

ADDRESS BY HONORABLE JOHN E. FOGARTY, M. C., SECOND DISTRICT, RHODE ISLAND AT R.I. SOCIAL STUDIES ASSN. LUNCHEON ON OCTOBER 27, 1960 AT THE CROWN HOTEL, PROV.

I am very pleased to be with you today, to convey my personal greetings to you as members of the Rhode Island Social Studies Association, and to take this opportunity to salute all Rhode Island teachers who are carrying high the torch of education throughout our great State.

Responsibilities which rest upon today's teachers are probably greater than those shouldered by teachers in any other period of our Nation's history. An unparalleled public and professional desire to strengthen education in every area of the curriculum from the nursery school to the graduate school places the teacher in both the professional and public limelight.

Keeping these thoughts in mind, certainly high on your ladder of responsibility as social studies teachers should be the ever-growing task of keeping pace with developments and progress upon this planet. In doing so, you keep fertile your planning and instruction of others as you utilize your

splendid training in your vital areas of education to draw implications for day to day teaching.

The boys and girls who entered our Nation's schools this Fall may be expected to live a third of their lives in the 21st century. It has been said that because of the magnitude and swift rate of change in science and technology in the world, that no one can tell these children with any degree of certainty what they can expect in years of the future.

We are a mobile society in today's shrinking world. During 1957-58 three million Americans moved cross country. Children are traveling more with their families--by automobile, by plane and by train. Many children have overseas experiences, either by traveling abroad, or by foreign residence.

Today's families are larger than they used to be. Fifty-eight percent of our children now come from families of three

or more children. And more families own their own homes than ever before. Family income has increased. Family spending indicates a high standard of living. However, when we ask ourselves whether or not the living standards of our schools and our teachers have kept pace with this growth, the answer must frankly be that they have not done so. We must recruit 1,500,000 public school teachers by 1970. Unless compensation standards are raised, it is clear that this will not be possible. Today there are about 33.5 million children crammed into elementary schools. In 1970 it is estimated that there will be 38.5 million. Double and even triple sessions in antiquated buildings, some of which are not fit for further use, are the common school experience of thousands of American children and their teachers.

Since 1946 the indebtedness of our states has risen by 500 per cent and that of local governments by 200 per cent. The wealthier states are somewhat better off, but it is an injustice to our youth to make the children of one area suf-

fer simply because the state in which they happen to have been born lacks new sources of tax revenue.

To help to alleviate this disgraceful condition of a lower standard of living for our schools than that which the rest of our society has reached, I have supported legislation for the Federal government to lend its aid to the states in the construction of public schools. I believe that this can and must be done without violating the great American principle of local administration, and I shall press for such legislation so long as I am in public office.

Another problem which needs correction, and which is closely related to that of school construction needs, is that of the great rise in high school dropouts. Life magazine recently called this a national tragedy. And that is exactly what it is.

Unless a high school student continues his studies through to graduation, he does not make himself available as a potential college student, or for further technical

training which industry, government, and the armed services require in personnel today. A high school dropout finds difficulty in obtaining employment as a skilled laborer. This year about a third of all the potential high school graduates dropped by the educational wayside between the ninth and twelfth grades. This is indeed a national tragedy at a time when trained manpower is sorely needed by our country as a contribution to our Nation's progress and security.

In the face of these and similar problems what action has been taken to strengthen American education?

Two years ago at this time very few teachers knew what the letters N.D.E.A., stood for. Throughout the length and breadth of our land they know now. In all probability some of you have shared or know other teachers who have participated in programs made possible by the N.D.E.A.--the National Defense Education Act--to provide more meaningful and stronger teaching methods, up-to-date equipment for teaching, and financial

aid for needy but capable students to obtain a college education. I strongly supported this legislation and had the great privilege of being in the chair in the House of Representatives during the debate on it. In that capacity I was able to insure its receiving a full and fair hearing. I was highly gratified, as were all friends of education, when it was enacted into law. Since that time, in my capacity as chairman of the House sub-committee on appropriations for health, education, and welfare, I have made certain that the necessary funds were made available to carry out the purposes of the National Defense Education bill.

Time will not permit of my reviewing the massive educational gains that have been made in just two years as a result of this law, but I can say that its programs have touched every level of education, both public and private, from the elementary school through the graduate school. It is a major breakthrough in the effort of our communities and our government, working hand in hand, to see that every young person, from the day he first enters school, should

have an opportunity to develop his gifts to the fullest. It is this recognition that in a free society, the individual is the first line of defense. That is what gives the National Defense Education Act its name.

