

EXCERPTS

THE HONORABLE HUBERT H. HUMPHREY

ENCYCLOPEDIA BRITANNICA

EDUCATIONAL DINNER

ATLANTIC CITY, NEW JERSEY

FEBRUARY 17, 1969

As a nation we are at the crossroads in the development of an educational system which is essential for the survival of democracy.

↳ The daily headlines of controversy on many college campuses -- the terribly complex problems of achieving real educational opportunity in our inner city neighborhoods -- these events may convince some people that now is the time to go slow in reshaping the educational enterprise of this country.

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Such a failure of nerve at this moment in American history would be a grievous, even tragic, mistake.

↳ Hidden by the obscenities and irrationality of a few are millions of dedicated and concerned Americans of all ages striving to upgrade and improve the process of education in this country.**

"We must permit neither loud shouts nor faint hearts to jeopardize the exciting progress of the past few years ... or to sacrifice the tremendous achievements which are within our grasp if we press forward now.

This is why I am returning to the campus as a teacher. This is why you have dedicated your lives to the challenge of education . And this is why all of us must take education's case to the American people in the coming months and years."

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It is time the American people began to learn of the exciting and innovative experiments which are working.

For only as this message is told can we expect Congress, *State Legislatures* & the people to vote the funds which are so urgently needed in every school district of the United States.

In particular, I support a school construction and operating fund program, under Title I of the Elementary and Secondary Education Act, to improve the quality of education in metropolitan and rural areas.

In the Presidential campaign I attempted to carry the message that education is more than what happens in a school building early in one's life. I talked of education as the rich and varied experience of life itself -- and of education continuing throughout a person's lifetime.

↳ In this spirit I have been an evangelist for the twelve month school year. But not just twelve months of the traditional academic curriculum. ↳ Year-round education would afford school administrators and teachers the flexibility to develop all kinds of imaginative and innovative programs -- programs which dramatically involve the students, teachers and parents in work experiences, recreation and job training, community service and the arts and culture.

↳ The concept of open schools open to persons of all ages can transform school buildings into vital centers of community activity and encourage meaningful parental participation in the educational process ... for education cannot flourish in the atmosphere of hostility and distrust which prevails in many of our large cities.

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This will, of course, require a massive new infusion of federal assistance to states and local school districts, ↓ have proposed that Congress establish a trust fund for education financed with revenues from federally-owned oil shale deposits -- a source of billions of dollars in potential revenue.

~~This country~~ ^{We} should take full advantage of this priceless natural resource ... and we should use it to support the most priceless human resource of all - educated human beings.

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Amer. Assoc of School Administrators
Best Allen

REMARKS

THE HONORABLE HUBERT H. HUMPHREY

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EDUCATIONAL DINNER

ATLANTIC CITY, NEW JERSEY

FEBRUARY 17, 1969

Four weeks ago today the world's most powerful office -- the Presidency of the United States -- was again transferred peacefully from one political party to another.

This was no small achievement -- even if Americans almost took it for granted. Each day brings new evidence of the instability of democracy in other lands. Powerful forces are loose in the world -- and many of our most cherished institutions and beliefs are being tested in the pressure cooker of contemporary life.

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But who knows this better than the superintendents of our largest public school systems?

In these tumultuous times, it is all the more significant that the inauguration of a new American President could occur without difficulty or challenge.

The transfer of political power necessarily tests -- however implicitly -- our commitment to the very concept of democratic government -- government of the people, by the people, and for the people.

Four weeks ago we again demonstrated to a doubting world that this fundamental commitment to democracy has not wavered in the United States -- despite some superficial evidence to the contrary.

This is an important lesson for every American, but especially for educators.

For a political regime to survive, the people must share certain basic assumptions and values. In a democratic system, these arise from a common understanding about the nature of man, the dignity of the individual, the necessity for free and open expression, and the legitimacy of political opposition.

Educators bear a major portion of the responsibility for transmitting these values and beliefs to the future leaders of this democracy...and to the people who will select these leaders.

The lessons of democracy must be learned anew by each generation. And each generation must voluntarily renew the democratic covenant which binds this society together.

This process of renewal is never automatic and the outcome is never guaranteed. Indeed, in some periods, like the present, the process of renewal can be tumultuous and even violent.

At such moments we wonder aloud whether our system will retain the resilience and vitality to survive.

We see other political systems falter and collapse. And we ask whether it can happen here.

↳ We recall Jefferson's admonition that "man cannot be both free and ignorant." And we ask whether our educational system is capable of meeting the severe challenges which lie ahead.

↳ We are deeply troubled by the preliminary report of the National Commission on the Causes and Prevention of

Violence that "the key to much of the violence in our society seems to lie with the young. Our youth account for an ever-increasing percentage of crime, greater than their increasing percentage of the population. The thrust of much of the group protest and collective violence -- on the campus, in the ghettos, in the streets -- is provided by our young people."

 Faced with these harsh facts, we can properly ask this question: "Will the Presidential Inaugural of 1980 -- not to mention 1984 -- be as peaceful and tranquil as one we witnessed just four weeks ago?" As educators, we can avoid neither asking the question nor doing everything in our power to guarantee an affirmative response.

 In the past month as a private citizen -- the first such month I have spent in twenty-three years -- I have

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thought a great deal about this question and all that it implies.

My decision to return to the college campus as a teacher -- a decision which surely qualified me for some kind of ~~battle~~ ^{combat} pay -- and my decision to participate in the educational endeavors of Encyclopaedia Britannica, Inc. -- were made ~~solely~~ ^{primarily} out of my concern for the educational process in America.

How can we improve the education of our children ... and the continuing education of millions of adults?

