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- Dr Howard Bennett
- Dr Weiss
Congressman Dow

EDUCATION, THE CREED OF AMERICAN SOCIETY

REMARKS OF

THE HONORABLE HUBERT H. HUMPHREY

AREA CONFERENCE OF TEACHERS

TUXEDO PARK, NEW YORK

JANUARY 15, 1971

"The World We Live In"

H. G. Wells - ~~Other~~

Civilization - Race between Educ + catastrophe

Our Heritage

LEVEN BEFORE THE CONSTITUTION OF THE
UNITED STATES WAS RATIFIED, THE COMMITMENT
OF THE YOUNG AMERICAN NATION TO THE CAUSE OF
EDUCATION WAS MANIFEST.

and LE MORE THAN 150 YEARS PRIOR TO THE
ESTABLISHMENT OF THE CONSTITUTION, COLONISTS
ESTABLISHED PUBLIC SCHOOLS IN 1633 IN WHAT WAS
TO BECOME NEW YORK CITY.

LE BY THE LAND ORDINANCES OF 1785 AND 1787,
THE CONFEDERATION CONGRESS PROCLAIMED THAT LAND
IN NEW TERRITORIES WOULD BE RESERVED FOR PUBLIC
SCHOOLS AND THAT "SCHOOLS AND THE MEANS OF
EDUCATION SHALL FOREVER BE ENCOURAGED."

Jefferson
can't be
both
ignorant
free.

Public Educ - Amer Congress

Educ on Pedestal

IN A NATION THAT CONTINUES TO SYMBOLIZE THE
PROMISE OF A BRIGHTER TOMORROW, WE HAVE PLACED
EDUCATION ON A UNIQUE PEDESTAL.

THE FARM BOY, THE CITY CHILD, THE IMMIGRANT'S
DAUGHTER AND THE MILL HAND'S SON HAVE EACH BEEN
NURTURED BY THE HOPE OF WHAT EDUCATION MIGHT
BRING.

Magic Lantern

EDUCATION IS OUR NATIONAL FAITH. IT IS A
UNIVERSAL CREED LAYING CLAIM TO ALL THE RACES
AND RELIGIONS OF OUR COUNTRY. *It is the Magic Lantern*

THERE ARE MORE AMERICAN YOUNG PEOPLE IN
COLLEGES AND UNIVERSITIES TODAY THAN THERE ARE
COLLEGE AND UNIVERSITY STUDENTS IN ALL THE OTHER
COUNTRIES IN THE WORLD COMBINED.

College

INDEED, THE IDEAL FOR A DEMOCRATIC SOCIETY
MUST BE THE FULFILLMENT OF THE CAPABILITIES OF
ALL INDIVIDUALS. *Strength of the State
in Educ of Youth*

*can be
with
free
state*

and EDUCATIONAL OPPORTUNITY IS A FUNDAMENTAL MEANS
TO THAT END. *Then too,*

WE ARE BLESSED WITH A PLURALISTIC SYSTEM
PUBLIC, PRIVATE AND PAROCHIAL SCHOOLS -- EACH

*our
Plural
System*

COMPLEMENTING THE OTHER.

THESE DIFFERENCES PROVIDE A BASE FOR
EXPERIMENTATION AND INNOVATION WHILE OFFERING
A YARDSTICK FOR COMPARISON.

BUT EVERYWHERE WE LOOK, OUR SYSTEMS OF
EDUCATION ARE UNDER SIEGE -- FROM PARENTS, FROM
TEACHERS, AND FROM STUDENTS. MONEY SHORTAGES
AND SOCIAL UNREST SERVE ONLY TO COMPOUND THE
PROBLEM.

*Educ
in
Trouble*

AN ADMINISTRATION IN WASHINGTON THAT VETOES
AID TO EDUCATION AND WHEN OVERRIDEN, ~~WHICH~~
STATES ITS INTENTION NOT TO ALLOCATE ~~FUND~~
AUTHORIZED BY CONGRESS -- ALSO COMPOUNDS THE
PROBLEM.

or spend the funds

But

WE CAN AND WE MUST OVERCOME THESE DIFFICULTIES.

ONCE AGAIN SCHOOLS MUST BECOME MIND-EXPANDING
EXPERIENCES -- FOR STUDENTS AND TEACHERS. THE
19TH CENTURY CLASSROOM DOES NOT MEET THE NEED OF
THE 20TH CENTURY SOCIETY.

