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THE AMERICAN ASSOCIATION OF SCHOOL
ADMINISTRATORS, FEBRUARY 25, 1974, ATLANTIC
CITY, NEW JERSEY

Dr. Johnson
Dr. Austin
Angelo

37 yrs *1965* *1929* *BIG REDS*
HACKLEY
FIELD

I APPRECIATE THIS OPPORTUNITY TO
GREET THE AMERICAN ASSOCIATION OF SCHOOL
ADMINISTRATORS AND TO **SH**ARE WITH YOU MY
PHILOSOPHY ON THE FEDERAL ROLE IN EDUCATION.

Pres. Nixon.



Serious Speech / but Education is
Serious Business
I don't think I would have
been here Sept for Oct 12th

Telephone
Dick Cavett

THE RUMORS OF THE DEATH OF FEDERAL
SUPPORT FOR EDUCATION ARE EXAGGERATED. ^{if not totally inaccurate} ¹ OUR
PROGRAM IS VERY MUCH ALIVE AND FULLY DEFINED
IN THE NEW BUDGET. ^{Basically} ¹ THE QUALITY OF NATIONAL
LIFE IN THE LAST QUARTER OF THE 20TH CENTURY
DEPENDS ON THE STANDARDS OF OUR EDUCATION
AND THE INSPIRATION OF OUR SCHOOL
ADMINISTRATORS.

The only way such
support could terminate is if
the Congress + the Executive
branch become deadlocked or
polarized.

It is my intention if it
will be my best effort to
avoid such a confrontation.



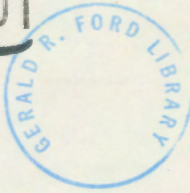
FEDERAL EXPENDITURES FOR EDUCATION
IN PRIMARY AND SECONDARY SCHOOLS WILL REACH
OVER \$4.8 BILLION IN ^{F.Y.} 1975. BUT RATHER THAN
FOCUS ONLY ON MONEY, I PREFER TO LOOK AT
SCHOOLS AS A PART OF SOCIETY. I HAVE ABIDING
FAITH IN PUBLIC EDUCATION. BUT I MUST SAY
THAT SCHOOL ADMINISTRATORS HAVE ALL THEY CAN
DO IN EFFECTIVELY ADMINISTERING /AND CANNOT ^{not} ~~shall~~
BE EXPECTED TO SOLVE SOCIETY'S MANY PROBLEMS.



I WANT TO TALK TODAY ABOUT THE
PRIMARY RESPONSIBILITY OF EDUCATORS, WHICH
IS TO EDUCATE. FEDERAL AND STATE GOVERNMENTS
SUPPLY YOU WITH FINANCING AND ASSISTANCE.
LOCAL SCHOOL BOARDS REPRESENT THE INTERESTS
OF CITIZENS IN THEIR OWN SCHOOLS. BUT IT
IS LEFT TO THE SCHOOL ADMINISTRATOR TO TAKE
FINAL RESPONSIBILITY FOR KEY DECISIONS.



I FEEL THE FEDERAL ROLE SHOULD BE
SUPPORTIVE OF YOUR EFFORTS AND SHOULD NOT
DICTATE EDUCATIONAL POLICY DECISIONS.



IT IS EXTREMELY IMPORTANT THAT WE
DEFINE THE FEDERAL ROLE IN SUCH MANNER AS TO
SERVE NATIONAL NEEDS WHILE NOT INTRUDING UPON
THE PROPER FUNCTIONS OF LOCAL SCHOOL BOARDS
OR OF THE STATES. A REEXAMINATION OF THE
FEDERAL ROLE IS REQUIRED --- AND REQUIRED NOW.

WHILE EDUCATION POLICY SHOULD NOT BE
DEBATED IN PARTISAN TERMS, IT IS APPROPRIATE
TO POINT OUT THAT FEDERAL EDUCATION DOLLARS
HAVE INCREASED UNDER THE ^{President Nixon} ~~PRESENT~~ ADMINISTRATION --- DESPITE A WIDESPREAD IMPRESSION TO
THE CONTRARY CAUSED BY THE VETO OF SEVERAL
APPROPRIATIONS BILLS THAT FAR EXCEEDED THE
PRESIDENT'S BUDGET.



THE ADMINISTRATION IS GUIDED BY A
NUMBER OF BASIC PRINCIPLES ON FEDERAL
EDUCATION POLICY.

1) WE SUPPORT NATIONAL PRIORITIES IN
EDUCATION WITHOUT SEEKING TO CONTROL AND
DIRECT THE DETAILS OF STATE AND LOCAL
IMPLEMENTATION OF THOSE PRIORITIES.

2) WE MUST MAKE IT POSSIBLE FOR CITIZENS,
STUDENTS, PARENTS AND ADMINISTRATORS TO PLAN
AHEAD TO MEET EDUCATIONAL COSTS.



3) WE MUST PLACE IMPORTANT CHOICES, TO THE MAXIMUM EXTENT POSSIBLE, IN THE HANDS OF STUDENTS AND PARENTS THEMSELVES.

4) WE MUST FIRMLY INSIST THAT ALL AMERICANS HAVE AN EQUAL OPPORTUNITY FOR QUALITY EDUCATION.



5) WE MUST PLAY A MORE RESPONSIVE ROLE
IN FUNDING RESEARCH TO FIND OUT WHAT WORKS
IN EDUCATION. IT IS REGARDING THIS LAST
PRINCIPLE THAT I WOULD LIKE TO ISSUE A
CHALLENGE TO AMERICA'S SCHOOL ADMINISTRATORS.
WE NEED YOU TO FIND NEW AND BETTER WAYS TO
EDUCATE. WE NEED YOU TO HELP MAKE DECISIONS.
WE NEED YOU TO APPLY TO SCHOOL ADMINISTRATION
THE "NATIONAL "R.&D." INNOVATION AND INGENUITY"
THAT BROUGHT SUCH GREAT BREAKTHROUGHS IN
MANY FIELDS OF TECHNOLOGY.



