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PRESS RELEASE ISSUED FOLLOWING A LEADERSHIP MEETING

STATEMENT BY REP. GERALD R. FORD

- 2 -

September 9, 1965

The 89th Congress has passed several bills increasing the flow of federal funds available for education. It has added a cut in excise taxes to a reduction of income tax rates in 1964.

Because of Administration opposition, the Congress has not, however, provided tax relief specifically directed toward lightening the burden of higher education.

More than 5 million students will settle on the campuses of colleges and universities throughout the United States this month. In the course of the next 5 years, college enrollment is expected to increase by an additional 1½ million students.

The average cost of a year of higher education at a public institution is now \$1560; it is \$2370 at a private institution. These costs will continue to rise in future years. It is estimated that tuition charges will increase by 50 per cent in both public and private institutions in the next decade.

The cost of going to college is a severe strain on the resources of most of the 5 million students now enrolled and on their families. Millions, who on the basis of ability deserve a college education, are deprived of one because of the financial burden.

The Higher Education Act of 1965 will provide federal scholarships for fewer than 3 per cent of the college students immediately and for fewer than 8 per cent eventually. It will make borrowing to defray educational expenses somewhat easier, but these provisions are not enough.

The most effective and direct method of lightening the burden of college expenses for all is to provide for a credit which those who are paying for higher education may take against their federal income tax.

Assistance of this kind has been advocated by Republicans for many years. We shall continue to fight for it.

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House Republican Policy Committee

John J. Rhodes, Chairman

140 Cannon House Office Bldg.

Phone: 225-6168

August 23, 1966

**Republican Policy Committee Statement on Elementary and Secondary Education  
Amendments of 1966**

From the Morrill Act of 1862 and the creation of the U.S. Office of Education in 1869, to the National Defense Education Act of 1958 and the Manpower Training Act of 1962, the Republican Party has advocated and supported the important role of education in advancing the capabilities and opportunities of the citizens of the United States. We have recognized that it is only through State and local cooperation that the greatest educational development can be achieved with federal help.

Under the principle of State and local responsibility, the American educational system has grown so that it compares favorably with that of any other country of the world. In 1960, school enrollments constituted 23.2 percent of total population in the United States, compared to 11.1 percent in Europe and 14.24 percent in the Soviet Union. In this country, total revenues for public schools have grown by 376 percent since 1950 and classroom construction has proceeded at a rate that will provide 653,000 classrooms in the decade 1967 to 1972.

At the time the Elementary and Secondary Education Act of 1965 was being considered, we were concerned that this poorly-drafted legislation would too often impede rather than help the educational effort in this country. We were concerned that it would deprive the State agencies and local school authorities of any real power to shape educational programs to meet local needs. Centralization of power was a theme that ran throughout the entire bill. Now, one year and a number of serious defects later, this Congress is being asked to broaden and expand the original Act. In an almost casual manner, authorizations in excess of \$4.6 billion have been requested. Unfortunately, there has been no meaningful attempt to sort out the vast and confusing tangle of federal programs. Moreover, obvious defects have been either glossed over or totally ignored by the Democratic majority on the committee.

For example, under the present Act, the distribution of funds within a State is established by a set formula. As a result, State education agencies have been unable to channel money to the areas of greatest need. In the past, distribution on the basis of need has been the traditional administrative device for the allocation of federal funds. Such distribution permits State-wide concentration upon the most urgent educational problems. It encourages responsible State educational planning. Unfortunately, the Democratic majority rejected all Republican amendments that would authorize State education agencies to distribute funds in this manner. We believe that an amendment that would give greater flexibility to the States should be adopted.

A Republican amendment that would provide added funds for the low-expenditure States was adopted. This will cure some of the disparity in federal aid between States. However, it does not change the present unsatisfactory method of distribution within States which scatters funds indiscriminately among wealthy and needy school districts.

It is generally agreed that the best hope for reducing educational failure among economically and socially disadvantaged children lies in the area of

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preschool education. However, during the first year of this Act, only 5.7 percent of the funds under title I have been used for preschool education. Moreover, many of the preschool projects have been enmeshed in the bureaucratic confusion that exists between the U.S. Office of Education and the Office of Economic Opportunity (which is responsible for funding Operation Headstart). Certainly, this program should be unshackled and properly financed so that greater emphasis can be placed on disadvantaged preschool children.

The greatest threat to the independence of State and local educational administration is contained in title III of this Act. This title has placed in the hands of the U.S. Commissioner the sole power to determine which applicant school districts are to receive funds and which educational purposes are to be favored in their use. This has caused frustration and confusion and delayed many worthwhile projects. School administrators from all over the country have vigorously protested this unwarranted concentration of authority but the Democratic majority has done nothing to remedy this situation except to express some pious hopes that in the future administrative excesses would be avoided.

Now, without correcting this serious situation, H.R. 13161 would increase both the cost and scope of title III. It would convert this title into a construction bill dealing with overcrowding, racial imbalance, and attendant problems. It would give the U.S. Commissioner the complete authority to determine without any legislative guidelines which communities are making a reasonable tax effort to meet educational needs and which are unable to meet such needs. He would be empowered to determine what constitutes obsolescence in facilities, crowding in classrooms, and racial imbalance in a school system. These matters involve fiscal, social and economic decisions that have always been made at the local or State level. We believe that they should remain at that level rather than being delegated to the U.S. Commissioner of Education as the bill proposes. Unfortunately, Republican-sponsored amendments to place this authority in the State education agencies, where it properly belongs, were summarily rejected.

The placing of the Adult Basic Education Program in title II of the Economic Opportunity Act is a classic example of the fragmentation of educational programs among the various agencies and departments of the federal government that has taken place under the Johnson-Humphrey Administration. The predictable result of this type of "non-planning" has been that States and local communities seeking federal assistance have been faced with almost insurmountable bureaucratic confusion and unjustified delay. Many of these problems could be eliminated if this and other educational programs were placed where they logically belong, in the Office of Education. A Republican amendment which would have transferred the Adult Basic Education Program to the Office of Education was accepted in subcommittee and then rejected by the full committee after very little discussion. This amendment will be offered again during House consideration.