I am frank to admit that I don't have all the answers ... even though I do have some ideas on the subject. And I look forward eagerly to testing these ideas in the coming months at

Macalester College, the University of Minnesota, the Encyclopaedia Britannica, and dozens of other schools and colleges where I will be visiting.

Historians will be writing for many years about the Johnson-Humphrey Administration. Indeed, several learned gentlemen have already reached the bookshelves with their contributions...and, quite predictably, the range of conclusions are wide and the judgments often contradictory.

But as this history unfolds in the coming decades, I do believe there will be general agreement on one point: namely, that the Johnson-Humphrey Administration took seriously the crisis of education in this country. And we did something about it.

*We responded to your
pleas & urging*

Both the President and the Vice President had the good fortune to begin their adult lives as teachers -- and both shared an unshakeable belief in the vital role which education plays in the maintenance of democracy.

↳ We also believed that the national government had an essential role to play in educating the nation's children.

10 years ago,
↳ Five years ago this almost self-evident proposition still generated the most bitter controversy in the United States Congress.

↳ Today -- with the passage of fifty landmark education laws in the past five years -- that ancient controversy is over.

↳ Today we know that the Federal Government can provide both money and expertise to states and local schools without jeopardizing local control or imposing national educational standards. ↳ And we know that greater federal

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assistance is now essential in achieving our goal of providing every American the opportunity to develop his or her talents to the fullest, regardless of race, income or place of residence.

Federal expenditures for education, now exceed thirteen billion dollars annually. But this investment -- enormous by all earlier standards of federal effort --

represents only the beginning if this nation is to reach the level of educational excellence which is necessary for democracy's survival.

As a former Vice President and as a United States Senator for sixteen years, I know the difficulty of compiling the federal budget -- and I have participated in the Congressional struggles over the appropriation of funds.

all kinds - Research.
UOC.
High
C-1 -
NDEA
ESEA
100

You Superintendents Represent
Millions of Children & Parents -



Regular Contact with
Congressmen - & Legislators.
Success Stories too



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I know the tremendous pressures which are generated by interest groups -- inside and outside the government -- in behalf of their particular projects.

Competition for Funds { Tonight, as a private citizen, I say that educators must do a better job of speaking out in behalf of the educational needs of this country. And they must provide hard evidence that federal money is being used effectively.

Administrators
Teachers

Too frequently the members of Congress hear only about the educational efforts which have fallen below expectations...or the local controversies over education which dominate the headlines and the television.

They frankly wonder why more money should be appropriated in these circumstances.

Yet in thousands of school districts across this country remarkable advances are being achieved -- from

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pre-school Headstart classes through post graduate education.

↳ Every person in this room could personally relate such success stories...and I know that the Encyclopaedia Britannica Educational Corporation could document hundreds of similar incidents. ~~Examples~~

↳ It is time the American people began to learn of the exciting and innovative experiments which are working. For only as this message is told can we expect Congress to vote the funds which are so urgently needed in every school district of the United States. — Examples

↳ We must also be ready to abandon or change particular programs which are not operating successfully...and to experiment with alternative procedures for reaching the schools and students which need help most desperately.

ESEA
+
NDEA
Funds for
Special
needs

000162

a companion legislator
Often, ~~he~~ is not aware of such excellent practices as we at Britannica

uncovered at Red Oaks, Iowa, where we learned that the ESEA Title III program for a community learning center -- which involved resources for local schools in seven counties and provided extensive educational experiences for adults at every age level -- might be suspended. Hundreds of thousands of dollars of federal money have been spent on this local activity. But ^{intimately} the planners looked beyond federal support. The nature of the project invited local participation. And its success guaranteed approval of local support to the tune of \$5 per pupil. Now additional thousands will continue to be served for years to come with an activity stimulated and started by federal funds.

Can anyone think of a better expenditure of our national resources than to stimulate local activity so successfully it can find local support for future years? Yet the Congressmen who voted billions for education rarely understand what this investment in human beings represents. How can they if local educators do not take the time to document the successes and report back to them?

I'm aware of another instance reported in the current ALA Bulletin: a media center in Oakland, California -- the Sobrante Park School. The author, librarian Helen Cyr describes the tremendous impact this new media center has had on youngsters in an area of unrest, militance and poverty. As the author puts it, "The impact of the Center on students has surpassed all expectations.

The Center has been a force for motivating children to read more and to improve their overall performance and behaviour. Students once considered to be problems are indistinguishable from other boys and girls when they are in the media center. They are interested, 'turned on.' This, in turn, has effected the teachers. For the first time they have positive proof of the maxim that 'the problem child is the unchallenged child.' They realize they will have to work harder to provide a more imaginative instructional program for this kind of child. But at least they now know

that he can be reached. Also because the students have shown they do not waste time in the media center, some teachers who might have doubted the efficacy of individualized instruction find themselves inspired to take it up."

She goes on to point out that parents are reacting extremely favorably to the program. As initiated in Britannica's Project Discovery, the children are encouraged to take equipment and materials home. In the Oakland school, Helen Cyr reports that parents feel the media offers the first tangible proof the school is trying to do something special to help their children. They report that the equipment and materials in their homes bring enjoyment and intellectual stimulation, that now that entire families are sharing the media their children carry home, and the adults want to check out materials for themselves!

She ends the article with a touching plea, and I quote: "Many visitors have been profoundly moved by their visit to Sobrante Park School. Some have even shed tears because the contrast between the widely conceived low expectation level for these children and their actual performance is too startling a revelation for some to take calmly. It evokes regrets for past misjudgments and perhaps a longing to correct the future. The Sobrante Park Media Center project was established with the help of federal funds -- the Elementary and Secondary Education Act, Title II, Phase II, and the National Defense Education Act, Title III-a. It is a sad fact that without such support, this project and others like it would not have been provided to the 'disadvantaged' or to any students. Many school districts today are so plagued with fiscal problems that they cannot afford such a program for their schools. Will the new school library -- the media center -- ever be recognized as the cornerstone of a quality education program? Perhaps when the time comes, it is possible some schools will shift their budgetary priorities to make room for the media center near the top."

