

NEWS FROM: The Democratic National Committee
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For Saturday AMs Release
October 12, 1968

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HUMPHREY PROMISES EDUCATIONAL BILL OF RIGHTS

Cincinnati, Ohio, October 11 -- "The Humphrey-Muskie Administration will establish an Educational Bill of Rights with this iron-clad guarantee: that no capable student shall be denied an opportunity for higher education or vocational training after high school," Vice President Hubert H. Humphrey declared today.

Addressing the National Newspaper Association here, the Vice President said that "We will back this guarantee with a solid system of loans, work-study opportunities and grants."

"To help make this investment, I propose we establish a trust fund for education financed with revenues from federally owned oil shale deposits, a future source of billions of dollars in potential revenue."

In the never-ending process of education, there are three major areas of need, the Vice President said.

"Our first need is a major commitment to pre-school education," he said. "Some learning specialists estimate that fully half of a child's learning capacity is set by the time he reaches age four -- that 80 percent of his learning capacity is determined by age eight. The Head Start program has been a striking success. Now the lessons of Head Start must be applied in every school -- and it must reach every child."

Secondly, he said, our system of elementary and secondary education must be made more productive and less wasteful. No responsible businessman would close down his plant for three months a year, yet America's most important enterprise -- the educational system -- is allowing its multi-billion dollar facilities to lie fallow for one-fourth of every year, he said.

Thirdly, he said, "We must topple the last barriers to a college education or advanced training for every qualified student."

The Vice President told the editors that he wanted to share with them "one of the great unreported stories in our country: the education of the American people and the continuing revolution in American education."

The education issue illustrates a difference between his Republican opponent and himself that has existed for years, the Vice President said.

"On February 3, 1960, the Senate voted on legislation to provide one billion dollars per year for school construction and teachers' salaries," Mr. Humphrey said. "With great pride, I cast my vote for that education bill. Then I watched Richard Nixon, as presiding officer of the Senate, break a tie vote against this legislation, against the federal aid which the youth of America needed so urgently."

Since that Nixon "no" vote, when less than \$3 billion a year was being spent by the federal government on education in the last Nixon-Republican year, those expenditures have increased fourfold, Mr. Humphrey said.

In the past five years, 50 education laws have been enacted, including such landmarks as the Elementary and Secondary Education Act, the Higher Education Act, and the Vocational Education Act.

"I fought hard to win these laws," Mr. Humphrey said. "I consider them, taken together, as one of the most important developments in American life in this century. But a step forward -- even one of this magnitude -- is only a beginning."

The text of his remarks is attached.

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REMARKS

VICE PRESIDENT HUBERT H. HUMPHREY
NATIONAL NEWSPAPER ASSOCIATION
CINCINNATI, OHIO
OCTOBER 11, 1968

FOR RELEASE: SATURDAY A.M.,
OCTOBER 12, 1968

I'm glad to be here today -- because you and I share one common passion: The enlightenment of the public.

To that cause, both you and I have given our lives and our careers.

As journalists, your professional duty goes far beyond merely reporting the news and commenting upon it.

You have a major role as public educators -- as teachers, if you will.

In my case -- though politics is an oft-maligned profession -- I am proud to claim the title of public educator.

Throughout my career, I have sought not only to respond to public opinion, but to lead it -- not only to change events, but to change minds.

And I'll be educating all over America for the next three weeks.

This will be just a warm-up.

Presidents must be teachers if they are to lead -- just as they must be students if they are to govern.

As President, I plan to do a lot of teaching and a lot of learning from one end of America to the other in the next four years.

Journalists and politicians should both believe with Jefferson that "knowledge is power, knowledge is safety, and that knowledge is happiness."

Today I want to share with you one of the great unreported stories in our country: The education of the American people and the continuing revolution in American education.

This issue illustrates clearly one of the differences between my Republican opponent and myself -- a difference which has existed for years.

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On February 3, 1960 the Senate voted on legislation to provide one billion dollars per year for school construction and teachers' salaries.

We knew the urgent need for federal assistance.

Our schools were desperate for help.