THE ELECTRONIC REVOLUTION THAT HAS SO SEIZED
THE AMERICAN COMMUNITY MUST BE LET INTO THE

CLASSROOM AND MADE AN INTEGRAL PART OF THE EDUCATIONAL PROCESS.

↳ LIKEWISE, TEACHERS, ADMINISTRATORS, AND SCHOOL BOARDS MUST COME TO ACCEPT THE IMPORTANCE OF AUDIO-VISUAL AND ELECTRONIC AID.↳

↳ WE ARE SHAMEFULLY NEGLIGENT IN ANY EFFECTIVE USE OF TELEVISION IN THE EDUCATIONAL SYSTEM. } T.V. TELEVISION

↳ CYBERNETICS AND TELEVISION HAVE BECOME MAINSTAYS IN THE AMERICAN WAY OF LIFE. ↳ THEY MUST SERVE EQUALLY IN EDUCATION.↳

↳ DESPITE SUBSTANTIAL OPPOSITION, GREAT PROGRESS WAS ACHIEVED IN THE 1960S TO ADVANCE EDUCATION'S CAUSE. LANDMARK LEGISLATION WAS SHAPED, FOUGHT FOR AND ENACTED.

THE MOST SIGNIFICANT OF THE 50 PIECES OF LEGISLATION ENACTED IN THAT PERIOD WAS THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 - THE FIRST GENERAL AID TO EDUCATION BILL } ~~EVER ENACTED BY~~ CONGRESS.

~~I AM PROUD OF THE DEMOCRATIC EDUCATION RECORD.~~
~~DEMOCRATIC CONGRESSES IN THE LAST 15 YEARS HAVE~~

An the Period from -⁵1958-1968 congress

PASSED OVER 50 IMPORTANT EDUCATION BILLS I'VE
BEEN FORTUNATE IN BEING INVOLVED IN ALL OF THEM,
~~IN ONE WAY OR THE OTHER,~~ AS AN INITIATOR, AS A
SUPPORTER, OR, DURING MY VICE PRESIDENTIAL YEARS,
AS A LOBBYIST FOR THE GREAT SOCIETY EDUCATION
BILLS. HERE ARE SOME:

THE NATIONAL DEFENSE EDUCATION ACT . . .
THE ELEMENTARY AND SECONDARY EDUCATION
ACT OF 1965, ~~THE MOST COMPREHENSIVE~~
~~FEDERAL AID TO EDUCATION PROGRAM EVER~~
~~PASSED BY CONGRESS~~ . . . HEAD START . ~~THE~~
UPWARD BOUND . . . THE TEACHERS CORPS . . .
AID TO FEDERALLY IMPACTED SCHOOL DISTRICTS
. . . THE HIGHER EDUCATION ACT . . .
THE MANPOWER TRAINING ACT . . . THE LIBRARY
SERVICES AND CONSTRUCTION ACT . . . THE
EDUCATION PROFESSIONS DEVELOPMENT ACT . . .
THE VOCATIONAL EDUCATION ACT . . . THE
GI EDUCATION BILL . . . THE HIGHER
EDUCATION FACILITIES ACT . . . THE
INTERNATIONAL EDUCATION ACT . . . THE

NATIONAL SCIENCE FOUNDATION . . . THE
EDUCATIONAL TELEVISION LEGISLATION . . .

But Trouble - L SYMPTOMATIC OF THE PROBLEMS IN EDUCATION NOW CHALLENGING US IS THE FACT THAT TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 -- INTENDED TO PROVIDE SPECIAL ECONOMIC AID TO SCHOOL DISTRICTS WITH LARGE CONCENTRATIONS OF POOR CHILDREN -- HAS NEVER BEEN FULLY FUNDED

APPROPRIATIONS FOR TITLE I HAVE NEVER REACHED MORE THAN 50 PER CENT OF THE AUTHORIZED ALLOTMENT.

IN FACT, OVER THE PAST TWO YEARS, WE HAVE WITNESSED A DROP IN FEDERAL SPENDING FOR OUR PUBLIC SCHOOLS.

