



news release

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VICE PRESIDENT HUMPHREY PROPOSES NINE POINT PLAN OF ACTION FOR EXCELLENCE IN EDUCATION

Washington, D. C., October 6 -- Vice President Hubert H. Humphrey today pledged to carry out a specific nine-point Plan of Action "to give every American access to excellent education."

The Humphrey-Muskie team, he said, sees "the process of education as never-ending, involving people of all ages, offering to America a priceless opportunity to achieve a new enthusiasm for life and a rededication to the principles of a free and democratic society."

The Plan of Action endorsed by the Vice President was developed by his Task Force on Education headed by Francis Keppel, President and Chairman of the Board of the General Learning Corp., New York City. The full Task Force report was released with Humphrey's statement.

The points of the Plan are:

1. Strengthen Federal support for all education, allowing an increase in overall investment for education and a narrowing of the range of per student spending among and within states.
2. Extend the opportunity for preschool education to every child.
3. Mount a massive and comprehensive effort to bring equality of educational opportunity to the poor or handicapped child.
4. Help move to creative, year-round education.
5. Achieve desegregation not only in law but in fact.
6. Expand substantially our teacher training programs.
7. Triple the number of students in vocational education

. . . more

and improve greatly the quality of opportunities available in it.

8. Guarantee to every young American full opportunity for higher education limited only by ability to learn.

9. Mount a vigorous nation-wide attack on illiteracy through an expanded Adult Basic Education program and go beyond basic adult education with an Adult Opportunity Act to help adult Americans continue their education.

Humphrey said he hoped that through his proposals "we will see a marked increase" in educational salaries.

"The price of excellent education will not come cheap. We must be prepared to pay that price. We must earmark a portion of our Nation's vast resources to pay for this basic resource of the people," he said. Successful exploitation of Federally owned oil shale deposits should result in creation of an educational trust fund, he proposed.

The text of the Vice President's statement and the Task Force Report are attached.

For Monday AM Release
October 6, 1968

A NEW DAY: TOWARD EXCELLENT EDUCATION FOR ALL AMERICA

A Statement by Vice President Hubert H. Humphrey

Throughout a lifetime. . . as student. . . teacher. . . parent. . . and public official, I have believed that education is the best possible investment we can make in the future of America. . . for the wisdom, growth, and happiness of our people. . . and the growth of our economy.

I have been a teacher of a younger generation. I have seen the wonder of young minds opened by education. . . discovering, exploring. . . expanding. . . the frontiers of human knowledge.

And I have seen here and all over the world the tragedy of wasted human talents and resources, when minds are closed by ignorance, when potential is paralyzed by lack of learning.

I want to put an end to that waste. I seek the office of President because I want to put all our vast and expanding resources to work so that every American child will have equal access to excellent education. In education, we can not compromise with excellence. Our future . . . the future of America . . . depends on it.

A nation's greatness lies in the strength of all its people; it is tested in many ways.

Our greatness is tested in the output of our farms and factories -- in the wisdom of our laws and the vigor with which we enforce them -- in the genius of our science -- in the depth of our convictions -- in the openness and good faith of our relations with other nations. But basic to the rest are the capabilities of our citizens.

Our nation's strength now and for times to come will be measured by the aspirations of our youth, and by the caliber of the schooling they receive. The strength of society is rooted in the freedom and quality of its education. Our Republic can be no richer than its teachers' minds... and its children's opportunities.

When his proposals for public education were defeated in the Virginia Legislature, Thomas Jefferson said, "Legislators do not generally possess enough information to perceive the important truths, that knowledge is power, that knowledge is safety, and that knowledge is happiness." We now know that legislators must possess that information.

In the past eight years, Democratic leadership has had the wisdom, for the first time in American history, to place education at the top of the national agenda.

In these eight years Democrats have enacted more than 50 laws to support education... from pre-school projects to graduate education -- laws, benefitting more people, more than we passed in the entire prior history of the Republic. Because of Democratic

aid to education programs, the federal investment in education today -- over \$12 billion for this year alone -- is five times as great as it was in 1960: the last Nixon-Republican year. And we have accomplished this despite consistent Republican opposition, in the face of fears that blocked progress for more than a century.

I fought hard for these laws -- which have touched the lives of millions. This year alone, they have meant a chance in life through Head Start for over 700,000 pre-schoolers, special help for 9 million disadvantaged children; millions of books and other materials for nearly every school child; grants, loans, and work-study assistance that helped 1.4 million young people who might not otherwise have gone to college; aid for more than half the nation's colleges and universities; and research grants that have improved the whole process of education.