With great pride, I cast my vote for that education bill.

Then I watched Richard Nixon -- in his capacity as Vice President and presiding officer of the Senate -- break a tie vote against this legislation -- against the federal aid which the youth of America needed so urgently.

I've never understood that vote by Mr. Nixon.

Did it mean that aid to education could wait in 1960?

Can it wait in 1968?

We await with interest his proposals on education -- for up to now he has spoken not one word -- nor advanced one proposal -- on this issue which touches every American family.

I say this is one of the fundamental issues of this campaign -- and the American people should demand to know the educational program of each Presidential candidate.

A lot is at stake -- everything from our property taxes to the entire future of our children.

Consider our progress since Richard Nixon cast that historic "no" vote in 1960.

Eight years ago, your editorial pages were ablaze with controversy over federal aid to education.

Today, that debate is ended. There is general agreement that the nation's government has a vital role to play in the nation's educational efforts.

That really isn't much of a discovery. Some of us have known it for years.

Eight years ago, in the last Nixon-Republican year, the federal government was investing less than three billion dollars in education.

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Today federal expenditures for education, training and related services have increased four-fold: To nearly thirteen billion dollars per year.

In these years of controversy, that immense educational success story has scarcely been told.

How many people know that fifty education laws have been enacted in the past five years -- including such landmarks as the Elementary and Secondary Education Act, the Higher Education Act, the Vocational Education Act?

How many citizens know that Head Start has touched the lives of 700 thousand pre-school children?

-- That one law alone has brought special learning help to nine million poor children?

-- That new laws are providing literally millions of books and learning aids to millions of students?

-- That nearly one and a half million college students are able to stay in school because of these new education assistance laws?

I fought hard to win these laws. I consider them, taken together, as one of the most important developments in American life in this century.

But a step forward -- even one of this magnitude -- is only a beginning.

We must not consider the work done or the job completed. We must chart the essential next steps in the continuing revolution in American education.

Last week I issued a major statement outlining my recommendations for education in eight fields -- from pre-school to adult education.

This document will be the basis of the Humphrey-Muskie Administration's next steps in education.

Underlying these specific proposals is a belief that education means more than just what happens in a school building early in one's life.

Education is the rich and varied experience of life itself -- and education should continue throughout a person's lifetime.

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

And so we call for open schools open to all ages.

We call for:

-- 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.

We see the process of education as never-ending, involving people of all ages, offering 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.

There are three major areas of need.

Our first need is a major commitment to pre-school education.

Consider this fact: Some learning specialists estimate that fully half of a child's learning capacity is set by the time he reaches age four -- that eighty percent of his learning capacity is determined by age eight.

If that is true, we are missing a giant opportunity to salvage the learning talent of American children. For only a tiny percentage of America's 13 million pre-school children are now reached by pre-school programs.

We must do better.

We must guarantee that by 1972 -- four years from now -- every American child will have an opportunity to attend a pre-school program.

The effort should begin with those most in need.--

But within four years, every public school should have a working pre-school program, and every family should be able to enroll its children.

The Head Start program has been a striking success. Now the lessons of Head Start must be applied in every school -- and it must reach every child.

Second: Our system of elementary and secondary education must be made more productive and less wasteful.

Our elementary schools and high schools are the backbone of the educational system.

They absorb the bulk of our resources and the greatest part of our energies.

The fact is, however, that we are missing opportunities to make elementary and secondary education more effective.

No responsible businessman would close down his plant for three months a year. Yet America's most important enterprise -- the educational system -- is allowing its multi-billion dollar facilities to lie fallow for one-fourth of every year.

I believe the nine-month school year is a waste of valuable resources. As President, I will make it an urgent priority to encourage local school systems to experiment with year-round school programs.

In this age of technology, our schools are not adequately training young people for business and industry.

The high school diploma, important as it is, is becoming less and less a guarantee of preparation for today's complex life.

-- Six out of ten young people never enter college.

-- Five out of ten who enter college do not graduate.

-- One million high school graduates enter the labor force each year without a marketable skill.