Well, I say that we can no longer wait for schools to "shift their budgetary priorities to make room for the media center near the top." Here is a successful practice which has implications for the education of all children regardless of background. It is certainly an exemplary practice . . . one about which all Congressional Representatives should be aware. This is the responsibility of local educational officials. They should make certain that their Representative is aware of Sobrante Park. They should be encouraged to visit the activity . . . to talk with parents and school people and to be left with some of the impressions I retain from reading Helen Cyr's article.

~~This brings me to my final point:~~ A new day in teaching methods has already arrived. Technology and media will play an increasingly important role in the learning process, no longer as a supplement to teacher and textbook, as actual instruction in themselves. When schools purchase mediated instruction, such as the multi-media, integrated programs produced by Britannica, they will be purchasing not teaching aids, but in a very real sense, teachers. ~~One can see the implications immediately: rather than budgeting 80% or more of educational funds for teaching personnel and the traditional 2 or 3% for media and technology, there will be a radical shift. As media can increasingly do the teaching job -- and as teachers perform less and less in the areas of instruction and more in the humanistic, sensitivity areas for which technology offers no competition -- the support for media and technology will grow -- and, so perhaps, will education improve.~~

2 ~ 3 % of Educ Budget
for media & Technology

[Needs a personalized "Mr. Humphrey" ending.]

Federal funds offer the means for these special needs - & the application of new Technology. NDEA, ESEA

We must also be prepared to abandon or change programs which are not working and to experiment with alternative procedures for meeting needs of schools and students.

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Amendment 000165
In particular, I support a school construction and operating fund program, under Title I of the Elementary and Secondary Education Act, to improve the quality of education in metropolitan and rural areas.

Amend #
ESEA

In the Presidential campaign I attempted to carry the message that education is more than what happens in a school building early in one's life. I talked of education as the rich and varied experience of life itself -- and of education continuing throughout a person's lifetime.

I spoke of tearing down the walls which separate schools from the "real world" outside -- walls which have made education seem irrelevant to many students, and walls which have restricted education's rightful claim on the total resources of this nation.

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↳ In this spirit I have been an evangelist for the twelve month school year. ↳ But not just twelve months of the traditional academic curriculum ↳ Year-round education would afford school administrators and teachers the flexibility to develop all kinds of imaginative and innovative programs -- programs which dramatically involve the students, teachers and parents in work experiences, recreation and job training, community service and the arts and culture.

The concept of open schools open to persons of all ages can transform schools into vital centers of community activity and encourage meaningful parental participation in the educational process...for education cannot flourish in the atmosphere of hostility and distrust which prevails in many of our large cities.

And get Community Support

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This will, of course, require a massive new infusion of federal assistance to states and local school districts. I have proposed that Congress establish a trust fund for education financed ^{in part} with revenues from federally-owned oil shale deposits -- a source of billions of dollars in potential revenue.

~~This country should take full advantage of this price-less natural resource...and we should use it to support the most priceless human resource of all - educated human beings.~~

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The daily headlines of controversy on many college

campuses -- the terribly complex problems of achieving real education opportunity in our inner city neighborhoods -- these events may convince some people that now is the time to go slow in reshaping the educational enterprise of this country.

Such a failure of nerve at this moment in American history would be a grievous, even tragic, mistake.

Hidden by the obscenities and irrationality of a few, are millions of dedicated and concerned Americans of all ages striving to upgrade and improve the process of education in this country.

This country has never produced a more sensitive and concerned generation of students -- and we must listen to what they are trying to say, even if we may sometimes disapprove of the way they say it.

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└ Nor has this country ever produced a more gifted generation of teachers and school administrators -- and we must support these persons, not restrict further the resources so urgently needed to achieve the reforms and improvement which must be made.

└ This can be done if we dramatize the process of education as never-ending, involving people of all ages, and offering America a priceless opportunity to achieve a new enthusiasm for life and a rededication to the principles of a free and democratic society.

└ We must permit neither loud shouts nor faint hearts to jeopardize the exciting progress of the past few years...or to sacrifice the tremendous achievements which are within our grasp if we press forward now.

This is why I am returning to the campus as a teacher. This is why you have dedicated your lives to the challenge of education. And this is why all of us must take education's case to the American people in the coming months and years *as never before -*

John F. Kennedy said it well: "Our progress as a nation can be no swifter than our progress in education... for education is the keystone in the arch of freedom and progress."

ADDRESS BY THE HONORABLE HUBERT H. HUMPHREY TO GUESTS
OF ENCYCLOPAEDIA BRITANNICA EDUCATIONAL CORPORATION

Shelburne Hotel, Atlantic City, New Jersey

February 17, 1969

In 1947, I came to Atlantic City to address, for the first time, the entire assemblage of school administrators. I was sharing the evening with a gentleman who was Assistant Secretary of State for Cultural Educational Affairs. His name was William Benton. On that evening, a friendship began, and over the past 22 years, Bill Benton and I have been closely associated in a multiplicity of causes. I take great pride in coming to you tonight as an associate and personal friend of his. And as it happens, I now have the privilege of being associated with this great company, Encyclopaedia Britannica.

All of you men and women here tonight know very well that America is in trouble, serious trouble. If we are to find a way out of our dilemmas, it is of vital importance that during the next four years, we read and study what the last four years have revealed.

