

REMARKS OF SENATOR HUBERT H. HUMPHREY

SCHOOL DISTRICT FACULTIES

Wayzata, Minnesota

September 2, 1976

The present era of rapid social change in which we now find ourselves extends to all aspects of our society. These changes affect our young too, probably more than we know. In fact, the very foundations of our time-honored culture can be affected as we see more of our basic values and traditions questioned by the rapid fluctuations of the times.

Some things, happily enough stay with us. Over 175 years ago, Thomas Jefferson said, "When sobered by experience, I hope our successors will turn their attention to the advantages of education. I mean education on the broad scale..."

This is just what our public leaders have done through the years, and public education -- and the right to it -- remains as one of the cornerstones of our society.

The educational opportunities that abound in this country stand firm as one of the most important yardsticks for assessing the quality of life in America. No matter what else changes; no matter what transfers of political power take place; no matter what the economic roulette wheel deals us this year -- the education of our children must remain one of our essential priorities.

Yet we have to face facts in the United States. We simply do not have unlimited resources. Our sources of energy, our food resources, and even our free environment are becoming more and more limited. The myth of abundance that many of us grew up with is becoming as rare as the ten cent cup of coffee.

But we must never forget our young, for in them, as you know, lies the promise of the future and the real continuity of our nation's strengths.

For the parents of our school children, the price of schooling mirrors with disturbing accuracy the steady surge in the cost of living. The barest necessities of a young pupil's existence -- clothes, pencils, and paper -- are suddenly far more expensive than ever before.

In the desperate effort to reduce their costs without cutting quality, our schools all across the country are cutting back on what some have called "frills" -- and even on basic services. Some places are cutting back on maintenance, for instance, and some areas are curtailing after-school activities. Other districts find it necessary to limit cultural courses like art and music. Attempts to cut the athletic program budget often arouses the strongest public reaction.

But schools everywhere are lowering thermostats and are not replacing furniture and equipment. Old chairs cannot scream back at you the way angry taxpayers can.

There are recent indications that we have other things to worry about as well. According to recent studies, the reading, writing and computation skills of American students, from elementary schools through college, are in a prolonged and broadscale decline unequalled in American history.

The decline encompasses all ethnic groups and all economic classes. It includes both private and public school students. It pervades most achievement levels. And it covers all regions of the country. By most measures, student achievement is below the national average of a decade ago.

In an article published in late August by the Washington Post, Minnesota was cited as an example of the decline in scholastic aptitude test scores.

The average score of 11th grade Minnesotans on a scholastic aptitude test climbed some 16 percent between 1958 and 1966. But it then started to drop, and by 1972 had lost about half the 16 percent gain and was resting back at the 1961 level. Furthermore, David Wiley, the University of Chicago researcher, estimated that the actual drop was about 50 percent greater because of changes in the forms of tests used over the years!

According to interviews with scores of educators across the country -- persons who deal with students rather than with statistics -- today's students are lagging behind yesterday's.

Above all else, I know my colleagues in the Congress want to maintain the opportunities for quality education that we have been offering our children on a national scale. The 94th Congress continues to place a high priority on education, and I am convinced that the 95th Congress will do likewise. In the next Congress, the authorizations for The Elementary and Secondary Education Act will run out, and we shall once again address these areas.

I am firmly in favor of increased Federal education expenditures and increased educational quality for all youngsters in every region of our nation.

It is true that most of our education decisions are made at the State and local levels and that is the way it should be. But, because higher taxes are being resisted by over-extended parents and townspeople, there should be a reduced dependence on those relatively regressive property tax sources.

As you may know, our cities are the hardest hit, and our large communities are nearly in the same boat. These places are faced with increased demands for educational services, higher costs, and higher salaries. But at the same time, taxpayers are refusing additional support.

The point is that the property tax base is not distributed equally among jurisdictions. Some local school districts have far more ability to support their schools than do others. Several studies indicate that most of the large cities have less taxable wealth per child than their suburbs. Worse yet, the relative position of the cities is deteriorating, as commercial enterprises and middle class families migrate from city to suburb.

It is simply not realistic right now to expect that somehow, somewhere, there will be massive Federal aid to schools to help them over funding humps. That has not been the policy of the current Administration. And there are too many national priorities competing for limited federal funds at the present time.