In the face of ever-mounting inflation and in spite of the accelerating cost of the war in Vietnam, this bill, as reported, contains an increase in the spending authorization of nearly 100 percent for fiscal year 1968. Title III would be expanded nearly six times over the FY '66 authorization. Even in the event such expenditures were justified under the present fiscal circumstances, and they certainly are not, there is nothing in the present record that indicates that the schools can absorb such an increase with a corresponding improvement in their programs. Moreover, in the proposed legislation there has been absolutely no attempt to establish priorities for federal action or to correct the basic and known defects in the present law.

In its present form this bill is far from satisfactory. We, therefore, urge the adoption of the Republican amendments. With these changes, the federal contribution to education under this legislation can be substantially improved and at far less cost.

August 23, 1966

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# REPUBLICAN NATIONAL COMMITTEE

1625 EYE STREET, NORTHWEST, WASHINGTON, D. C. 20006

NATIONAL 8-6800

## NEWS

 FOR RELEASE

THURSDAY AM'S  
October 6, 1966

THE FOLLOWING STATEMENT WAS APPROVED OCTOBER 3, 1966  
BY THE REPUBLICAN COORDINATING COMMITTEE AND WAS RELEASED  
TODAY BY REPUBLICAN NATIONAL COMMITTEE CHAIRMAN RAY. C. BLISS


### OUR SCHOOLS SHOULD NOT BE DIRECTED FROM WASHINGTON

Democratic Administrations almost inevitably extend the power and authority of the Federal Government. The Republican Party has pointed to this danger on many occasions. We have put forth constructive proposals to maintain and strengthen the integrity of the partnerships among Federal, State and local Governments.

Today, local control of education continues to be a focus of this threat. Democratic officials continue to seek ways to extend Federal authority into locally operated educational systems. This "back-door approach" was voiced recently by the U.S. Commissioner of Education, who said schools must be guided to respond appropriately.

"...to calls for national action. Local school districts must not sit on their hands and then bellow about having the reins of educational policy yanked from their fingers."

-more-



The Republican Party believes in local control of education, because our local communities already have made it work. School enrollment in the United States runs at twice the rate of Europe, and half again the rate of Soviet Union. The proportion of students who complete high school has grown over fifty percent since the end of World War II.

A few years ago, a Democratic President declared the need for a Federal program to finance the construction of 600,000 classrooms within a decade. Yet, in that same year of 1962, classrooms were constructed at a ten-year rate of 653,000 without the Federal program that had been requested.

The ability of our communities to keep pace with educational need is shown clearly by the fact that, despite the huge growth in school enrollments, revenues have grown so that today average State and local expenditures per pupil exceed \$500 per year.

The Democratic Johnson-Humphrey Administration pays lip service to local control, while actually working in the opposite direction.

We have pointed out before the dangers in the enormous powers given to the Commissioner of Education to establish criteria for Federal aid under the Elementary and Secondary Education Act of 1965. We renew our call for Congressional action to eliminate unauthorized Federal dictation.

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19 April 1967



U. S. HOUSE  
OF REPRESENTATIVES

# REPUBLICAN POLICY COMMITTEE

REP. JOHN J. RHODES, (R.-ARIZ.) CHAIRMAN • 140 CANNON HOUSE OFFICE BUILDING • TELEPHONE 225-6168

## REPUBLICAN POLICY COMMITTEE URGES BASIC REFORM IN THE ELEMENTARY AND SECONDARY EDUCATION ACT

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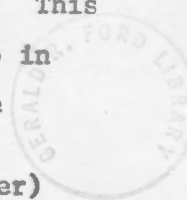
In 1965 and again in 1966, the Republican Members of the House of Representatives expressed grave concern regarding the broad sweep of the proposed elementary and secondary education legislation. We were concerned that under the loosely drawn provisions of this legislation, the education effort in this country would be divided, overlapping and wasteful. We were concerned that the State agencies and local school authorities would be deprived of authority to shape educational programs to meet local needs. Centralization of power in the Federal government was a theme that ran through the key sections of the legislation.

It has now become apparent that all too often the Federal support intended to improve elementary and secondary education has been used to undermine State and local initiative and responsibility. The administrative burdens and the Federal controls under the Elementary and Secondary Education Act have increased each year. Today, the United States Office of Education administers approximately 30 different programs in the field of elementary and secondary education. The total authorizations for these programs are well above \$3 billion. This proliferation of programs has thrust upon school administrators a baffling maze of applications, justifications, questionnaires and accountings. The heavy hand of the Federal government in the process of educational decision-making grows ever heavier.

It is absolutely essential that the unwarranted intrusion of the Federal government into the local educational systems be eliminated. The administrative complexities and overload which accompany this intrusion must be removed. Educator after educator has testified that the present system of categorical grant-in-aid programs is at the root of the problem. Under this system, Federal control has been maximized and an educational program determined by local priorities could not be established.

We believe that in the education field, as well as in many other fields, a system of Federal tax-sharing would provide the essential funds without the many controls and administrative complexities that presently accompany Federal programs. This type of reform cannot be accomplished in this bill. However, as an initial step in this direction, the Republican members of the Education and Labor Committee have recommended that H.R. 7819 be amended to provide block grants to the States for

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education purposes. These grants would replace the multiplicity of categorical grant-in-aid programs. If this is done, States and local communities would receive the financial assistance that they need without the Federal controls and dictation that has proven to be the greatest weakness of the present elementary and secondary education program.

Virtually all major groups in elementary and secondary education are opposed to placing in the hands of the U. S. Commissioner, the sole power in Title III to determine which applicant school districts are to receive funds and which educational purposes are to be favored in their use. The \$500 million authorization in Title III is a gigantic carrot by which the United States Commissioner of Education can "coax" local school systems and even entire States to adopt educational practices currently favored by a few individuals in the United States Education Office. It is not enough that the Commissioner of Education has professed a desire to turn over this program to State administration at some unspecified date in the future. State administration of the program should begin now. Title III projects must be consistent and coordinated with overall State educational plans and programs. This cannot be done as long as the control remains in the United States Office of Education.