We have had the Commission on Violence and the Kerner Commission telling us what is wrong. There are several commissions on housing. There is another reporting on the effects of automation on human conditions. There is a report from the Commission on Rural Poverty on which no action has ever been taken. We have had one study after another, and most of them note that the key to much of the violence in our society seems to lie with the young. If this is the case, then our priorities had better speak to the young.

It is impossible to discuss youth without talking about education; and as Americans, it is well to remember Jefferson's admonition that you

cannot be both free and ignorant. As a people, we have decided, as few nations have ever decided, that we had to be free -- and if we couldn't have freedom with ignorance, than we knew we had to put a premium upon education.

The crises that Americans face today demand that they take a hard look at educational priorities. For it is no longer a question of what we ought to do about education -- it is a question of what we must do if we are to survive as a nation truly strong and truly free, in the best sense of those words.

I am interested in the inner cities. I happen to believe that if we can't do something about the inner city and its problems, there aren't going to be any outer cities that are safe. There isn't going to be anything for any one of us. I also believe that there is undiscovered wealth, strength and resourcefulness in that inner city population. And whether we like it or not, it is in the inner city that we must seek solutions to many of our problems.

If we want more labor for the labor force, we are going to have to get it from the unemployed. Hence, the programs for training the hard core jobless. I have heard complaints about the difficulties of training these people. I know of those difficulties. With few exceptions, I have spent more years visiting ghettos and slums than any man in public life. I have been in the filthy slums of the poorest of the poor in rural as well as urban America. I have walked those streets; I have been in those back alleys. Whether we like it or not, regardless of the difficulties and the expense, we must begin to do something about the tragic waste in human resources in America's back streets.

In Minnesota, where I come from, we were faced with a choice a number of years ago. We had used up all the high grade iron ore. If we stopped mining, northeastern Minnesota would go bankrupt. But we found that by taking a hard core, low grade ore, called taconite, and beneficiating it, we could make it into high grade ore. We have some hard core, temporarily low grade human resources. We can either beneficiate them, as we did with the taconite, and make them high grade, or we can let them, and America, go down the drain.

You who are interested in redeeming human resources through education know that you can't have education without financial resources. As informed, responsible school administrators, you also know that local communities are turning down bond issue after bond issue -- that home owners are despairing at the high rate of property taxes -- that the resources of revenue for financing education are under attack.

As a general in command of an army is concerned about having the most up-to-date weapons in his arsenal, the concerned school administrator has to wonder if his teachers are trying to face an age of technology armed with the antiquated tools of the past. This concerned administrator must ask himself the same question that mothers and fathers of American children are asking the schools: Is education doing the job? If the answer is no, if your teachers are burdened with outmoded, ineffectual tools, you are going to have to fight to make the necessary financial resources available to do that job.

You are going to have to tell your story where it counts. Tell the AFL-CIO, tell the UAW, tell the Machinists, tell the PTA, tell the people in the middle income groups who are concerned with the quality of education their kids are getting. I have spent a lifetime in the field of education

and I know how these things are done. I am one of those who helped pass the Elementary and Secondary Education Act. I worked with my friends and librarians in the American Library Association for the Library Services Act. I tell you that we are going to have to fight for education as we never fought before.

School administrators are going to have to do a better job in speaking up for the things which they, as leaders in education, know our children need. When I learned, for example, that only two or three percent of the school budget went for multi-media teaching aids and equipment, I said: This is ridiculous. This is like trying to have an army with no guns. If we haven't got the equipment today, we are going to lose the war.

Perhaps school administrators might learn from some of the groups that inundate Congress with propaganda and publicity about their various programs. Watch the soil conservation people come to Washington when their funds are cut off. Watch the medical groups swing into action when spending for research is in question. These groups know how to bid for the tax dollar. I served in the Senate for sixteen years and I know that they do it by publicizing their success stories.

I wonder how many in the field of education really let every member of Congress and every legislator know about their successful programs on a regular basis? People in government generally hear about the troubles in our schools, but they don't have much direct communication with the educators. The schools have been getting money under Title I, Title II and Title III of the Elementary and Secondary Education Act. They have been getting funds under the National Defense Education Act. They have been getting vocational funds. It's up to you administrators to testify that these funds have been bringing tangible results out in your school districts. There are plenty of

success stories out there, but legislators will never know of them unless you publicize them.

I'd like to share with you just a few of the educational success stories that I know of. In Red Oaks, Iowa, under Title III of ESEA, funds were provided for a Community Learning Center which involved resources for local schools in seven counties and successful educational experiences for adults at every age level. The school people of Red Oaks went out and got the program going well enough with federal funds so that it could be supported locally to the tune of five dollars per pupil annually. (Perhaps many of you don't have five dollars per pupil in your libraries. I found out that Washington, D. C. library program allows 35¢ per pupil.)

Another noteworthy example is the Sobrante Park Media Center in Oakland, California. The librarian there described to me the tremendous impact of the new media center on the youngsters, who are even permitted to take materials home so that the parents become involved, too. I wish you could read, as I did, the comments from those parents. The whole community's enthusiasm for maintaining the program is overwhelming.

In Memphis, we have testimony from the school superintendent of the extraordinary developments and innovations in the history curriculum, particularly in the area of Negro history. By means of a computerized retrieval system, teachers are drawing on the scholarly, authoritative writings in Britannica's new 22-volume Annals of America. With this system, the Memphis schools are tailoring their history curriculum to their immediate and particular needs.

In the Minneapolis schools, a project grant provided for a study which led to a new method of teaching writing skills with overhead transparencies.