Yet today programs of vocational and technical education touch only one student in ten.

This is a scandalous waste of human resources. In the next four years we must triple the number of students reached by vocational and technical education.

To accomplish this, I will launch a major partnership between government, local schools, and private industry to help students earn and learn.

Third: We must topple the last barriers to a college education or advanced training for every qualified student.

Thomas Jefferson -- a great educator as well as a great President -- called for an "aristocracy of achievement arising out of the democracy of opportunity."

Today, in the Twentieth Century, the democracy of opportunity remains only a distant dream for too many young people.

Enrollment in colleges and universities has doubled in the past ten years. It will increase by 50 percent in the next ten years.

But the talented poor student is still -- too often -- barred from entering college.

Those who need educational opportunity most -- negroes, Puerto Ricans, Indians -- have the least chance.

And, increasingly, for middle-income families, the cost of college is becoming a severe burden which society has a clear obligation to share.

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The Humphrey-Muskie Administration will establish an educational bill of rights with this iron-clad guarantee: That no capable student shall be denied an opportunity for higher education or vocational training after high school.

And we will back this guarantee with a solid system of loans, work-study opportunities, and grants.

This is an ambitious program -- and I have sketched only the outlines today.

I have no doubt we should do these things.

I have little doubt we can do these things.

And under the new day of the Humphrey-Muskie Administration, we will do these things.

We will do them with full confidence we can afford them -- for they are solid investments in the future of America.

To help make this investment, I propose we establish a trust fund for education financed with revenues from federally-owned oil shale deposits -- a future source of billions of dollars in potential revenue.

We must take advantage of this valuable natural resource and use it to support the most priceless resource of all -- educated human beings.

We will do these things because -- in the words of John F. Kennedy -- "Our progress as a nation can be no swifter than our progress in education...for education is the keystone in the arch of freedom and progress."

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NATIONAL NEWSPAPER ASSOCIATION
CINCINNATI, OHIO
OCTOBER 11, 1968

I'M GLAD TO BE HERE TODAY -- BECAUSE YOU AND I SHARE ONE COMMON PASSION: THE ENLIGHTENMENT OF THE PUBLIC.

TO THAT CAUSE, BOTH YOU AND I HAVE GIVEN OUR LIVES AND OUR CAREERS.

AS JOURNALISTS, YOUR PROFESSIONAL DUTY GOES FAR BEYOND MERELY REPORTING THE NEWS AND COMMENTING UPON IT.

YOU HAVE A MAJOR ROLE AS PUBLIC EDUCATORS -- AS TEACHERS, IF YOU WILL.

IN MY CASE -- THOUGH POLITICS IS AN OFT-MALIGNED PROFESSION -- I AM PROUD TO CLAIM THE TITLE OF PUBLIC EDUCATOR.

THROUGHOUT MY CAREER, I HAVE SOUGHT NOT ONLY TO RESPOND (ULINE RESPOND) TO PUBLIC OPINION, BUT TO LEAD (ULINE LEAD) IT -- NOT ONLY TO CHANGE EVENTS, BUT TO CHANGE MINDS. (ULINE MINDS.)

AND I'LL BE EDUCATING ALL OVER AMERICA FOR THE NEXT THREE WEEKS.

THIS WILL BE JUST A WARM-UP.

PRESIDENTS MUST BE TEACHERS IF THEY ARE TO LEAD -- JUST AS THEY MUST BE STUDENTS IF THEY ARE TO GOVERN.

AS PRESIDENT, I PLAN TO DO A LOT OF TEACHING AND A LOT OF LEARNING FROM ONE END OF AMERICA TO THE OTHER IN THE NEXT FOUR YERSSARS.

JOURNALISTS AND POLITICIANS SHOULD BOTH BELIEVE WITH JEFFERSON THAT "KNOWLEDGE IS POWER, KNOWLEDGE IS SAFETY, ANDTTHAT KNOWLEDGE IS HAPPINESS."