Once again, this bill does nothing to correct the inequitable formula for distributing Title I funds to local school districts. Funds continue to be scattered indiscriminately among both wealthy and needy school districts. Under the present system, State education agencies are unable to channel the money to the areas of greatest need. The proposed study of the formula's obvious defects is an acknowledgment of this serious problem. The jerry-built distribution formula in Title I must be abandoned and the formula advanced by the Republican Members of the Committee must be adopted.

We are opposed to a National Teachers Corps recruited and controlled by the Federal government. Without question, there is a need to increase efforts for the recruitment and training of teachers for problem schools. However, these efforts should be made at the State and local level and not be controlled by a Federal Bureau. The Federal government should not be the agent for the recruitment, selection, assignment and compensation of teachers.

We believe that teacher training for problem schools, the prime objective of the Teachers Corps, should be handled as a part of other on-going programs. For example, Title XI of the National Defense Education Act authorizes institutes for teachers who are engaged or preparing to engage in teaching in such schools. In fiscal 1966 and 1967, 1,046 such institutes were arranged with 43,591 teachers participating. This highly successful program should be further expanded to meet the pressing need for additional training in this most difficult area. Moreover, Title V of the Higher Education Act authorizes the Commissioner of Education to initiate fellowship programs which he could specifically design to prepare teachers for problem schools.



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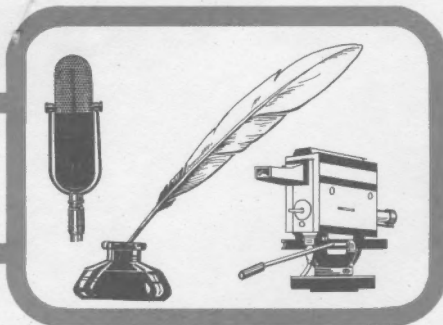
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**NEWS  
RELEASE**

STATEMENT BY REP. GERALD R. FORD, R.-MICH.  
FOR IMMEDIATE RELEASE, FRIDAY, APRIL 21, 1967--

WASHINGTON -- Virtually every state would receive more funds under programs covered by a Republican plan for block sum Federal grants to elementary-secondary schools and private schools would share equitably in the additional money, House GOP Leader Gerald R. Ford, R.-Mich., said today.

Ford said it appears the Johnson Administration is seeking to derail the GOP block grant approach to elementary-secondary Federal school aid by misleading officials of private schools. He said this can be the only explanation for private school leaders' fears that the GOP plan would deprive their schools of Federal assistance.

"There is absolutely no truth to the contention that the Republican proposal to substitute block grants would eliminate assistance to private schools," Ford declared. "The facts are that the Republican plan continues all the benefits of the present plan for pupils and teachers in private schools and does this without Federal dictation."

"It is typical of the Johnson Administration," Ford said, "that attempts are being made to mislead the American people as to legislation which spells out a far better way to improve education in this country than the method now dictated and closely controlled by Washington bureaucrats."

Ford noted that the GOP block sum grant plan provides that at least 50 per cent of the funds going to any state must be used for special programs for educationally-deprived children and that private school children must be included in those programs.

"That should set at rest all of the fears stirred up by those spreading false propoganda among officials of our private schools," Ford said.

The block grant approach espoused by the GOP would not take effect until July 1, 1969, because states and school districts would not have time to adjust their planning and programming if the plan were to begin operating with the start of fiscal year 1968.

A total of \$3 billion would be authorized under the GOP plan for fiscal 1969. This would be roughly \$200 million less than the Administration is seeking

for the programs the GOP plan would replace. But it would be \$1.5 billion more than the Administration request for fiscal 1968.

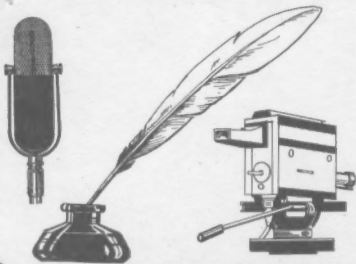
"It should be remembered there would be tremendous savings in administrative costs under the block sum grant approach," Ford said.

Assuming an appropriation of less than \$2.4 billion under Title I of ESEA for fiscal 1969, the Republican plan would provide more funds for Titles I, II, III, and V than the Administration bill except in the case of New York State and the District of Columbia, Ford asserted.

Ford said the GOP plan would cut administrative costs by many millions, reduce paperwork and red tape, permit better planning by local school officials, allow local people to set educational priorities, and reduce the power the U.S. Commissioner of Education now has over local school decisions.

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CONGRESSMAN  
**GERALD R. FORD**  
HOUSE REPUBLICAN LEADER

**NEWS  
RELEASE**

Statement by Rep. Gerald R. Ford (R-Mich.), House Minority Leader  
For Release at 10:30 a.m., Friday, April 28, 1967

President Johnson has made wild and irresponsible charges against the House Republican Leadership and leading advocates of the Republican substitute for the Administration's elementary-secondary school aid bill.

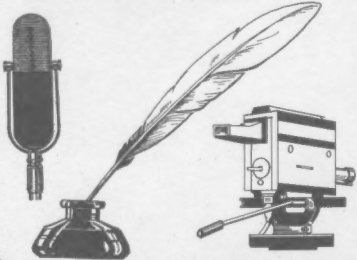
This Administration is playing fast and loose with the truth and has been engaging in such tactics ever since Rep. Quie unveiled his substitute measure on April 20. This further widens the Credibility Gap.

It is the Administration which has revived the church-state issue in connection with elementary-secondary school aid, not House Republicans. Administration officials did this by falsely asserting that aid to private schools would be virtually eliminated under the Quie Amendment. They deliberately fed misinformation about the Quie Amendment to private school officials. The truth is, of course, that the Quie Amendment from the outset has contained assurances that private schools would continue to receive full benefits. These assurances were couched in the same language found in the existing Elementary-Secondary School Aid Act. The truth is on our side.

We have one purpose and one purpose only in seeking adoption of the Republican substitute. That is to cut federal red tape in the channeling of federal aid to elementary and secondary schools and to let state and local educators set priorities. We would do that with bloc sum grants.

The President has falsely asserted that Republicans "trot out a new version" of their school aid substitute each day. The truth is we have made slight additions to the language in our legislation to calm the fears of private school leaders--groundless fears stirred up by the Administration through a scare campaign based on false statements.

