

Hamline sp. file

From the Office of
Senator Hubert H. Humphrey
1311 New Senate Office Building
Washington 25, D. C.
Capitol 4-3121, Ext. 2424

FOR RELEASE: Friday P. M. 's
October 30, 1959

HUMPHREY: EDUCATORS AND EDUCATION MUST PLAY MORE VITAL ROLE IN NATIONAL POLICY

America's educators and education in general must play a more vital role in national policy if we are to bring a greater sense of proportion into our domestic and foreign policies, Senator Hubert H. Humphrey (D., Minn.) told the student body at Hamline University in St. Paul, Minnesota, Friday morning.

"The United States can no longer afford the luxury of government-by-impulse, when we are today confronted with a trained, disciplined, hard-working Communist society determined to dominate and rule," Senator Humphrey said.

"We must consciously and systematically bring into the policy-making machinery of our Government far more of the finest minds from our academic community, as well as to encourage more trained and gifted young people to enter Government service."

"Furthermore," Senator Humphrey warned, "there must be initiative from our educators and from our educated young people to step into the vacuum of leadership that has resulted in a growing pattern of stop-and-go policies, improvised decisions, and a consequent loss of national direction."

He declared that "educators and the trained young minds they produce can and must take specific action to strengthen our national policies."

He cited three major areas in which they could do so:

1. Direct political participation through both political parties, to ensure that candidates are responsible and informed, and that party policies are intelligent and coherent.

"The best brains of our country can no longer so often afford to ignore the turbulent rush of national

political life by retreating completely into the quieter bypaths of college and university life," he said.

2. A conscious, organized and determined drive from the academic community to raise the national priority assigned to education.

"In a democratic society, the people must be convinced, they must be shown, that education is not now receiving adequate financial support to meet the desperate needs of the nation," he said. "The great decisions in our society are made through competition; real competition, and educators must learn to fight harder for what they believe."

3. Support from educators and the alumni of our colleges and universities to make educational development a major objective of American foreign policy. He urged that we "launch an educational missile, guided toward the target of eliminating illiteracy in the world," and explained his "Education for Peace" legislation to finance a bold new program of world educational development and an expanded East-West exchange program, largely through the use of foreign currencies acquired by the U.S. through the sale or loan of American food and fiber shipments abroad under the surplus disposal programs.

Senator Humphrey also urged support for his proposal that at least a portion of any savings that might be realized through an arms control agreement with the Soviet Union might be dedicated to the development of the have-not societies of the world -- with special emphasis on educational development.

"Far too often, the most fundamental of national decisions -- decisions that vitally affect every American -- are made in our government, not on the basis of considered analysis and judgment based on all the available facts, but only after a pulling and hauling process within Government that results in the survival of the strongest group's idea -- not necessarily the idea that is most logical and reasonable," Senator Humphrey pointed out.

"Rather than a coherent, sensible, rational set of national policies, we find a pattern of utterly conflicting and mismatched decisions which can only lead to an overall national policy of chaos and drift."

160 VISIT

DID WE LEARN

DISARM.
00T863

Interdependence - Fact!

Excerpts from Address
by
Senator Hubert H. Humphrey
Hamline University
St. Paul, Minnesota
October 30, 1959

U.N. Week
World

Throughout the vast emergent areas of Asia and Africa,
we have too often sought only defensive military alliances.

We have, thereby, missed sweeping opportunities to win the cold
war by taking the struggle to the higher plane on which we have

the greatest chance of success -- the fight against hunger and
disease, the struggle for knowledge and human dignity.

Fight
against
Hunger

While the emergent peoples of the world are vitally interested

in the great East-West struggle, they are primarily engrossed in

their own struggle to find a way up -- at almost any cost -- from

the mire of famine and disease, from the filth and rags of "native

quarters", from degrading ignorance, from their outcaste, almost

sub-human status assigned to them by a western civilization which stumbled

into the industrial revolution two or three centuries before

they did.

Find a
way
up

001864

There are three words -- "people, progress and peace" --

that belong to the lexicon of democracy, and that uniquely repre-

sents the Democratic tradition. They are powerful words -- so

important and so powerful that the enemies of freedom have

attempted to take them to their bosoms -- literally to steal

them away.

People

There is a plethora of "Peoples Republics."

Progress

< The Communists are moving heaven and earth to demonstrate

to the underdeveloped nations that communism means economic

and social progress.

< And we have permitted the Communists very nearly to appropriate

the word "peace" -- to pose as the peace-makers and to tag us with

the epithet of "war-mongers." >

< We do not know our own strength!

< What great folly, for example, that we are desperately

searching for ways of reducing the production of food and fiber

in America, without making a concurrent major effort to flow

Peace

this massive abundance into the areas of the world that

desperately need it!

