

**Stop Accepting the Unacceptable – Push for Policy to Promote Better Practices**  
**“To strengthen and improve educational quality and educational opportunities in the**  
**Nation’s elementary and secondary schools.”**

The Elementary and Secondary Education Act (ESEA) of 1965

**Guiding Principle** (Sec. 101 Amendments) The Congress declares it to be the policy of the United States that a high-quality education for all individuals and a fair and equal opportunity to obtain that education are a societal good, are a moral imperative, and improve the life of every individual, because the quality of our individual lives ultimately depends on the quality of the lives of others.

**The law consisted of five titles:**

Title I – *Education of Children of Low Income Families* to provide financial assistance to local education agencies in support of *children from low-income families*.

Title II – *School Library Resources, Textbooks, and Other Instructional Materials* to provide for access to educational materials *for all students* in the State.

Title III – *Supplementary Educational Centers and Services*, available to the *entire community*, to provide services not currently offered but deemed vital to educational improvement.

Title IV – *Educational Research and Training; Cooperative Research Act* to provide research, training, and dissemination of information *aimed* at improving the quality of teaching.

Title V – *State Departments of Education* “to stimulate and assist in strengthening the *leadership* resources of State educational agencies.”

The writers and architects of this law were putting into policy the practices embodied in the community education concepts. They also had a mechanism for ensuring the integrity of educational research through publicly funded regional educational laboratories and dissemination of practical solutions through the Cooperative Extension System. This was their chosen path to providing equal access to quality education. Wisely, we should consider this choice again.

**Share the Responsibility through a Balanced Governing System**

- Maintain local responsibility shared through the democratic governing of schools,
- depend on state accountability with shared knowledge of measurable results and costs,
- and rely on federal oversight, guidance, and support through the practices of the U.S.

Department of Education and through responsive and responsible federal policy set by Congress and the President of the United States.

**A Proposal:** Federal education law will be written with the understanding that effective execution of the law depends on local education personnel with public participation and support. In order for all who wish to assist their schools in fulfilling the promise of maximum educational opportunities with the highest personal expectations, the Elementary and Secondary Education Act will be reduced, simplified, and made to once again address the needs of the educationally deprived children of this nation.

This information is taken from *The Crucial Voice* by Victoria M. Young. Please share.