I am proud of these historic achievements. They are a momentous beginning. But there are still serious educational deficiencies -- denying to some Americans what should be the birthright of each American: an excellent education and a chance to be all that he is capable of becoming. We need more pre-school opportunities -- like Head Start; we need more opportunities to catch up for all under-achievers from all parts of the community; we need better and more relevant vocational and technical training for students who do not go on to college; and we need to make possible a college education for anyone capable of it and who wants it, regardless of his parents' income.

The Humphrey-Muskie program for education has two clear and firm objectives. First, we will fulfill the promise of existing legislation. Second, we will move forward. . . building. . . improving our system of education.

It is time for us to match the high promise of the past eight years with greater performance in the future. We now have a firm foundation for progress. Our immediate challenge is to mobilize and assign the needed resources.

The Humphrey-Muskie Administration will also build with new ideas. More of the same will not be enough. We must expand our ~~very~~ concept of education -- and of schools.

Education is not just what happens in a school building during a fixed period of time -- or for a few years early in one's life. It is the rich and varied experience of life itself -- and it should continue throughout a person's lifetime.

We must break down the walls which separate our schools from the "real life" outside -- walls which have made education seem irrelevant to many of our students. We must have open schools -- open to all ages:

-- Elementary schools, open to the family... the community... and to younger children, opening new opportunities, hopes and visions;

-- High schools and vocational schools open the year-round --

to bridge the gap between work and school; to enable students to work as well as study; and to involve the adult community fully in the lifelong process of education.

-- Colleges and universities open to community service as part of the curricula to meet the deep commitment of our young people to experience and involvement.

-- Community colleges and other institutions open to the needs of adults who seek to renew their lives through education.

-- All schools open to the community which surrounds them so that families may see the local school as a place for common participation and involvement -- as a family.

The Humphrey-Muskie team believes the American people can be truly excited by the prospect of open schools -- open to all. We see the process of education as never-ending, involving people of all ages, offering to America a priceless opportunity to achieve a new enthusiasm for life and a rededication to the principles of a free and democratic society.

We intend to seize this opportunity.

* * * *

Today, I am releasing a comprehensive report of my Task Force on Education -- a report which charts a specific Plan of Action to give every American access to excellent education. As President, I intend to carry out this plan with every resource at my command.

We are secure in our knowledge that education is basically a

state or local responsibility, and should remain so. But there must also be a federal contribution to an American system of education serving all our people.

Here is my agenda:

First, I propose to strengthen Federal support for all education.

We must have an increase in our overall investment in education, and we know that Federal help is essential. Without it, we cannot assure each child that the quality of his education will depend only on his ability and will, and not on the accident of where he was born or lives.

We must narrow the range of per student expenditures on education among the states, and within the states. We must share the cost of educating poor and handicapped children. We must increase support for higher education, where there is a mounting financial crisis.

We must mobilize our research and development resources so that we can improve the whole range of educational activities.

It is now time for bold and innovative thinking. We have just begun to tap the resources of instructional television (ITV). There is now no adequate curriculum for ITV and most school systems lack the necessary equipment to use it effectively. We must explore ways to bring experts and master teachers to any individual school system by television -- "a million dollar faculty" for the three room school house of Appalachia.

We must explore other frontiers, as well: soon many schools should have access to computers to assist in education. We are not talking of increasing the number of teaching machines, but of well-programmed and carefully designed curricula which supplement, rather than replace, the essential human element: the teacher.

To get the greatest benefit from our dollars, we must streamline and coordinate Federal programs through efficient administration, effective performance and constant evaluation of results. This is a complex but most important job. In carrying it out, I want to hear from those who deal with these programs -- state and local officials and, especially, the teachers in our classrooms. I have called for an Open Presidency. In education, I will create a Council for Education to provide for meaningful participation of all those involved in education -- teachers, administrators, parents.

Second, the Humphrey-Muskie Administration will work to extend preschool education to every child in America.

It has been estimated that 50% of the child's learning capacity is set by the age of 4 and 80% by the age of 8. If a child is to develop to the fullest of his potential, he must be afforded full opportunity and stimulation to learn in his earliest years.

Despite the vital importance of preschool education, only a small percentage of the 13 million children ages three through five are now given a head start in life.

Our first goal must be to extend Head Start to the more than 2 million poor children in this country. Today, less than a third of them are given this help in their formative years.

But as we respond to the urgent needs of the poor, we must not forget our responsibilities to all American children. There are no preschool programs available for the children of most American families. And even when there are programs, they are far too expensive. Too many families must either deny their child this important opportunity or endure serious financial sacrifices.

To meet this urgent problem, I recommend that we take steps now to insure that all American families are able to give their children the finest preschool education possible. Initially, we must extend Head Start for all poor children, ages three to five. Once that is accomplished, we must provide preschool opportunities for all children in this country.

I believe that we should set that as our goal and resolve now that by 1972, just four years from now, every American child will have an opportunity to attend a preschool program.