(Yesterday - Vol. Agencies)

A population explosion is taking place throughout Asia - Africa - L.A.

which could produce the most frightful consequences unless

the world's food production and distribution is brought into

~~U.S. & Canada~~

balance. In the United States alone, in the next 20 years, we

can expect to grow by a full one-third -- another 60 million

Americans. The prospects in Asia are far more overwhelming.

It would reflect saner, sounder thinking on our part to invest a fourth of what we are spending each year for storage costs of grain and cotton in order to make it economically and technically possible to move the magnificent food production of the Western Hemisphere into the food-deficit areas of the world.

Distribution

It would be more intelligent in general to build a broad-gauged and affirmative foreign policy on the natural strengths

Here

of our nation -- to harness our tremendous industrial capacity,
 our dominant capital, our technical knowledge, our agricultural
 abundance, our wealth of trained educators, agriculturists,
 administrators and technicians to the plow of foreign policy.

But national policies which spring rather exclusively from
 one economic or social group of the nation cannot accurately
 represent either the national strength or the national needs.

I am convinced that the counsel of men and women broadly
 representative of agriculture, for example, of labor, of the
 press, of the scientific community, of the legal and medical
 professions, of the clergy, of the teaching profession -- yes,
 and of the arts -- should be sought out and given intense
 consideration by the responsible political leaders of the
 nation.

Too many of the fundamental, sometimes life-and-death, decisions
 of the Federal Government are made on the spur of the moment,

*Planning
 needed*

*Here
 are
 groups
 needed
 in
 consultation
 process*

without adequate preparation and study and discussion. This is the pattern that reflects itself in a habit of stumbling from one international crisis to another; that fosters see-saw domestic programs producing a feast or a famine every other year; that encourages not only great waste of public money, but also huge waste of human resources.

There must be a change in this pattern of national decisions being made with too little thought and with too narrow a base of advice and counsel. Firmer, stronger, more freely-flowing lines of communication must be set up to channel the ideas and enthusiasms of intellectual America ^{into} the halls of Congress and into the mind and heart of each man who occupies the office of the Presidency.

There is increased public attention to education today -- reflected in its most dramatic form in the passage by the Congress of the National Defense Education Act last year.

Congress in this Act explicitly recognized the worth and the
 importance of a broad-based educational system -- and did not
 plunge the country into a lop-sided effort in behalf of
scientific and technical training alone.

The lag in scientific and engineering training was
 emphasized, and programs were designed which I feel will
 clearly increase the flow of trained technical minds into industry
 and government. But we did not go overboard.

We specifically encouraged young people to go into
 teaching, through a provision permitting the writing off of a
 portion of the Federally-guaranteed college student loan. We
 singled out language training for special emphasis, because
 of the really appalling gaps in our language abilities. But
 we made a conscious effort to write legislation which would
 preserve the essentially balanced and symmetrical character
 of American education.

Teaching
Language

(Handwritten scribble)

My principal question this morning is not how we can
improve our American educational system -- but rather what
 we can do to more fully utilize the great example and the
great strength of American education in a more constructive
and affirmative foreign policy.

The issue!

I have always believed that the deed, and not the bare
 word, speaks the loudest. As the Bible says, "By their
works ye shall know them."

*"works of
peace"*

The works of peace -- as well as the words of peace --
 are imperative in American foreign policy.

*"Food
Peace"*

Yes, we must broaden and intensify the existing programs
 for the ~~use~~ ^{use} and distribution of our vast food abundance.
~~They~~ ^{our food fisher} have already made an historic contribution to the improve-
 ment of human life throughout the world. This is the national
 effort I call Food for Peace. It can be the foundation for a
 series of works of peace. *(health, edun etc)*

001870

Health for Peace
#2

A second and parallel effort is in preparation -- Health

for Peace. With Senator Lister Hill I proposed an International

Health and Medical Research Act. My Subcommittee on Government

Reorganization and International Organization has been making

an intensive study of the existing pattern of international

medical research and public health throughout the past year.

There is much public support for a broadened program in medical

research and public health. If the Administration will give its

support to this example of bi-partisan Congressional leadership,

we will be able to move dramatically and effectively into the

international struggle against disease.

I invite your consideration/^{today}~~weight~~ of a third major ^{work}

of peace -- what I shall call an "Education for Peace" program.

If education has been one of our cherished American ideals,

it is also one of the deepest hopes and needs of people every-

where.

Int.
Health
yr

USSR
USA
coop.

Educa
for Peace

Scanned

001871

Sister

In Sicily there are towns where the farmers after a
 long day in the fields will go for three hours a night, five
 nights a week, to try to learn to read and write. In India,
 young children, lacking even paper and pencils, squat for
 hours in a makeshift schoolroom and never take their eager
 eyes off the teacher. In Haiti, parents have literally sold
 the fillings out of their teeth to get money for their children
 to go to school.