So what does this mean for the future of education?

There are some who say that the route to be taken by our schools cannot be mapped out now because our citizens will continue to hold widely differing expectations for their schools. Conservatives discourage innovation, and liberals lack a common purpose or differ as to the means. And some people seeking social reform call upon the schools to perform tasks they can not undertake without a broader social base and a greater social consensus.

But there are some clear indicators of the future direction of education in America.

According to Harold Shane, University Professor of Education at Indiana University, and the author of Educational Significance of the Future, there will be greater emphasis on skill mastery in the elementary schools of 1975-1985.

Secondary education will be less permissive, more inclined to stress once again the development of abilities and talents. But there also will be a general situation in the schools of candor, openness, and mutual understanding between students and teachers.

Postsecondary education will doubtless continue to attract larger numbers of mature learners. The number of learners age 35 and older enrolled in some form of adult education has increased 30 percent during the past two years. This is only partially due to conditions of high unemployment.

Despite these positive changes, instruction from early childhood through postgraduate levels seems certain to be affected by severe money problems, as I have indicated before. Public education almost inevitably will face a stiffening competition for funds and will be called upon to accomplish more with less resources.

There will also be significant changes in the curriculum. Children and youth will be introduced in far greater depth to the sphere of planets and galaxies. In the sciences, environmental education should continue to grow in significance, with emphasis on such topics as pollution, interdependence, and resource depletion.

The social studies will probably become even more international in their orientation; more attention will be given to the facts of life in a troubled world. Children and youth increasingly will be called upon to face the realities of hunger, slums, uneven distribution of goods and services, population threats, and moral choices.

Mathematics seems certain to be extended further and further beyond computational processes and to be constructed more as a significant form of communicating ideas with precision.

Communication skills may well be more vigorously emphasized by our schools in the next five years, with emphasis on the role of language as a force capable of influencing human behavior in important ways.

As American schools try to anticipate the learning skill demands of the twenty-first century, it is vital for educators and for the general public to be keenly aware of some crucial factors.

We are unquestionably moving into an unfamiliar world. Whether it becomes a better home for humankind depends upon how maturely people everywhere participate in vitally important decisions.

Today's children, of course, will be right there with us -- but as young adults. They must learn as soon as possible the reality of the world around us, along with the choices and alternative approaches they will have to make in the context of this real world. The consequences of their choices are essential for them to realize.

We must not only work as educators but also as citizens to make the future a positive force in educational change. The world is changing so fast, we don't have the time to be short-sighted any longer.

I believe the Federal Government will have to accept primary responsibility in helping school districts cope with inequities in the educational systems. These special problems are national in scope, and include educating children from low-income families, minority children, or those with language problems or learning disabilities.

The Federal Government must also accept the responsibility to establish a national commitment to quality education for all -- and to facilitate the achievement of this goal at the State and local level.

But in demanding the best education for our children, we must also demand the best of our society. Values imparted in the classroom often seem hypocrisies in the outside world. But intensively examining what, how, and why we teach our children, we may discover answers to education's ills that also can help heal the sicknesses of our society.

At root, we must rededicate ourselves to the unique worth and the kinship of every man as a fundamental truth in education and as a basic explanation of what America is all about.

The education of a child is the sum total of that child's native ability, the experience in an education system, and the social environment in which that child lives and grows -- the neighborhood, the community, and the nation, and indeed, the world. He is conditioned by it.

The best in education -- facilities, teachers, books -- is diminished by the inadequacy of the surroundings and the inadequacies of the social environment.

You have a greater responsibility than just to advocate better teachers, teaching methods, modernization of school plant and facilities, and the use of the most modern techniques, including modern education technology.

The true educator must be a spokesman for social justice, a crusader against the evils of poverty and deprivation, and an advocate of communities that are wholesome and safe.

We must clearly recognize the critical role of education in defining the future of our Nation. We must make a firm commitment to give all our children and youth every possible opportunity for self-development in achieving lives of meaning and purpose.

But, most of all, we must assure that our children have the basic tools necessary to be effective citizens, able to participate fully in a complex society and able to, in turn, impart to their children a sense of worth and hope.