Third, the Humphrey-Muskie Administration will mount a massive and comprehensive effort to bring equality of educational opportunity to the poor or handicapped child. We must reconstruct his social and intellectual environment -- to make up through education for the many disadvantages he has suffered -- and help him acquire the skills he needs with words and numbers.

We will need:

-- Effective follow-up on pre-school education, through special programs to improve reading skills, the key to all educational attainment, through incentives to attract highly qualified teachers to work with disadvantaged children, and through advanced educational equipment and individualized learning.

-- Programs for new school construction and operating funds to improve the quality of education in metropolitan and rural areas.

-- Schools which serve as vital centers of community activity; school systems which strengthen community ties with the schools and encourage real participation by parents.

Fourth, I believe the time has come for creative, year-round education. This is, of course, a matter to be decided by our states and communities. But the Federal government should help school systems convert to full-time education. We will start with schools that serve disadvantaged children.

Twelve months of the "same old thing" will not do; we need imaginative and relevant year-round education covering a wide range of activities -- including work experience, community service, recreation, remedial training, culture, and the arts.

For the past four years, as Chairman of the President's Council on Youth Opportunity, I have worked with local school districts in designing new, experimental programs for disadvantaged children during the summer months. Almost everywhere, these special programs have been highly successful -- both in evoking enthusiasm and stimulating learning among young people.

I believe the lesson is clear: where education is relevant to life -- where students are truly challenged through good teaching and exciting curricula, -- learning -- staying in school -- is no problem.

We must expand these experimental programs on a year-round basis, for all children.

Fifth, Desegregation is not only the law of the land, but it must also be an accomplished fact. I will support all efforts to implement Title VI of the Civil Rights Act of 1964.

The Congress has acted; the courts have spoken; now, the President's duty is to implement the law. 20 years ago, I called for equal opportunity; and I call for it now. I believe that most of our states want to play a new role of leadership in removing discrimination from our schools. We must encourage them to do so -- and work to strengthen the ability of the states to proceed in an orderly and constructive manner.

Sixth, I propose that we expand substantially our teacher training programs. Fulfilling the education needs of our citizens depends on the quality of education for our teachers and on the training of the staffs of our schools. Our educational system should bring at least 10 percent of the teaching force up-to-date in knowledge and methods each year, through opportunities for in-service education.

We must attract the very best people in America into teaching. Through this and other proposals which I have made, I hope that we will see a marked increase in the salaries of those who pursue this vital work.

Seventh, I propose to triple the number of students in vocational education, and greatly improved the quality of opportunities available in it. The landmark Vocational Education Amendments of 1968 give us the tools to do this job: they give us the funds; and they lead us to a new partnership among government, school systems and private industry. We must bridge the world of work and education through cooperative, part-time work-study programs in which work and education are joined.

Eighth, we must guarantee to every young American full opportunity for higher education, limited not by ability to pay, but only by ability to learn. I propose a new Educational Bill of Rights which would provide our young people with scholarship grants; loans that they can repay out of their future earnings which have been multiplied by advanced schooling, and by work-study programs; and with opportunities to benefit fully from academic or vocational education beyond secondary school. In this effort, we will seek not only to bring opportunities to low-income families, but to reduce the heavy and rising educational burden borne by American in the middle-income brackets.

The Humphrey-Muskie Administration will take positive steps to reduce the financial squeeze on middle income families -- whose children do not qualify for scholarships on the basis of financial need, but who find it increasingly difficult to bear the sharply rising costs of a college education.

But expanded opportunities for higher education will not solve the deepening financial crisis confronting our colleges and universities. The cost of instruction exceeds tuition charges at both the undergraduate and graduate levels. We must have a massive increase in aid to higher education through adequate financing under the Educational Bill of Rights and an expanded higher education facilities program. The vitality and growth of our colleges and universities depend on it.

Finally, we must mount a vigorous nation-wide attack on illiteracy in the United States through an expanded Adult Basic Education program.

But we must go beyond basic programs of adult education. I propose an Adult Opportunity Act to provide grants and loans for public or private programs -- especially for our burgeoning, community colleges-- to help adult Americans to continue their education. The challenges of the future require lifetime educational opportunities for men and

women who want to change careers, to improve their skills and talents, to develop new ideas, or simply to study for the pleasure of it.

In the New Day, we shall go forward to make excellent education a reality in the lives of all our children -- and for an ever-increasing number of adults.

We can do all these things.....if we have the courage.....and the wisdom.

The price of excellent education will not come cheap. We must be prepared to pay that price. We must earmark a portion of our Nation's vast resources to pay for this basic resource of the people. In the years ahead, our Federally owned oil shale deposits may be successfully exploited, opening up billions of dollars in resources. When this occurs, I propose that Federal revenues be earmarked as a trust fund for education. We must imaginatively seek every means of continuing support for our most vital human resource -- an educated people.