L THE NATIONAL EDUCATION ASSOCIATION ANNOUNCED ON MONDAY OF THIS WEEK THAT THE FEDERAL SHARE OF THE TOTAL EDUCATIONAL DOLLAR BEING SPENT THIS SCHOOL YEAR OF 1970-71 IS ONLY 6.9 PER CENT. THIS IS A SEVERE DROP FROM THE 8% SHARE IN 1967-68. THE FEDERAL CONTRIBUTION IS ONLY \$2.9 BILLION -- OUT OF A TOTAL SCHOOL BILL OF \$42.4 BILLION. L THE STATES WILL HAVE TO PAY \$17.2 BILLION AND LOCAL

GOVERNMENTS WILL BE REQUIRED TO PROVIDE \$21.8 BILLION.

THE CUT BACK IN FUNDS FOR EDUCATION CLEARLY DEFIES BOTH THE WILL OF CONGRESS AND THE NEEDS OF THE PEOPLE OF AMERICA.

and THE CONTINUED UNCERTAINTY OF FEDERAL FUNDING MAKES IT IMPOSSIBLE FOR OUR SCHOOL ADMINISTRATORS TO PLAN THE EFFECTIVE USE OF FUNDS. *unstable*

EDUCATION PLACES A GREAT BURDEN ON LOCAL TAX SOURCES. REAL ESTATE TAXES ARE AT AN ALL-TIME HIGH. AND IN MANY AREAS PROPERTY OWNERS HAVE BORNE AS MUCH AS THEY CAN FOR EDUCATION.

PRESIDENTIAL VETOES, CUTS, AND DELAYS, COUPLED WITH THE ECONOMIC RECESSION AND INFLATION MEAN LESS EDUCATION FOR OUR CHILDREN.

THE RATIONALE FOR CUTTING BACK ON FEDERAL EXPENDITURES FOR EDUCATION HAS BEEN THAT THE FUNDS WERE INFLATIONARY. WITH THE REVERSAL OF ECONOMIC POLICY BY THE ADMINISTRATION, NOW EMBRACING AN EXPANSIONIST BUDGET POLICY, THE ARGUMENT THAT ADDITIONAL FUNDS FOR EDUCATION ARE INFLATIONARY LOSES ITS CREDIBILITY. WE WERE ALSO TOLD THE PROGRAMS DON'T WORK AND FURTHER STUDY IS NEEDED. *Don't work*

↳ TO BE SURE, A MUCH GREATER AND CONSISTENT EFFORT IS NEEDED IN EDUCATION RESEARCH -- PARTICULARLY IN THE LEARNING PROCESS ITSELF.

↳ THE PRESIDENT'S PROPOSAL TO ESTABLISH A NATIONAL INSTITUTE OF EDUCATION TO CONDUCT RESEARCH AND TO FIND OUT "HOW TO BEGIN EDUCATING THE YOUNG MIND WHEN IT REALLY BEGINS TO LEARN" IS CONSTRUCTIVE AND NEEDED.

↳ LIKEWISE, A PRESIDENTIAL COMMISSION ON SCHOOL FINANCE TO STUDY THE FINANCIAL PROBLEMS OF PUBLIC AND NON-PUBLIC SCHOOLS, INCLUDING THE DISPARITY BETWEEN HIGH- AND LOW-INCOME AREAS CAN SERVE A VERY USEFUL PURPOSE. ~~PTS~~

↳ THESE INITIATIVES, COUPLED WITH THE "RIGHT TO READ" PROGRAM, ARE ALL HELPFUL AND WELCOME PROPOSALS. EDUCATION, LIKE ANY OTHER PROGRAM OR INSTITUTION, NEEDS TO BE SUBJECTED TO CONSTANT RE-EXAMINATION AND RE-EVALUATION. BUT WE CAN'T STOP THE EDUCATIONAL WORLD'S SPIN BECAUSE WE WANT TO GET OFF AND TAKE A LOOK.

✓ DURING THE "CHECK-UP", THE PATIENT MUST NOT BE PERMITTED TO STARVE.

