

FROM:

The Humphrey for President Committee  
Suite 740, Roosevelt Hotel  
Washington 9, D.C.  
Adams 2-3411

FOR RELEASE: Friday, AM's, November 6, 1959

HUMPHREY TELLS TEACHERS FEDERAL AID IS COMING

Des Moines, Iowa - November 5 -- "Stay in your classrooms; help is on the way," Senator Hubert H. Humphrey tonight told the nation's teachers in a speech to the Iowa State Education Association convention.

Protesting against official complacency about the country's lack of necessary educational funds, the Minnesota Senator stated: "Federal aid to education is inevitable. You know this and I know this. We must insist upon a national leadership that will do it today instead of saying 'Let's worry about it tomorrow.'"

In the meantime, "it would be disastrous...if large numbers of you were to leave the teaching profession because of broken hearts and tired spirits, to say nothing of crowded classrooms and low salaries."

The Senator said that if discussions within the U.N. and elsewhere eventually lead to steps toward disarmament, "then this reduction in firepower must be accompanied by an increase in brainpower." Moreover, he said, "we ought to be waging a war on illiteracy in the world. Let not America be remembered so much for developing the A-bomb and H-bomb as for launching a crusade against illiteracy."

Senator Humphrey cited the National Defense Education Act, with its emphasis on scientific education, as a temporary, necessary measure. "But," he said, "to accept this emergency, quarter-loaf legislation as adequate discharge of a national responsibility just will not do."

"The problems of the schools and colleges will not be solved by hastily applying a few dribbling dollars to certain parts of the curriculum. Nor will they be solved by a few thousand loans to needy students who must first submit to the indignity of suspicion as to their loyalty to their country in order to qualify."

Senator Humphrey stated two basic ingredients necessary to achieve excellence in American education: Money and Motivation. "We've got to match dollars with desire," he said. "We cannot have excellence without excellent teachers, well-equipped adequate classrooms, libraries, laboratories and health facilities available to every child in every school community in this nation.

"Such a situation does not exist -- and will not exist until large sums

of money are devoted to our schools. And with the taxing power of states and localities limited, federal aid is essential."

The Senator cited the fallacy in the thinking of those who attack federal aid to education on the ground that "the large, rich states will be paying for the small, poor states." He said:

"No state in this nation pays taxes to the federal government. U.S. citizens who live in each of the fifty states pay federal taxes at the same rate, on the same schedule, as the U.S. citizens in every state.

"We have the material resources to lead the world in education," Senator Humphrey stated. "We must demonstrate that we have the courage and the will to do so.

"The highest priority on our '1960 action list' is the devotion of more resources to the improvement of our schools and the well-being of our teachers.

"We must do this if we are to win the next battle with Communism. We are in a race with a nation that is pulling itself up by its intellectual bootstraps faster than any other nation in history was ever able to do. We will not win the race for educational supremacy with halfway measures or half-hearted leadership."

# # # # # # # # # #

Chas  
Mr. Martin

# Courage to Care

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The me

Mr. Wright - State Sup't

assoc  
IOWA STATE TEACHERS CONVENTION  
November 5, 1959

105 years

Bus. Ray Bryan  
Vice Pres  
Ray Nyhan

Gov. Lowden

You school teachers are a long suffering, patient <sup>group</sup> lot. And this

nation is fortunate that this is so. For since Sputnik, there has been a lot of analysis, criticism and second-guessing about American schools and teachers.

Teachers are Patient

Despite this, you have each day welcomed into your classrooms -- into

your hearts -- the children of this land, without displaying bitterness toward

those who are ~~harassing~~ <sup>criticizing, analyzing, and at times harassing you.</sup>

As a parent of four, I thank you. I know it must be difficult to find yourselves the target for a neglectful nation's frustrations.

But I hope you will not sit by and accept the role of scapegoat for the scientific successes of the Soviet government.

I urge you not to adopt the attitude that "if we ignore the clamor it will go away and things will work out."

On the other hand, I urge you not to try to re-organize the school curriculum to fit each "sure cure" <sup>that is</sup> proposed.

