

MINNESOTA RADIO TAPE FOR WEEK OF APRIL 29, 1964

FOR BROADCAST WEEK OF MAY 3, 1964

Ladies and Gentlemen. . .

This is Senator Humphrey, speaking to you from my office on Capitol Hill in Washington, D. C. . .

Today I want to talk about progress and opportunity in education in Minnesota and the general Upper Midwest Region. I have received some encouraging and informative facts on this subject from the Upper Midwest Research and Development Council, located at the University of Minnesota in Minneapolis.

The Upper Midwest, I am happy to report, ranks as one of the most "education-minded" areas of the nation.

The Upper Midwest has less illiteracy than any other region. It has a higher percentage of adults who have completed high school. Urban adults rank higher than the national average at all levels of education. The region's

ability to retain young people in school is well above the national average, as is the rate at which young people seek and obtain higher education. In fact a dominant feature of the last decade has been the phenomenal increase in enrollments. These have far exceeded the birth-rate. The figures reflect the increasing number of high school and college students who remain in school.

This of course reflects a great deal of state and local effort. All the Upper Midwest states are above the national average in the ~~per~~ public school taxes from state and local sources as a percent of personal income. The national average here is 4.2%. Minnesota is fifth ranking in all the 50 states with a 5.1% ratio of school taxes to personal income. Minnesota's average per pupil expenditure is \$481 annually, compared to a national average of \$432.

This effort and this performance is very gratifying because it means that the importance of education has been recognized. The further demands for education are going to increase at a rapid rate.

Education creates jobs and is a mainspring for growth in productivity and technological progress.

Educational attainments in the labor force can give the region a major advantage over other sections of the nation.

Educational levels within each occupation are steadily rising.

The whole "white collar" category of workers is steadily rising. From 18% of the labor force in 1900 it has soared well above 40%. The "blue collar" class is steadily declining. Not only is more education required within each occupation, but ^{these figures reveal that} the occupation structure is shifting in the direction of vocations which require more and more education.

The biggest single problem we have confronted in the Upper Midwest, has been the large number of small, one-teacher ^{elementary} schools, and high schools with fewer than 150 students. This has been due of course to the relative ruralness of the area. While this has and does make for inefficiency, a most substantial progress has been made. Highways have made consolidated schools more accessible. Investment in making better, more efficient, central schools continues to get a high priority.

While the evidence of what we have done argues very well indeed for our understanding and intention, I must say that there is no room for complacency. A state or a region may be ahead of the national average today, and yet find itself falling behind if its rate of improvement should slacken. Total school enrollment in the Upper Midwest increased by one-half in the decade from 1950-1960. We know that present college enrollments alone will double by 1975. The total demands on us for education by 1975 will be con-

siderably larger than at present. *One* urgent need is to develop technical institutes offering one or two years of training at the college level. This will do as much as anything else to attract highly technical growth industries to the Upper Midwest and to Minnesota.

We can all take considerable satisfaction in what we have done. We must be alert to what there is yet to do. Education is the key to the long-run solution of our problems of regional development, stability, and prosperity.

Thank you.

Minnesota Radio Tape for Week of April 29

For Broadcast Week of May 3

Ladies and gentlemen . . . this is Senator
Humphrey speaking to you from my office on Capitol Hill
in Washington . . .

I want to report to you today on an encouraging
trend in education--both in Minnesota and in the entire
upper Midwest region. This report is based on findings
of the Upper Midwest Research and Development Council,
which is located at the University of Minnesota in
Minneapolis.

Our Midwest area, I'm pleased to report, is one of
the most "education-minded" regions in the nation. Our
area has less illiteracy than any other region . . . it also
ranks highest in the percentage of adults who have finished
high school.

This encouraging trend reflects a lot of state and local effort . . . the willingness to levy school taxes necessary to achieve excellence . . . the foresight to carry out reorganization programs . . . the wisdom to encourage young people to stay in school . . . and the ambition and scholarship of young people who take their education seriously.

The council's figures show that the ability of Minnesota--and the entire upper Midwest region--to keep young people in school is well above the national average. The dominant feature of the last 10 years has been the phenomenal rise in enrollments--these have far exceeded the year-to-year growth in the population of school-age children.

One of the most gratifying findings is the council's conclusion that the states in our area are making an all-out effort to levy school taxes that will make good schools possible. I'm pleased to report that Minnesota is right near the top--ranking 5th in the nation in school support as a percentage of personal income.

Good schools and a high degree of educational attainment mean that the importance of education is recognized in our area. But in more practical terms it means that we're developing a highly literate labor force that can give our region a major advantage over other sections of the nation.

Recent studies show the nation's job structure is shifting in the direction of occupations that require more and more education.

Workers in what we call the "white collar" categories now make up more than 40 per cent of our total labor force. The number of jobs available to "blue collar" workers, meanwhile, is steadily declining.

The council study shows that significant progress has been made in our area in reorganizing school systems . . . closing small, one-teacher elementary schools and high schools that have fewer than 150 students.

All this wonderful progress doesn't mean we can become complacent about our educational problems. The rising school enrollment figures indicate that Minnesota and the entire region will have to keep pushing ahead just to stay even.

The council's study shows that total school enrollment in our region increased by 50 per cent in the 10 years ending in 1960. We are told that present college enrollments alone will double by 1975.

To help meet these demands for educational facilities during the next 10 to 15 years we should consider developing technical institutes offering one or two years of college level training. This would meet the needs of young people eager for education at the college level--and help develop trained workers to attract highly technical growth industries to Minnesota and the entire upper Midwest region.

We can take a lot of satisfaction in what we have done for education . . . but we also have to brace ourselves for the big job that has to be done in the next 10 to 15 years. If the record of the past few years in Minnesota is any indication, I'm sure we can meet our educational responsibilities. Thank you.

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