✓ FURTHERMORE, THERE ARE CERTAIN INDICATORS THAT THE PATIENT HAS IMPROVED. ✓ IN 1950, ONLY 53 PER CENT OF OUR YOUNG PEOPLE FINISHED HIGH SCHOOL; BY 1960, THIS HAD RISEN TO 61 PER CENT, AND IN 1968 TO 73 PER CENT. ✓ AMONG YOUNG BLACK AMERICANS THERE WAS A NEAR 50 PER CENT INCREASE IN THE NUMBER OF HIGH SCHOOL GRADUATES BETWEEN 1960 AND 1968 --

✓ THAT IS AMAZING PROGRESS! I DO NOT SAY THAT IT IS ENOUGH. ✓ OR THAT WE CAN STOP -- CONTENT WITH OUR SUCCESS. ✓ NO, THERE IS MUCH, MUCH MORE THAT WE MUST DO. ✓ ~~BUT LET US BE JUSTLY PROUD OF WHAT WE HAVE DONE. OUR SACRIFICES HAVE NOT BEEN IN VAIN.~~

✓ WE HAVE INVESTED IN THE FUTURE, AND THAT INVESTMENT IS BEGINNING TO PAY OFF. ✓ IN 1960, WE HAD 3,500,000 COLLEGE STUDENTS ~~IN THIS COUNTRY~~. TODAY THERE ARE OVER 7,000,000.

✓ FEDERAL STUDENT LOANS, WORK-STUDY FUNDS, AND

Progress

FELLOWSHIP PROGRAMS AND THE HIGHER EDUCATION FACILITIES ACT OF 1963 AND THE HIGHER EDUCATION ACT OF 1965 HELPED TO MAKE THIS POSSIBLE.

↳ THEREFORE, WE CAN APPROACH THE FUTURE WITH SOME FAITH, FAITH IN OUR ABILITY TO SOLVE THE REMAINING SERIOUS PROBLEMS OF EDUCATION IN THE COUNTRY.

↳ BUT THE GAP BETWEEN PROGRAMS AND NEEDS IN EDUCATION WILL NOT BE FILLED BY EITHER RHETORIC OR STUDIES.

↳ WE CAN HELP FILL THESE NEEDS BY IMMEDIATE, CONSISTENT AND SUBSTANTIAL FEDERAL FUNDING.

↳ WE DID NOT PUT A MAN ON THE MOON OR UNLEASH THE POWER OF THE ATOM WITH TALK OR TOKENISM.

↳ IT TOOK THE FULL COMMITMENT OF THE NATION'S WILL AND RESOURCES FOR THOSE EFFORTS TO SUCCEED. IT WILL TAKE NO LESS FOR EDUCATION.

↳ A RECENTLY PUBLISHED REPORT SPONSORED BY THE CARNEGIE CORPORATION, TITLED "CRISIS IN THE CLASSROOM", PROVIDES US WITH VALUABLE INSIGHTS AND HELPS US ASK THE RIGHT QUESTIONS OF EDUCATION.

~~DOUBTLESSLY, THERE IS A NEED FOR SUCH A CONSTRUCTIVE REASSESSMENT. THAT IS IMPORTANT AND MUST BE DONE.~~

L BUT THE BEST PHILOSOPHY WILL DEMAND MODERN BUILDINGS, ELECTRONIC TEACHING EQUIPMENT, LIBRARIES FILLED WITH BOOKS, COUNSELLORS, AND PROPERLY TRAINED TEACHERS.

{ WE MUST STABILIZE THE FEDERAL INVESTMENT IN EDUCATION. WE NEED A FEDERAL EDUCATION TRUST FUND THAT WILL GUARANTEE THE AVAILABILITY OF SUFFICIENT RESOURCES FOR THE LONG PULL. STATE AND LOCAL PROPERTY TAXES HAVE VIRTUALLY BEEN EXHAUSTED AS A SOURCE OF FUNDS FOR PUBLIC EDUCATION.

{ LA FIXED PORTION OF GENERAL FEDERAL REVENUES SHOULD BE ANNUALLY ALLOCATED TO AN EDUCATION TRUST FUND.

L ASSURANCE OF FEDERAL FUNDS WILL STIMULATE BETTER LOCAL ADMINISTRATION.

UNCERTAINTY AND FLUCTUATION JEOPARDIZE THE VERY PROGRAM GOALS FOR WHICH INADEQUATE FUNDS ARE NOW EXPENDED. SCHOOL ADMINISTRATORS HESITATE

TO ASSIGN TOP PERSONNEL TO PROGRAMS OF UNSURE DURATION AND DUBIOUS FISCAL INTEGRITY.

