing. Does this mean you have explicit support of the chiefs for this legislation?

SECRETARY MATHEWS: The conversations I have had lead me to believe the Chief State School Officers feel so hampered by Federal regulations and by the categorical organizations that are occasioned by the categorical program that they welcome this type of relief.

Commissioner Bell himself was a State Chief School Officer. Maybe he could comment.

Q I meant an explicit offer of support.

COMMISSIONER BELL: The administrative problems will be greatly simplified. You notice here there are 24 programs and to put these in a block grant compared to what we have had, based on my own experience as a State Chief School Officer, this will greatly simplify things.

MORE

I should emphasize, of course, that the Council of Chief State School Officers has not taken a position on this. I have met with the officers of the Council of Chief State School Officers, and have discussed the program with them along with many other education groups, and the conversational response I have had has been generally favorable from those that I talked to.

Q Secretary Mathews, does this appreciably change the manner in which impacted aid goes to the various school districts?

SECRETARY MATHEWS: No, it does not. This piece of legislation does not deal with impacted aid.

Q Is this not the time to do this, in this legislation? Is there some other plan underway?

SECRETARY MATHEWS: Yes, we have made a proposal in the President's budget concerning impact aid and have that before the Congress, but it is not in this particular act.

Q Can I get back to vocational education from a different angle? I notice on FY 1976 the appropriations were cut from FY 1975. Now, in FY 1977, can it be expected that it would go above the FY 1975 since the President states in the message that no State will get less than it does in 1976, and possibly more?

SECRETARY MATHEWS: I will ask the Commissioner to give you those particular figures, and while he is getting them, I will make a general comment. In general, the President's 1977 budget is above the Congress' 1976 budget as total. In the block grant, all of those programs would be blocked together and there would be no specific amount for any program, but the States would have the latitude, so in one sense it is impossible to answer your question.

In another sense, we are asking Congress to continue to fund, under present legislation, in categories that they funded, so that no schools are disadvantaged in the transition.

COMMISSIONER BELL: I do not have the specific data, but the appropriation level will be greater than it was the previous year.

Now, as you look at the funds for that bureau, there are other funds in there that are not consolidated and that may be where you are getting the difference.

MORE

I should also point out that we will have a required block in vocational education, which is a percentage that approximates what we had the previous year. So, there will be the same funds as the appropriation level for fiscal 1976 spent for vocational education.

SECRETARY MATHEWS: If you look on page 9, Title 3, which concerns itself with vocational education, there is some more information there about the funding of that program.

Q The President said, Dr. Mathews, that the outlays would be increased in this program over the budget figures. Is this reflected in this material?

SECRETARY MATHEWS: Yes, the \$3.3 billion.

Q No, he said there would be an increase over the original presentation in the budget.

SECRETARY MATHEWS: Yes. There is, in addition to what was announced at the time of the budget, subsequently alluded to in comments to a group of local educational officials here in Washington, an additional \$200 million added on to this budget for each of the years in which the act would be in effect, and that is new to the budget.

Q Mr. Secretary, does that apply to fiscal 1977, the first year?

SECRETARY MATHEWS: No, it begins in 1978. For those of you that are familiar with the health block grant, it is very much the same kind of feature, an automatic add-on of \$200 million for each of the years in which the bill would be authorized.

Q Is that three years?

SECRETARY MATHEWS: It runs to 1980, right. Four years, four years authorization in the legislation.

Q I thought I heard the President say at the bill signing ceremony over a loudspeaker system three years.

MR. WILLIAM A. MORRILL (Assistant Secretary, Department of Health, Education and Welfare): It is the original plus each of the following three years is the way I think he put it. Total -- four.

MORE

SECRETARY MATHEWS: But the 200 add-on is for the second, third and fourth year. Total -- three years -- which if you add them all together is four.

Q Mr. Secretary, do you have any figure on how much money is being saved by this program?

SECRETARY MATHEWS: By the categorical program, no, because we have not had any experience with this massive a block grant, and I cited the figures on the cost of administering general revenue sharing as contrasted to administering categorical programs as an index to give some idea of what we might anticipate, but I do not have any precise figures for you in that we have never done this before.

Q Would you expect you could do with fewer staff in your operation?

