

INSERT ON EDUCATION

† Today <sup>there is a</sup> trend toward equality in education

- concern for racial balance in classroom (busing, etc.)
- efforts to ensure equal opportunity to all Americans for a 1st rate education (court decisions, etc.)

† Does this quest for equality mean that excellence will suffer? Not necessarily; equal opportunity education <sup>does not mean</sup> is not least common denominator education.

- <sup>the</sup> in <sup>currently</sup> search for equal opportunity we cannot reject knowledge/experience which is <sup>is</sup> beyond the grasp of some. <sup>To achieve,</sup>
  - o The more sophisticated our society becomes, the more we need intellectual excellence <sup>To serve it.</sup>
  - o Equality of opportunity means all levels of education must be available to all so that individuals can develop intellectual capabilities to their maximum.
  - o But we are not all born with equal powers and faculties. Some will achieve success in the arts while others will be drawn to the sciences. <sup>is</sup> Some will want and be capable of pursuing ideas and <sup>new</sup> intellectual thoughts to <sup>the</sup> their frontiers; others will find their true talent in that which their hands can create.
  - o True equality of opportunity means that the chance for excellence through education must exist for each of us, whatever natural abilities we have. <sup>John Silber, President of Boston University, said recently,</sup> "Rejecting excellence in the interest of women and minorities is in effect a condescending adoption of a lower standard for them."<sup>3</sup>

† Does the Federal Government have a role to play in offering these kinds of opportunities?

- Perhaps; but I believe that role is limited.
  - o NEA believes 33% of federal operating budget should be devoted to education. Only 7% now.
  - o No % is either right or wrong; what is right or wrong is how \$ is spent.

~~For example~~

- The Federal Government should help communities finance programs which <sup>the</sup> community <sup>is</sup> feel are needed <sup>and</sup> which they cannot otherwise afford.

- o The communities themselves must decide what they need because they know best what needs they exist to serve.
- o Any attempt by the Federal Government to centralize or impose programs across-the-board will waste funds where those programs are not needed and deny them to other programs needed in other places. The ~~one~~ "single solution" approach - So dear to bureaucratic hearts - will not work.
- The Federal Government should finance research --both basic and directed --in all fields.
- The Federal Government should assist schools in finding ways to operate more economically/effectively. Non-interference management assistance might permit more of our small schools and colleges to continue in operation, thus encouraging educational opportunity and diversity.

<sup>short</sup>  
+ In general:

- National Education strength comes from:
    - o 1. - demand for excellence, and
    - o 2. - encouragement of diversity,Both of which permit broader opportunity to all.
  - o 3. - decentralization - where community needs can be recognized and satisfied; where local initiative prevails.
- Only where federal funds can encourage these strengths, should it be considered.

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Date: 3 October 1978

TO: Herb Hetu

FROM:

SUBJECT: Insert on Education for DDCI

REMARKS:

This is just one tack of many that  
the DDCI might take. I tried to use the  
general ideas you said he expressed on the  
phone and provide one rationale for them.  
I assume it is to fit in a larger statement.  
If it isnt what he wants, let me know.



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Wants notes (broad) on philosophy of education; trend toward equality -- how it squares with excellence; appropriate Federal role; NEA believes 33% of Federal operating budget should be devoted to education, whereas today, only 7% is devoted to education; values of decentralization versus Federal intrusion; diversity as represented by private system versus escalating cost.