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Report of the Vice President's

Task Force on

Education

Toward Excellent Education for All Americans

October 1968

Chairman: Francis Keppel

Staff Coordinators: David E. Birenbaum
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Introduction

Our democratic society demands much of our system of education --

- . It must prepare the nation's young people to live, with understanding.
- . It must develop to the fullest extent the intellectual capacity of our youth.
- . It must equip our young citizens with the necessary skills to participate effectively in all functions of our society -- social, cultural, and economic, and
- . It must cultivate the potentialities of disadvantaged children -- so that they may enter in and contribute to the mainstream of American prosperity.

For most Americans, our system of public and private education has succeeded remarkably in advancing these four goals. Its success is reflected in our expanding capacity to produce in abundance.

Even in the midst of notable progress in this field, for some Americans excellent education is as yet a promise unfulfilled. These are:

The children in our rural and urban slums whose reading rates are shockingly behind the national average.

- . The 25 percent of the high school age group who drop out of school -- more than 800,000 each year.
- . The 18 million adults who have less than an eighth-grade education, and 7 million less than fifth grade.
- . The two out of three handicapped children who do not receive special services.
- . The six out of ten young people who do not go on to college.
- . The five out of ten young adults who need but do not receive quality vocational and technical education.
- . The ninety-two percent of disadvantaged young adults who do not gain a college education.

The increasing demands placed upon our educational institutions by a rapidly changing America coupled with these conditions have produced a climate of public apprehension about education which should not obscure the great progress made but which does emphasize the huge tasks still ahead.

Some are losing confidence in the way their children and their communities are being served. Much is heard about failures in city schools and rebellions on college campuses. Education costs are rising, yet Americans hear constant criticism of poor results. Faith in education may be turning into doubt.

We must maintain a clear perspective. In good part, we are critical of our educational system because we are now facing facts long ignored. That is often the price of advancement, namely a greater awareness of continuing deficiencies. Reading-rate data were not understood earlier in this decade. Only a short time ago, high school education was the privilege of the few. Today, high school dropouts cannot find jobs, and we now realize that vocational and technical education is a major part of the solution to their problem. College students are now worried about the relevance of their studies and are demanding a voice in the management of their affairs. In education, we confront a revolution of rising aspirations -- a revolution born of progress.

These are signs of regeneration, not of decay. We have learned more about our educational system, we understand better what society demands of it, and we are more aware of its shortcomings and of the need for change. We are finding the path to renewal.

The Record

In recent years, the federal government has faced facts and sought to find solutions. A new and historic partnership in education among local, state and federal government has been forged. A quiet revolution is now taking place as the result of enactment of fifty education laws, including the landmark Elementary and Secondary, Vocational Education, and Higher Education Acts.

We have come a great distance rapidly. At the start of the decade, there was grave questioning as to whether federal activity was wise or possible. Today, there is substantial agreement that federal help and leadership must play an important role in meeting the educational needs of an advancing America. While the political and legal questions of church and state, civil rights and federal-state relations are by no means settled, they no longer are insuperable obstacles to action. As a result, federal expenditures for education, training, and related services have increased from \$2.65 billion in fiscal 1960 to \$12.3 billion in fiscal 1969.

A major step forward has been taken -- but it is only a step. Legislative progress is not educational progress. Federal programs have renewed hope, but there have not been funds, organization, experience and time enough for their fulfillment.

It is time now to match the high promise and momentous beginning of the past seven years with greater performance. To assure excellent education for all Americans, the next administration's most important task will be to replace doubt with reasoned confidence -- through a plan of action and adequate resources that focus on getting results.

Goals for the Future

Building on the start that has been made, recognizing where experience calls for change, and with a realistic

commitment of resources to education, we should, within the next four years, be able not only to meet the backlog of the educational needs of the nation, but better to prepare our children for the challenges and opportunities of the future. Our goals must be no less than:

- . Quality preschool opportunities for all children beginning with the 2 million disadvantaged children ages 3-5.
- . Compensatory education for the approximately 2 million school children between the ages of 6 and 15 who are underachievers.
- . Substantial progress toward year-round quality education programs for all children, starting with the disadvantaged.
- . Strengthened efforts to eliminate school segregation in our public schools.
- . Reduction of the high school dropout rate from the current 23 percent to no more than 10 percent.
- . Tripling the number of quality vocational education enrollments.
- . Provision of in-service training to assure every teacher regular opportunity to update his competence, at least 10 percent of the teaching force each year.
- . Guaranteeing every young person opportunity for higher education limited only by ability to learn.

not ability to pay, reducing the heavy burden of college expenses now borne by middle income families as well as providing expanded opportunities for low income families.