SECRETARY MATHEWS: Yes, of course, because each categorical program requires a staff to administer that program and not only does that present confusion if you are trying to deal with the State or Federal agency, but that runs up program costs significantly and also engenders another problem. That is a problem of coordination and over territorial lines, so there are a host of problems that come in.

Q If I could follow that, doesn't it necessarily require a greater staff, therefore, on a State and local level?

SECRETARY MATHEWS: No, because State and local Governments do not have to build up considerable staffs, which they now do, for categorical programs. They must reflect our organizational patterns, and a block grant would relieve them of that obligation.

Q Do any of the 1976 figures reflect decisions or proposals?

SECRETARY MATHEWS: The figures we have given you for 1976 are the figures as Congress passed recently.

Q Didn't saving on staff fly in the face of one of the laws, Murphy's law, or somebody's law? Do you know about that?

SECRETARY MATHEWS: Right, it does. While the Administration is generally lawful there are certain laws that are not written in the statute books nor conform to the Constitution that we are prepared at least to test. One of them is that the size of bureaucracies have to grow larger and larger.

MORE

Q Because you are making almost a flat statement, Secretary Mathews, that we are going to be able to eliminate categorical staff people because we have now a block grant program, and I have not seen this happen before.

COMMISSIONER BELL: It has happened in the Office of Education. We have a smaller consolidation program that is in effect and was implemented by Public Law 93-380, which incidentally was the first bill signed by President Ford in August of 1974.

We have decreased the staff for administration of all of those programs by some 200. The proposal was in the legislation and in the budget. In fact, the Congress took the staff away a year before the final date when the consolidations were to take place because they were phased in, so at least as far as bureaucracy that I was concerned with, it has taken place in those two instances.

Based on the experiences I have had on both the State and local levels, as well as here in education, I can just say to all of you I know this is going to eliminate a lot of administrative overhead.

Q Do you have lots of Congressmen and Senators lined up to help carry this through Congress?

SECRETARY MATHEWS: We again do not have an announcement to make at this particular news conference, but yes, there is Congressional support for this, and it will be reflected at the time.

Q Why can't this be disclosed?

SECRETARY MATHEWS: I would assume that is up to the Congressmen, to indicate what the decision is.

Q Mr. Secretary, what is there to prevent the States from developing more specific regulations and categorical programs of their own to fill the vacuum if the Federal Government does less?

SECRETARY MATHEWS: Good sense, I hope.

Q But is there anything here to restrain the States vis-a-vis the local school districts?

SECRETARY MATHEWS: They do have to display what they are doing and planning. I think there may be occasion for some pause for States who generally mounted the argument for simple bureaucracies and simple procedures. It would give them some pause if they considered replicating what they are asking us to abandon, and I would hope the general wisdom that prompted their suggestion in the first place would apply to them as much as to us because if I understand what the people of the country are saying, they really care little as to the source of the aggravation. They care a great deal as to its character.

Q Congressman Quie has been one of those to carry a number of Republican measures through. Is he on your side on this?

SECRETARY MATHEWS: It would not surprise me to see Congressman Quie in the forefront of this, but the Congressman should make that statement for himself.

Q To what extent can these funds go to church-related schools?

SECRETARY MATHEWS: There are the same provisions we have had in other legislation that allow for students in private institutions to receive the benefits of these funds, and that is a feature of the law that has been in effect for some time and would be continued in this legislation.

Q Mr. Secretary, it is difficult for me to see how a State education agency could in fact cut back on personnel since it would seem to me that the educational need is created by the category of need itself. How are they going to reduce personnel as, let us say, between elementary, secondary education, people who have been working in that field for a number of years, and then some other persons who have been working in educational aid to the handicapped?

SECRETARY MATHEWS: Because the bill has the capacity to reduce the growth of staff and to divert funds from administration into educational function does not mean that this is going to cause some wholesale, widespread lay off of personnel. It should help contain the growth.

It should allow for the shifting of people from a narrow focus to a broader focus, and I can promise you from my experiences -- and I am sure Commissioner Bell can say the same thing from having operated a local educational institution -- that Federal categorical requirements do accelerate the demand for staff in that you must have some person to deal with each of those categorical programs.

COMMISSIONER BELL: If we are going to administer 24 separate categorical programs with the pile of regulations that we have now -- and the States have to have counterpart staff for that -- and if we simplify that, this way the States are going to be able to administer these programs and more effectively adapt them to the State's school finance program and the State school efforts.