~~PRESENT METHODS OF FEDERAL FUNDING BY CONGRESS ARE SO INDEFINITE IN AMOUNT AND UNCERTAIN AS TO THE TIME OF AVAILABILITY THAT IT IS LITERALLY IMPOSSIBLE TO PLAN A SENSIBLE PROGRAM.~~

↳ IF WE MEAN WHAT WE SAY ABOUT EDUCATION, WE SHOULD BE PREPARED TO PAY FOR IT. THE FEDERAL INVESTMENT IN PUBLIC EDUCATION DOUBLED BETWEEN 1960 AND 1968 -- FROM 4 TO 8 PER CENT OF TOTAL STATE, LOCAL AND FEDERAL EXPENDITURES. AS I MENTIONED EARLIER, IT HAS NOW FALLEN TO 6.9 PER CENT OF THE TOTAL EDUCATION DOLLAR.

OVER THE NEXT FEW YEARS THAT FEDERAL EXPENDITURE SHOULD RISE TO 16 PER CENT -- DOUBLE WHAT WE WERE DOING IN 1968.

↳ THERE HAS NEVER BEEN A SOCIETY THAT HAS BECOME INSOLVENT BECAUSE OF ITS INVESTMENT IN BOOKS, LEARNING OR EDUCATION. NONE. ↳ MANY A SOCIETY HAS DESTROYED ITSELF THROUGH WASTEFUL SPENDING, ARMS AND WARS, AND INDULGENCE. THERE HAS NEVER BEEN A SOCIETY THAT HAS NOT PROFITED

INDUSTRIALLY, ECONOMICALLY AND CULTURALLY BY INVESTMENTS IN LEARNING AND EDUCATION; IN BOOKS AND LIBRARIES. *L* AND THERE HAS NEVER BEEN A TIME THAT ANY SOCIETY HAS OVERFUNDED ITSELF IN THE FIELDS OF CULTURAL ATTAINMENT, EDUCATION, OR LIBRARIES.

for
< WE DO NOT NEED LESS EDUCATION. WE NEED MORE.

WE NEED A MASSIVE AND COMPREHENSIVE EFFORT TO BRING EQUALITY OF EDUCATIONAL OPPORTUNITY TO ALL OUR CHILDREN.

L WE NEED TO EXTEND THE OPPORTUNITY FOR PRESCHOOL EDUCATION.

Pre School

and LIMITED ONLY BY THE ABILITY TO LEARN, WE NEED TO GUARANTEE FOR EVERY YOUNG AMERICAN FULL OPPORTUNITY FOR HIGHER EDUCATION.

I HAVE DISCUSSED SOME OF THE POLITICS OF EDUCATION. ~~WE~~ *I* HAVE TALKED ABOUT THE TANGIBLE NEEDS OF EDUCATION IN THE YEARS AHEAD. I HAVE OUTLINED NECESSARY AND SUBSTANTIAL INCREASES IN FEDERAL FUNDING. I HAVE, IN OTHER WORDS, TALKED ABOUT THE EXTERNALS AND THE STRUCTURE OF THE AMERICAN COMMITMENT TO EDUCATION FOR ALL -- FOR

THE DEVELOPMENT OF ALL AMERICANS TO THEIR
UTMOST CAPACITY.

AND I WOULD NOT PRESUME TO DISCUSS IN DETAIL
THE FORWARD-LOOKING RESEARCH IN THE EDUCATION
FIELD THAT IS NOW BEING CONDUCTED IN THE U. S.
YOU ARE ALL FAMILIAR WITH THE EXCITING "NEW
SCHOOL" PROGRAM BEING DEVELOPED AND IMPLEMENTED
AT THE UNIVERSITY OF NORTH DAKOTA.

THE FOUNDING PRINCIPLE OF THIS PROGRAM IS
THAT TEACHERS TEACH AS THEY HAVE BEEN TAUGHT.
THE PROGRAM GIVES EACH EDUCATION STUDENT THE
MAJOR RESPONSIBILITY OF ORGANIZING HIS OWN
EDUCATIONAL PROCESS. THIS IS DESIGNED TO OPEN
BROADER EDUCATIONAL POSSIBILITIES IN THEIR OWN
STUDIES AND IN THE DESIGN AND DELIVERY OF THEIR
OWN TEACHING EFFORTS IN THE ELEMENTARY SCHOOLS
THEY STAFF.