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THE PRESENT ERA OF RAPID SOCIAL CHANGE IN WHICH WE NOW FIND
OURSELVES EXTENDS TO ALL ASPECTS OF OUR SOCIETY. THESE CHANGES
AFFECT OUR YOUNG TOO, PROBABLY MORE THAN WE KNOW. IN FACT, THE
VERY FOUNDATIONS OF OUR TIME-HONORED CULTURE CAN BE AFFECTED AS WE
SEE MORE OF OUR BASIC VALUES AND TRADITIONS QUESTIONED BY THE
RAPID FLUCTUATIONS OF THE TIMES.

SOME THINGS, HAPPILY ENOUGH STAY WITH US. OVER 175 YEARS AGO,
THOMAS JEFFERSON SAID, "WHEN SOBERED BY EXPERIENCE, I HOPE OUR
SUCCESSORS WILL TURN THEIR ATTENTION TO THE ADVANTAGES OF
EDUCATION. I MEAN EDUCATION ON THE BROAD SCALE..."

THIS IS JUST WHAT OUR PUBLIC LEADERS HAVE DONE THROUGH THE
YEARS, AND PUBLIC EDUCATION -- AND THE RIGHT TO IT -- REMAINS
AS ONE OF THE CORNERSTONES OF OUR SOCIETY.

L THE EDUCATIONAL OPPORTUNITIES THAT ABOUND IN THIS COUNTRY
STAND FIRM AS ONE OF THE MOST IMPORTANT YARDSTICKS FOR ASSESSING
THE QUALITY OF LIFE IN AMERICA. L NO MATTER WHAT ELSE CHANGES;
NO MATTER WHAT TRANSFERS OF POLITICAL POWER TAKE PLACE; NO MATTER
WHAT THE ECONOMIC ROULETTE WHEEL DEALS US THIS YEAR -- THE
EDUCATION OF OUR CHILDREN MUST REMAIN ONE OF OUR ESSENTIAL
PRIORITIES.

L YET WE HAVE TO FACE FACTS IN THE UNITED STATES. WE SIMPLY DO
NOT HAVE UNLIMITED RESOURCES. L OUR SOURCES OF ENERGY, OUR FOOD
RESOURCES, AND EVEN OUR FREE ENVIRONMENT ARE BECOMING MORE AND
MORE LIMITED. L THE MYTH OF ABUNDANCE THAT MANY OF US GREW UP
WITH IS BECOMING AS RARE AS THE TEN CENT CUP OF COFFEE.

↳ BUT WE MUST NEVER FORGET OUR YOUNG, FOR IN THEM, AS YOU
KNOW, LIES THE PROMISE OF THE FUTURE AND THE REAL CONTINUITY OF
OUR NATION'S STRENGTHS.

↳ FOR THE PARENTS OF OUR SCHOOL CHILDREN, THE PRICE OF ^{Education} ~~SCHOOLING~~
MIRRORS WITH DISTURBING ACCURACY THE STEADY SURGE IN THE COST
OF LIVING. THE BAREST NECESSITIES OF A YOUNG PUPIL'S EXISTENCE --
CLOTHES, PENCILS, AND PAPER -- ARE SUDDENLY FAR MORE EXPENSIVE
THAN EVER BEFORE.

*Inflation + Recession
1975 alone \$27 Billion
in Revenue*

↳ IN *a* DESPERATE EFFORT TO REDUCE THEIR COSTS WITHOUT CUTTING
QUALITY, OUR SCHOOLS ALL ACROSS THE COUNTRY ARE CUTTING BACK ON
WHAT SOME HAVE CALLED "FRILLS" -- AND EVEN ON BASIC SERVICES.

↳ SOME PLACES ARE CUTTING BACK ON MAINTENANCE, FOR INSTANCE, AND
SOME AREAS ARE CURTAILING AFTER-SCHOOL ACTIVITIES.

OTHER DISTRICTS FIND IT NECESSARY TO LIMIT CULTURAL COURSES

LIKE ART AND MUSIC. ATTEMPTS TO CUT THE ATHLETIC PROGRAM

BUDGET OFTEN AROUSE THE STRONGEST PUBLIC REACTION.

BUT SCHOOLS EVERYWHERE ARE LOWERING THERMOSTATS AND ARE NOT

REPLACING FURNITURE AND EQUIPMENT. OLD CHAIRS CANNOT SCREAM

BACK AT YOU THE WAY ANGRY TAXPAYERS CAN.