I CALL UPON THE SCHOOL ADMINISTRATOR TO HELP HIS GOVERNMENT TO REASSESS WHERE AMERICAN EDUCATION IS GOING IN AN ERA OF DECLINING BIRTHRATES. ENROLLMENTS HAVE DROPPED IN THE FIRST THREE GRADES OF ELEMENTARY SCHOOL. WE NOW HAVE A SUBSTANTIAL TEACHER SURPLUS INSTEAD OF A SHORTAGE. THIS IMPARTS A SENSE OF URGENCY TO THE SEARCH FOR A RELEVANT EDUCATIONAL SYSTEM FOR THE LAST QUARTER OF THIS CENTURY.



THE SCHOOL SITUATION IS FLUID AND
RAPIDLY CHANGING. EDUCATION IS NOT STATIC;
NOR CAN WE BE STATIC.



A MOMENT IS AT HAND THAT THE TEACHERS OF ANCIENT GREECE CALLED THE MOMENT OF KAIROS (KAY-ROS) --- THE POINT IN TIME WHEN ALL THINGS CONVERGED TO PRESENT THE POSSIBILITY OF GREAT CHANGE AND GROWTH. THIS IS THE MOMENT INWHICH WE CAN UPGRADE THE QUALITY OF OUR SCHOOLS. IT IS THE MOMENT WHEN WE CAN CULTIVATE IN THE LARGEST POSSIBLE NUMBER OF OUR YOUTH AN APPRECIATION OF BOTH THE RESPONSIBILITIES AND THE BENEFITS WHICH COME TO THEM BECAUSE THEY ARE AMERICANS AND ARE FREE.



There are
certain BASIC
TRUTHS



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THE HIGHEST SCHOOL EXPENDITURES IN
OUR HISTORY CANNOT IN AND OF THEMSELVES
GUARANTEE QUALITY EDUCATION.

PROLIFERATION OF BUREAUCRACY CANNOT
GIVE US QUALITY EDUCATION.

NARROW AND CATEGORICAL GRANT PROGRAMS
CANNOT GIVE US QUALITY EDUCATION.

RIGIDITY IN THE USE OF FEDERAL FUNDS
FOR LOCAL NEEDS CANNOT GIVE US QUALITY
EDUCATION.

A MULTITUDE OF SEPARATE FEDERAL GRANT
PROGRAMS CANNOT GIVE US QUALITY EDUCATION.

EACH HAS A POTENTIAL ROLE IN PURSUIT
OF QUALITY EDUCATION BUT THAT ROLE MAY HAVE
BECOME DISTORTED.



2 say HOW CAN WE HAVE QUALITY EDUCATION?--

THROUGH A PROCESS OF SIMPLIFICATION AND
CONSOLIDATION. ALSO, BY A REDEDICATION TO
THE FUNDAMENTALS OF THE LEARNING PROCESS.

THIS WILL TAKE THE COOPERATION OF
TEACHERS, ADMINISTRATORS, STUDENTS AND
PARENTS. GOVERNMENT CAN FACILITATE THIS
PROCESS BY SUPPORT RATHER THAN CONTROL.



IT IS CLEAR THAT THE FUTURE OF
FEDERAL AID WILL BE ALONG LINES OF SIMPLIFICA-
TION AND CONSOLIDATION. CONGRESS IS SHOWING
GREATER SUPPORT OF SIMPLIFYING THE COMPLEX
STRUCTURE OF FEDERAL AID AND GIVING STATES
AND LOCAL AGENCIES NEW FLEXIBILITY AND
RESPONSIBILITY TO DEAL WITH THEIR OWN
EDUCATIONAL PROBLEMS.



WE EAGERLY LOOK FORWARD TO THE DAY WHEN
ELEMENTARY AND SECONDARY PROGRAMS MAY BE
FUNDED A YEAR IN ADVANCE IN ORDER THAT
ADMINISTRATORS MAY PLAN FOR THE MORE EFFECTIVE
USE OF FEDERAL DOLLARS.



President Nixon has
recommended this & I hope that
before Congress will respond -



WE FEEL THAT A REDIRECTION OF THE
FEDERAL ROLE IS VITAL TO STRENGTHEN STATE
AND LOCAL CONTROL. THE PROLIFERATION OF
NARROW-PURPOSE CATEGORICAL FEDERAL AID
PROGRAMS THREATENS THE HISTORIC PRINCIPLE OF
STATE AND LOCAL CONTROL.

THE U.S. OFFICE OF EDUCATION DISCOVERED
THAT IN ONE STATE EDUCATIONAL SYSTEM THERE IS
AN EMPLOYEE WHO RECEIVES 17 CHECKS EACH
PAYDAY, SIMPLY BECAUSE HIS TIME IS APPORTIONED
AMONG 17 FEDERALLY-FUNDED PROGRAMS.



THE MONITORING PROCEDURES MAKE IT MANDATORY THAT PERSONNEL AND EQUIPMENT CHARGED TO ONE PROGRAM NOT BE USED FOR OTHER PURPOSES. THEY CAN MAKE IT IMPOSSIBLE FOR A SECRETARY WORKING ON ONE PROGRAM TO USE A TYPEWRITER PURCHASED FOR ANOTHER. A BOOKKEEPING MACHINE PURCHASED WITH CATEGORICAL FUNDS MAY REMAIN IDLE WHILE NON-FEDERAL UNITS OF THE SAME EDUCATION OFFICE USE HAND LEDGERS.