THE FALL, 1970 JOURNAL OF RESEARCH AND
DEVELOPMENT IN EDUCATION, PUBLISHED BY THE
UNIVERSITY OF GEORGIA, IS AN EXCELLENT EXPOSITION
OF THE LATEST RESEARCH IN SYSTEMATIC OBSERVATION.
THIS RESEARCH PROGRAM IS ONE AREA OF EDUCATIONAL

INQUIRY THAT IS HAVING A DIRECT FEED-BACK TO THE CLASSROOM.

THE WORK OF FEATHERSTON, HOLT, ~~GATTEGNO~~, LEONARD AND, MOST RECENTLY, SILBERMAN, ARE ALL EFFORTS TO PROVIDE ANSWERS TO THE PERENNIAL QUESTIONS FACING EDUCATORS: HOW CAN I IMPROVE -- AND MY FIELD IMPROVE -- AND MY STUDENTS IMPROVE?

JUST RECENTLY YOUR NEW YORK STATE COMMISSIONER OF EDUCATION, EWALD NYQUIST, SAID, IN URGING ADOPTION OF THE ENGLISH "OPEN CLASSROOM" APPROACH, "IF I DO NOT ACCOMPLISH ANYTHING ELSE AS A NEW COMMISSIONER OF EDUCATION, I WANT TO DO ALL I CAN TO MAKE THE EDUCATIONAL PROCESS MORE HUMANISTIC -- MORE HUMANE WITH RESPECT TO THE CURRICULUM, ADMINISTRATION, GOVENANCE AND, INDEED, THE WHOLE TEACHING AND LEARNING PROCESS."

L OBVIOUSLY, THE EDUCATIONAL THINK TANK IS⁴ ALIVE AND WELL^h AND WORKING TO MAKE EDUCATION A LEADER IN THE HUMANIZING OF OUR SOCIETY.

THERE IS A CONSTANT NEED FOR REFORM OF THE EDUCATIONAL SYSTEM AND PROCESS. THERE ARE THINGS

AMISS IN EDUCATION IN AMERICA TODAY. WE NEED CHANGES IN TECHNIQUE, IN APPROACH, IN TECHNOLOGY, IN FINANCING, IN FACILITIES, AND IN PRACTICALLY EVERY FACTOR THAT GOES TO MAKE UP THE TOTAL EDUCATIONAL EQUATION.

✓ BUT THE REFORM THAT IS MOST BASIC TO EDUCATION IS CLEARLY THE REFORM OF SOCIETY ITSELF. THE EDUCATION WE PLAN FOR OUR CHILDREN -- THE FACTS WE DESIRE THEM TO LEARN -- THE VALUES WE WISH THEM TO MAKE THEIR OWN -- EVEN THE HOPED-FOR SENSITIVITY AND AWARENESS OF THEMSELVES, OF OTHERS, AND OF THE WORLD AROUND THEM -- ALL THESE REFLECT DIRECTLY THE VALUES AND GOALS AND EMPHASES OF OUR PRESENT SOCIETY. /x

✓ WE ARE HAVING DIFFICULTY IN DEVISING EDUCATIONAL PROCESSES AND SYSTEMS BECAUSE SOCIETY ITSELF, AND THE VALUES IT PROFESSES, ARE IN A STATE OF FLUX APPROACHING CHAOS. ✓ SOCIETY IS UNSURE AND TROUBLED -- AND OUR EDUCATION SYSTEM AND PROCESS REFLECTS THESE MANY UNCERTAINTIES.

✓ EDUCATION, BOTH IN VALUES, AND EVEN IN THE SELECTED BODY OF KNOWLEDGE TO BE TAUGHT, REFLECTS THE TOTAL

000778

SOCIETY AND ITS VALUES AND FACTS.

IF THERE IS A FAILURE TODAY TO REACH OUR YOUNG THROUGH THE EDUCATION PROCESS, I SUGGEST IT MAY BE BECAUSE THEY REJECT THE SOCIETY THAT HAS GIVEN BIRTH TO THAT EDUCATIONAL SYSTEM AND GIVEN BIRTH TO THE DISPARITIES EVIDENT BETWEEN WHAT WE TEACH AS THE IDEAL AND WHAT THE YOUNG SEE AS THE REALITY.