- . Acceleration of efforts to wipe out adult illiteracy.
- . Lifetime educational opportunities for adults who want to change careers, develop new skills and talents, enhance existing occupational abilities or simply study for the pleasure of it.

To attain these goals, we propose the following 8-Point Action Plan.

I. A Strengthened and Expanded Federal Effort

Education, of course, is basically a state and local responsibility. It should remain so.

Nevertheless, there is a clear and compelling need for strengthened and expanded federal action, in partnership with state and local education agencies, to:

- . Narrow the wide range in per-student expenditures among the states and within states. In a highly mobile society, the failure to provide equal educational opportunity for some is the concern of all.
- . Share the cost of educating disadvantaged and handicapped children, frequently concentrated in urban areas now caught in a financial squeeze.

. Provide assistance to alleviate the financial crisis now facing our institutions of higher education so as to assure equal access to higher education for all who can qualify and who desire advanced education.

. Mobilize the nation's research, development and administration resources to improve the quality of its education and disseminate the benefits of successful educational experiments; we will not solve today's problems, nor meet the future's needs merely by doing more of the same.

Attainment of these objectives will require a substantial expansion in federal support. Despite a very significant increase in the number of children eligible for assistance under Title I of the Elementary and Secondary Education Act, funds appropriated for this program have scarcely increased since it was first established. This shortsighted public policy must be changed. To stand still in a modern technological society is to slip back. Unlike Alice, we may not now be running fast enough even to stand still!

We propose:

. Doubling, at least, the federal investment in public elementary and secondary education -- now 8 percent of total such expenditures -- within the next four years.

Increasing federal support for higher education, from its present level of 25 percent to at least one-third in the same period.

Expanding, at the same time, the federal investment in educational research and development, including dissemination and demonstration of results, from the current level of less than one percent of the federal education budget to five percent.

But more money alone will not suffice. The vast expansion in the federal role in education accomplished during this Administration has placed severe burdens on existing governmental machinery. Fifty new laws have brought the federal government into contact with thousands of schools and colleges and with tens of thousands of private and community groups. Inevitably, this has created a massive problem of communication and organization. Governors and mayors, school superintendents and teachers, college presidents and students have found dealing with the federal (and indeed, state) agencies complicated, difficult and, at times, frustrating.

We believe that a radical change in both organization and program administration is needed to assure efficient and effective administration of federal education programs and to assure better support of our state and local educational agencies. We must simplify administration of these programs, if they are to achieve their intended effect.

We propose:

- Consolidating, coordinating, and simplifying federal education programs. Existing legislation should be amended, where necessary, to assure federal program consolidation, coordination and efficient management -- at the federal, regional, state and local levels. Serious consideration should be given to establishing a Department of Education, to which most of the education programs now located in other agencies would be transferred. This is a technical and complex job. The advice and guidance of those who deal with the existing federal programs will be essential to its success. We propose establishment of a special Council on Federal Education Programs representing federal, state and local interests -- including teachers and parents -- to help carry it out. This council should participate as well in the federal program evaluation effort proposed below. Major emphasis on analyzing the social and economic effectiveness of federal education and training programs, so that needed funds will be concentrated where they will have greatest effect. A tough-minded method of cost analysis and searching consideration of program results are essential. Federal education programs should be reviewed by an agency within the Executive Branch of Government, independent of the Department responsible for program management.
- Providing increased financial and other assistance

to strengthen our state educational agencies. State education departments have a vital role in improving the quality of public education. They should be strengthened through federal support.

Finally, we believe that national education priorities should continue to be expressed through categorical grants -- broadened to eliminate duplication. When economic circumstances permit substantially increased federal investment in education, a system of general support for schools should be seriously considered as an addition to present programs of categorical aid.

In taking these actions, it should be made clear that the federal government is not proposing to assume the entire fiscal or administrative responsibility for education and training. The federal effort in education must be carried out in partnership with the state and local governments. Centralization of management in Washington would be as unwise as denial of federal responsibility.

II. Equality of Educational Opportunity for Disadvantaged and Handicapped Children

The children of America's urban ghettos and rural slums lack true equality of educational opportunity. The "Equality of Educational Opportunity Survey", carried out at the direction of Congress, found that Negro students -- concentrated in segregated ghetto schools -- fall further behind white pupils with each year of school completed, and are three times as likely as white students to drop out of school. Approximately one-fifth of the nation's children do not attain literacy levels required for available employment. Probably many more lack the education essential to constructive citizenship, responsible parenthood,

good health, and full self-realization. These children -- the failures of our educational systems -- are disproportionately concentrated among urban and rural poor.

As recent events have made painfully clear, none of us can escape the ramifying consequences of unequal educational opportunity. We must act decisively now to arrest and reverse these conditions.