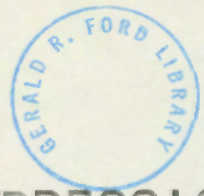
THERE ARE MASSIVE PROBLEMS AT THE
FEDERAL LEVEL. THE PAPER WORK GENERATED IN
YOUR OFFICES FLOWS BACK TO THE U.S. OFFICE
OF EDUCATION WHERE PERSONNEL ARE ASSIGNED TO
REVIEWING REPORTS, RECORDS, AND PLANS. THIS
CHECKING AND RECHECKING ACCOMPLISHES LITTLE.
PAPERS ARE SHUFFLED FROM DESK TO DESK, FROM
ROOM TO ROOM.

In a lighter manner,

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ELIMINATION OF SOME OF THIS MONUMENTAL PAPER WORK WOULD HELP SOLVE THE PAPER SHORTAGE IF WE RECYCLED THE MANY FORMS AND DUPLICATES THAT MUST BE COMPLETED BY SCHOOL ADMINISTRATORS. PERHAPS IT IS TIME TO ALLOW SOME OF THE ENERGY NOW DEVOTED TO PAPER WORK TO BE RECHANNELED INTO THE EDUCATION OF CHILDREN.





I DO NOT WANT TO GIVE AN IMPRESSION
THAT THERE SHOULD BE A SINGLE GRANT TO THE
STATES FOR ALL PUBLIC SCHOOL PURPOSES. THIS
MIGHT WEAKEN THE EMPHASIS ON CERTAIN NATIONAL
PRIORITIES. I REFER/TO HELP FOR DISADVANTAGED
CHILDREN,/FOR HANDICAPPED CHILDREN,/AND FOR
VOCATIONAL-TECHNICAL EDUCATION. MY POINT
IS THAT WE MUST MOVE AWAY FROM THE PRESENT
BUREAUCRATIC STRUCTURE OF HAVING 30 TO 35
SEPARATE FEDERAL GRANTS FOR ELEMENTARY AND
SECONDARY EDUCATION.

THERE IS NO REASON, FOR EXAMPLE, TO HAVE SEPARATE FEDERAL GRANTS FOR TEXTBOOKS AND LIBRARY MATERIALS, INSTRUCTIONAL MATERIALS, INSTRUCTIONAL EQUIPMENT, TESTING AND GUIDANCE SERVICES. THESE COULD EASILY BE COMBINED INTO A SINGLE GRANT TO BE SPENT FOR THE SAME PURPOSES, BUT IN AMOUNTS RELATED TO ACTUAL NEEDS, WHICH VARY ALMOST SCHOOL BY SCHOOL. THE EXISTING STRUCTURE DOES NOT ALLOW THAT FLEXIBILITY.



BUT A SIMPLIFIED STRUCTURE OF FEDERAL AID, HOWEVER DESIRABLE, WILL NOT SOLVE PROBLEMS IF THE AID IS DIRECTED TOWARD THE WRONG PURPOSES. IT IS THE TASK OF ADMINISTRATORS TO DETERMINE EDUCATIONAL POLICIES AND PRIORITIES FOR THEIR OWN SYSTEMS. ON THE OTHER HAND, THE FEDERAL GOVERNMENT CANNOT ESCAPE ITS OWN RESPONSIBILITY TO EXAMINE FEDERAL AID IN TERMS OF NATIONAL PRIORITIES.



WHAT REALLY OCCURS IS A COMPLEX
INTERACTION BETWEEN LOCAL, STATE, AND FEDERAL
LEVELS. THIS DETERMINES PRIORITIES IN
EDUCATION. SUCH PRIORITIES MUST BE CONSTANTLY
REEXAMINED. EDUCATION CANNOT STAND STILL IN
A FAST-CHANGING TECHNOLOGICAL SOCIETY, WITH
THE RAPID REVISION UPWARD IN THE LEVEL OF
BASIC SKILLS NEEDED FOR FUNCTIONAL LITERACY,
AND THE NEEDS OF THE ADULT POPULATION FOR
RETRAINING.



THE BEGINNING POINT FOR A CONSTRUCTIVE
FEDERAL ROLE IN EDUCATION IS DYNAMIC RESEARCH
AND DEVELOPMENT TO ASSIST ADMINISTRATORS IN
MAKING EFFECTIVE CHANGES IN THEIR SCHOOL
PROGRAMS. THAT IS WHY I AM PLEASED WITH THE
POTENTIAL OF THE NEW NATIONAL INSTITUTE FOR
EDUCATION. LET US PUT EMPHASIS ON EDUCATIONAL
RESEARCH AS WE HAVE ON MEDICAL RESEARCH.



NEW STATISTICS CHALLENGE SCHOOL ADMINISTRATORS. THE HIGH SCHOOL GRADUATION RATE, AFTER RISING SHARPLY FOLLOWING WORLD WAR II, LEVELED OFF IN 1966 AND HAS SINCE REMAINED STATIC. TWENTY-THREE PER CENT OF YOUNG PEOPLE NEVER MAKE IT THROUGH HIGH SCHOOL. THIS YEAR SOME 700,000 AMERICAN YOUTHS WILL LEAVE HIGH SCHOOL BEFORE GRADUATION. ANOTHER 700,000 WILL GRADUATE WITH INADEQUATE TRAINING FOR FURTHER EDUCATION OR A SKILLED VOCATION. TOO MANY OF THESE YOUNG PEOPLE WILL SHOW UP IN UNEMPLOYMENT OFFICES, WELFARE AGENCIES, AND POLICE STATIONS.