You educators know, much better than I, what and where the success stories are. You also know that you can't win the struggle for better education with old tools. We have to be just as forward-looking in the weapons of education as the Pentagon is in weapons of destruction. Many boys and girls in this country are not getting the chance to learn. It's going to take some real pioneering on the part of you, the professional educators, to develop a climate for new programs, new facilities, new methods, new tools.

A large corporation wouldn't think of hiring a vice president who knew nothing about the importance of computers today. Are you hiring teachers who don't know how to use modern teaching media? Perhaps you'll say there aren't enough teachers schooled in updated methods. Take a cue from industry. A T & T goes to the schools of electrical engineering and to the great laboratories and speaks out on the needs of their company for graduates with knowledge of modern technology. You as administrators have the right, in fact you have an obligation, to go to the deans of education and presidents of universities and say, "Stop sending me teachers who teach like my mother was taught. Send me people who are equipped to educate students living in the jet age."

As an old pharmacist, let me say that it does no good to take a minor dose of penicillin for a major illness. If you're really sick, you'd better go to the doctor and get a dose that is big enough to combat the infection at its source. When you are trying to deal with the problems of the inner city, problems of hopelessness and despair and deprivation that grip thousands of our youngsters, you had better get a massive dose of what is needed. Otherwise, you will waste yourself and your resources, and you may very well develop an immunity to any progress at all. I ask you to mobilize

now and get out on the firing line. A great future is waiting if we but have the willingness to reach out.

Background information for Mr. Humphrey's meeting with 100 School Superintendents -- February 17, 1969, Atlantic City, New Jersey

1. Traditionally, EBE has asked a select group of School Superintendents (about 100 from throughout the United States) who are attending the American Association of School Administrators Conference (AASA) to a special dinner meeting sponsored by Britannica.
2. The 100 School Superintendents invited are the top administrators of the major school districts in the United States -- the larger cities of the north: Chicago, Boston, Buffalo, Detroit, San Francisco, Seattle, etc. -- and the enormous administrative districts of the southern states: Florida, Georgia, Virginia; and the many intermediate districts such as Baltimore in Maryland, and the remaining six districts in that state.
3. The 100 top school administrators in the United States represent less than 1% of the school districts in the country -- but, amazingly, more than 1/3 of the public school children in the United States attend school in these districts. One district contains more than 1 million children, several districts more than half-a-million children, and many more than 100,000 children.
4. These Superintendents have seen it all: teacher strikes, the continual battle for tax dollars, racial struggles. Their districts have been the major beneficiaries of Title I, the national educational effort to help culturally deprived children. They have dealt with decentralization, bussing, and the continual demand for improved educational achievement. When educational problems are identified, these men represent the school district which take the first brunt of criticism. They have been toughened in the line of duty.
5. Despite the great pressures under which they live, they still find time to attend our Britannica Educational meeting to find out how an important company can make contributions and help them find answers to their problems.
6. It is a great honor both to Britannica and to this assembled group that the Honorable Hubert H. Humphrey is willing to share some of his experiences, background and philosophy concerning educational matters and new educational challenges.

It is in this context we submit some of our ideas for remarks by the Honorable Hubert H. Humphrey.

In the United States, the profession of education stands higher than anywhere else in the world, if only because of the great mass participation by citizens from the earliest years through adulthood. I wonder how often we stop to think that in the United States 99% of all the 13 and 14-year olds are in schools -- and at the age of 18, more than 45% still pursue their education. In Britain, France, Germany and Italy, however, less than 20% remain in school after age 15, and fewer than 10% go to college compared with our 40%.

Doesn't this suggest the enormous disparity between the role education plays in the United States and in the rest of the world? Does it not, in fact, raise the question whether in a democratic society the spread of education to all levels within the society may not be the measure of our happiness and our success?

Oddly enough, our success in providing increased educational opportunities for all sometimes seems to contain the seeds of its own destruction. I stress "seems", because in my opinion the rebelliousness of our youngsters on our campuses is a temporary phenomenon. It is a radical expression of discomfort both on the parts of students and of administrators. It forces the earlier generation to evaluate its own commitments and in the long run will contribute more to a better understanding of the world in which we live than suppression and repression in countless other societies throughout the world.

So much for my faith in education, its benefits and some of its deficits.

My association with our host tonight, Encyclopaedia Britannica, began many years ago with my first friendship with the former Senator William Benton, publisher of Encyclopaedia Britannica. (Vice President Humphrey might reminisce on earlier associations with Senator Benton and first exposures to Encyclopaedia Britannica and its subsidiary companies.)

My own involvement in educational matters has been primarily as a Senator for 000 years and, of course, as part of the recent administration which pridefully, and rightfully, I think, considered ourselves as an education-minded administration.

In those years I was intimately or personally involved with (names of significant bills with which Vice President Humphrey feels he is most intimately associated.)

Most of the time, we in Washington attempted to form legislation which would meet needs as interpreted to us by the leaders of American education such as those of you who are assembled here tonight. With your help, we have attempted to identify the major problems of our society and to discover how education relates to them. We recognize there were differences in educational opportunity; we knew that education begins at an early stage in life, long before a school door opens; we knew that a child's parents played an important role in shaping a child's attitude toward learning. We also knew that not all of these matters could be solved by federal legislation, nor by prescribing educational programs on a national basis.

What we did feel we could do was to encourage school administrators to apply for and use federal funds to find new ways to help solve these problems -- and to report these findings to the government through the Office of Education and other agencies so that other educators could learn and benefit from them.

As you well know, the stress was on innovation -- new ways to deal with age-old problems.

This brings us to the present.

As conscientious school administrators, you look increasingly to the national government for leadership and funding for solution of special needs. And indeed you should, for these are matters that cut across all geographical boundaries and transcend state and regional differences. As I understood the intent of Congress upon the passage of the Elementary and Secondary Education Act, it was to encourage school people everywhere to find answers to these great national problems and to share these with others who face the same problems.