TODAY I WANT TO SHARE WITH YOU ONE OF THE GREAT UNREPORTED STORIES IN OUR COUNTRY: THE EDUCATION OF THE AMERICAN PEOPLE AND THE CONTINUING REVOLUTION IN AMERICA IN EDUCATION.

THIS ISSUE ILLUSTRATES CLEARLY ONE OF THE DIFFERENCES BETWEEN MY REPUBLICAN OPPONENT AND MYSELF -- A DIFFERENCE WHICH HAS EXISTED FOR YEARS.

ON FEBRUARY 3, 1960 THE SENATE VOTED ON LEGISLATINON TO PROVIDE ONE BILLION DOLLARS PER YEAR FOR SCHOOL CONSTRUCTION AND TEACHERS' SALARIES.

WE KNEW THE URGENT NEED FOR FEDERAL ASSISTANCE.

OUR SCHOOLS WERE DESPARATE FOR HELP.

WITH GREAT PRIDE, I CAST MY VOTE FOR (ULINED) THAT EDUCATION BILL.

THEN I WATCHED RICHARD NIXON -- IN HIS CAPACITY AS VICE PRESIDENT AND PRESIDING OFFICER OF THE SENATE -- BREAK A TIE VOTE AGAINST (ULINE) THIS LEGISLATION -- AGAINST THE FEDERAL AID WHICH THE YOUTH OF AMERICA NEEDED SO URGENTLY.

I'VE NEVER UNDERSTOOD THAT VOTE BY MR. NIXON.

DID IT MEAN THAT AID TO EDUCATION COULD WAIT IN 1960?

CAN IT WAIT IN 1968?

WE AWAIT WITH INTEREST HIS PROPOSALS ON EDUCATION -- FOR UP TO NOW HE HAS SPOKEN NOT ONE WORD -- NOR ADVANCED ONE PROPOSAL -- ON ANY OF THE ISSUES WHICH TOUCHES EVERY AMERICAN FAMILY.

I SAY THIS IS ONE OF THE FUNDAMENTAL ISSUES OF THIS CAMPAIGN -- AND THE AMERICAN PEOPLE SHOULD DEMAND TO KNOW THE EDUCATIONAL PROGRAM OF EACH PRESIDENTIAL CANDIDATE.

A LOT IS AT STAKE -- EVERYTHING FOR OUR FROM OUR PROPERTY TAXES TO THE ENTIRE FUTURE OF OUR CHILDREN.

CONSIDER OUR PROGRESS SINCE RICHARD NIXON CAST THAT HISTORIC "NO" VOTE IN 1960.

EIGHT YEARS AGO, YOUR EDITORIAL PAGES WERE ABLAZE WITH CONTROVERSY OVER FEDERAL AID TO EDUCATION.

TODAY, THAT DEBATE IS ENDED. THERE IS GENERAL AGREEMENT THAT THE NATION'S GOVERNMENT HAS A VITAL ROLE TO PLAY IN THE NATION'S EDUCATIONAL EFFORTS.

THAT REALLY ISN'T MUCH OF A DISCOVERY. SOME OF US HAVE KNOWN IT FOR YEARS.

EIGHT YEARS AGO, IN THE LAST NIXON-REPUBLICAN YEAR, THE FEDERAL GOVERNMENT WAS INVESTING LESS THAN THREE BILLION DOLLARS IN EDUCATION.

TODAY, FEDERAL EXPENDITURES FOR EDUCATION, TRAINING AND RELATED SERVICES HAVE INCREASED FOURFOLD: TO NEARLY THIRTEEN BILLION DOLLARS PER YEAR.

IN THESE YEARS OF CONTROVERSY, THAT IMMENSE EDUCATIONAL SUCCESS STORY HAS SCARCELY BEEN TOLD.

HOW MANY PEOPLE KNOW THAT FIFTY (ULINE) EDUCATION LAWS HAVE BEEN ENACTED IN THE PAST FIVE YEARS -- INCLUDING SUCH LANDMARKS AS THE ELEMENTARY SECONDARY EDUCATION ACT, THE HIGHER EDUCATION ACT, THE VOCATIONAL EDUCATION ACT?