Through N.D.E.A. programs school administrators in States and local communities have received Federal funds to purchase needed materials, apparatus and equipment for improving instruction in the sciences, mathematics and foreign languages in elementary and secondary schools.

Some educational leaders believe that one of the measure's best contributions may be the spreading of testing and counseling programs throughout every State. We are seeking ways to conserve human talent and to utilize the vast energies of our youth. State guidance staffs have been strengthened. Thousands of teachers have been enrolled in short-term counseling and guidance institutes and have taken their newly-acquired training back home to share it with their nearly one million students.

Many of you may have read in the October, 1960 issue of Today's Health, published by the American Medical Association, the article titled, "Half a Million Linguists in Our Grade Schools." Those of you who haven't read it might wish to do so. If the facts in this article are true, a substantial portion of the credit for the nation-wide step up in the early teaching of foreign languages to children may be attributed to the N.D.E.A.

The National Defense Education Act is an invitation to elementary schools, secondary schools, and institutions of higher education to help make our Nation better educated linguistically than any other country.

National and international interests dictate this new educational need. Millions of people, who comprise three-fourths of the world's population, speak languages taught in only a few if any schools and colleges of the United States before the N.D.E.A. went into effect.

I could go on telling you of other N.D.E.A. program

accomplishment in the national interest, but I shall limit further reference to two more vast steps of progress it has brought about during the past two years.

One is the National Student Loan Program through which about 1,400 colleges and universities have received a total of more than \$128 million. As of last June, 135,000 students have received loans under this program. These students otherwise might have found it financially impossible to attend college.

Second are N.D.E.A. programs which are making possible research and experimentation in more effective utilization of television, radio, motion pictures and related media for educational purposes.

We are only now beginning to plow the furrow of educational research to find answers to questions teachers and administrators like yourselves need to help you fashion your educational programs to more adequately fit children and

youth at every level and of varying abilities. Through cooperative research programs initially being conducted by more than 100 different colleges and universities and State departments of education, the U. S. Office of Education hopes to provide break throughs which may result in vast educational changes as revolutionary in coming years as those which have brought immeasurable progress to man on the health, industrial and agricultural fronts in years past.

The progress made under N.D.E.A. has certainly helped to meet some of the deficiencies and inequities in the American educational picture. And I am happy to be identified with this kind of progressive legislation which is certain to benefit all of our people.

But even the most enthusiastic supporters of N.D.E.A., among whom I would certainly place myself, cannot think for one minute that it is anything like the perfect answer to all the needs of education in America today.

As teachers of the social sciences, you are keenly aware of the fact that this country is engaged in a mortal struggle with militant Communism. In the defense of our liberties and of the very fabric of Western civilization itself, no weapon is more important than education.

Much has been said about the results of Soviet educational methods, Many have very distorted ideas as to what it is. The scientific and scholarly studies of men like Dr. Alexander Korol of M.I.T., however, make it clear that the aim of the Soviet schools is not education at all--in the full and deep sense of that word.

Every educator knows that a school should afford enlightenment to its students; it should aim to develop independence of mind and the ability to think through problems; and it should encourage individual capacities.

That is not a description of what Soviet schools are trying to do. They are but instruments of training in the

hands of a government which is bent upon world domination.

Under the Soviet system the classroom becomes a battlefield and the teacher little more than the puppet of a vast propaganda machinery.

In our struggle to make freedom prevail, therefore, every single American must come to understand that our system of education is as vital as our system of defense. It is, in fact, an essential element in that defense.

More than that, however, the American schools are the real bases from which the offensive of free, democratic ideas must move out in force to engage the opposing teachings of Communism, which at this very moment are being carried to the new nations of Africa.

We do not want in this country a school system that is dominated by Federal power. What we do want is increasing cooperation between the Federal government and local and state governments to see to it that America's teachers and their pupils will have the training, the buildings, the equipment

and the tools that are going to be needed to produce the kind of educational results of which this free nation is really capable.

I count it a great opportunity to share this sense of real educational urgency with you today, for I know that as teachers of the social sciences you have a special awareness of the fact that freedom's struggle in this century depends as much upon the contribution of the fields of learning which you represent as it does upon advances in the physical and biological sciences.

I believe that working together, teachers, administrators, parents, legislators, and an aroused body of loyal American citizens can formulate and bring into being programs for aid to education which will assure our beloved country of all that it is going to require in the years that lie ahead. I assure you that it is my intention to do my part in bringing this about. And I have no doubt whatever that you will do yours.