Certainly this was not an easy assignment. Tradition was against it; time was very short for creating programs in the early years; bureaucratic problems arose; probably your highly trained, professional staffs were discouraged again and again about programs. . .funding. . .results.

And yet, the first breakthrough was made -- that the national government was ready to assist, sympathize with and try to understand the real problems of local school districts. Schools began to adjust to the new ways of doing things, State Departments of Education found the staff and resources to help administer the programs, and the federal government was increasingly optimistic about what could be done.

Yet here we are, with a question mark in the minds of Congress and of the public about the value of all these efforts.

Why is this? In our democratic society, the public ultimately calls the tune. They pay the taxes, they become involved politically, and they support or reject legislation based on their best understanding of what is good for the nation. But their understanding is enhanced by what they are told, and by what they are shown. Even leaving aside the direct costs of the Viet Nam conflict, the Defense Department requests and receives more than 00% of the federal budget; transportation receives 00%; agriculture, 00%; space science, 00%; international aid, 00%; and education only 00%.

The major national program, our major national investment -- education -- receives only 00% of the government's total expenditure! Of course, federal assistance represents only a small part of the total educational program. Local and state support is so large because our ordinary citizens continue to demand the best and are willing to pay for it directly out of their pockets on a local basis. And yet, the figures suggest the kind of competition for federal funds education must face on the national level. It further suggests that educators must continually make a case for educational support in a specific way -- and it is concerning this I would like to address you.

If I were still the Vice President, I could not address you as freely and informally as I do tonight. Nor would I be able to direct you specifically to what I think you can and should do to obtain the additional assistance education needs from national resources.

First of all, let me say that, both as a Senator from Minnesota and later as Vice President of the United States intimately concerned with developing national programs in education . . . [Here, the Vice President should specify, from his experience, whatever real-life examples he may wish to draw upon to dramatize the need for pressure by interest groups to help create public support for educational legislation. He should cite the ways he feels the members of this group can act to bring about federal funding for education.]

While these are specific things that leading educators can do, I would urge that you consider your special role within your communities. I understand there are with us tonight, representatives from virtually every state in the United States. These Superintendents represent not only millions of children -- but millions of parents and voters as well. The community represented by the New York School District also sends 000 Representatives to Congress, the Chicago School District, 000 Representatives, Los Angeles, 000. Buffalo, Philadelphia, Atlanta and other school districts, many more representatives, of course.

Is it not the obligation of each School District to maintain direct and regular contact with the Representatives of the same constituency which they themselves serve? And how can this be done so that the ordinary Congressman (weighed down as he is with concerns of every kind) can understand?

The answer is quite simple: our Congressional Representatives need to understand the legislation upon which they are asked to act in human terms. They need to know: "how does this affect the ordinary men and women and children in the area in which I represent?" Not abstractly, but as a matter for on-the-spot, ordinary, direct human conversation. To a Congressman, the community which he represents is made up of human beings -- voters, if you like.

But he needs to know what is happening in his community (and he cannot know it all) that might affect the voters, influence them. Ordinarily, however, he does not get regular reports on education from the broad community base which you School Administrators represent.

Often, he is not aware of such excellent practices as the folks at Britannica uncovered at Red Oaks, Iowa, where we learned that the ESEA Title III program for a community learning center -- which involved resources for local schools in seven counties and provided extensive educational experiences for adults at every age level -- might be suspended. Hundreds of thousands of dollars of federal money have been spent on this local activity. But the planners looked beyond federal support. The nature of the project invited local participation. And its success guaranteed approval of local support to the tune of \$5 per pupil. Now additional thousands will continue to be served for years to come with an activity stimulated and started by federal funds.

Can anyone think of a better expenditure of our national resources than to stimulate local activity so successfully it can find local support for future years? Yet the Congressmen who voted billions for education rarely understand what this investment in human beings represents. How can they if local educators do not take the time to document the successes and report back to them?

I'm aware of another instance reported in the current ALA Bulletin: a media center in Oakland, California -- the Sobrante Park School. The author, librarian Helen Cyr describes the tremendous impact this new media center has had on youngsters in an area of unrest, militance and poverty. As the author puts it, "The impact of the Center on students has surpassed all expectations.

The Center has been a force for motivating children to read more and to improve their overall performance and behaviour. Students once considered to be problems are indistinguishable from other boys and girls when they are in the media center. They are interested, 'turned on.' This, in turn, has effected the teachers. For the first time they have positive proof of the maxim that 'the problem child is the unchallenged child.' They realize they will have to work harder to provide a more imaginative instructional program for this kind of child. But at least they now know

that he can be reached. Also because the students have shown they do not waste time in the media center, some teachers who might have doubted the efficacy of individualized instruction find themselves inspired to take it up."

She goes on to point out that parents are reacting extremely favorably to the program. As initiated in Britannica's Project Discovery, the children are encouraged to take equipment and materials home. In the Oakland school, Helen Cyr reports that parents feel the media offers the first tangible proof the school is trying to do something special to help their children. They report that the equipment and materials in their homes bring enjoyment and intellectual stimulation, that now that entire families are sharing the media their children carry home, and the adults want to check out materials for themselves!

She ends the article with a touching plea, and I quote: "Many visitors have been profoundly moved by their visit to Sobrante Park School. Some have even shed tears because the contrast between the widely conceived low expectation level for these children and their actual performance is too startling a revelation for some to take calmly. It evokes regrets for past misjudgments and perhaps a longing to correct the future.