Most disastrous <sup>result</sup> of all, however, would be the ~~result~~ if large numbers of you were to leave the teaching profession, -- because of broken hearts

and tired spirits, to say nothing of crowded classrooms and ~~low~~ <sup>inadequate</sup> salaries. I

plead with you to stay with your chosen profession -- stay in your classrooms.

There is more than hope on the horizon.

*SPEAK UP!*  
*- Murray - Melcarffe*  
Federal aid to education is inevitable. You know this and I know this.

What we need is the kind of full-time leadership that will face up to and understand this. And we must insist upon leaders who will say: "Let's do it today and breathe easier about tomorrow," instead of saying "I'll think about that tomorrow."

A nation with the heritage of freedom, and a commitment to the extension of that freedom to all humanity, cannot afford to be complacent about education.

The founders of our nation believed with Jefferson that any nation which <sup>education</sup> ~~expects to remain ignorant and base expects what never was nor even will be.~~ is the life line of freedom.

I know too well that our educators have been <sup>almost</sup> ignored in their efforts to focus the nation's <sup>on</sup> ~~our national leaders'~~ attention to the mounting problems of financing our schools.

We cannot expect teachers and school boards to do better than ~~they have~~, while we deny them the necessary resources. And appointing committees to study the problem is not the answer.

There are two basic ingredients needed to achieve excellence in American

*Parochial or Private Schools*  
*5 million*

education. ~~Let us be blunt and acknowledge that~~ The first of these is Money.

We cannot have <sup>proper education</sup> ~~adequate~~ without <sup>qualified</sup> ~~adequate~~ teachers, well equipped <sup>and</sup> ~~adequate~~

classrooms, libraries, <sup>audio-visual aids</sup> laboratories and health facilities available to every

child in every school community in this nation. *(counseling, emotional, physical)*

Such a situation does not exist -- and will not exist until *large sums*

of money are devoted to our schools. And with the taxing power of states and

localities limited, federal aid is essential. It is time to stop trying to talk

ourselves out of this dilemma. We cannot continue on the one hand to kid our-

selves into thinking that there is no problem, or on the other hand to fool

ourselves that all school communities can solve <sup>all</sup> their problems locally.

Some of the most exasperating attacks on federal financial support for

education come from groups who <sup>assert</sup> ~~charge~~ that under federal grants in aid, <sup>no called</sup> ~~rich~~

states like New York or New Jersey will be required to finance education in

poorer states such as Mississippi or ~~Mississippi~~ <sup>nevada</sup>. This argument is based on

the fallacy that states pay taxes to the Federal treasury. No state in this

nation pays taxes to the Federal government. U.S. citizens who live in each

of the fifty states pay Federal taxes at the same rate, on the same schedule,

as the U.S. citizens in every other state.

*States Pay No*

*7*

Iowa State  
Teachers Convention

Page 4

↙ The fact that the internal revenue service has provided <sup>one more</sup> ~~an~~ office in  
 each state for the convenience of the U.S. citizens in that state has been  
 distorted to imply that the taxes collected at these various offices are  
tribute paid to the Federal government by the state. Obviously this is a  
ridiculous argument -- but one that is widely used against Federal support  
 for education.

But even if you wanted to accept this argument, it is weak reason.

Thirty-five states "pay out" less than they receive in Federal ~~aid~~ <sup>aids</sup>

~~Iowa is one of these~~

- + Fed Aid is not new or Radical!

↙ The fruits of proper investments in education are reflected in all sorts  
 of ways. For example, did you know that while over 96% of all Iowa boys were  
 able to pass the mental and educational tests for the draft, about half of the  
 boys from Mississippi and South Carolina were unable to pass those tests?

There is a reason for this. Iowa spends nearly twice as much per pupil  
 on education as does Mississippi, although Mississippi's citizens contribute 11.2%  
 of their personal income to state and local taxes as against Iowa's 9.9%. And  
 the average ~~teacher's~~ teacher's salary in Mississippi is \$1,000 lower than here  
 in Iowa.

The general case for more Federal finances for education, despite the few -- but annoyingly loud -- opponents, has been widely recognized by the American people. The problem which now appears, however, is to decide what kind of Federal financial participation can best do the job.

