

~~THE PRESIDENT HAS SEEN~~

REMARKS TO THE NATIONAL ASSOCIATION

OF SECONDARY SCHOOL PRINCIPALS

MONDAY, FEBRUARY 16, 1976

ACKNOWLEDGEMENTS

NATIONAL ASSOCIATION OF SECONDARY SCHOOL
PRINCIPALS

THANK YOU, MR. WALKER. (President, NASSP)

MR. FALSTROM (President Elect, NASSP)

MR. KIERNAN (Executive Secretary, NASSP)

REVEREND HARPER (St. John's)

MEMBERS AND GUESTS OF THE NATIONAL ASSOCIATION
OF SECONDARY SCHOOL PRINCIPALS

NOTE:

In the front row of the audience facing you will be:

Willard Wirtz, Former Secretary of Labor

George and Norma Kiesel, former Michigan quarterback-
1948 Rose Bowl Game

Vincent Reed, Acting Superintendent of D. C. Schools

John Stebbins, Delta High School in Muncie. You dedicated
this school as Vice President

IT IS AN HONOR FOR ME TO BE RE-INDUCTED

+ fortunate

INTO THE NATIONAL HONOR SOCIETY, WHICH I WAS PRIVILEGED

↑

TO JOIN IN 1930. ON THIS PLAQUE, I SEE THE

HONOR SOCIETY'S REQUIREMENTS:

SERVICE, SCHOLARSHIP,

LEADERSHIP, CHARACTER.

AS A HIGH SCHOOL STUDENT, I WAS PROUD TO BE THOUGHT

WORTHY OF THOSE WORDS. I AM JUST AS PROUD TO BE

THOUGHT WORTHY OF THEM TODAY. THANK YOU VERY MUCH.

LET ME ALSO THANK YOU FOR YOUR INVITATION
TO BE A PART OF THIS PROGRAM. THE AGENDA FOR THIS
CONVENTION SHOWS THAT YOUR PROFESSION IS IN A TIME OF
GREAT CHANGE, AND THAT YOU ARE ADDRESSING YOURSELF
TO THAT CHANGE.

YET IN SOME WAYS YOUR JOB HAS NOT CHANGED

AT ALL SINCE THE EARLY DAYS OF OUR NATION'S EDUCATIONAL

SYSTEM. YOU STILL GIVE GUIDANCE TO THE SCHOOLS

WHICH GUIDE OUR CHILDREN. YOU ARE STILL THE

EXECUTORS OF OUR PAST, AND THE TRUSTEES OF OUR FUTURE.

IN THIS BICENTENNIAL YEAR IT IS FITTING THAT WE SHOULD

CONSIDER WHERE WE HAVE BEEN, AND WHERE WE ARE GOING•

I WOULD LIKE TO SHARE WITH YOU MY VISION OF EDUCATION,

AND OF ITS ROLE IN OUR NATION'S PROGRESS•

IN OUR FIRST CENTURY AS A NATION,

AMERICA DEVELOPED POLITICAL INSTITUTIONS RESPONSIVE

TO THE PEOPLE. UNITY GREW FROM DIVERSITY.

AND EDUCATION FOR THE PEOPLE WAS A CRUCIAL PART OF

THE FOUNDING FATHER'S VISION. THEY KNEW THAT

IGNORANCE AND FREEDOM COULD NOT COEXIST.

A SYSTEM OF GENERAL INSTRUCTION FOR ALL
CITIZENS, / BOTH RICH AND POOR, / WAS THE EARLIEST OF
THOMAS JEFFERSON'S PUBLIC CONCERNS. HE LED AN
UNSUCCESSFUL EFFORT TO HAVE THE VIRGINIA ASSEMBLY
SUPPORT A SYSTEM OF FREE PUBLIC SCHOOLS.

BY THE TIME THE CONSTITUTION WAS DRAFTED,
HOWEVER, / OUR FOUNDING FATHERS CLEARLY SAW EDUCATION
AS A STATE RESPONSIBILITY. LITTLE MORE THAN A
CENTURY LATER, EVERY STATE HAD A TAX-SUPPORTED PUBLIC
SCHOOL SYSTEM, / FREE AND ACCESSIBLE TO EVERY CHILD.

IN OUR SECOND CENTURY / AMERICA'S SCHOOLS

AND COLLEGES FACED GREAT CHALLENGES AND

WITHSTOOD ENORMOUS PRESSURES • THEY EDUCATED

MILLIONS OF IMMIGRANT CHILDREN WHO SPOKE NO ENGLISH

WHEN THEY CAME TO OUR SHORES •

THEY MET THE CHANGING ACADEMIC AND
CAREER NEEDS OF STUDENTS / AS THE NATION GREW MORE
URBANIZED AND INDUSTRIALIZED. AMERICAN SCHOOLS
CONTRIBUTED GREATLY TO OUR UNPRECEDENTED ECONOMIC
GROWTH, AND TO THE WIDESPREAD SHARING OF OUR
ECONOMIC GAINS.