The church-state issue actually is not involved in this matter. This is a choice between the Administration's categorical kind of elementary-secondary school aid and the Republican approach of bloc sum grants. The only issue is more local control and less federal influence. The present pattern of benefits for private schools will continue. We are heartily in favor of it.



CONGRESSMAN  
**GERALD R. FORD**  
HOUSE REPUBLICAN LEADER

**NEWS  
RELEASE**

Statement by Rep. Gerald R. Ford (R-Mich.), House Minority Leader  
For Release at 10:30 a.m., Friday, April 28, 1967

President Johnson has made wild and irresponsible charges against the House Republican Leadership and leading advocates of the Republican substitute for the Administration's elementary-secondary school aid bill.

This Administration is playing fast and loose with the truth and has been engaging in such tactics ever since Rep. Quie unveiled his substitute measure on April 20. This further widens the Credibility Gap.

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**GERALD R. FORD**  
HOUSE REPUBLICAN LEADER

**NEWS  
RELEASE**

JOINT STATEMENT BY  
Hon. Gerald R. Ford, House Minority Leader  
and  
Hon. Albert H. Quie, First District, Minnesota

April 28, 1967

ADMINISTRATION HAS MOUNTED AN ATTACK OF INCREDIBLE PROPORTIONS  
TO SAVE ITS ELEMENTARY AND SECONDARY EDUCATION ACT BILL,  
FIRST MAJOR TEST OF STRENGTH IN 90TH CONGRESS

The Administration, in an attack almost unprecedented in its scope and bitterness, has within the past week launched an all-out assault on the Republican amendment to the Elementary and Secondary Education Act (H. R. 8983).

Twice the Administration has postponed debate and action on the Administration bill, H. R. 7819. When it will finally be brought up even the Administration will not say. We believe we have the votes to win as of today.

If we win on this vital issue, it could create a pattern for the 90th Congress. That is the reason the Johnson Administration is employing outright misrepresentation against the Republican substitute, known as the Quie amendment.

So widespread has been this attack, so unfair has it been, that we are forced to make this statement to bring the truth to the American people.

Here are the facts on the four major issues raised by the Administration:

1. The President has charged we are behaving recklessly for partisan advantage by opposing the Administration's extensions of the ESEA through the 1968-69 school year.

ANSWER: It is not the supporters of the Republican amendment who are behaving recklessly for partisan political advantage. It is the Administration. The public must understand that the Administration regards this as the first major test of strength of the 90th Congress. If the Republican alternative should win, as now appears quite possible, the tenor and tone of the entire 90th Congress will change. Other alternatives to Great Society programs may also be enacted. For this reason the Administration has postponed consideration of ESEA. Over the past week, since the Republican amendment was announced, we have been subjected to an attack of almost incredible proportions. This attack has dealt in misinterpretation and fear to such an extent that it is almost impossible to reply to each distortion.

more

The Administration has marshalled its largest-bore guns----from the President, who attacked the proposal Thursday, to the U. S. Commissioner of Education, the chairman of the House Education and Labor Committee, and individual Members of Congress with statements in the Congressional Record. The magnitude of the attack is truly awesome. Again, the reason for the attack is that the Administration feels it MUST win this first test of strength in the 90th Congress or it will lose the whole ball game in the 90th Congress.

2. The President has accused opponents of his measure of trying to revive bitterness between church and public school leaders.

ANSWER: This totally untrue accusation is the most serious, the most regrettable and the most unfair. The widely-disseminated rumor that the Republican bloc grant approach would penalize pupils in private (and parochial schools) is an outright deception. The Quie amendment was announced on Thursday (April 20.) The following Sunday, when scarcely a handful of private school officials had even read the Quie amendment, a false report spread across the nation: "This means the end to benefits for private school pupils." Obviously, a few strategically-placed telephone calls from the Administration caused the unjustified reaction. Private school people were, in truth, victimized by Administration officials.

The Quie Amendment from the very beginning contained the same language as the present act respecting participation of private school children in the benefits of the program. The amendment even increased the types of assistance which could be made available.

We have even gone a step farther by writing in clarifying language to make even more explicit the intent that the Federal bloc grants would not be commingled with State funds to be spent for general educational purposes, but would be funds to be spent for special programs. Secondly, the Republican amendment specifically states that private school children would enjoy the same degree of participation in these programs under the Quie amendment as they now do under ESEA.

In truth, it was the subtle, behind-the-scenes maneuvering of the Administration that tended to "revive the bitterness between church and public school leaders." The Administration has deliberately tried to cause confusion and fear in the hearts of private school authorities, for its own political advantage.

3. The President said we have tried to revive bitterness and distrust between the so-called poor and rich states.

ANSWER: The allegation that the "poor would get poorer and the rich would get richer" is a classic example of Administration misrepresentation. This is absolutely

untrue. Beginning with the 1968-69 school year, under the Republican plan, \$3 billion would be available for distribution under a formula used for nine years in the National Defense Education Act which takes into account the ability of each State to support education, and thereby favors poorer States. The main formula in the present Elementary-Secondary Act is so inequitable that it provides a payment of \$129.64 for each poor child counted in Mississippi and \$393.14 for each child counted in New York.

To dispel any fears of reduced allocations, the Quie Amendment would require that a state's allotment could not be less than its total allotments for the year ending June 30, 1968, under Titles I, II, III, and V of ESEA.

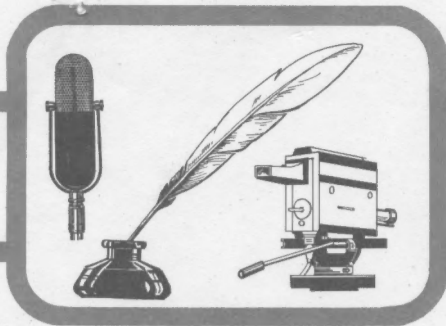
The Republican amendment would assure the states of a continuing authorization of \$3 billion in aid, starting with the 1968-69 school year. States would know well in advance what they could expect. On the other hand, if the Administration bill becomes law, states could not know for certain what would be available. It could range as low as \$2.3 billion, based on the actual appropriations under the present act.