It is obvious that a few <sup>dollars</sup> begrudged millions is not going to bring about the kind of improvement we must have. And despite the best <sup>7</sup> intentions ~~is~~

~~the~~, such meager and stratified programs as the National Defense Education Act of 1957 will not be the answer. Indeed, I hope you educators will not be prompted to hail such measures as the answer to our educational problems.

I recognize that there are occasions when the national government must take emergency action to attempt to correct a situation which short-sighted national leadership has allowed to develop. For this reason, most of us voted for the National Defense Education Act as a justified necessity. But to accept this emergency <sup>5</sup> quarter-loaf legislation as adequate discharge of a national responsibility will not suffice. The problems of the schools and colleges will not be solved by hastily applying a few dribbling dollars to certain parts of the curriculum, nor by a few thousand loans to needy

students, who ~~must submit to the indignity of suspicion as to~~ <sup>are required to reaffirm</sup> their loyalty

to their country in order to qualify. We need a real federal-aid-to-education

program. Stick to your principles and we will get it.

Educ for every child

You know, I have been fortunate enough to do a good bit of traveling

in the last few years. As a result, I am acutely conscious of how the rest  
of the world looks at America and the things we do here.

See  
Travelled

And the world is not altogether pleased with what it ~~seems~~ <sup>sees and hears</sup> of America.

I have often wondered why.

Are we doubted by the peoples of the neutral nations because we

haven't hit the moon -- or because we cannot point with pride to the full

extension of freedom to our Negro and other minority group citizens, North

and South? Are we displaying to the uncommitted peoples of the world that

democracy is the only sound economic, social and moral force, when we ignore

the problems of our depressed areas, of our migrant farm workers, of our

unemployed, of our aged?

Complain

What impression do we make when our leaders ~~say~~ complain about over-production

of food and fiber when half the world goes to bed cold and hungry every night?

When we boast of color TV as our most noteworthy accomplishment, what  
kind of values do we seem to have as a people?

→

h If discussions within the United Nations and elsewhere do eventually lead to steps toward disarmament, then this reduction in firepower must be accompanied by an increase in brainpower. | switch challenge

We ought right now to be waging a war on illiteracy in the world. | L.A.  
Let not America be remembered so much for developing the A-bomb and H-bomb | ASM  
as for launching a crusade against illiteracy.

h Are the purposes enumerated in the preamble of our Constitution only cliches, or do we really believe in a more perfect Union, the establishment of justice, domestic tranquility, common defense and promotion of the general welfare?

h I said there are two ingredients in the solution of our educational problems. The first is money -- the second is motivation. We have to match our dollars with desire. Motivation of our people to practice what they preach, to understand their responsibilities as well as their privileges and rights; to recognize the purposes of education for all the children of all the people as the most important bulwark of our society.

(X) h We have the material resources to lead the world in education. We must demonstrate that we have the motivation -- yes, the courage and the will -- to do so.

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And so I believe the highest priority on our "1960 action list" is  
 the devotion of more <sup>Physical, Human, & Financial</sup> resources to the improvement of our schools and the well  
 being of our teachers — our young people.

We must do this if we are to win the next battle with Communism. We  
 are in a race with a nation that is pulling itself up by its intellectual  
bootstraps faster than any other nation in history was ever able to do. We  
 will not win the race for educational supremacy with halfway measures or half-  
hearted leadership.

But if there were no next battle with Communism, it would still be  
 essential that education receive the highest priority on our "1960 action  
list." We must act, not just because others force us to act, but because it  
 is the right and necessary thing for any democracy to do if it is to maintain  
itself as a democracy.

The highest goal of any democracy is the pre-eminence of its  
 educational system. We honor our democracy as we make our educational goals  
come true.

*no peace in  
world of  
trouble*

Courage to Care

Wage Peace — <sup>30 -</sup>

U.N. + 10 Agencies

Disarm — world court —

Food - Health

Educ.

IOWA STATE TEACHERS CONVENTION  
November 5, 1959

You school teachers are a long suffering, patient lot. And this nation is fortunate that this is so. For since Sputnik, there has been a lot of analysis, criticism and second-guessing about American schools and teachers.

Despite this, you have each day welcomed into your classrooms -- into your hearts -- the children of this land, without displaying bitterness toward those who are harassing you.

As a parent of four, I thank you. I know it must be difficult to find yourselves the target for a neglectful nation's frustrations.

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