THERE WILL CONTINUE TO BE IN FEDERAL PROGRAMS A STRONG EMPHASIS ON HELPING SCHOOL SYSTEMS MEET SUCH CHALLENGES. OUR OBJECTIVE IS THAT NO CHILD LEAVE SCHOOL DISADVANTAGED BY LACK OF BASIC SKILLS.



THIS YEAR THE AMERICAN PEOPLE MAY
ACTUALLY SPEND OVER \$60 BILLION FOR THEIR
PUBLIC ELEMENTARY AND SECONDARY SCHOOLS.
THIS IS A COMMITMENT TO EDUCATION UNIQUE
IN THE HISTORY OF MANKIND. A SMALL
PERCENTAGE OF THESE FUNDS COMES FROM
WASHINGTON. THE MAIN BURDEN FALLS UPON
STATE AND LOCAL GOVERNMENTS.



SCHOOLS THEREFORE DEPEND UPON BROAD PUBLIC SUPPORT AND UNDERSTANDING. WE SHOULD STRIVE TO KEEP OUR SCHOOLS CLOSE TO THE PEOPLE THEY SERVE. THE ADMINISTRATOR IS THE PRIME CATALYST WHO KEEPS THE EDUCATIONAL MACHINE RUNNING, VESTED WITH THAT RESPONSIBILITY BY THE COMMUNITIES OF OUR NATION.



IT IS MY FERVENT HOPE THAT SCHOOL
ADMINISTRATORS WILL BE AFFORDED THE STRONGEST
POSSIBLE VOICE IN SHAPING EDUCATIONAL POLICY
AT ALL LEVELS --- INCLUDING THE FEDERAL LEVEL.
I PLEDGE MY SUPPORT TO THAT END.

President Nixon.



EDUCATIONAL REFORM MAY REMAIN AN IMPOSSIBLE DREAM UNTIL THE RELATIONSHIP BETWEEN THE PUBLIC SCHOOL AND THE LARGER SOCIETY UNDERGOES A BASIC ADJUSTMENT. THAT ADJUSTMENT DEPENDS ON THE SKILL AND GENIUS, THE COURAGE AND INNOVATION, OF THE SCHOOL ADMINISTRATOR. IT ALSO DEPENDS ON THE ADMINISTRATION, WHICH STANDS READY TO LISTEN AND TO HELP. I know from personal conversations with The President, Sec. Wrentham & others that they will listen & will help.



IN THIS LAST QUARTER OF THE 20TH
CENTURY WE ASPIRE TO A NEW FRONTIER --- A
HIGHER LEVEL OF HUMAN CONSCIOUSNESS. I
NEED NOT RECITE THE ILLS THAT BESET MODERN
SOCIETY, OR DWELL UPON OUR ANXIETIES.



I AM CONVINCED THAT WE MUST COME TO
STUDY AND KNOW OURSELVES . . . AND OUR
EXCEPTIONAL CAPACITY TO BECOME WHAT WE DREAM
AND TO DEVELOP OUR UNLIMITED POTENTIAL FOR
CHANGE AND UNDERSTANDING. LET US SHARE
TOGETHER IN THAT QUEST.

I THANK YOU.



to keep America
GREAT
&
GOOD

Monday night, Feb 25, 1974
At The CONVENTION CENTER
Atlantic City, N.J.

On a previous visit to Atlantic City in my new capacity, I expressed some views that resulted in considerable controversy. Since that last visit, ~~the~~ refreshing winds have blown across the boardwalks. So, on my return to Atlantic City, I welcome the opportunity to meet with you and address myself to a different aspect of our national concerns.

of our school administrators .

Federal expenditures for education ~~total programs~~ ^{IN PRIMARY AND SECONDARY SCHOOLS} will reach ~~OVER~~ ^{OVER} \$4.8 billion in 1975. This is twice as much as the amount requested by President Johnson ~~The new~~ ^{for} fiscal year 1975. It is an increase of \$500 million over the estimated 1974 ~~and 1975~~ ^{and 1975} expenditures. ~~and the \$1 billion over 1975 expenditures.~~ ^{I prefer}

~~It is important~~ to look at schools as a part of society. I have abiding faith in public education. But I must say that school administrators have all they can do in effectively administering and cannot be expected to solve SOCIETY'S MANY PROBLEMS.

~~See the following questions: 1. What is the purpose of the study?~~
~~2. What are the objectives of the study?~~
~~3. What are the research questions?~~
~~4. What are the hypotheses?~~
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I want to talk today about the primary responsibility of educators, *which* *is* to educate . ~~_____~~ Federal and state governments ~~_____~~ supply you with financing and assistance . Local school boards represent the interests of citizens in their own schools . But it is left to the school administrator to take final responsibility for key decisions .

I feel ~~_____~~ the Federal role should be supportive of your efforts and should not dictate ~~_____~~ educational policy *decisions.* *AL* You will agree, I am sure, that there are some broad, national interests served by education which ~~require a measure of Federal leadership. The Smith Hughes Act of 1917 initiated vocational technical education in the public schools in recognition of national needs for skilled manpower. _____ In this way, the Federal government deliberately seeks to influence educational decision-making.~~

It is extremely important that we define the Federal role in such manner as to serve national needs while not intruding upon the proper functions of local school boards or of the States . A re-examination of the Federal role is required --- and required now. ~~_____~~

While education policy should not be debated in partisan terms, it is appropriate to point out that ~~_____~~ *FEDERAL EDUCATION DOLLARS HAVE* increased under the present Administration --- despite a widespread impression to the contrary caused by the veto of several appropriations bills that far exceeded the President's Budget .