THERE ARE RECENT INDICATIONS THAT WE HAVE OTHER THINGS TO

WORRY ABOUT AS WELL. ACCORDING TO RECENT STUDIES, THE READING,

WRITING AND COMPUTATION SKILLS OF AMERICAN STUDENTS, FROM

ELEMENTARY SCHOOLS THROUGH COLLEGE, ARE IN A PROLONGED AND

BROADSCALE DECLINE UNEQUALED IN AMERICAN HISTORY.

THE DECLINE ENCOMPASSES ALL ETHNIC GROUPS AND ALL ECONOMIC

CLASSES. IT INCLUDES BOTH PRIVATE AND PUBLIC SCHOOL STUDENTS.

IT PERVADES MOST ACHIEVEMENT LEVELS, AND IT COVERS ALL REGIONS
OF THE COUNTRY. BY MOST MEASURES, STUDENT ACHIEVEMENT IS BELOW
THE NATIONAL AVERAGE OF A DECADE AGO.

IN AN ARTICLE PUBLISHED IN LATE AUGUST BY THE WASHINGTON
POST, MINNESOTA WAS CITED AS AN EXAMPLE OF THE DECLINE IN
SCHOLASTIC APTITUDE TEST SCORES.

THE AVERAGE SCORE OF 11TH GRADE MINNESOTANS ON A SCHOLASTIC
APTITUDE TEST CLIMBED SOME 16 PERCENT BETWEEN 1958 AND 1966.

BUT IT THEN STARTED TO DROP, AND BY 1972 HAD LOST ABOUT HALF
THE 16 PERCENT GAIN AND WAS RESTING BACK AT THE 1961 LEVEL.

FURTHERMORE, DAVID WILEY, THE UNIVERSITY OF CHICAGO RESEARCHER,
ESTIMATED THAT THE ACTUAL DROP WAS ABOUT 50 PERCENT GREATER
BECAUSE OF CHANGES IN THE FORMS OF TESTS USED OVER THE YEARS!

L ACCORDING TO INTERVIEWS WITH SCORES OF EDUCATORS ACROSS
THE COUNTRY -- PERSONS WHO DEAL WITH STUDENTS RATHER THAN WITH
STATISTICS -- TODAY'S STUDENTS ARE LAGGING BEHIND YESTERDAY'S.

h I AM TERRIBLY DISTRESSED BY THESE PRELIMINARY REPORTS, AND
WE SHALL HAVE TO SEE WHAT COMES OF THESE EDUCATORS' CONCLUSIONS.

L YOU ARE THE PROFESSIONALS THAT WE SHALL HAVE TO CALL ON TO
SUBSTANTIATE THESE CLAIMS AND LOOK FOR SOLUTIONS TO PROVIDE A

BETTER ENVIRONMENT IN WHICH TO ^{Educate} ~~SCHOOL~~ OUR CHILDREN.

Why?
T.V. Family
Breakdown?

L ABOVE ALL ELSE, I KNOW MY COLLEAGUES IN THE CONGRESS WANT

TO MAINTAIN THE OPPORTUNITIES FOR QUALITY EDUCATION THAT WE HAVE
BEEN OFFERING OUR CHILDREN ON A NATIONAL SCALE. The 94th

CONGRESS CONTINUES TO PLACE A HIGH PRIORITY ON EDUCATION, AND

I AM CONVINCED THAT THE 95TH CONGRESS WILL DO LIKEWISE.

Congress

IN THE NEXT CONGRESS, THE AUTHORIZATIONS FOR THE ELEMENTARY
AND SECONDARY EDUCATION ACT WILL RUN OUT, AND WE SHALL ONCE
AGAIN ADDRESS THESE AREAS.

I AM FIRMLY IN FAVOR OF INCREASED FEDERAL EDUCATION
EXPENDITURES AND INCREASED EDUCATIONAL QUALITY FOR ALL
YOUNGSTERS IN EVERY REGION OF OUR NATION.

L IT IS TRUE THAT MOST OF OUR EDUCATION DECISIONS ARE MADE AT
THE STATE AND LOCAL LEVELS AND THAT IS THE WAY IT SHOULD BE.