4. The President said Thursday, this is "a time of testing for American education."

ANSWER: We agree that this is a time of testing, but not in the sense the President meant. It is a time of testing because America must choose between the path of more and more Federal control over education and the other path, which will assure the states and local communities their rightful control over education. After all, it was America's local schools that built our educational system into the best in the world. It was not control from Washington which produced this superb educational system. This is the one issue before us in the consideration of the Quie Amendment.

We must all understand that with Federal money goes Federal influence. The Republican amendment seeks to reduce the danger of Federal control. It also seeks to greatly reduce the endless red tape which is strangling local school boards in their dealings with the vast bureaucracy in Washington.

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**GERALD R. FORD**  
HOUSE REPUBLICAN LEADER

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JOINT STATEMENT BY  
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U. S. HOUSE  
OF REPRESENTATIVES

# REPUBLICAN POLICY COMMITTEE

REP. JOHN J. RHODES, (R.-ARIZ.) CHAIRMAN • 1616 LONGWORTH HOUSE OFFICE BUILDING • TELEPHONE 225-6168

10

91st Congress  
First Session

April 15, 1969  
Statement Number 5

## EXTENSION OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 TO JUNE 30, 1972

Elementary and Secondary Education programs established under the ESEA Act of 1965 will expire June 30, 1970. If forward funding provisions are to be operable and if advance program planning is to be encouraged, the Act must be extended now. The House Republican Policy Committee recommends extension of the Act to June 30, 1972.

Cogent reasons exist for establishing a practical limitation on the extension of the 1965 Act.

The Nixon Administration is currently conducting a comprehensive review of all ESEA programs in the context of our total national effort to overcome educational and social problems; this badly needed study and evaluation is being given major emphasis by the President and by the Office of Education. A two-year extension would assure the Congress a seasonable opportunity to act upon the recommendations based upon this review and would enable prompt elimination of inequities and weaknesses found to exist in ESEA programs.

Further, census data, the basis upon which federal educational grants are distributed, will be updated in 1970. Significant population shifts in this decade demand accommodation, and if the Act is extended excessively, in its present form, the inequitable disbursement of federal assistance would be prolonged.

The five-year extension of the 1965 Act proposed by H.R. 514 would also impede Congressional consideration of the employment of "block grants". The consolidation of similar State-grant programs must not be delayed. The crushing

(over)

administrative burden upon state, local and institutional officials must be lessened and their capacity to meet their responsibilities in education strengthened.

In view of the ongoing Executive analysis of ESEA programs; in view of significant changes in population distribution throughout the nation, on which the 1970 census will give the Congress accurate and current information; and recognizing the need for timely legislative action; we recommend extension of the Elementary and Secondary Education Act of 1965 to June 30, 1972.

The House Republican Policy Committee recommends extension of the Act to June 30, 1972 and its advance program planning is to be encouraged, the Act must be extended now.

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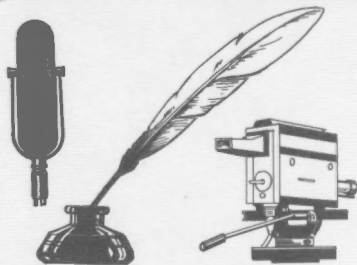
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The five-year extension of the 1965 Act proposed by H.R. 314 would also impede Congressional consideration of the employment of "block grants". The

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CONGRESSMAN  
**GERALD R. FORD**  
HOUSE REPUBLICAN LEADER

**NEWS  
RELEASE**

--FOR RELEASE AT 12 NOON--  
March 3, 1970

A Statement by Rep. Gerald R. Ford, R-Mich., Republican Leader, U.S. House of Reps.

Improving the quality of the American educational system has long been one of this Nation's most urgent and compelling needs.

President Nixon has wisely concluded that an administration in which reform is the watchword would be failing in its overall mission if reform of our educational system were not made a high priority objective.

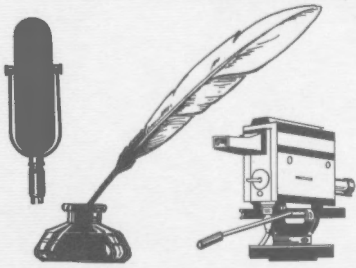
I have carefully studied the President's Message on Education Reform. I not only fully concur with his recommendations but also urge that the Congress act with the greatest possible dispatch in implementing them. Nothing is more important than a quality education for all of America's young people. I believe the President's proposals will help us move toward that goal.

The overall thrust of the President's proposals clearly is to promote as good an education for the child from the slums as the youngster from the suburbs. This, I believe, is the key to solving many of America's most perplexing social problems. We must bend every effort to achieve equality of educational opportunity.

Meantime, let the President's words be particularly heeded by those who would spend additional billions on Federal aid to education without measuring the results. As the President said, we are willing to spend more on education but we must also learn how to invest those dollars wisely.

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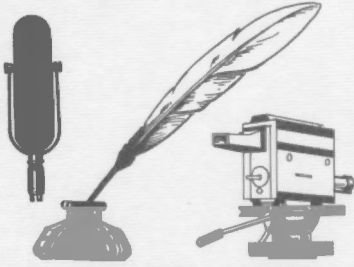
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CONGRESSMAN  
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HOUSE REPUBLICAN LEADER

**NEWS  
RELEASE**

--FOR IMMEDIATE RELEASE--  
March 24, 1970

Statement by Rep. Gerald R. Ford, R-Mich., Republican Leader, U.S. House of Reps.

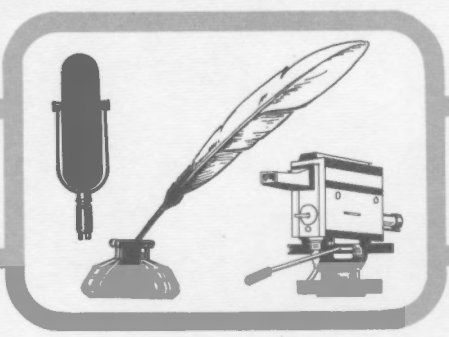
The President has taken a strong sensible approach to the problems of integration.