What is required is nothing less than a massive and comprehensive effort, backed by federal resources realistically matched to the need, designed to reconstruct the disadvantaged child's social and intellectual environment, compensate for disadvantages already suffered and provide essential verbal and literacy skills.

We propose the following plan of action:

Early childhood education for all children beginning with the more than 2 million children -- ages 3 to 5 -- of the poor, both rural and urban, and all handicapped children who could benefit. Preschool programs are the very heart of the effort to reconstruct the environment which disadvantages and other incapacitates children before they enter the school system. Experience with the successful Head Start program has demonstrated the ability of the very young to learn, particularly when parents and the home are fully involved. Neglect at these ages has led to failure in later schooling. The time has come to make pre-schools a regular part of the educational system serving disadvantaged children and, ultimately, all children. Opportunities for more advantaged children to participate with poor children in early childhood programs should be widened; experience indicates that this approach is particularly effective.

Compensatory education for urban and rural elementary and secondary schools serving disadvantaged students, through an expanded Elementary and Secondary Education Act Program. We have learned that the benefits of early childhood education programs can be lost unless carried forward in the regular school program. Changes in educational practices will be necessary. Major emphasis should be placed upon reading, the key to all educational development. We must also reduce maximum class size, provide incentives to attract highly qualified teachers to work in urban and rural schools serving disadvantaged children, and develop new and relevant teaching materials. Experience has shown that individualized instruction making extensive use of sub-professional personnel drawn from the community is one of the most effective methods of teaching disadvantaged children. Finally, the most advanced educational equipment and technology, particularly educational television, should be fully utilized.

A school construction and operating fund program, under Title I of the Elementary and Secondary Education Act, to improve the quality of education ⁱⁿ ~~in~~ metropolitan and rural areas. Sweeping plans to meet the educational needs of the urban ghettos and rural slums are being developed in many parts of the country. These encompass:

- Collaboration between central city and suburban school districts to desegregate our schools and improve the quality of education afforded students

in metropolitan areas -- through model or exemplary schools offering special programs and courses and possibly educational parks designed by the community. Combination of small rural schools to provide better curricula and greater efficiency of operation.

To enable state and local educational agencies to implement these community initiated plans, the federal government must be prepared to assume much of the capital costs and to assure funds for up-to-date equipment, teaching aids, and library materials. Operating fund grants will also be necessary in the years ahead.

Schools which serve as vital centers of community activity and school systems which strengthen community identification with the schools and encourage meaningful parental participation in the educational process.

Education cannot flourish in the atmosphere of hostility and distrust which prevails in many of our large cities. New links must be forged between the schools and the communities and parents which they serve. These will help the schools to relate effectively to the other social forces which influence youth and strengthen support for education in the home. Toward this end, federal leadership and support should be provided to local school systems seeking to:

make school facilities available during and after normal school hours to serve the community, as centers for community life.

decentralize school administrations, where this will strengthen community identification with the schools and encourage meaningful parental participation.

hire and train teacher assistants, tutors and other sub-professional personnel to work in the school system both to meet educational needs and to strengthen ties between the community and the schools.

Federal support to encourage development of promising new experimental techniques for educating disadvantaged students. There is much to be learned. Substantial consideration has been given to new methods of teaching disadvantaged children, methods designed to involve the talents and resources of the entire community. Current efforts to develop sub-school systems within a district, to involve universities and private schools and to engage, on an experimental basis, the talents and resources of private enterprise in educating the disadvantaged children should be encouraged.

A federal grant program to major urban centers to mount a significant and comprehensive attack on educating the handicapped child. At present, less than one-third of handicapped children receive any special services. Yet, experience with existing programs shows that, with special attention, the handicapped can and do make substantial progress. We must deliver quality educational services to all handicapped children through development of special facilities to provide a more efficient learning environment, training for the upgrading of teachers and supportive personnel, curriculum materials and media designed for the handicapped, and other necessary activities.

III. Year-Round Education

The traditional and anachronistic nine-month school year has long since outlived its usefulness.

We can no longer afford the waste of time and facilities entailed in closing costly school plants down for three months of every year. And we must modify the practice of releasing each summer millions of children from a relatively full school schedule to idleness in the summer months -- one of the sources of the tension which has contributed to our recurring "long hot summers."

At a time when the obligations of good citizenship are becoming increasingly complex, and in an economy which requires

highly skilled workers, our children need full-time education. Students should, of course, continue to have substantial vacation time spaced throughout the year.

The length of the school year is, of course, a state and local responsibility. Federal support should be provided only to implement, not to direct, decisions made at the state and local level relating to the school term. Because of the costs involved and in view of the greater need, federal funds for year-round education should be made available initially to schools serving disadvantaged children, particularly in the inner-city, and choosing to convert to year-round education. We recommend substantial federal support, through the Elementary and Secondary Education Act, for planning, development, and implementation of 12-month school programs.

