

infants under 1 year in 1966. In that year, some 40,000 babies died in the United States who would have lived had our infant death rate been as low as that of Sweden.

Countless other unmet social needs abound on every hand. President Johnson's Cabinet Coordinating Committee on Economic Planning for the End of Vietnam Hostilities has listed new programs which should be adopted and existing programs which should be expanded to a total amount of \$39.7 billion per year when funds and resources become available.

Obviously, not all of these programs can be undertaken while a large part of our discretionary resources are going into the Vietnam war. But a considerable part of them can, to the extent that additional spending stimulates the economy and leads to fuller employment and higher production.

We, therefore, propose that the 10-percent income tax surcharge be continued for 1 year, but that the revenues from it be devoted to meeting social needs, in particular, our needs in education and in the cities. (The 1-year limit is proposed in the hope that peace can return to Vietnam and the money now spent on war can be diverted to these needs.) Education and the cities are two major fields where performance has fallen short of public policy pronouncements and where recent legislative enactments fail to overcome huge deficits.

EDUCATIONAL NEEDS

The quality of education in urban public schools and its close tie to the economic and social development of our urban communities ranks high among our major domestic problems. The enormity of the needs will require massive injections of Federal moneys, as well as creative innovations, to deal with the special problems of the disadvantaged child in our urban areas.

Just what are the dimensions of the shortages of our school system that demand action? Fully one-third of the present stock of 1.7 million classrooms are more than 35 years old—a figure which coldly describes a large supply of antiquated equipment and inadequate facilities in our Nation's schools. One-half of the classrooms in slum areas are over 50 years old.

According to the Department of Labor, about one-third of the young people currently in the Nation's schools will drop out before getting their diplomas. In some of our cities' slums, this percentage runs much higher. Those who drop out have an unemployment rate two-thirds greater than others in the same age group who complete their education.

How does current performance measure up against these visible needs? The simple answer is that these needs are not being met. In the words of the authoritative study of HEW's Office of Education, *Projections of Public School Facilities Needs*, "Public elementary and secondary school construction in recent years has done little more than keep pace with the urgent demand for facilities created by enrollment increases." In short, the backlog of inadequate educational facilities persists at a disgracefully high level—over 500,000 classrooms, according to the Office of Education study.