The Administration is guided by a number of basic principles on Federal education policy .

We support national priorities in education without seeking to control and direct the details of State and local implementation of those priorities.

We must make it possible for citizens, students, parents and administrators to plan ahead to meet educational costs.

We must place important choices, to the maximum extent possible, in the hands of students and parents themselves.

We must firmly insist that all Americans have an equal opportunity for education .

We must play a more responsive role ^{in funding} ~~in~~ research to find out what works in education . ^{regarding} It is ~~in~~ this last principle that I would like to issue a challenge to America's school administrators . We need you to ~~find~~ find new and better ways to educate . We need you to help make decisions. We need you to apply to school administration the national " R. & D. " innovation and ingenuity that brought such great breakthroughs in many fields of technology .

I call upon the school administrator to help his Government to reassess where American education is going in an era of declining birthrates . Enrollments have dropped in the first three grades of elementary school . We now have ~~no shortage of teachers~~ ^{a SUBSTANTIAL} teachers surplus instead of a shortage . This ^{impacts} ~~has~~ a sense of urgency

to the search for a relevant educational system for the last quarter of this century . [REDACTED]

The school situation is fluid and rapidly changing. Education is not static ; nor can we be static .

A moment is at hand that the teachers of ancient Greece called
(KAY-ROS) when
the moment of Kairos --- the point in time ~~when~~ all things converged

~~the~~ the possibility of great change and growth . This is the moment in which we can upgrade the quality of our schools . It is the moment when we can cultivate in the largest possible number of our youth an appreciation of both the responsibilities and the benefits which come to them because they are Americans and are free .

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The highest expenditures in our history ~~cannot~~ cannot ~~of~~ quality
education .

Proliferation of bureaucracy cannot give us quality education .

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~~_____~~
~~_____~~
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~~_____~~ separate Federal grant programs ~~_____~~

cannot give us quality education. EACH HAS A POTENTIAL ROLE IN PURSUIT OF QUALITY EDUCATION BUT THAT ROLE MAY HAVE BECOME DISTORTED. The rhetorical question is obvious. How CAN WE HAVE QUALITY EDUCATION?

Through a process of simplification and consolidation. ~~By consolidation, I~~
 ALSO, ~~BY A REDEDICATION TO THE FUNDAMENTALS~~
~~of a single grant to the State which will be made for the purpose of~~

OF THE LEARNING PROCESS. (THIS WILL TAKE THE
COOPERATION OF TEACHERS, ADMINISTRATORS, STUDENTS
AND PARENTS. GOVERNMENT CAN FACILITATE THIS PROCESS
BY SUPPORT RATHER THAN CONTROL.



It is clear that that the future of Federal aid will be along lines of simplification and consolidation . Congress is showing greater support for ~~the~~ simplifying ~~the~~ the complex structure of Federal aid and ~~the~~ giving States and ~~the~~ local agencies new flexibility

and responsibility to deal with their own educational problems . ~~We~~ ^{EAGERLY}

~~look forward to~~ ^{IN ORDER} ~~THE DAY WHEN~~ elementary and secondary programs may be funded a year in advance ^{FOR THE} that administrators may plan ~~and program~~ ^{MORE} EFFECTIVE USE OF FEDERAL DOLLARS .

(We feel that a redirection of the Federal role is vital to strengthen State and local control . The ~~the~~ proliferation of narrow-purpose

~~such~~ categorical Federal aid programs ~~threatens~~ ^{THREATENS} the historic principle of State and local control .

(The U.S. Office of Education discovered in one State educational system an employee who receives 17 checks each payday . This is because his time is apportioned among 17 Federally-funded programs .

(The monitoring procedures ~~make it~~ make it mandatory ~~that~~ that personnel and equipment charged to one program ^{not be} used for other purposes . They can make it impossible for a secretary working on one program to use a typewriter purchased for another . A book-keeping machine ~~purchased~~ purchased with categorical funds may remain idle while non-Federal units of the same education office use hand ledgers .

There are massive problems at the Federal level. The paper generated ^{WORK} in your offices ~~through the National, Washington~~ flows back to the U.S. Office of Education where ~~such~~ ^{are} personnel ~~is~~ assigned to reviewing reports, records, and plans. This checking and rechecking accomplishes little. Papers are shuffled from desk to desk, from room to room.



Elimination of some of this monumental paper work would help solve the paper shortage if we recycled the many forms and duplicates that must be completed by school administrators. ~~Perhaps we could~~

Perhaps it is time to allow
~~some of the energy~~ *now devoted to paper work to be rechanneled*
~~to the solution of the energy crisis~~ *into the education of children.*

I do not want to give an impression that there should be a single grant to the States for all public school purposes. ~~This~~ might weaken the emphasis on certain national priorities. I refer to help for disadvantaged children, for handicapped children, ^{AND} for vocational-technical education. My point is that we must move away from the present bureaucratic structure of having thirty to thirty-five separate Federal grants for elementary and secondary education.

There is no reason, for example, ^T~~we~~ ^E~~to~~ have separate Federal grants for textbooks and library ~~materials~~ materials, instructional materials, instructional equipment, testing and guidance services. These could easily be combined into a single grant to be spent for the same purposes, but in amounts related to actual needs, which vary. ^T The existing structure *does not allow* that flexibility.



But

A simplified structure of Federal aid, however desirable, will not solve problems if the aid is directed toward the wrong purposes. It is the task of administrators ~~and local leaders~~ *State and local leaders* to determine educational policy and priorities for their own systems. *On the other hand,* ~~the~~ *not* Federal Government cannot escape its *own* responsibility to examine Federal aid in terms of national priorities.

