

VIRGINIA--Even a doubling of present education expenditures will not meet 1970 needs as man seeks "to win the race between education and catastrophe," UMD Provost Darland told the Governor's statewide resource conference here today.

Minnesotans can be justly proud of schools, colleges and universities developed in their state during its first century, he noted. "But each new day in 1958 brings with it new frontiers which show we are just at the beginning of human endeavor."

The UMD administrator's forecast of education needs by 1970, pivotal point in America's educational upgrading program, is based on findings of the American Council on Education's problems and policy committee.

"The magnitude of the job to be done can hardly be exaggerated. . . . Modest measures will not do the job. In colleges and universities alone, the number of qualified students will be doubled by 1970, and a doubling of expenditures will not even perpetuate present inadequate quality levels."

ACE priorities to do the job effectively, Provost Darland said, are as follows:

*Salaries for teachers, scholars and scientists should on the average be at least doubled.

*Existing institutions should be maintained more adequately and some of them greatly strengthened.

*Support for the establishment of new institutions will be necessary, but should not be supplied at the expense of existing institutions.

*Scholarship programs should stress quality rather than quantity, graduate as well as undergraduate study, and should be accompanied by a parallel system of grants to the institutions in which scholarship holders enroll.

Positive and immediate action on all levels--federal, state, local and voluntary--is "the first imperative" in financing the staggering upgrading program.

Again quoting the ACE report, Provost Darland emphasized:

"Federal support should be considered only as a necessary supplement to action by state and local entities, corporations, alumni, parents, churches, foundations and philanthropic individuals.

"The initiative and interest of these agencies and individuals are the greatest asset of American education; they must now be exercised to an extent never before demonstrated."

Minnesota draws upon a century-long heritage as it girds for its role in meeting the challenge of 1970 and beyond, Provost Darland said.

"For some 100 years this state has been a melting pot of the best European stock. Natural vigor, apparent on every hand, is a recognized trademark of this state . . .

"Minnesotans have never been afraid of work. At no time have they seriously neglected to provide proper support for education.

"Where else can one find 3,000,000 people providing the kind of support necessary over the years to develop excellent public and parochial schools, private colleges, junior colleges, state colleges, or an institution like the University of Minnesota with its scope and world-wide recognition?"

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The Duluth educator warned: "This is no time to encourage foolish competition between institutions as if the young people coming out of our colleges and universities were equivalent to the end products of a factory.

"The measure of support given education during the next two years will provide a clue as to the kind of faith Minnesotans have in themselves today."

He also scored the practice of making "public education a "whipping boy" for all our problems.

"Many today are critical of the public schools. College professors frequently complain about the inadequacy of the high school graduate. . . . Many of these critics have never made it a point to become acquainted with the problems of the public schools Public schools are doing a better job than many magazine and newspaper articles would indicate."

A salary schedule more closely paralleling those of other professions would help solve one of the most perplexing problems in American schools today. "If all individuals fully qualified to teach were in the classrooms today, there would be no teacher shortage", he declared.

He observed a recent change in attitude among many scientists and industrialists who "until recently have more or less ignored the plight of the public school superintendent as he has tried to attract able graduates into the classroom."

Provost Darland declared that shortages of trained personnel for industry is "for the most part due to the striking success, not the failure, of our educational system."

"Take away the contributions of education to our economy, and we would have a surplus of scientists and engineers in this country. But no one would like the results."

He spoke against colleges and universities becoming highly selective in admitting students. "I do not think colleges, especially those receiving state support, can reject students in the same way a factory rejects certain raw materials.

"As individuals, they deserve a chance in college, although the probationary period might be rather brief. If the individual citizen has a responsibility to discourage and combat the menace of Communism, then let us raise the level of educational opportunity for everyone."

He repeated the ACE warning: "Should we fail to (establish critical education priorities), the deferred costs will be too staggering to be met in time. If the nation is to survive and prosper, we must start making the basic provisions now."