Certainly the President's commitment to upholding the law of the land cannot be questioned, particularly in view of his willingness to earmark \$1.5 billion in Federal funds to help local school districts with their desegregation problems. I applaud the President's pledge to help make desegregation work. At the same time I agree completely with his position that the neighborhood school is the cornerstone of the local school system and that students should not be bused outside of their neighborhoods merely to achieve an artificial racial balance in schools. Like the President, I believe that funds spent on forcible busing of students might better be spent on improving the quality of education in our elementary and secondary schools. The President's statement was noteworthy for its honesty and realism.

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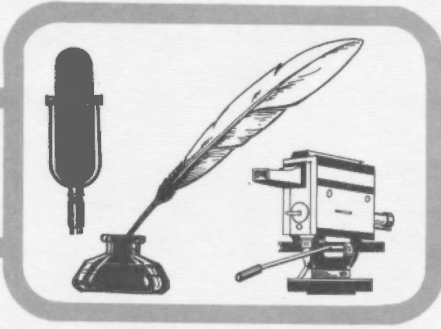
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**NEWS  
RELEASE**

--FOR RELEASE ON RECEIPT--  
Issued October 7, 1970

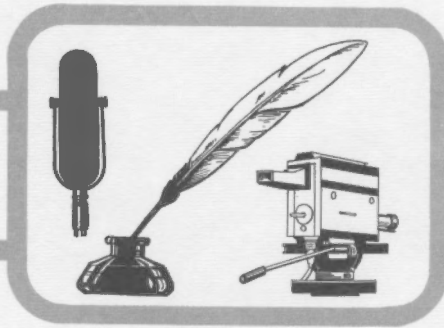
Rep. Gerald R. Ford of Grand Rapids has declared his outright opposition to Proposal "C" on the Nov. 3 Michigan ballot.

Ford said that in response to inquiries he was making public his position as expressed in letters sent last Sept. 29 to Ivan Zylstra, administrator of government relations, National Union of Christian Schools, and Msgr. H. H. Zerfas, superintendent of the Grand Rapids diocesan schools.

Ford wrote Msgr. Zerfas and Mr. Zylstra as follows:

"I agree that Proposal C should not be made a part of our State Constitution. There are too many unanswered questions relating to its provision to have it written into our basic law. Although this is a state issue and not one before the Congress, I, as a citizen of Michigan, will vote 'no' on Proposal C on November 3."

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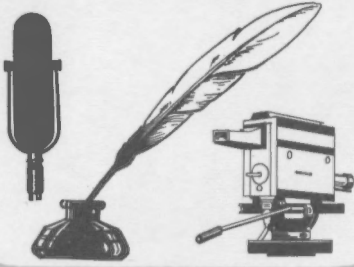
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**NEWS  
RELEASE**

For Release at 12 noon Thursday, Jan. 13, 1971

Congress appears certain to approve an increase in G.I. Bill benefits in 1972, Rep. Gerald R. Ford predicted today.

Ford said the House Veterans Affairs Committee will take up educational assistance for Vietnam veterans early in the next session of Congress, probably as its first item of business.

The Subcommittee on Education and Training has already conducted hearings on the subject, and the Nixon Administration has proposed an 8.6 per cent boost in educational assistance allowances, Ford noted.

Ford said the subcommittee plans to recommend a veterans' education bill to the full committee and expects favorable action by the committee.

Ford said he has long felt that educational benefits for Vietnam veterans are inadequate. He said he will support a substantial increase.

"I don't think there is any question but that Congress will approve an increase in veterans educational allowances this year," Ford said. "The only question is as to the amount. I wrote to the Veterans Affairs administrator last August 30, pointing out that the Vietnam veteran is being treated unfairly when his situation is compared with that of the World War II veteran. This is a situation which must be remedied."

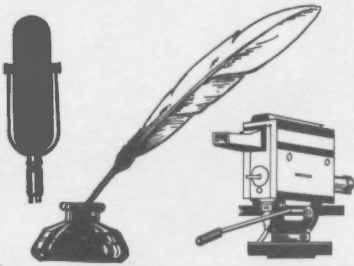
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"Considering the increases in the cost of living," Ford said, "the Vietnam veteran definitely is being shortchanged in relation to the benefits given the World War II veteran. I therefore favor a substantial increase in educational benefits for the Vietnam veteran."

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**NEWS  
RELEASE**

--FOR IMMEDIATE RELEASE--

February 22, 1971

Remarks on the Floor of the House by Rep. Gerald R. Ford

Mr. Speaker: The President has again urged action on a problem that cries out for attention--the difficulty young people are having throughout the nation in financing their higher education.

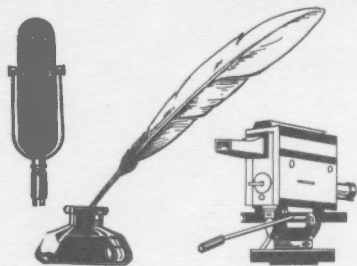
No qualified student should fail to go to college for lack of funds. If we accept that statement--and I think every member of Congress does--then the Congress should not fail to act this year on proposals to expand funding opportunities for prospective college students.

The President's proposals in this area of difficulty make great good sense. Under his program, Federal funds would go first and in the largest amounts to the neediest students. But loan money would be readily available to students from higher income families.

The creation of a National Student Loan Association has been delayed far too long. All of us know that in many communities it is virtually impossible for a prospective college student to get a loan from a bank. This situation must be remedied, and the proposed National Student Loan Association appears to be the obvious answer.

We must open higher education to all of our qualified young people. America must truly be the land of opportunity.

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CONGRESSMAN  
**GERALD R. FORD**  
HOUSE REPUBLICAN LEADER

**NEWS  
RELEASE**

--FOR IMMEDIATE RELEASE--

February 22, 1971

Remarks on the Floor of the House by Rep. Gerald R. Ford

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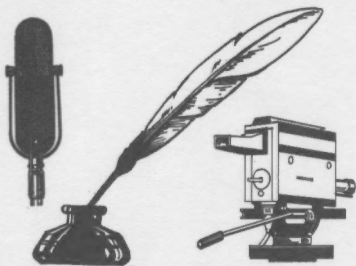
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CONGRESSMAN  
**GERALD R. FORD**  
HOUSE REPUBLICAN LEADER

**NEWS  
RELEASE**

--FOR IMMEDIATE RELEASE--

January 25, 1972

Statement by Rep. Gerald R. Ford

I have today signed the discharge petition which would take H. J. Res. 620, the anti-busing constitutional amendment, out of the hands of the House Judiciary Committee and bring it to the House floor for a vote.