L BUT, BECAUSE HIGHER TAXES ARE BEING RESISTED BY OVER-EXTENDED
PARENTS AND TOWNSPEOPLE, THERE SHOULD BE A REDUCED DEPENDENCE
ON THESE RELATIVELY REGRESSIVE PROPERTY TAX SOURCES.

L AS YOU MAY KNOW, OUR CITIES ARE THE HARDEST HIT, AND ~~some~~ *many*
other LARGE COMMUNITIES ARE ~~IN THE~~ IN THE SAME BOAT. L THESE PLACES

ARE FACED WITH INCREASED DEMANDS FOR EDUCATIONAL SERVICES,
HIGHER COSTS, AND HIGHER SALARIES L BUT AT THE SAME TIME,
TAXPAYERS ARE REFUSING ADDITIONAL SUPPORT.

L THE POINT IS THAT THE PROPERTY TAX BASE IS NOT DISTRIBUTED
EQUALLY AMONG JURISDICTIONS. L SOME LOCAL SCHOOL DISTRICTS HAVE
FAR MORE ABILITY TO SUPPORT THEIR SCHOOLS THAN DO OTHERS.

State Income Tax

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SEVERAL STUDIES INDICATE THAT MOST OF THE LARGE CITIES HAVE LESS TAXABLE WEALTH PER CHILD THAN THEIR SUBURBS. WORSE YET, THE RELATIVE POSITION OF THE CITIES IS DETERIORATING, AS COMMERCIAL ENTERPRISES AND MIDDLE CLASS FAMILIES MIGRATE FROM CITY TO SUBURB.

Federal Financing

h IT IS SIMPLY NOT REALISTIC ~~RIGHT~~ NOW TO EXPECT THAT SOMEHOW, SOMEWHERE, THERE WILL BE MASSIVE FEDERAL AID TO SCHOOLS TO HELP THEM OVER FUNDING HUMPS. THAT HAS NOT BEEN THE POLICY OF THE CURRENT ADMINISTRATION AND THERE ARE TOO MANY NATIONAL PRIORITIES COMPETING FOR LIMITED FEDERAL FUNDS AT THE PRESENT TIME.

h SO WHAT DOES THIS MEAN FOR THE FUTURE OF EDUCATION?

THERE ARE SOME WHO SAY THAT THE ROUTE TO BE TAKEN BY OUR
SCHOOLS CANNOT BE MAPPED OUT NOW BECAUSE OUR CITIZENS WILL

CONTINUE TO HOLD WIDELY DIFFERING EXPECTATIONS FOR THEIR

SCHOOLS. CONSERVATIVES DISCOURAGE INNOVATION, AND LIBERALS

LACK A COMMON PURPOSE OR DIFFER AS TO THE MEANS. AND SOME

PEOPLE SEEKING SOCIAL REFORM CALL UPON THE SCHOOLS TO PERFORM

TASKS THEY CAN NOT UNDERTAKE WITHOUT A BROADER SOCIAL BASE

AND A GREATER SOCIAL CONSENSUS.

BUT THERE ARE SOME CLEAR INDICATORS OF THE FUTURE DIRECTION
OF EDUCATION IN AMERICA.

ACCORDING TO HAROLD SHANE, UNIVERSITY PROFESSOR OF EDUCATION
AT INDIANA UNIVERSITY, AND THE AUTHOR OF EDUCATIONAL

SIGNIFICANCE OF THE FUTURE, THERE WILL BE GREATER EMPHASIS ON

SKILL MASTERY IN THE ELEMENTARY SCHOOLS OF 1975-1985.

L SECONDARY EDUCATION WILL BE LESS PERMISSIVE, MORE INCLINED
TO STRESS ONCE AGAIN THE DEVELOPMENT OF ABILITIES AND TALENTS.

L BUT THERE ALSO WILL BE A GENERAL SITUATION IN THE SCHOOLS OF
CANDOR, OPENNESS, AND MUTUAL UNDERSTANDING BETWEEN STUDENTS
AND TEACHERS.

PostSECONDARY EDUCATION WILL DOUBTLESS CONTINUE TO ATTRACT
LARGER NUMBERS OF MATURE LEARNERS.