Year-round education will afford school administrators and teachers greater flexibility in planning curricula and in fashioning educational programs. What is needed is not 12 months of the usual academic curriculum, but imaginative programs making extensive use of release time for a wide range of educational activities -- culture and the arts, recreation and job training, work experience and community service and verbal skill development and remedial education. In our urban areas, these programs should make extensive use of resources uniquely available to city schools -- the city itself, its museums, galleries, governmental institutions and other public facilities.

Our schools, particularly our high schools, must

be made relevant to the major currents of adult life, not maintained as isolated centers for young people. Year-round education should provide sufficient flexibility to enable the student to spend much more time in a variety of activities not part of the traditional academic curriculum.

IV. Desegregation

Fourteen years after the Supreme Court ruled that school segregation is unconstitutional, too many of our nation's schools remain rigidly segregated. The proportion of Negroes attending all-Negro schools in the Southern and border states has declined since that historic decision, but the actual number of Negro students attending schools with all or nearly all Negro enrollments has actually increased. Where it reflects racial discrimination, this condition not only mocks our

commitment to equality of opportunity, it sets an example of **national** lawlessness.

Under Title VI of the Civil Rights Act of 1964, Congress prohibited federal financial aid to any program or activity which practices racial discrimination. Implementing this Congressional mandate, the Department of Health, Education and Welfare and other federal agencies have established guidelines for desegregation. These efforts must be strengthened. The law of the land calls for elimination of racial discrimination in schools and the law must be enforced. Full cooperation of responsible leaders is needed in the orderly application of these principles of a free society. Other programs recommended in this paper should expand opportunities for ending segregation.

V. Teacher Training

Perhaps the single most important factor in assuring the strength of any educational institution is the quality and devotion of its teaching staff. Every analysis of educational needs sooner or later gets back to teacher education, both pre-service and in-service. Continuing teacher education is now essential.

The Education Profession Development Act of 1967 and the Teacher Corps provide the vehicle for rapid expansion of federal and state teacher training programs, but present budgetary restrictions have limited their current or potential usefulness.

We recommend a sharply increased effort in teacher training, through substantially expanded federal funding for these highly promising programs, so that all teachers may have regular opportunity to update their competence. At least 10 percent of the teaching force should receive in-service training each year, giving special attention to preparing personnel for slum schools. Similar training opportunities should be provided for school administrators and school board personnel.

The federal government can and should provide the necessary funds to support such an ambitious teaching education program. But the state and local communities must respond effectively to this federal initiative. Incentives should be provided for teachers to upgrade their skills, through provision of sabbaticals and increased salaries for teachers undertaking in-service training.

We must, of course, be willing to pay enough to attract into the teaching profession the most able and devoted young men and women. State and local education agencies should review teacher salary schedules regularly to determine whether compensation offered is competitive. The increased federal aid to education programs proposed, together with federal revenue sharing and similar plans, should alleviate some of the financial pressure on state and local governments and facilitate teacher salary increases. The teacher training program will provide an additional source of income for participating teachers.

VI. Education for Jobs in a Technological Society

Ours is an Age of Technology, of accelerated rates of change in techniques -- a great new era of prosperity for many, and of obsolescence for others. The general high school diploma is less and less an adequate preparation for the skills required by modern business and industry. It is no longer a ticket to success.

We must equip our citizens -- and particularly our youngsters -- for the highly skilled work of a technological society.

The need is great:

- . Six out of ten young people do not enter college.
- . Five out of ten college students do not graduate.
- . More than 800,000 students annually drop out of high school before graduation.
- . One million high school graduates enter the labor force every June without a marketable skill.
- . Millions of underemployed youths and adults have skilled, underpaid jobs. They are the last to be hired, the first to be fired, and never quite earn a living wage.

Yet, only one out of ten young people now benefit from vocational and technical education.

Today, the federal government is spending nearly \$300 million to train youngsters through the Job Corps program. The poverty program expends another \$400 million on training

programs for adults. And we allocate almost an identical sum to train and retrain more than a quarter of a million others through regular manpower training programs.

These remedial programs are essential; they must be continued and expanded. But we must recognize that remedial programs are more expensive than doing the job right the first time. Our goal must be to make these remedial programs less necessary through quality vocational and technical education for all who need and want it.

We propose tripling vocational education enrollments within the next four years. This will mean a major investment in expanding institutions and arrangements for cooperative work-study programs in which earning opportunity is joined to educational experience and where both lead to specific jobs.

Government and school systems cannot do the job alone. Private industry must become a partner in this effort.

Industry must provide in-service training of its own employees and work with the schools in cooperative, part-time vocational education programs.