Ordinarily I do not sign discharge petitions as a matter of principle. However, I have made an exception in the case of H. J. Res. 620, because of the extreme urgency of the question involved.

On Oct. 28, 1971, the Michigan Legislature adopted Senate Concurrent Resolution No. 172, which applies to the Congress for a convention to propose as an amendment to the Constitution of the United States the following article:

"No student shall be assigned to nor compelled to attend any particular public school on account of race, religion, color or national origin."

H. J. Res. 620, introduced by Rep. Norman F. Lent, R-N.Y., reads as follows:

"Section 1. No public school student shall, because of his race, creed, or color, be assigned to or required to attend a particular school."

I subscribe to the language of the Lent Amendment and the Michigan Legislature's Senate Concurrent Resolution No. 172.

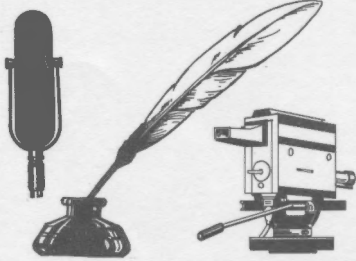
My view on school segregation is that we should act to end dual school systems wherever possible but there should be no forced busing of school children great distances from their homes to achieve racial balance. I believe in the concept of the neighborhood school.

Our concern should be with quality education, not with forced busing to achieve racial balance. Instead of spending huge sums to transport students to a distant school, we should concentrate on upgrading our disadvantaged schools for the benefit of disadvantaged students. I believe taxpayers would be willing to pay to do that although they are unalterably opposed to expensive plans involving forced busing.

We should attack school segregation vigorously by various legal and voluntary means--but without forced busing.

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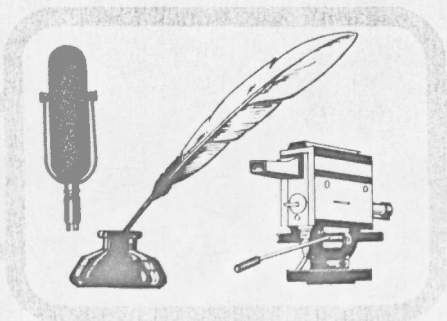
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# NEWS RELEASE



CONGRESSMAN  
**GERALD R. FORD**  
HOUSE REPUBLICAN LEADER

--FOR IMMEDIATE RELEASE--  
Monday, March 6, 1972

Statement by Rep. Gerald R. Ford

Prospects for Federal aid to nonpublic schools are the most promising they have ever been, due to two developments.

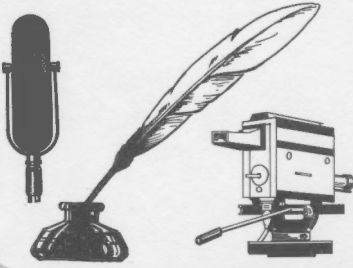
First of all, House Ways and Means Chairman Wilbur Mills, D-Ark., and Ways and Means member James A. Burke, D-Mass., have introduced bills identical with the Byrnes-Ford bill which calls for a 50 per cent personal income tax credit on nonpublic school tuition, up to a limit of \$400 per dependent.

Second, the President's Commission on School Finance has urged tax credits or deductions for nonpublic school tuition in a report made public today.

I have been pushing for financial aid to nonpublic schools for more than 10 years. It seems to me that chances for such aid are the brightest now that they have ever been.

The next step is hearings before the Ways and Means Committee. It is my understanding that hearings will be scheduled.

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CONGRESSMAN  
**GERALD R. FORD**  
HOUSE REPUBLICAN LEADER

**NEWS  
RELEASE**

--FOR IMMEDIATE RELEASE--

Tuesday, June 6, 1972

Statement by Rep. Gerald R. Ford

I welcome the appeals court decision in the Richmond school case.

This is the first encouraging court action with regard to the busing problem.

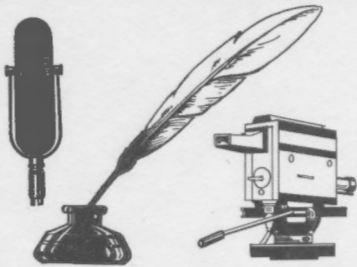
I hope this decision will be the forerunner of like decisions by other  
courts.

I trust it will have an impact on cases in Michigan and elsewhere.

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CONGRESSMAN  
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HOUSE REPUBLICAN LEADER

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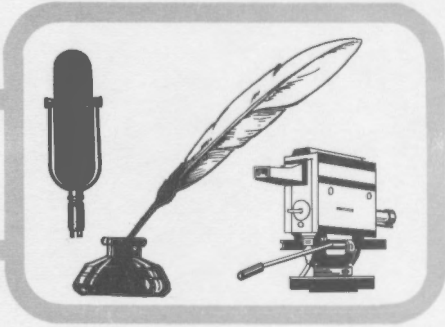
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CONGRESSMAN  
**GERALD R. FORD**  
HOUSE REPUBLICAN LEADER

**NEWS  
RELEASE**

--FOR IMMEDIATE RELEASE--

August 1, 1972

Statement by Rep. Gerald R. Ford

I am pleased that the House Rules Committee has voted to take the proposed anti-busing Constitutional Amendment away from the House Judiciary Committee and bring it to the House Floor for a vote. I strongly support the proposed amendment.

However, it will take perhaps as long as two years to bring about ratification of the anti-busing amendment. It is therefore urgent that the Rules Committee also discharge the President's busing moratorium legislation from the Judiciary Committee and allow the House to work its will on that bill.

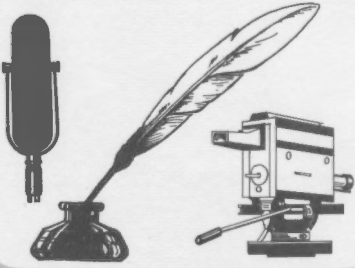
The moratorium bill would have immediate effect, estopping all action on forced busing until the Congress can lay down school desegregation guidelines for the courts, as in the bill now before the House Education and Labor Committee.