The one resource most of the needy countries have in
 ample quantity is manpower. But it is untrained, unskilled
 manpower. In fact, unless the have-not countries can develop
 the men needed to make effective use of the funds and knowledge
 provided by the more developed countries, much of the aid will
 inevitably be wasted.

note

Un[redacted]ly in a sense, the Communist leadership has
 recognized this interrelationship very quickly and has taken
 vigorous steps accordingly. The achievements of Soviet science

X

See Rickover Report

001872

have a prodigious educational effort behind them. Throughout
the Communist nations new universities are cropping up, new
buildings, new laboratories, and very large scholarship programs
for talented students. In the student dormitories throughout
the Sino-Soviet bloc, thousands, in fact tens of thousands,
of university students are studying -- from families and from
remote towns from which until a few years ago no one had ever
gone to a university.



It may be that the Communist leaders are creating a
Frankenstein which may someday tear apart the Communist system
by educating masses of people. But for the present they are
winning loyalty and deeply felt gratitude on the part of
students and parents.

think
so!

In the newly independent countries without a highly developed
educational system and lacking in a scientific and academic
tradition, they are often building from scratch. Where they do

have universities, they are in too many cases poor imitations
of the most antiquated models from Western Europe. Their
graduates are frequently mistrained in terms of the needs of
the country -- the result, large numbers of unemployed and
unemployable university graduates forming a core of disgruntled,
resentful intellectuals.

↳ In both developed and underdeveloped free world countries
when it comes time to divide up the budget, the Ministry of *Health or*
Education is too frequently put at the end of the line.

To cite just one case in point. In Greece, a country with
some seven million people, the government offers about 350
scholarships a year to excellent graduates of secondary schools
to go on to the university. But across the border, in Communist
Yugoslavia with roughly double the Greek population, that government
offers more than 30,000 scholarships a year for students to go to
the university!

001874

It is only a question of time before that educational gap will begin to create an economic, military, and political power gap. Brainpower!

We are, of course, not completely ignoring this educational gap. As you know, on a limited scale the United States has been giving some help to education and educational exchanges internationally. The Fulbright program has been a great act of creative statesmanship. It has brought our academic community into closer contact with the world of foreign scholarship than ever before. Through out atomic energy program we are training foreign scientists in our research institutions. In our economic development programs we are bringing foreign technicians here every year for training. The State Department is bringing over leaders in many fields. And, of course, our great private foundations have been giving assistance to foreign educational institutions and have been assisting educational and scientific

001875

exchange for many years. All these efforts are to be applauded.

But all these efforts together fall far short of the need
and the opportunity.

I propose that we launch a broad program of world educational
development -- a plan of Education for Peace -- a kind of educational
missile aimed at the target of wiping out illiteracy everywhere.

↳ The first step would be for the Congress of the United States
to declare to the free world that we share their beliefs in the
values of education and that we are ready to work with them in
building up their own educational systems to train their own
people. We should declare our readiness to support a ten-year
effort for worldwide development of democratic education -- on
condition only that our friends bring to us sound plans for self-
help and mutual help.

↳ We do not propose to interfere in the control or direction
of their educational systems; they should and must direct their
own patterns of educational growth.

001876
The second step should be for us to draw together the many loose ends and separate efforts we are now supporting into one agency in Washington. This body -- perhaps in the form of a quasi-independent International Educational Development Foundation -- would be responsible for leadership and focus in our international educational efforts.

As a result of the major programs of assistance in food and materials which the United States has given to friendly nations in the past, we now own considerable balances of foreign currencies abroad. The present total is in the neighborhood of two billion dollars, and the total is increasing as our food shipments and other kinds of help continue. By agreement with the recipient countries, these funds can be used only for mutually agreed upon development projects. My recommendation is that we earmark a significant fraction of these funds specifically for educational developments.

In addition, we now have made several billion dollars worth of loans to allied countries which are repayable in foreign currencies. I recommend that we also earmark a portion of these loan repayments for educational purposes. Such funds may not alone be enough -- for there are several countries, particularly in Africa, where such funds are not available. In those cases, consideration should be given to the appropriation of additional dollar funds.

Now it is obvious that all the educational problems in the world cannot be shouldered by the United States. We have huge educational needs of our own, and these should and must come first. The development of foreign educational systems must be a primary responsibility of each country.

But think of the great gain to the United States and to all mankind if we were to become clearly identified in the eyes of the world with physical symbols of friendship and progress

001878
like schools, universities, libraries and laboratories.

< The program I propose would involve grants for laboratories and facilities, for the endowment of professorships, institutes and research projects. Scholarships and fellowships would be granted after annual competitions in every region, every locality of every recipient country. It is difficult to imagine a more penetrating and meaningful way to identify Americans with individual opportunity, social democracy and international fraternity.

10/28/59





Minnesota Historical Society

Copyright in this digital version belongs to the Minnesota Historical Society and its content may not be copied without the copyright holder's express written permission. Users may print, download, link to, or email content, however, for individual use.

To request permission for commercial or educational use, please contact the Minnesota Historical Society.



www.mnhs.org