What really occurs is a complex interaction ~~between~~ between local, State, and Federal levels. This determines priorities in education. Such priorities must be constantly re-examined. Education cannot stand still in a ~~fast-changing~~ fast-changing technological society, with the rapid revision upward in the level of basic skills needed for functional literacy, and the needs of ~~the~~ *the* adult population for retraining.

The beginning point for a constructive Federal role in education is dynamic research and development ~~to~~ to assist administrators in making effective changes in their school programs. That is why I am pleased with the potential of the new National Institute for Education. Let us put *EMPHASIS* *ON* educational research *AS WE HAVE ON* ~~educational~~ *medical* research.

New statistics ~~just published~~ *just published* challenge school administrators. The high school graduation rate, after rising sharply following World War Two, leveled off in 1966 and has since remained static. Twenty-three per cent of young people never make it through high school. This year some 700,000 *American* youths will leave *high* school before graduation. Another 700,000 will graduate with inadequate training for further education or a skilled vocation. Too many of these *young people* will show up in ~~unemployment~~ *unemployment* offices, welfare agencies, and police stations.

There will continue to be in Federal programs a strong emphasis ~~on~~ helping school systems ~~meet~~ ^{meet} such ~~challenges~~ ^{challenges}. Our objective is that no child ~~leave~~ ^{leave} school disadvantaged by lack of ~~basic~~ ^{basic} skills.

~~It is a national goal to provide equal access to quality education.~~

This year the American people ~~will~~ ^{MAY ACTUALLY} spend over ~~\$60~~ ^{\$60} billion for their public and secondary schools. This is a commitment to education unique in the history of mankind. ~~A~~ ^{AGE} A small percent of these funds come from Washington. The main burden falls upon State and local governments.

Schools therefore ~~depend~~ ^{our} upon broad public support

and understanding. We should strive to keep ^{our} schools close to the people

^{they} serve. The administrator is the ~~prime~~ ^{PRIME CATALYST} who keeps the educational machine running, vested with that responsibility by the communities of our ~~Nation~~ Nation.

It is my fervent hope that school administrators will be afforded the strongest possible voice in shaping educational policy at all levels --- including the Federal level. I pledge my support to that end.

Educational reform may remain an impossible dream until the relationship between the public school and the larger society undergoes a basic adjustment. That adjustment depends on the skill and genius, the courage and innovation, of the school administrator. It also depends on the Administration, which stands ready to listen and help.





In this last quarter of the 20th Century we aspire to a new frontier --- a higher level of human consciousness . I need not re cite the ills that beset modern society , ~~or~~ dwell upon our anxieties .

I am convinced that we must come to study and know ourselves . . . and our exceptional ~~capacity~~ capacity to become what we dream and to develop ~~our~~ our unlimited potential for ~~change~~ change and understanding. Let us share together in that quest .

I thank you .

TELEGRAM FROM PRESIDENT NIXON

Dr. Austin, President, American Association of School Administrators

It is with pride & confidence in the American System of Education - and in dedicated men & women who administer it, that I extend warm personal greetings to the members of the American Association of School Administrators

Education is more ~~important~~ than ever. The single most important enterprise in this nation. Schools and colleges must prepare our young people to assume responsibilities and accept challenges in a world more complex than we have ever known. If it is to be a world of greater opportunity for personal growth and fulfillment, every young American must have the education and skills to find a rewarding place in it.

America looks to you, its professional educational leaders, to apply your judgment and energy to achieving our educational goals. My administration has sought to simplify and consolidate Federal programs in education. This will give school administrators a better idea of the level of Federal funding available as you prepare.

(over-)



TELEGRAM FROM PRESIDENT NIXON

Your budgets, and it will provide you
with a greater independence in deciding
on the best uses of these resources in
your schools.



I wish you a most productive and stimulating
convention, and I feel confident that the
nation will benefit from your deliberations.

Richard Nixon

REMARKS BY VICE PRESIDENT GERALD R. FORD
BEFORE THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS
MONDAY NIGHT, FEBRUARY 25, 1974
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FOR RELEASE IN TUESDAY A.M.'s

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A moment is at hand that the teachers of ancient Greece called the moment of Kairos --- the point in time when all things converged to present the possibility of great change and growth. This is the moment in which we can upgrade the quality of our schools. It is the moment when we can cultivate in the largest possible number of our youth an appreciation of both the responsibilities and the benefits which come to them because they are Americans and are free.

The highest school expenditures in our history cannot in and of themselves guarantee quality education.

Proliferation of bureaucracy cannot give us quality education.

Narrow and categorical grant programs cannot give us quality education.

Rigidity in the use of Federal funds for local needs cannot give us quality education.

A multitude of separate Federal grant programs cannot give us quality education.

Each has a potential role in pursuit of quality education but that role may have become distorted.

How can we have quality education? -- Through a process of simplification and consolidation. Also, by a rededication to the fundamentals of the learning process.

This will take the cooperation of teachers, administrators, students and parents. Government can facilitate this process by support rather than control.

It is clear that the future of Federal aid will be along lines of simplification and consolidation. Congress is showing greater support of simplifying the complex structure of Federal aid and giving States and local agencies new flexibility and responsibility to deal with their own educational problems.

We eagerly look forward to the day when elementary and secondary programs may be funded a year in advance in order that administrators may plan for the more effective use of federal dollars.

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We feel that a redirection of the Federal role is vital to strengthen State and local control. The proliferation of narrow-purpose categorical Federal aid programs threatens the historic principle of State and local control.

The U.S. Office of Education discovered that in one State educational system there is an employee who receives 17 checks each payday simply because his time is apportioned among 17 Federally-funded programs.