↳ THERE CAN BE NO REAL REFORM OF EDUCATION WITHOUT REFORM OF SOCIETY. ↳ SCHOOLS, SCHOLARS AND TEACHERS REFLECT SOMEWHAT THE ILLS OF OUR SOCIETY -- INDEED, AS DO ALL OF US. AND IT IS JUST THIS THAT SHOULD GIVE EACH OF US A PERSONAL WARRANT TO REFORM THIS SOCIETY.

N
↳ THE TRUE EDUCATOR MUST LEAD THE FIGHT AGAINST THOSE SOCIAL AND ECONOMIC FORCES THAT DENY OPPORTUNITY, CRIPPLE MIND AND BODY, ADD TO FEAR AND ANXIETY. +

WE -- YOU AND I -- MUST REFORM A SOCIETY THAT PERMITS HUNGER FOR MILLIONS; SLUM CONDITIONS FOR MILLIONS; DISEASE AND EARLY DEATH FOR MILLIONS; ✓

POVERTY OF THE BITTEREST AND MOST HELPLESS
NATURE FOR MILLIONS; VAST LACK OF EDUCATIONAL
OPPORTUNITIES; AND CRIME THAT IS THE POISONOUS
DISTILLATE OF THIS CHALICE OF DEPRIVATION,
DEPREDATION AND ANGUISH.

WE IN AMERICA HAVE ALWAYS SAID WE WANT THE
BEST FOR OUR CHILDREN. WE WORK HARD AND OFTEN
DEPRIVE OURSELVES SO THAT OUR CHILDREN CAN HAVE
THE VERY BEST. THAT "BEST" IS MOST ACCURATELY
REFLECTED AND REPRESENTED BY THE EDUCATION THAT
WE PROVIDE FOR OUR CHILDREN.

AND THAT EDUCATION, I SAY AGAIN, REFLECTS
THE MOST ESSENTIAL VALUES OF OUR SOCIETY. I
SPEAK OF EDUCATION HERE IN THE BROAD SENSE -- ~~THE~~
~~THE~~ HOW A TEACHER TEACHES AND HOW A TEACHER ACTS
AND REACTS IN ANY GIVEN SITUATION IS FREQUENTLY
AS IMPORTANT AS THE SUBJECT MATTER OF THE CLASS.

THUS WE ^{must} TEACH THEM FAIRNESS -- IN THE FACE OF
SOCIETY'S DISCRIMINATION. WE ^{must} TEACH THEM HARD
WORK -- IN THE FACE OF CRIME BEING REWARDED. WE ^{must}
TEACH THEM THE VALUE OF EMPIRIC MEASUREMENT AND THE
WONDERS OF SCIENCE AND TECHNOLOGY -- IN THE FACE OF

MILLIONS DEPRIVED OF ENOUGH TO EAT AND THE BASICS OF HEALTH CARE -- AND IN THE FACE OF OUR ENVIRONMENT REELING UNDER THE DEGRADATIONS DEVISED BY ADVANCING TECHNOLOGY. ^{we must} WE TEACH THEM TO LOVE THEIR NEIGHBOR -- IN THE FACE OF COUNTLESS HATES.

yes (WHAT ARE WE REALLY TEACHING OUR CHILDREN? HOW ARE WE REALLY TEACHING OUR CHILDREN? WHY ARE WE REALLY TEACHING OUR CHILDREN? THE ANSWERS TO THESE QUESTIONS MAY PROVIDE THE ANSWERS TO SOCIETY'S ILLS AS THEY PROVIDE THE ANSWER TO EDUCATION'S ^{needs,}

CLEARLY RESEARCH IS NEEDED NOT ONLY IN THE IMPROVEMENT OF PRESENT TECHNIQUES OR THE INNOVATION OF NEW ONES. WE MUST ALSO DO SOME BASIC RESEARCH INTO THE VALUES OUR CHILDREN HAVE WHEN ENTERING SCHOOL; THE VALUES THEY ARE TAUGHT IN SCHOOL AND THE VALUES THEY ACTUALLY TAKE AWAY FROM SCHOOL. WE MUST TALK HONESTLY WITH OUR TEACHING COLLEAGUES; WITH OUR STUDENTS; WITH THEIR PARENTS; WITH LAYMEN, WHO ARE BECOMING PERHAPS A LITTLE BEWILDERED AND IMPATIENT WITH THE RUBRICS AND RITUALISM OF THE IMPROVEMENT OR LACK THEREOF IN THE EDUCATIONAL SYSTEM AND PROCESS.

