

It should here be noted that the unvarying stress in all of the leading recent public pronouncements upon education is upon education as a national need and therefore as something to be rendered to all. It is never suggested in these statements that any racial or religious or economic or ethnic or income group, if educable, should be excluded.

It would be unthinkable, moreover, that an expanded American educational program would destroy certain values and traditions in American society without which that society would be no longer American. And all American educational and political leaders who have been proclaiming the new frontiers for our educational effort, have laid heavy and specific stress upon the need to maintain those values and traditions, indeed to revitalize them. Among the chief of these are the moral values of the Judaeo-Christian tradition. Requiring equal stress, because of its close relationship to freedom is that tradition of harmony-in-diversity which we call intellectual and cultural pluralism. The general increase of scientific endeavor and knowledge would in the end have been achieved in vain if the price paid for it were the acceptance of a moral order whose sole standard was the will of the state and of a pervasive conformity to a state-imposed single culture.

While, as has been noted, no position is here taken respecting the need for federal aid to education, it is apparent that two principles should ideally govern an American educational program for the future:

1. It is in the national interest that *every* child have the opportunity for an education of excellence.
2. It is in the national interest that our moral heritage be preserved, along with our freedom to acquire education in diverse, non-state institutions.

In simple terms this means that *every American child should have equal opportunity, according to his talents, to acquire the best education possible but to acquire it in such school as he or his parents, in the exercise of their judgment, deem most desirable, provided such school meets reasonable state requirements of intellectual and physical competency.* To achieve this objective, government need not be restricted to a single technique in selecting programs of aid to education—such as to extend aid through the institution only, or solely through parent or solely through pupil. Any such technique may be reasonable and the choice thereof should be determined by government's informed view as to how education will best be advanced.