This Congress should not adjourn until it has enacted busing moratorium and guidelines legislation, as well as approving a proposed Constitutional Amendment to ban forced busing to achieve racial balance.

###

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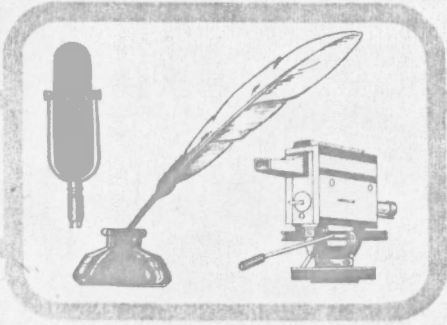
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CONGRESSMAN  
**GERALD R. FORD**  
HOUSE REPUBLICAN LEADER

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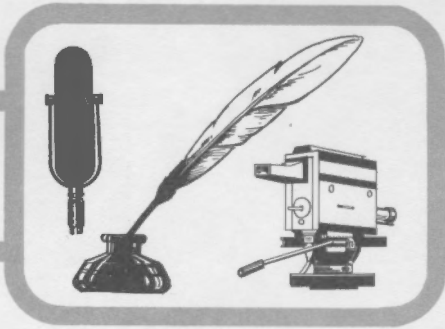
September 20, 1972

JOINT STATEMENT BY REP. GERALD R. FORD, (R-MICH.) REPUBLICAN LEADER OF THE HOUSE OF REPRESENTATIVES, AND SENATOR ROBERT P. GRIFFIN, (R-MICH.) ASSISTANT REPUBLICAN LEADER OF THE SENATE.

While Senator McGovern is campaigning in Michigan, we feel he owes the people of our state a candid explanation of how he plans to vote on the House-passed Anti-Busing Bill which is pending on the Senate calendar.

This is no longer a hypothetical question nor one which can be obscured in campaign rhetoric. It is one which will require a "Yea" or "Nay" vote in the United States Senate, if Senator McGovern cares to be present for that roll call. The voters of Michigan deserve a straight answer to the question: Is Senator McGovern for or against the Anti-Busing Bill, H.R. 13915?

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CONGRESSMAN  
**GERALD R. FORD**  
HOUSE REPUBLICAN LEADER

**NEWS  
RELEASE**

--FOR IMMEDIATE RELEASE--

October 11, 1972

Statement by Rep. Gerald R. Ford

George McGovern is a do-nothing senator on busing.

While President Nixon uses his powers of persuasion and Sen. Robert P. Griffin pulls out every possible stop to push the anti-busing moratorium bill through the Senate, George McGovern sits in Detroit and tells the Detroit Free Press in an interview that "there is nothing that either Nixon or I can do" about busing.

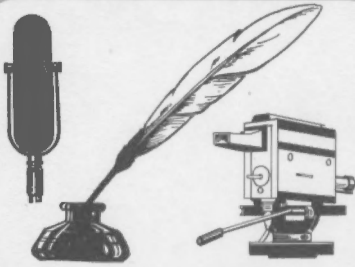
President Nixon has laid before the Congress a bill which would place a moratorium on busing and provide alternative choices which the courts must select before resorting to a busing order. And even that last resort busing order could not take a pupil beyond the school second nearest to his home. Yet George McGovern insists there is nothing that can be done about busing and stays away from the Senate where the anti-busing fight is being waged. He is simply evading and avoiding the busing issue.

Chances are that if George McGovern were not running for President and was in his Senate seat, he would be assisting in the filibuster which is preventing a vote on the President's anti-busing moratorium bill. Michigan's up-and-doing senator, Bob Griffin, is on the Senate floor every minute, fighting those senators who are trying to filibuster the anti-busing bill to death. And that's what George McGovern could be doing about busing--instead of telling the people of Michigan through the Detroit Free Press Wednesday that "there is not one thing that either Nixon or I can do to stop those buses from rolling."

But McGovern's attitude is not surprising. The Democratic platform implicitly supports busing by saying that "transportation of students is another tool to accomplish desegregation," and McGovern himself has called it "a concept worthy of our support" (Washington Post, Feb. 15, 1972).

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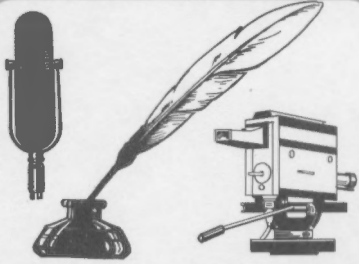
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CONGRESSMAN  
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HOUSE REPUBLICAN LEADER

**NEWS  
RELEASE**

--FOR RELEASE AT 12 NOON--

Wednesday, January 3, 1973

Rep. Gerald R. Ford, R-Mich., and Rep. Herman T. Schneebeli, R-Pa., today introduced a bill which would give parents a tax credit of 50 per cent for tuition paid to send their youngsters to a nonprofit nonpublic elementary or secondary school, up to a limit of \$200 per child.

The legislation introduced by Minority Leader Ford and by Schneebeli, who is ranking Republican on the House Ways and Means Committee, is a bill which was reported out by the Ways and Means Committee late last year. Congress adjourned without acting on it.

Ford in 1972 authored a bill which provided for a tax credit of up to \$400 per child for tuition paid to a nonprofit nonpublic school.

In introducing the \$200 version, Ford said he thought it had the best chance of enactment and pledged every effort to win passage of the legislation. He said he thought the bill's prospects were "fairly good," particularly since it is backed by House Ways and Means Chairman Wilbur Mills, D-Ark.

Commenting on the tax credit legislation, Ford said:

"Parents in our country are entitled to freedom of choice. They should have the freedom to send their children to nonpublic schools if they so choose. Parents have a constitutional right to send their children to nonpublic schools. That right is impaired when the financial burden is so great that it cannot be borne without unusual hardship. That right is also impaired if increasing numbers of nonpublic schools are forced to shut down because parents can't pay rising tuition costs.

"Parents of nonpublic students carry a double financial load. They pay taxes to support public education, and they pay tuition so their youngsters may receive the special spiritual guidance offered by a nonpublic school. We should subtract at least part of what they pay in nonpublic school tuition from their Federal income tax bills. That's only fair. These parents already pay their full share of local taxes for our public schools."



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