

Above all, each community, each state, must generate a spirit of creative change: a willingness to experiment.

In this, my fourth message to Congress on Health and Education, I do not recommend more of the same—but more that is better: to solve old problems, to create new institutions, to fulfill the potential of each individual in our land.

Nothing is more fundamental to all we seek than our programs in health and education:

Education—because it not only overcomes ignorance, but arms the citizen against the other evils which afflict him.

Health—because disease is the cruellest enemy of individual promise and because medical progress makes less and less tolerable that illness still should blight so many lives.

I. EDUCATION

I believe that future historians, when they point to the extraordinary changes which have marked the 1960's, will identify a major movement forward in American education.

This movement, spurred by the laws of the last 3 years, seeks to provide equality of educational opportunity to all Americans—to give every child education of the highest quality, no matter how poor his family, how great his handicap, what color his skin, or where he lives.

We cannot yet fully measure the results of this great movement in American education. Our progress can be traced partially by listing some of the extraordinary bills I have signed into law:

The Higher Education Act of 1965.

The Elementary and Secondary Education Act of 1964.

The Higher Education Facilities Act of 1963.

The Vocational Education Act of 1963.

The scale of our efforts can be partially measured by the fact that today appropriations for the Office of Education are nearly seven times greater than 4 years ago. Today we can point to at least 1 million college students who might not be in college except for Government loans, grants and work-study programs, and to more than 17,500 school districts helping disadvantaged children under the Elementary and Secondary Education Act.

This breakthrough is not the work of Washington alone. The ideas for these programs come from educational leaders all over the country. Many different communities must supply the energy to make these programs work. Yet they are national programs, shaped by national needs. Congress has played a vital role in reviewing these needs and setting these priorities.

The new Federal role in education is, in reality, a new alliance with America's States and local communities. In this alliance, the Federal Government continues to be a junior partner:

Local school districts will submit, and State governments will approve, the plans for spending more than \$1 billion this year to improve the education of poor children.

Federal funds for vocational education are administered through State plans controlled by State, not Federal, officials.

The recommendations of the states have been sought and followed in more than 95 percent of the projects for centers and services which are funded by the U.S. Office of Education.

The education programs I recommend this year have three major aims:

To strengthen the foundations we have laid in recent years, by revising, improving, and consolidating existing programs.

To provide special help to those groups in our society with special needs: the poor, the handicapped, victims of discrimination or neglect.

To build for the future by exploiting the new opportunities presented by science, technology and the world beyond our borders.

The budget proposals I am making for 1968 will carry forward our efforts at a new level. The total Federal dollar expenditures for educational purposes, including health training, which I have proposed for Fiscal 1968 will amount to \$11 billion—an increase of \$1 billion, or 10 percent, over 1967 and \$7 billion, or 175 percent, over 1963.

STRENGTHENING EDUCATION PROGRAMS

State and community education leaders have shouldered heavy new burdens as a result of recent increases in Federal programs. If these officials are to develop wise and long-range plans for education, they must have more help.