NOW WE ARE ENTERING OUR THIRD CENTURY.

I SEE THIS AS A CENTURY DEVOTED TO THE FULFILLMENT
OF THE INDIVIDUAL CITIZEN.

IN THIS CENTURY EDUCATION WILL NOT ONLY
PREPARE YOUNG MEN AND WOMEN TO EARN A LIVING,

IT WILL ALSO PREPARE THEM TO LIVE A RICHER LIFE.

IT WILL EQUIP THEM TO MAKE THEIR OWN DECISIONS,

RATHER THAN PERMIT THEIR FUTURES TO BE DECIDED FOR

THEM.

IT WILL ENRICH OUR CHILDREN'S LIVES,

AND IT WILL ALSO ENRICH OUR LIFE AS A NATION•

THROUGHOUT OUR HISTORY, THE FEDERAL GOVERNMENT

HAS RECOGNIZED THE VALUE OF EDUCATION, AND HAS HELPED

OUR SCHOOLS AND COLLEGES.

SINCE ABRAHAM LINCOLN SIGNED THE ACT CREATING
LAND-GRANT COLLEGES, / FEDERAL ENCOURAGEMENT AND ASSISTANCE
TO EDUCATION HAS BEEN AN ESSENTIAL PART
OF THE AMERICAN SYSTEM.

TO ABANDON IT NOW WOULD BE TO IGNORE THE PAST,

AND TO THREATEN THE FUTURE•

BUT WE MUST MAKE FEDERAL AID MORE

EFFECTIVE THAN IT HAS BEEN•

IN THE PAST DECADE, AS EDUCATIONAL
PROBLEMS OF NATIONAL SCOPE HAVE BEEN IDENTIFIED,
WE HAVE RESPONDED WITH A VARIETY OF NEW FEDERAL
PROGRAMS TO MEET THOSE NEEDS / THROUGH ASSISTANCE
TO STATE AND LOCAL EDUCATIONAL AGENCIES.

EACH OF THESE PROGRAMS WAS INITIATED TO MEET THE GOAL
OF IMPROVED EDUCATIONAL OPPORTUNITIES FOR A
PARTICULAR SEGMENT OF OUR POPULATION.

BUT THE RESULT OF ADDING PROGRAM ON TOP
OF PROGRAM HAS BEEN A MAZE OF COMPLEX AND OFTEN
CONFUSING FEDERAL GUIDELINES AND REQUIREMENTS.
AT FEDERAL, STATE AND LOCAL LEVELS WE HAVE
UNWITTINGLY CREATED A HEAVY BURDEN OF VARYING
REGULATIONS, DIFFERING STANDARDS, AND OVERLAPPING
RESPONSIBILITIES.

TOO OFTEN WE ASK WHETHER FEDERAL FORMS HAVE BEEN
PROPERLY FILLED OUT AND NOT WHETHER CHILDREN HAVE
BEEN PROPERLY EDUCATED.

AS PRESIDENT, THE FIRST MAJOR PIECE
OF LEGISLATION I SIGNED, / 18 MONTHS AGO, /
WAS AN OMNIBUS EDUCATION BILL. IT IMPROVED
THE DISTRIBUTION OF FEDERAL EDUCATION FUNDS
AND THE ADMINISTRATION OF FEDERAL EDUCATION PROGRAMS.

SOON I WILL BE SENDING TO THE CONGRESS

MY PROPOSALS TO CONTINUE THIS IMPROVEMENT.

THE THRUST OF THESE PROPOSALS WILL BE TO CONSOLIDATE

FEDERAL AID AND TO GIVE STATE AND LOCAL AUTHORITIES

GREATER FLEXIBILITY IN ITS USE.

I MAKE THIS PROPOSAL TO UNTIE THE RED

TAPE THAT BINDS YOU. I WANT TO FREE YOU TO MEET

THE CHALLENGES OF OUR THIRD CENTURY, OUR CENTURY

OF INDIVIDUAL FULFILLMENT.

OUR LAW AND CUSTOM / PLACE THE MAJOR

RESPONSIBILITY FOR ELEMENTARY AND SECONDARY PUBLIC

EDUCATION ON OUR STATE AND LOCAL GOVERNMENTS.