I KNOW IT IS EASY TO JUST SAY ONE, TWO, THREE -- AND PRESTO! IT IS INDEED A TASK THAT WILL BE HARD TO ACCOMPLISH. IT IS A TASK THAT WILL TAKE US INTO SOME PRETTY STRANGE INTELLECTUAL, AND EMOTIONAL, AND PHYSICAL TERRAIN. BUT WE MUST DO IT. WE MUST AROUSE OURSELVES AND ACHIEVE AN AWARENESS OF THESE PROBLEMS AND HOW WE CAN BEGIN TO FIND THEIR SOLUTIONS.

WE MUST FACE THIS CHALLENGE OF OURSELVES TO OURSELVES; A CHALLENGE OF THE REAL MEASURE OF OUR INTELLECTUAL MATURITY AND INTEGRITY -- AS INDIVIDUALS AND AS A NATION. WE MUST LEARN TO TEACH -- TO TEACH OURSELVES ABOUT OURSELVES, AND THE VALUES AND SOCIETY WE REALLY WANT FOR OUR CHILDREN AND OUR CHILDREN'S CHILDREN.

SO MUCH OF THE READING I HAVE DONE IN THE LAST FEW YEARS CALLS FOR A RADICAL CHANGE -- A RADICAL CHANGE IN PEOPLE. FATHER TEILHARD DE CHARDIN CALLS FOR HUMANIZATION, OR "HOMINIZATION" AS HE TERMED IT.


^{the}
RAMSEY CLARK, MY ~~GOOD FRIEND~~ AND FORMER



ATTORNEY GENERAL, CALLS FOR A BASIC CHANGE IN THE WAY PEOPLE REGARD THEMSELVES AND EACH OTHER. ALMOST PARADOXICALLY, HIS BOOK ON CRIME IS ONE THAT CALLS FOR LOVE OF MAN AND MANKIND.

CHARLES SILBERMAN CALLS FOR HUMANIZATION. FRANK JENNINGS IN HIS REVIEW OF CRISIS IN THE CLASSROOM SAYS MOST ELOQUENTLY: "AS WE TEACH ONE ANOTHER, SO WILL WE LIBERATE THE TEACHERS OF OUR CHILDREN TO TREASURE THE UNIQUE WORTH OF EVERY MAN, TO DIMINISH THE VALUE OF NO MAN, AND TO LIBERATE THE GENIUS FOR LIFE THAT IS IN ALL OF US."

- WHAT OUR INTELLECTUAL PONDERERS ARE CALLING FOR --
- WHAT CONDITIONS IN OUR SOCIETY DEMAND --
- WHAT THE DEPRIVED AND BITTER ARE CRYING FOR --
- WHAT OUR OWN GROWING SELVES AND SELF-AWARENESS ARE URGING --
- WHAT OUR COMMON, LIMITLESSLY PERFECTIBLE NATURE DEMANDS, ALMOST AS AN EVOLUTIONARY IMPERATIVE,
- IS A QUANTUM JUMP IN HUMAN AND HUMANE AWARENESS, RESPONSIVENESS, AND MUTUAL

SHARING OF HEART, MIND, AND STRENGTHS.

WE CANNOT FAIL OURSELVES AND EACH OTHER. WE MUST FIND WITHIN OURSELVES THE STRENGTH AND COURAGE TO MAKE THIS JUMP. LOVE OF OUR FELLOW MAN CAN PROVIDE THIS FORTITUDE. 

WE ALL ARE EVER MORE AWARE OF THIS NEED. IT WELLS UP IN ALL OF US AS A NEAR INEXPRESSIBLE SIGH.  BUT INCREASING AWARENESS, WITHOUT THIS COMMITMENT OF OURSELVES, WILL ONLY BRING INCREASING PAIN. 

I KNOW WE MUST -- I KNOW WE CAN -- AND I FIRMLY BELIEVE WE WILL MAKE THIS COMMITMENT.

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