The Sobrante Park Media Center project was established with the help of federal funds -- the Elementary and Secondary Education Act, Title II, Phase II, and the National Defense Education Act, Title III-a. It is a sad fact that without such support, this project and others like it would not have been provided to the 'disadvantaged' or to any students. Many school districts today are so plagued with fiscal problems that they cannot afford such a program for their schools. Will the new school library -- the media center -- ever be recognized as the cornerstone of a quality education program? Perhaps when the time comes, it is possible some schools will shift their budgetary priorities to make room for the media center near the top."

Well, I say that we should no longer have to wait for schools to "shift their budgetary priorities to make room for the media center near the top." Here is a successful practice which has implications for the education of all children regardless of background. It is certainly an exemplary practice . . . one about which all Congressional Representatives should be aware. This is the responsibility of local educational officials. They should make certain that their Representative is aware of Sobrante Park. They should be encouraged to visit the activity . . . to talk with parents and school people and to be left with some of the impressions I retain from reading Helen Cyr's article.

In my short association with Britannica, I have become aware of the tremendous potential for better education through the films, the tapes, transparencies and integrated audiovisual materials they have shown me. I am in a much better position to understand what the people at Britannica mean when they say that different youngsters learn in different ways. I suspect there are millions of American youngsters who feel far more at home with visual media than with the printed word. Perhaps this is true of more of us than we readily admit. Marshall McLuhan suggests that all of us are subject to the new influences of new media. But, we should remember that for a vast number of young people now coming into and just into our schools, this is a certainty. Their exposure to the printed word is virtually nil; their exposure to visual media through television is almost 100%. How exciting to know that there are these many materials which can broaden the ordinary school curriculum . . . take youngsters from their drab, bitter surroundings to the ends of the earth and to the far reaches of the universe. No longer is the subject of education the privilege of any group or class. Now, all youngsters can dream about the day they too can be national heroes landing on the moon or the next set of challenges in outer space. Who inquires about Frank Borman's background and that of the other astronauts? We're not interested in their ethnic or national origins; we are interested only in their achievements, their abilities and their performances. And yet their achievements, like those

of millions of successful people in other fields were grounded in the same common, ordinary, everyday educational system of which we are so proud.

In closing, I want to make sure to speak for those people at Britannica who feel strongly that we may be prematurely burying the printed word. Specifically, I speak of one of the most remarkable efforts ever achieved which will be announced officially next week in New York City -- the publication of The Annals of America -- twenty volumes with millions of words -- containing 2,000 original source readings in American history. Produced under the direction of that amazing man, Dr. Mortimer Adler, the readings are arranged in chronological order from the 15th century to the present day. More than just a set of books, The Annals of America contains a feature about which men have dreamed for decades, but which they have not, until now, been able to put into practice: a retrieval capacity that is literally breathtaking in its potential. From magnetic tapes it is possible to retrieve, by a fairly simple technical process, any number of Annals selections, in any order. Indeed, not only may whole selections be retrieved, but also any one, or any combination, of the more than 25,000 separate passages in the text volumes.

In effect, a school system can make its own choice of materials from the Annals and expect delivery of volumes printed and bound in a matter of a few months. Thus the school system can "tailor-make" its own collection of source materials, emphasizing such points or issues or historical events as it wishes.

Right now, two major U. S. School systems (Memphis and San Diego) are retrieving these materials for use next year -- and many more schools will make use of this capability in the future.

As these new materials -- systems, visual, computerized and carefully programmed -- can increasingly do the teaching job, and as teachers perform less in the areas of instruction and more in the humanistic, sensitivity areas for which technology offers no competition -- the support for media and technology will grow -- and education can be expected to improve accordingly.

[Needs a personalized "Mr. Humphrey" ending.]

MEMORANDUM

Remarks
The Honorable Hubert H. Humphrey
Encyclopaedia Britannica Educational Dinner
Atlantic City, N. J.
February 17, 1969

L Four weeks ago today the world's most powerful office--the Presidency of the United States--was again transferred peacefully from one political party to another.

L This was no small achievement--even if Americans almost took it for granted. Each day brings new evidence of the instability of democracy *in other lands.*
~~around the world.~~ Powerful forces are loose in the world ~~many~~ *--and* of our most cherished institutions and beliefs are *being* tested in the pressure cooker of contemporary life.

L But who ~~was to be expected to know this~~ knows this better than the superintendants of our largest public school systems?

L In these tumultuous times, ~~it is~~ *it is* all the more significant that the inauguration of a new American President could ~~not~~ occur without difficulty or challenge.

L The transfer of political power necessarily tests--however implicitly--our commitment to the very concept of democratic government--government of the people, by the people, and for the people.

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Four weeks ago we again demonstrated to a doubting world that this ~~simple~~ ^{fundamental} commitment to democracy has not wavered in the United States--despite ~~some~~ ^{some} superficial evidence to the contrary.

~~This~~ is an important lesson ~~for~~ for every American, ~~but~~ but especially for educators. For a political regime ~~to~~ to survive, ~~the~~ the must ~~people~~ people share certain basic assumptions and values. In a democratic system, ~~these assumptions and values are~~ these arise from a common understanding about the nature of man, the dignity of the individual, the necessity for free and open expression, and the legitimacy of political opposition.

Educators bear a major portion of the responsibility for transmitting these values and beliefs to the future leaders of this democracy . . . and to the people who will select these leaders.

The lesson of democracy must be learned anew by each generation. And each generation ~~must~~ must voluntarily renew the democratic covenant which binds this society together.