AND THE RECORD CONVINCES ME THAT DECISIONS ABOUT EDUCATION

MADE ON THOSE LEVELS ARE WISER AND MORE RESPONSIVE TO

COMMUNITY NEEDS / THAN THE EDICTS OF THE FEDERAL

BUREAUCRACY.

THE FEDERAL GOVERNMENT -- WHILE PROVIDING

SEVEN PERCENT OF ELEMENTARY AND SECONDARY EDUCATION FUNDING --

SHOULD NOT USURP THE STATE AND LOCAL ROLE.

BUT BY CONSOLIDATING INTO BLOCK GRANTS MORE THAN A SCORE

OF EXISTING PROGRAMS, WE CAN DO A LOT BETTER JOB

WITH OUR FEDERAL DOLLARS.

AT THE SAME TIME, MY PROPOSAL WOULD PRESERVE THE
APPROPRIATE NATIONAL CONCERN FOR QUALITY EDUCATION,
AND CONCENTRATE AVAILABLE FUNDS ON THE NEEDS OF THE
HANDICAPPED AND THE EDUCATIONALLY DEPRIVED.

LET ME ADD, THAT IF WE CAN ACHIEVE THE KIND OF
CONSOLIDATION WHICH WILL LEAD TO A MORE PRODUCTIVE USE
OF FEDERAL DOLLARS, THEN EVEN WITHIN THE TIGHT BUDGET
CONSTRAINTS WE FACE WE CAN PLAN TO INCREASE ALLOCATIONS
TO ELEMENTARY AND SECONDARY EDUCATION.

THE BUDGET PROJECTIONS WE WILL SUBMIT WITH OUR
CONSOLIDATION PROPOSALS WILL REFLECT INCREASES
FOR EACH OF THE NEXT THREE FISCAL YEARS.

AS WE LOOK AHEAD, WE CAN SEE OUR EDUCATIONAL
SYSTEM ADAPTING TO MEET CHANGING NEEDS. THIS HAS
ALREADY PROVED TO BE ONE OF ITS GREAT VIRTUES.
IN THE 1950s, FOR EXAMPLE, AMERICA AWAKENED TO THE URGENT
NEED FOR IMPROVED SCIENCE AND MATHEMATICS INSTRUCTION
IN OUR NATION'S SCHOOLS. OUR ADVANCES IN TECHNOLOGY
OVER THE LAST TWO DECADES SHOW THAT WE MET THIS CHALLENGE.

TODAY WE ARE FACED WITH ANOTHER URGENT PROBLEM

IN OUR NATION'S DEVELOPMENT. IT IS APPARENT THAT

MANY CITIZENS ARE UNINFORMED, / OR WORSE, / UNCONCERNED

ABOUT THE WORKINGS OF THEIR GOVERNMENT AND THE

EXECUTION OF THEIR LAWS.

YOUNG PEOPLE IN PARTICULAR APPEAR CYNICAL
AND ALIENATED FROM OUR GOVERNMENT AND LEGAL SYSTEM•

TOO MANY AMERICANS SEE THE LAW AS A THREAT,
RATHER THAN AS A PROTECTION• TOO FEW HAVE BEEN TAUGHT
TO UNDERSTAND THE WAY LAWS ARE CREATED AND
ADMINISTERED -- AND PEACEFULLY CHANGED•

IN ONE POLL OF FEDERAL WORKERS, MORE THAN
TWO-THIRDS REFUSED TO SIGN AN EXCERPT FROM THE
DECLARATION OF INDEPENDENCE. ALMOST HALF DID NOT
RECOGNIZE THE PHRASE, "WE HOLD THESE TRUTHS TO BE
SELF-EVIDENT."

THESE ARE ALARMING TRENDS FOR ANY NATION TO
FACE. THEY ARE ESPECIALLY DISTURBING TO US NOW,
AS WE SPEAK OF REDEDICATING OURSELVES TO THE ENLIGHTENED
SPIRIT OF OUR COUNTRY'S FOUNDERS.

THIS IS A NEW CHALLENGE TO EDUCATION.

THIS IS A NEW CHALLENGE TO YOU.

IF WE FIND THIS TREND DISTRESSING,

CAN WE IN ALL HONESTY SAY WE FIND IT SURPRISING?

OUR NATION HAS UNDERGONE SEVERE SHOCKS IN THE LAST

QUARTER-CENTURY. OUR CHILDREN FACE A WORLD AT

ONCE RICHER AND MORE THREATENING THAN HAD EVER BEEN

IMAGINED.

OUR CHILDREN ARE LESS NAIVE, I THINK,

THAN PREVIOUS GENERATIONS OF YOUNG PEOPLE. I KNOW

MY CHILDREN HAVE DIFFERENT VIEWS ABOUT A LOT OF THINGS

THAN I DID AT THEIR AGE.