THE NUMBER OF LEARNERS
AGE 35 AND OLDER ENROLLED IN SOME FORM OF ADULT EDUCATION HAS
INCREASED 30 PERCENT DURING THE PAST TWO YEARS. THIS IS ONLY
PARTIALLY DUE TO CONDITIONS OF HIGH UNEMPLOYMENT.

L DESPITE THESE POSITIVE CHANGES, INSTRUCTION FROM EARLY
CHILDHOOD THROUGH POSTGRADUATE LEVELS SEEMS CERTAIN TO BE
AFFECTED BY SEVERE MONEY PROBLEMS, AS I HAVE INDICATED BEFORE.

h PUBLIC EDUCATION ALMOST INEVITABLY WILL FACE A STIFFENING

COMPETITION FOR FUNDS AND WILL BE CALLED UPON TO ACCOMPLISH

MORE WITH LESS RESOURCES.

h THERE WILL ALSO BE SIGNIFICANT CHANGES IN THE CURRICULUM.

h CHILDREN AND YOUTH WILL BE INTRODUCED IN FAR GREATER DEPTH

TO THE SPHERE OF PLANETS AND GALAXIES h IN THE SCIENCES,

ENVIRONMENTAL EDUCATION SHOULD CONTINUE TO GROW IN SIGNIFICANCE,

h WITH EMPHASIS ON SUCH TOPICS AS POLLUTION, INTERDEPENDENCE,

AND RESOURCE DEPLETION.

h THE SOCIAL STUDIES WILL PROBABLY BECOME EVEN MORE INTER-

NATIONAL IN THEIR ORIENTATION; MORE ATTENTION WILL BE GIVEN

TO THE FACTS OF LIFE IN A TROUBLED WORLD.

VO - Tech - Learning to
make a living

CHILDREN AND YOUTH INCREASINGLY WILL BE CALLED UPON TO

FACE THE REALITIES OF HUNGER, SLUMS, UNEVEN DISTRIBUTION OF

GOODS AND SERVICES, POPULATION THREATS, AND MORAL CHOICES.

MATHEMATICS SEEMS CERTAIN TO BE EXTENDED FURTHER AND FURTHER

BEYOND COMPUTATIONAL PROCESSES AND TO BE CONSTRUCTED MORE AS

A SIGNIFICANT FORM OF COMMUNICATING IDEAS WITH PRECISION.

COMMUNICATION SKILLS MAY WELL BE MORE VIGOROUSLY EMPHASIZED

BY OUR SCHOOLS IN THE NEXT FIVE YEARS, WITH EMPHASIS ON THE ROLE

OF LANGUAGE AS A FORCE CAPABLE OF INFLUENCING HUMAN BEHAVIOR IN

IMPORTANT WAYS.

AS AMERICAN SCHOOLS TRY TO ANTICIPATE THE LEARNING SKILL DEMANDS

OF THE TWENTY-FIRST CENTURY, IT IS VITAL FOR EDUCATORS AND FOR

THE GENERAL PUBLIC TO BE KEENLY AWARE OF SOME CRUCIAL FACTORS.

WE ARE UNQUESTIONABLY MOVING INTO AN UNFAMILIAR WORLD.

WHETHER IT BECOMES A BETTER HOME FOR HUMANKIND DEPENDS UPON HOW

MATURELY PEOPLE EVERYWHERE PARTICIPATE IN VITALLY IMPORTANT
DECISIONS.

TODAY'S CHILDREN, OF COURSE, WILL BE RIGHT THERE WITH US --

BUT AS YOUNG ADULTS THEY MUST LEARN AS SOON AS POSSIBLE THE

REALITY OF THE WORLD AROUND US, ALONG WITH THE CHOICES AND

ALTERNATIVE APPROACHES THEY WILL HAVE TO MAKE IN THE CONTEXT

OF THIS REAL WORLD. THE CONSEQUENCES OF THEIR CHOICES ARE

ESSENTIAL FOR THEM TO REALIZE.

WE MUST NOT ONLY WORK AS EDUCATORS BUT ALSO AS CITIZENS

TO MAKE THE FUTURE A POSITIVE FORCE IN EDUCATIONAL CHANGE.

THE WORLD IS CHANGING SO FAST, WE DON'T HAVE THE TIME TO BE

SHORT-SIGHTED ANY LONGER.