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~~On a previous visit to Atlantic City in my new capacity, I expressed some views that resulted in considerable controversy. Since that last visit, refreshing winds have blown across the boardwalk. So, on my return to Atlantic City, I welcome the opportunity to meet with you and address myself to a different aspect of our national concern.~~

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I call upon the school administrator to help his Government to reassess where American education is going in an era of declining birthrates. Enrollments have dropped in the first three grades of elementary school. We now have a substantial teacher surplus instead of a shortage. This imparts a sense of urgency to the search for a relevant educational system for the last quarter of this century.

The school situation is fluid and rapidly changing. Education is not static; nor can we be static.

A moment is at hand that the teachers of ancient Greece called the moment of Kairos (KAY-ROS) *(put phonetic spelling in reading eye only)* --- the point in time when all things converged to present the possibility of great change and growth. This is the moment in which we can upgrade the quality of our schools. It is the moment when we can cultivate in the largest possible number of our youth an appreciation of both the responsibilities and the benefits which come to them because they are Americans and are free.

The highest school expenditures in our history cannot in and of themselves guarantee quality education.

Proliferation of bureaucracy cannot give us quality education.

Narrow and categorical grant programs cannot give us quality education.

Rigidity in the use of Federal funds for local needs cannot give us quality education.

A multitude of separate Federal grant programs cannot give us quality education.



Each has a potential role in pursuit of quality education but that role may have become distorted.

How can we have quality education? -- Through a process of simplification and consolidation. Also, by a rededication to the fundamentals of the learning process.

This will take the cooperation of teachers, administrators, students and parents. Government can facilitate this process by support rather than control.

It is clear that the future of Federal aid will be along lines of simplification and consolidation. Congress is showing greater support of simplifying the complex structure of Federal aid and giving States and local agencies new flexibility and responsibility to deal with their own educational problems.

We eagerly look forward to the day when elementary and secondary programs may be funded a year in advance in order that administrators may ~~plan~~ ^{plan} for the more effective use of federal dollars.

We feel that a redirection of the Federal role is vital to strengthen State and local control. The proliferation of narrow-purpose categorical Federal aid programs threatens the historic principle of State and local control.

The U.S. Office of Education discovered ^{that} in one State educational system ^{there is} an employee who receives 17 checks each payday ^{simply} ~~because~~ because his time is ~~apportioned~~ ^{apportioned} among 17 Federally-funded programs.

The monitoring procedures make it mandatory that personnel and equipment charged to one program not be used for other purposes. They can make it impossible for a secretary working on one program to use a typewriter purchased for another. A book-keeping machine purchased with



categorical funds may remain idle while non-Federal units of the same education office use hand ledgers.

There are massive problems at the Federal level. The paper work generated in your offices flows back to the U.S. Office of Education where personnel are assigned to reviewing reports, records, and plans. This checking and rechecking accomplishes little. Papers are shuffled from desk to desk, from room to room.

Elimination of some of this monumental paper work would help solve the paper shortage if we recycled the many forms and duplicates that must be completed by school administrators. Perhaps it is time to allow some of the energy now devoted to paper work to be rechanneled into the education of children.

I do not want to give an impression that there should be a single grant to the States for all public school purposes. This might weaken the emphasis on certain national priorities. I refer to help for disadvantaged children, for handicapped children, and for vocational-technical education. My point is that we must move away from the present bureaucratic structure of having ~~thirty~~³⁰ to ~~thirty-five~~³⁵ separate Federal grants for elementary and secondary education.

There is no reason, for example, to have separate Federal grants for textbooks and library materials, instructional materials, instructional equipment, testing and guidance services. These could easily be combined into a single grant to be spent for the same purposes, but in amounts related to actual needs, which vary ^{almost school by school}. The existing structure does not allow that flexibility.



But ^asimplified structure of Federal aid, however desirable, will not solve problems if the aid is directed toward the wrong purposes. It is the task of administrators to determine education ~~al~~ ^{ies} policies and priorities for their own systems. On the other hand, the Federal Government cannot escape its own responsibility to examine Federal aid in terms of national priorities.

What really occurs is a complex interaction between local, State, and Federal levels. This determines priorities in education. Such priorities must be constantly re-examined. Education cannot stand still in a fast-changing technological society, with the rapid revision upward in the level of basic skills needed for functional literacy, and the needs of the adult population for retraining.

The beginning point for a constructive Federal role in education is dynamic research and development to assist administrators in making effective changes in their school programs. That is why I am pleased with the potential of the new National Institute for Education. Let us put emphasis on educational research as we have on medical research.

New statistics challenge school administrators. The high school graduation rate, after rising sharply following World War Two, leveled off in 1966 and has since remained static. Twenty-three per cent of young people never make it through high school. This year some 700,000 American youths will leave high school before graduation. Another 700,000 will graduate with inadequate training for further education or a skilled vocation. Too many of these young people will show up in unemployment offices, welfare agencies, and police stations.


There will continue to be in Federal programs a strong emphasis on helping school systems meet such challenges. Our objective

is that no child leave school disadvantaged by lack of basis skills.

This year the American people may actually spend over \$60 billion for their public and secondary schools. This is a commitment to education unique in the history of mankind. A small percentage of these funds comes from Washington. The main burden falls upon State and local governments.

Schools therefore depend upon broad public support and understanding. We should strive to keep our schools close to the people they serve. The administrator is the prime catalyst who keeps the educational machine running, vested with that responsibility by the communities of our Nation.

It is my fervent hope that school administrators will be afforded the strongest possible voice in shaping educational policy at all levels --- including the Federal ~~Level~~. I pledge my support to that end.