YET OUR CLASSES IN GOVERNMENT AND IN SO-CALLED

"CIVICS" TEND TO CONTINUE ALONG OUTMODED LINES.

IN 1971 THE AMERICAN POLITICAL SCIENCE ASSOCIATION

REPORTED THAT THESE COURSES PRESENTED A "NAIVE,

ROMANTICIZED APPROACH." THE AMERICAN BAR ASSOCIATION

FOUND CIVICS STUDENTS TO BE WIDELY ALIENATED BY

PLATITUDES AND CHAUVINISM, / AND THE METHODS OF LEARNING

BY ROTE.

AS EMERSON SAID, THE SECRET OF EDUCATION

LIES IN RESPECTING THE PUPIL. THIS IS JUST AS TRUE

FOR TEACHING THEM SOCIAL VALUES AS FOR TEACHING THEM

ANYTHING ELSE.

WE CANNOT PERPETUATE OUR VALUE SYSTEM MERELY

BY TELLING OUR CHILDREN IT IS GOOD. WE CAN ONLY ASSURE

ITS FUTURE BY EDUCATING OUR CHILDREN TO ADMIRE ITS STRENGTHS,

CORRECT ITS FAULTS, / AND TO PARTICIPATE EFFECTIVELY AS CITIZENS.

ONLY THEN WILL THEY UNDERSTAND WHY OUR SOCIAL VALUES

ARE WORTH PRESERVING, / EVEN THOUGH MUCH IN OUR SOCIETY

HAS CHANGED.

ONLY THEN WILL THEY UNDERSTAND WHY WE STILL

"HOLD THESE TRUTHS TO BE SELF-EVIDENT."

THE GROWING MOVEMENT TO SUPPLY SUCH EDUCATION

GIVES US REASON TO BE ENCOURAGED. YET MOST OF THE WORK

IN THIS FIELD CLEARLY REMAINS BEFORE US. WE MUST FIND

NEW WAYS TO TEACH STUDENTS ABOUT THE INSTITUTIONS OF LAW

AND GOVERNMENT WHICH WILL AFFECT THEIR LIVES SO MUCH. *and*

no long.

WE CAN PERFORM NO FINER SERVICE FOR THE INDIVIDUAL STUDENT,

AND FOR AMERICAN SOCIETY, THAN TO PROVIDE THEM WITH

THIS UNDERSTANDING.

ONE PROBLEM IS THAT IN THIS FIELD, AS IN OTHERS,

WE DO NOT YET REALLY KNOW HOW TO MEASURE THE QUALITY

OF EDUCATION. MANY OF THE STANDARDS WE HAD RELIED

ON HAVE FAILED US.

WE THOUGHT WE COULD MEASURE QUALITY

BY THE STUDENT-TEACHER RATIO. YET SOME STUDIES SUGGEST

THAT CLASS SIZE / WITHIN A WIDE RANGE / MAY HAVE NO EFFECT

ON STUDENT ACHIEVEMENT.

WE THOUGHT WE COULD BUY QUICK MIRACLES IN EDUCATION

BY SPENDING MORE MONEY. BUT THE COLEMAN REPORT

ON EQUALITY OF EDUCATIONAL OPPORTUNITY, AND SUBSEQUENT

RESEARCH, / HAVE CAST SERIOUS DOUBT ON THAT IDEA.

IT WOULD BE EASIER IF WE COULD MEASURE EDUCATIONAL

QUALITY IN DOLLARS AND CENTS, / BUT WE CANNOT.

EDUCATION RELIES ON PEOPLE: \ ON THE TEACHERS

WHO WORK IN THE SCHOOLS, AND ON THE ADMINISTRATORS

WHO DIRECT THEM. THE CLEAR AND CONSTANT MEASURE

OF EDUCATIONAL QUALITY IS THE DEGREE OF YOUR COMMITMENT

AND THE LEADERSHIP YOU PROVIDE. YOU DESERVE THE THANKS

AND EVEN MORE IMPORTANT / THE SUPPORT / OF ALL PARENTS

AND ALL AMERICANS.

I UNDERSTAND THE THEME OF THIS CONVENTION

IS THE "CORNERSTONE FOR TOMORROW." FOR MILLIONS

OF YOUNG AMERICANS / THE CORNERSTONE OF THEIR TOMORROW

WILL BE YOU.

I HAVE FAITH THAT YOU WILL DO THE JOB FOR THEM,

AND FOR THOSE WHO FOLLOW.

THANK YOU VERY MUCH.

END OF TEXT