I BELIEVE THE FEDERAL GOVERNMENT WILL HAVE TO ACCEPT
PRIMARY RESPONSIBILITY IN HELPING SCHOOL DISTRICTS COPE WITH
INEQUITIES IN THE EDUCATIONAL SYSTEMS. THESE SPECIAL PROBLEMS
ARE NATIONAL IN SCOPE, AND INCLUDE EDUCATING CHILDREN FROM
LOW-INCOME FAMILIES, MINORITY CHILDREN, OR THOSE WITH LANGUAGE
PROBLEMS OR LEARNING DISABILITIES.

THE FEDERAL GOVERNMENT MUST ALSO ACCEPT THE RESPONSIBILITY
TO ESTABLISH A NATIONAL COMMITMENT TO QUALITY EDUCATION FOR ALL --
AND TO FACILITATE THE ACHIEVEMENT OF THIS GOAL AT THE STATE AND
LOCAL LEVEL.

(Special Educ for Retarded,
Handicapped)

BUT IN DEMANDING THE BEST EDUCATION FOR OUR CHILDREN, WE
MUST ALSO DEMAND THE BEST OF OUR SOCIETY. VALUES IMPARTED IN
THE CLASSROOM OFTEN SEEM HYPOCRISIES IN THE OUTSIDE WORLD.

BUT INTENSIVELY EXAMINING WHAT, HOW, AND WHY WE TEACH OUR CHILDREN,
WE MAY DISCOVER ANSWERS TO EDUCATION'S ILLS THAT ALSO CAN HELP
HEAL THE SICKNESSES OF OUR SOCIETY.

↳ AT ROOT, WE MUST REDEDICATE OURSELVES TO THE UNIQUE WORTH
AND THE KINSHIP OF EVERY MAN AS A FUNDAMENTAL TRUTH IN EDUCATION
AND AS A BASIC EXPLANATION OF WHAT AMERICA IS ALL ABOUT.

↳ THE EDUCATION OF A CHILD IS THE SUM TOTAL OF THAT CHILD'S
NATIVE ABILITY, THE EXPERIENCE IN AN EDUCATION SYSTEM, AND THE
SOCIAL ENVIRONMENT IN WHICH THAT CHILD LIVES AND GROWS -- THE
NEIGHBORHOOD, THE COMMUNITY, AND THE NATION, AND INDEED, THE
WORLD. HE IS CONDITIONED BY IT.

↳ THE BEST IN EDUCATION -- FACILITIES, TEACHERS, BOOKS -- IS
DIMINISHED BY THE INADEQUACY OF THE SURROUNDINGS AND THE
INADEQUACIES OF THE SOCIAL ENVIRONMENT.

L YOU HAVE A GREATER RESPONSIBILITY THAN JUST TO ADVOCATE
BETTER TEACHERS, TEACHING METHODS, MODERNIZATION OF SCHOOL
PLANT AND FACILITIES, AND THE USE OF THE MOST MODERN TECHNIQUES,
INCLUDING MODERN EDUCATION TECHNOLOGY.

L THE TRUE EDUCATOR MUST BE A SPOKESMAN FOR SOCIAL JUSTICE,
A CRUSADER AGAINST THE EVILS OF POVERTY AND DEPRIVATION, AND
AN ADVOCATE OF COMMUNITIES THAT ARE WHOLESOME AND SAFE.

L WE MUST CLEARLY RECOGNIZE THE CRITICAL ROLE OF EDUCATION
IN DEFINING THE FUTURE OF OUR NATION. WE MUST MAKE A FIRM
COMMITMENT TO GIVE ALL OUR CHILDREN AND YOUTH EVERY POSSIBLE
OPPORTUNITY FOR SELF-DEVELOPMENT IN ACHIEVING LIVES OF MEANING
AND PURPOSE.

L BUT, MOST OF ALL, WE MUST ASSURE THAT OUR CHILDREN HAVE THE
BASIC TOOLS NECESSARY TO BE EFFECTIVE CITIZENS, ABLE TO PARTICIPATE
FULLY IN A COMPLEX SOCIETY AND ABLE TO, IN TURN, IMPART TO THEIR
CHILDREN A SENSE OF WORTH AND HOPE.

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