voted down in 1960; and a political pincher attack on education from conservative right and the radical left. At the same time more moderate critics, who correctly identified and opposed the school's failures, joined in a sweeping condemnation of the American schools as joyless, autocratic and oppressive. The economic recession and inflation have exacerbated the financial problems of financing schools; raised steeply the cost of education to students while depressing the number of jobs and salaries of 1975 college graduates. One hears such questions as "Is a college education worth it?" or "Aren't we sending too many people to college?" There is talk of reducing the number of years of compulsory education, a threatening breach in the dike of universal education. The value of general education is being questioned by a new vocationalism. Finally, there is a retreat from higher education as the financial investment rises while the monetary return on an employer's market drops. Here futures consideration enters the scene again. Future alternatives must be spelled out on the results of a continued educational recession as a threat to all aspects of America's future. At the same time a forward-looking education agenda must chart a future in which education continues to provide the glue for democracy.

Nationwide movements in the past have faced threat to American education and have been successful in turning the retreat to forward movement. Heckinger urges:

In this Bicentennial year no other objective seems more urgent than helping the American people regain their faith in education. The incentive to do so is elemental: to prevent the decline and fall of American democracy.7

BIBLIOGRAPHY


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