HOW MANY CITIZENS KNOW THAT HEAD START HAS TOUCHED THE LIVES OF 700 THOUSAND PRE-SCHOOL CHILDREN?

-- THAT ONE LAW ALONE HAS BROUGHT SPECIAL LEARNING HELP TO NINE MILLION POOR CHILDREN?

-- THAT NEW LAWS ARE PROVIDING LITERALLY MILLIONS OF BOOKS AND LEARNING AIDS TO MILLIONS OF STUDENTS?

-- THAT NEARLY ONE AND A HALF MILLION COLLEGE STUDENTS ARE ABLE TO STAY IN SCHOOL BECAUSE OF THESE NEW EDUCATION ASSISTANCE LAWS?

I FOUGHT HARD TO WIN THESE LAWS. I CONSIDER THEM, TAKEN TOGETHER, AS ONE OF THE MOST IMPORTANT DEVELOPMENTS IN AMERICAN LIFE IN THIS CENTURY.

BUT A STEP FORWARD -- EVEN ONE OF THIS MAGNITUDE -- IS ONLY A BEGOMMOMG/ (BEGINNING) WE MUST NOT CONSIDER THE WORK DONE OR THE THEM, TAKEN TOGETHER, AS ONE OF THE MOSE IMPORTANT DEVELOPMENTS IN AMERICAN LIFE IN THIS CENTURY.

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LAST WEEK I ISSUED A MAJOR STATEMENT OUTLINING MY RECOMMENDATIONS FOR EDUCATION IN EIGHT FIELDS--FROM PRE-SCHOOL TO ADULT EDUCATION.

THIS DOCUMENT WILL BE THE BASIS OF THE HUMPHREY-MUSKIE ADMINISTRATION'S NEST STEPS (UNDERLINE NEXT STEPS) IN EDUCATION.

UNDERLYING THESE SPECIFIC PROPOSALS IS A BELIEF THAT EDUCATION MEANS MORE THAN JUST WHAT HAPPENS IN A SCHOOL BUILDING EARLY IN ONE'S LIFE.

EDUCATION IS THE RICH AND VARIED EXPERIENCE OF LIFE ITSELF-- AND EDUCATION WHOULD CONTINUE THROUGHOUT A PERSON'S LIFETIME.

WE MUST TEAR DOWN THE WALLS WHICH SEPARATE SCHOOLS FROM THE "REAL LIFE" OUTSIDE--WALLS WHICH HAVE MADE EDUCATION SEEM IRRELEVANT TO MANY OF OUR STUDENTS.

AND SO WE CALL FOR OPEN SCHOOLS (UNDERLINE OPEN SCHOOLS) OPEN TO ALL AGES. (UNDERLINE OPEN TO ALL AGES.)

WE CALL FOR :

--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

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--COLLEGES AND UNIVERSITIES OPEN TO COMMUNITY SERVICE AS PART OF THE CURRICULA TO MEED XXX 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.

WE SEE THE PROCESS OF EDUCATION AS NEVER-ENDING, INVOLVING PEOPLE OF ALL AGES, OFFERING 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.

THERE ARE THREE MAJOR AREAS OF NEED.

OUR FIRST NEED IS A MAJOR COMMITMENT TO PRE-SCHOOL EDUCATION.
(UNDERLINE ENTIRE SENCXXXX SENTENCE)

CONSIDER THIS FACT: SOME LEARNING SPECIALISTS ESTIMATE THAT FULLY HALF OF A CHILD'S LEARNING CAPACITY IS SET BY THE TIME HE REACHES AGE FOUR--THAT EIGHTY PERCENT OF HIS LEARNING CAPACITY IS DETERMINED BY AGE 8.

IF THAT IS TRUE, WE ARE MISSING A GIANT OPPORTUNITY TO SALVAGE TExXX THE LEARNING TALENT OF AMERICAN CHILDREN. FOR ONLY A TINY PERCENTAGE OF AMERICA'S 13 MILLION PRE-SCHOOL CHILDREN ARE NOW REACHED BY PRE-SCHOOL PROGRAMS.