 Educational reform may remain an impossible dream until the relationship between the public school and the larger society undergoes a basic adjustment. ~~de~~ That adjustment depends on the skill and genius, the courage and innovation, of the school administrator. It also depends on the Administration, which stands ready to listen and to help.

In this last quarter of the 20th Century we aspire to a new frontier --- a higher level of human consciousness. I need not recite the ills that beset modern society, or dwell upon our anxieties.

I am convinced that we must come to study and know ourselves . . . and our exceptional capacity to become what we dream and to develop our unlimited potential for change and understanding. Let us share together in that quest.

I thank you.



February 22, 1974
10:30 am

SCHEDULE

THE VICE PRESIDENT'S VISIT TO
ATLANTIC CITY, NEW JERSEY

Monday, February 25, 1974



ADVANCEMAN: Frank Ursomarso

ATTIRE: Black Tie

3:40 pm
(EDT)

DEPART Marine Air Terminal, LaGuardia
Airport, New York City via Convair en route
NAFEC, Atlantic City, New Jersey.

[Flying time: 30 minutes]
[No time change]

4:10 pm

ARRIVE NAFEC, Atlantic City, New Jersey
and board motorcade.

4:15 pm

2 press cars to NAFEC to Holiday Inn
DEPART via motorcade en route Holiday Inn,
Atlantic City, New Jersey.

[Driving time: 25 minutes]

4:40 pm

ARRIVE Holiday Inn.

Press Run at Convention Center
You will be met by:
Mr. George Fetter, Innkeeper

4:45 pm

Proceed to your Suite.

4:50 pm

ARRIVE Suite.

PERSONAL TIME / 3HOURS, 50MINUTE S

NOTE: You may order dinner in your room
if you so desire.

8:40 pm

DEPART Suite and proceed to the American Association of School Administrators' holding area at Convention Center

[Walking time: 10 minutes]

8:50 pm

ARRIVE Holding Area.

You will be met by:

Mr. William Austin, President of American Association of School Administrators.

Meet with officers of the Association.

9:00 pm

DEPART Holding Area and proceed to stage.

Announcement

9:03 pm

ARRIVE on stage and be seated.

9:05 pm

National Anthem

9:07 pm

Invocation

9:10 pm

Remarks by Mr. William Austin

9:15 pm

Vice Presidential remarks.

FULL PRESS COVERAGE

9:40 pm

Remarks Conclude.

9:45 pm

DEPART Stage, escorted by Mr. Austin, and proceed to motorcade for boarding.

9:50 pm

ARRIVE motorcade.

9:52 pm

DEPART via motorcade en route NAFEC

[Driving time: 25 minutes]

10:17 pm

ARRIVE NAFEC and board Convair.



10:25 pm

DEPART NAFEC via Convair en route Andrews
AFB.

[Flying time: 40 minutes]

[No time change]

11:05 pm
(EDT)

ARRIVE Andrews AFB.



11:10 pm

DEPART Andrews AFB via motorcade en route
Residence.

SCHEDULE FOR NEW YORK-ATLANTIC CITY TRIP
Feb. 24-25, 1974



Sunday, Feb. 24, 1974

3:45 p.m.	Depart Andrews AFB for Marine Air Terminal, LaGuardia Airport
4:40 p.m.	Arrive LaGuardia Airport and proceed to motorcade
5:10 p.m.	Arrive Waldorf-Astoria Hotel
6:00 p.m.	Depart Waldorf-Astoria for Hilton Hotel
6:10 p.m.	Arrive Hilton and go to Mercury Ballroom for Reception PRESS PHOTOS MAY BE TAKEN
6:35 p.m.	Vice President departs reception
7:15 p.m.	Vice President enters Grand Ballroom for dinner
10:10 p.m.	After remarks by various speakers, Judge Abraham Multer presents American-Israel Gold Medal Award to Vice President
10:13 p.m.	Vice President speaks PHOTOS MAY BE TAKEN DURING MEDAL PRESENTATION
10:45 p.m.	Remarks conclude.
10:50 p.m.	Vice President departs head table
11:00 p.m.	Motorcade leaves for Waldorf-Astoria.
11:10 p.m.	Arrive Waldorf Astoria and remain overnight.

Monday, Feb. 25, 1974

7:50 a.m.	Vice President departs Waldorf-Astoria for Harvard Club breakfast, part of "Television Correspondents Breakfast Series." This breakfast is closed. Only persons with invitations may at attend, in keeping with wishes of the host group.
1:00 p.m.	Vice President has lunch with New York Times executives at the N.Y. Times. This meeting also is closed. A POOL PERSON DESIGNATED BY THE TRAVELLING PRESS MAY RIDE IN THE STAFF CAR TO BOTH THE BREAKFAST AND THE LUNCHEON BUT WILL NOT BE PERMITTED TO ATTEND EITHER FUNCTION.
2:57 p.m.	Vice President departs via motorcade for Marine Air Terminal, LaGuardia Airport
3:40 p.m.	Depart LaGuardia Airport for National Aviation Facilities Experimental Center (NAFEC), Atlantic City.
4:10 p.m.	Arrive NAFEC and board motorcade en route Holiday Inn
4:40 p.m.	Arrive Holiday Inn
8:40 p.m.	Vice President departs Holiday Inn on foot for Atlantic City Convention Center and meeting of American Association of School Administrators.
9:03 p.m.	Vice President arrives on stage
9:15 p.m.	Vice President speaks...PHOTOS TAKEN AS HE STEPS FORWARD.
9:40 p.m.	Remarks conclude.
9:50 p.m.	Motorcade leaves for NAFEC
10:25 p.m.	Plane leaves for Andrews
11:05 p.m.	Arrive Andrews

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