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So, many of the persons that are on the State payroll are going to be able to relate to this in a much easier way than they have been able to do with the 24 categorical programs. We will have this going block grant, and they are not going to have near the detail, the evaluation requirements in the past law, the reporting requirements, the regulations. It is just a great deal of simplification.

I can say that based on my own experience in that regard. I can remember when I was Chief State School Officer, the number of budget entries we had to make as we paid the rent on our office space, the number of square feet per Federal person that you charged against the Federal program.

One individual, if he is half time on one and half on another, the bookkeeping load there is enormous and you have to operate there for a while to understand how enormous it is and how much change we are going to get by eliminating these 24 categories into the block grant format.

Q What safeguards are there for the constituency of these programs? State plans and public hearings have not been well attended by the poor, who are supposed to be served by the money that you are sending to the States.

SECRETARY MATHEWS: The principal protection is in greater emphasis on public planning and on the advertisement of that planning process and its openness and the provisions. There are also provisions for penalties for failing to follow those plans.

It states quite explicitly in the legislation that there is an opportunity for suit to compel conformity with the State plan and the Commissioner and the Secretary do have, where there is total breakdown of the system and disregard for the State planning itself, there are safeguards that would protect from that kind of abuse.

Q Do you have to approve those State plans?

SECRETARY MATHEWS: No.

Q No approval at all?

SECRETARY MATHEWS: No.

Q But you do check?

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SECRETARY MATHEWS: That is right. We do not approve the State plan. It must be there and we have an opportunity to judge the State by that plan, but we do not approve it.

Q What do you mean by that?

SECRETARY MATHEWS: The State, once it adopts the plan, its actions are judged over and against it.

Q Mr. Secretary, what is the status of the search by the Administration for some alternative to court ordered busing?

SECRETARY MATHEWS: There is underway in the Office of Education and in the National Institute for Education a series of studies on what actually is happening in and around the country as school systems desegrate, in some cases because of court ordered busing, but as you know the President asked that the Attorney General and I have conversations about this.

We have had some of those conversations, and we are constantly in conversation with the President and his immediate staff about what we are learning and what we are doing. So, we are making reports and evaluations.

Q Have you found a Constitutional method for precluding the courts from ordering busing?

SECRETARY MATHEWS: We have made no proposal to the President at the present time that would allow him to make a statement as to totally new national course, but this is a matter of great concern to the President, as he said, and we do expect to be in rather constant conversation with him on this subject.

We don't have any announcement to make as to the conclusion of those.

Q Do you expect to be discussing this through most of the campaign?

SECRETARY MATHEWS: I suspect we will be discussing it throughout the year.

Q Without coming up with any suggestion?

SECRETARY MATHEWS: I don't know that we won't come up with any suggestions. All I am reporting at the present time is that those considerations are in progress and that the studies that I referred to are actively being carried on both in the Office of Education and in the National Institute for Education.

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Q The thrust of my question is, do you think you are going to have something from those studies before the November election?

SECRETARY MATHEWS: We will be making both final and partial recommendations on the basis of those studies. At what point the President feels those recommendations are sufficiently strong for him to take a posture publicly is a question he will have to answer.

At the present time, I would say, though, he does not have before him sufficient recommendations for conclusions from his staff to enable him to do that.

Q How much priority does this have? Are you trying to get it done quickly?

SECRETARY MATHEWS: Indeed, he has a great deal of interest in it, and I would dare say we discuss this subject with him almost as much as he has discussed any subject.

Q Which branch of the Office of Education is conducting the study?

COMMISSIONER BELL: It is a combination of our that administers the compensatory education program and the staff that administers the emergency assistance aid program.

Q What monitoring procedures are there in case a State doesn't focus funds on the disadvantaged?

SECRETARY MATHEWS: The monitoring comes in several ways. One, there is a clear requirement in what I referred to as national mandates being carried over. Secondly, there is the requirement that what the State will do in response to that mandate be made public in the planning process and in the openness of that process.

Then, our ability to act on that is in the penalty provisions that I described earlier.

COMMISSIONER BELL: Mr. Secretary, in addition the law requires an independent audit and monitoring, both fiscal and performance audit, of the proposed law that has to be done by some State agency other than the agency that is administering the program. This is another means of monitoring.

THE PRESS: Thank you, gentlemen.

END (AT 11:55 A.M. EST)