WE MUST DO BETTER.

WE MUST GUARANTEE THAT BY 1972--FOUR YEARS FROM NOW--EVERY AMERICAN CHILD WILL HAVE AN OPPORTUNITY TO ATTEND A PRE-SCHOOL PROGRAM. (UNDERLINE FROM EVERY AMERICAN CHILSXXXXCHILD)

THE EFFORT SHOULD BEGIN WITH THOSE MOST IN NEED--

BUT WITHIN FOUR YEARS, EVERY PUBLIC SCHOOL SHOULD HAVE A WORKING PRE-SCHOOL PROGRAM, AND EVERY FAMILY SOULD BE ABLE TO ENROLL ITS CHILDREN.

THE HEAD START PROGRAM HAS BEEN A STRIKING SUCCESS. NOW THE LESSONS OF HEAD START MUST BE APPLIED IN EVERY SCHOOL--AND IT MUST REACH EVERY CHILD.

SECOND: OUR SYSTEM OF ELEMENTARY AND SECONDARY EDUCATION MUST BE MADE MORE PRODUCTIVE AND LESS WASTEFUL. (UNDERLINE ENTIRE SENTENCE).

OUR ELEMENTARY SCHOOLS AND HIGH SCHOOLS ARE THE BACKBONE OF THE EDUCATIONAL SYSTEM.

THEY ABSORB THE BULK OF OUR RESOURCES AND THE GREATEST PART OF OUR ENERGIES.

THE FACT IS, HOWEVER, THAT WE ARE MISSING OPPORTUNITIES TO MAKE ELEMENTARY AND SECONDARY EDUCATION MORE EFFECTIVE.

NO RESPONSIBLE BUSINESSMAN WOULD CLOSE DOWN HIS PLANT FOR THREE MONTHS A YEAR. YET AMERICA'S MOST IMPORTANT ENTERPRISE--THE EDUCATIONAL SYSTEM--IS ALLOWING ITS MULTI-BILLION DOLLAR FACILITIES TO LIE FALLOW FOR ONE FOURTH OF EVERY YEAR.

I BELIEVE THE NINE-MONTH SCHOOL YEAR IS A WASTE OF VALUABLE RESOURCES. AS PRESIDENT, I WILL MAKE IT AN URGENT PRIORITY TO ENCOURAGE LOCAL SCHOOL SYSTEMS TO EXPERIMENT WITH YEAR-ROUND SCHOOL PROGRAMS. (UNDERLINE ENTIRE PARAGRAPH)

THIS AGXXXXX

IN THIS AGE OF TECHNOLOGY, OUR SCHOOLS ARE OXXX NOT ADEQUATELY TRAINING YOUNG PEOPLE FOR BUSINESS AND INDUSTRY.

THE HIGH SCHOOL DIPLOMA, IMPORTANT AS IT IS, IS BECOMING LESS AND LESS A GUARANTEE OF PREPARATION FOR TODAY'S COMPLEX LIFE.

--SIX OUT OF TEN YOUNG PEOPLE NEVER ENTER COLLEGE.

--FIVE OUT OF TEN WHO ENTER COLLEGE DO NOT GRADUATE.

--ONE MILLION HIGH SCHOOL GRADUATES ENTER THE LABOR FORCE EACH YEAR WITHOUT A MARKETABLE SKILL.

YETTODAY PROGRAMS OF VOCATIONAL AND TECHNICAL EDUCATION TOUCH ONLY ONE STUDENT IN TEN.

THIS IS A SCANDALOUS WASTE OF HUMAN RESOURCES. IN THE NEXT FOUR YEARS WE MUST TRIPLE THE NUMBER OF STUDENTS REACHED BY VOCATIONAL AND TECHNICAL EDUCATION. (UNDERLINE SENTENCE BEGINNING IN THE NEXT FOUR YEARS--)

TO ACCOMPLISH THIS, I WILL LAUNCH A MAJOR PARTNERSHIP BETWEEN GOVERNMENT, LOCAL SCHOOLS, AND PRIVATE INDUSTRY TO HELP STUDENTS EARN AND LEARN. (UNDERLINE ENTIRE PARAGRAPH)

THIRD: WE MUST TOPPLE THE LAST BARRIERS TO A COLLEGE EDUCATION OR ADVANCED TRAINING FOR EVERY QUALIFIED STUDENT. (UNDERLINE ENTIRE SENTENCE.).