Business must also play a part in formulating curricula which are responsive to the requirements of available, skilled jobs. It must participate in overseeing school performance through advisory groups. It should cooperate in released-time programs for employees to return, part-time, for further education; and for supervisory personnel and skilled workers to share their skills with students as part-time teachers.

Last August, both the Senate and House of Representatives unanimously passed substantially similar bills which could revolutionize American vocational education. When enacted and properly funded, this legislation will provide the needed tools -- substantial funds, provision for greater involvement and participation in our vocational education programs by industry, and more meaningful citizen participation in the processes of planning and setting policies through creation of national and state advisory councils to review on a continuing basis, the national, state and local vocational education programs.

VII. Equal Access to Higher Education

Fulfillment of the national commitment to equality of educational opportunity requires equal access to higher education.

In a democratic society, access to education should be limited only by ability to learn, not ability to pay. In an increasingly productive and affluent society, higher education must be an individual's right, not a privilege. We cannot afford the waste of underdeveloped human resources entailed by a system which enables some to develop and fulfill themselves and others to languish.

We have made much progress toward universal higher education. Enrollment in our colleges and universities has doubled

over the 10-year period 1957-1967. Estimates indicate that it will increase by more than 50 percent in the next decade.

Yet, this progress has been uneven. Certain minority groups -- the poor, Negroes, Spanish-speaking Americans, Puerto Ricans and American Indians -- have not participated fully. Only 8 percent of disadvantaged young adults are college graduates. And, for many middle-income families, the rising costs of higher education have become a severe burden.

Coincident with the soaring demand for higher education, our institutions of higher education have come under mounting financial pressure. The rising cost of educating students has created a large gap between tuition charges and the cost of instruction. The problem in graduate education is even more severe. Studies show that existing sources of support are not, and will not be, adequate. This situation has now assumed crisis proportions.

To meet it, we recommend:

An Educational Bill of Rights to guarantee every young person an opportunity to the maximum of his ability to benefit from occupational or academic post-secondary education. This program should provide scholarship grants, loans repayable out of future earnings, multiplied by advanced schooling, and work-study assistance to give the individual student effective choice in the selection of a college or university. The total amount available should be adequate to meet the cost of education.

- Expansion of the Higher Education Facilities Act to provide a larger share of the capital funds required for construction. A massive increase in aid to higher education is essential to insure the vitality and growth of our colleges and universities.
- Strengthened and extended graduate and professional education through provision of additional graduate fellowships and assistantships with more realistic costs of education supplements, strong support of research and continued development of research libraries and modern high-speed computer facilities. Particular attention must be paid to critical financial problems of medical education. In addition, adequate funding for the International Education Act of 1966 is essential to support study of foreign cultures and world affairs -- fields relevant to national needs.

Finally, student unrest points to the need for higher education to become more relevant to the social problems of our time. The great human and technical resources concentrated in our colleges and universities and must be made available to help combat poverty and discrimination in urban and rural America. Federal resources should be provided to help our universities mount programs to accomplish this objective through urban institutes, university extension programs, community service centers and other such activities.

VIII. Adult Educational Opportunity

An estimated 18 million Americans 18 years and over have less than an eighth-grade education; 7 million have less than a fifth-grade education, and 57 million have less than a high school education. For these Americans -- the most susceptible to unemployment and the least able now to benefit from training programs -- adoption of the improvements in our regular educational system recommended in this paper will come too late.

Yet, we know from experience that this problem can be dealt with successfully. But the present effort is meeting only a small fraction of the need. We recommend a substantial expansion of the Adult Basic Education Program to amount a vigorous national attack on illiteracy in America.

The time has come to go beyond basic adult education programs. The need for education does not end with completion of high school or college. The challenges and opportunities of the future require lifetime educational opportunity for:

- . The worker seeking to upgrade his occupational-professional skills to cope with changing occupational requirements.
- . The individual who would like to renew his life through a change of career after entering the labor force.
- . The housewife, educated or not, whose children have grown up and who is searching for personal fulfillment through study and work.

Those who want only the deeper sense of self-realization that comes with knowledge and understanding.

These objectives are widely shared -- over 5 million people are enrolled in correspondence schools alone. The increase in leisure time which the future promises will create new opportunities for personal development, culture and the arts, and offer new challenges to our educational institutions. We must act now to make lifetime education a reality.

We recommend an Adult Opportunity Act to provide grants and loans for public and private continuing education programs. In particular, federal aid for development of adult education programs should be provided for our burgeoning community colleges. All resources and the latest educational technology should be utilized -- television and radio, museums, libraries and other cultural institutions and facilities.

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This 8-point program will not be cheap. But education is the best yielding investment in the future of America in both economic and human terms.

The new administration must carry forward with determination the dramatic legislative progress of recent years. We must now make the commitment to equal opportunity to excellent education a reality in the lives of our children.



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