THOMAS JEFFERSON--A GREAT EDUCATOR AS WELL AS A GREAT PRESIDENT --CALLED FOR AN "ARISTOCRACY OF ACHIEVEMENT ARISING OUT OF THE DEMOCRACY OF OPPORTUNITY."

TODAY, IN THE TWENTIETH CENTURY, THE DEMOCRACY OF OPPORTUNITY REMAINS ONLY A DISTANT DREAM FOR TOO MANY YOUNXXXXX YOUNG PEOPLE.

ENROLLMENT IN COLLEGES AND UNIVERSITIES HAS DOUBLED IN THE PAST EXXX TEN YEARS. IT WILL INCREASE BY 50 PERCENT IN THE NEXT TEN YEARS.

BUT THE TALENTED POOR STUDENT IS STILL--TOO OFTEN--BARRED FROM ENTERING OXXXXX COLLEGE.

THOSE WHO NEED EDUCATIONAL OPPORTUNITY MOST--NEGROES, PUERTO RICANS, INDIANS--HAVE THE LEAST CHANCE.

AND, INCREASINGLY, FOR MIDDLE-INCOME FAMILIES, THE COST OF COLLEGE IS BECOMING A SEVER BURDEN SXXX WHICH SOCIETY HAS A CLEAR OBLIGATION TO SHARE.

THE HUMPHREY-MUSKIE ADMINISTRATION WILL ESTABLISH AN EDUCATIONAL BILL OF RIGHTS WITH THIS IRON-CLAD GUARANTEE: THAT NO CAPABLE STUDENT SHALL BE DENIED AN OPPORTUNITY FOR HIGHER EDUCATION OR VOCATIONAL TRAINING AFTER HIGH SCHOOL. (UNDERLINE ENTIRE PARAGRAPH)

AND WE WILL BACK THIS GUARANTEE WITH A SOLID SYSTEM OF LOANS WORK-STUDY OPPORTUNITIES, AND GRANTS. (UNDERLINE ENTIRE SENTENCE)

THIS IS AN AMBITIOUS PROGRAM--AND I HAVE SKETCHED ONLY THE OUTLINES TODAY.

I HAVE NO DOUBT WE SHOULD (UNDERLINE SHOULD) DO THESE THINGS.

I HAVE LITTLE DOUBT WE CAN (UNDERLINE CAN) DO THESE THINGS.

AND UNDER THE NEW DAY OF THE HUMPHREY-MUSKIE ADMINISTRATION, WE WILL (UNDERLINE WILL) DO THESE THINGS.

WE WILL DO THEM WITH FULL CONFIDENCE WE CAN AFFORD THEM--FOR THEY ARE SOLID INVESTMENTS IN THE FUTURE OF AMERICA.

TO HELP MAKE THIS INVESTMENT, I PROPOSE WE ESTABLISH A TRUST FUND FOR EDUCATION FINANCED WITH REVENUES FROM FEDERALLY-OWNED OIL SHALE DEPOSITYS--A FUTURE SOURCE OF BILLIONS OF DOLLARS IN POTENTIAL REVENUE.

WE MUST TAKE ADVANTAGE OF THIS VALUABLE NATURAL RESOURCE AND USE IT TO SUPPORT THE MOST PRICELESS REXXXXXXX RESOURCE OF ALL--EDUCATED HUMAN BEINGS.

WE WILL DO THESE THINGS BECAUSE--IN THE WORDS OF JOHN F. KENNEDY--"OUR PROGRESS AS A NATION CAN BE NO SWIFTER THAN OUR PROGRESS IN EDUCATION...FOR EDUCATION IS THE KEYSTONE IN THE ARCH OF FREEDOM AND PROGRESS."

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