This process of renewal is never automatic and the outcome is never guaranteed. Indeed, in some periods, like ~~the~~ the present, the process

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of renewal can be tumultuous and even ~~even~~ ^{violent.}

[At such moments we wonder aloud whether our system will retain the resilience and vitality to survive, ~~in this explosive era,~~

[We see ~~other~~ ~~other~~ political systems falter and collapse. ^{And we} ask whether it can happen here. [We recall Jefferson's

admonition that "man cannot be both free and ignorant." ^A And we ask whether our educational system is capable of meeting the ^{severe} challenges which lie ahead.

[We are deeply troubled by the preliminary report of the National Commission on the Causes and Prevention of Violence that "the key to much of the violence in our society seems to lie with the young. Our youth account for an ever-increasing percentage of crime, greater than their increasing percentage of the population. The thrust of much of the group protest and collective violence--on the campus, in the ghettos, in the streets--is provided by our young people."

[Faced with ~~these~~ these harsh facts, we can properly ask ~~this~~ ^{this} question: "Will the Presidential Inaugural of 1980--not to mention 1984--

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be as peaceful and tranquil as one we witnessed just four weeks ago?"

As educators, we ~~cannot avoid~~ can avoid neither asking the question ~~whether we can or not~~

doing everything in our power to guarantee an affirmative response.

In the past month as a private citizen--the first such month I have spent in twenty-three years--I have thought a great deal about this question and all that it implies.

[My decision to return to the college campus as a teacher--~~surely~~ *surely* a decision which qualifies me for some kind of battle pay--and my decision to participate in the educational endeavors of ~~Encyclopaedia~~ Encyclopaedia Britannica, Inc.--~~was~~ *were* made solely out of my concern for the educational process in America.

[What should we be doing better ~~in~~ in the education of our children. . . and the *continuing* education of millions of adults? ~~Yes~~ I am even though I do have some ideas frank to admit that I don't know. . . ~~but I'm not eager to see if~~ *And* ~~xxxxxx~~ on the subject. I look forward eagerly to ~~the~~ testing ~~of~~ these ideas in the coming months at Macalester College, the University of Minnesota, the Encyclopaedia Britannica, and dozens of other schools and colleges where I will be visiting.

* * * * *

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Historians will be writing for many years about the Johnson-Humphrey Administration. *Indeed,* several learned gentlemen have already contributions . . . reached the bookshelves with their ~~disagreements~~ and, quite predictably, the range of conclusions are wide and the judgments often contradictory.

But as this history unfolds in the coming decades, I do believe there will be general agreement on one point: namely, that the Johnson-Humphrey Administration took seriously the crisis of education in this country. *And we did something about it.*

Beth the President and the Vice President had the good fortune to begin their adult lives as teachers--and both shared an unshakeable belief in the vital role which education ~~plays~~ *plays* in the maintenance of democracy.

We also believed that the national government had an essential role to play in ~~the~~ educating the nation's children. Five years ago this almost self-evident proposition still ~~was~~ generated the ~~most~~ most bitter controversy in the U.S. Congress. *Today--with the passage in the past five years--* of fifty landmark education laws ~~that~~ that ancient controversy is over.

Today we know that the federal government can provide both money and expertise to ~~the~~ states and local schools without jeopardizing local control or imposing national educational standards. And we know that ^{greater} ~~without~~ federal assistance ^{now} ~~is essential~~ is essential in achieving our goal of providing every American the opportunity to develop his or her talents to the fullest, regardless of race, income, or place of residence.

Federal expenditures for education now exceed thirteen billion dollars annually. But this investment--enormous by all earlier standards of federal ~~effort~~ effort--represents only the beginning if this nation is to ^{reach} ~~achieve~~ the level of educational excellence which is necessary for democracy's survival.

As a former Vice President and as a U.S. Senator for sixteen years, I know the difficulty of compiling the federal budget--and I have ^{participated in Congressional} ~~been exposed to the~~ struggles which ^{in Congress} ~~emerge in the~~ appropriation of funds.

I know the tremendous pressures which are generated by interest groups--inside and outside the government--in behalf of their particular

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projects.

Tonight, as a private citizen, I say that educators must do a ^{better} ~~more effective~~ job of speaking out in behalf of the educational needs of this country.

Too frequently the members of Congress hear only about the educational efforts which have fallen below expectations. . . or the local controversies over education which dominate the headlines and the television.

^{frankly} They wonder why more money should be appropriated in these circumstances. ~~and they wonder why the members of Congress ask themselves why~~

Yet in thousands of school districts across this country remarkable advances are being achieved--from pre-school Headstart classes through post graduate education.

Every person in this room could personally ~~relate~~ relate such success ^{stories} . . . and I know that the Enclopaedia Britannica Educational Corporation could document hundreds of similar incidents.

It is time the American people began to learn of the exciting and innovative experiments which are working. For only as this message is told can we expect Congress to vote the funds which are so urgently needed in every school district in the United States.

(and they must provide hard evidence that federal money is being used effectively.)

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L We must also ~~frankly admit that~~ be ready to abandon or change particular programs which are not operating successfully. . . and to experiment with ~~other~~ alternative procedures for reaching the schools and students which need help most desperately. In particular I ~~believe in~~ support a school construction and operating fund program, under Title I of the Elementary and Secondary Education Act, to improve the quality of education in metropolitan ~~areas~~ and rural areas.

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[In the Presidential campaign I attempted to carry the message that education is more than what ~~what~~ happens in a school building early in one's life. I talked of education as ~~being~~ the rich and varied experience of life itself--and of education continuing throughout a person's lifetime.

[I spoke of tearing down the walls which separate schools from the "real world" outside--walls which have^{made}/education seem irrelevant to ~~so~~ many students and walls which have restricted education's rightful claim on the total resources of this nation.

I have been an
[In this spirit ~~as~~ evangelist~~ed~~ for the twelve month ~~xx~~ school year. But not just twelve months of the traditional academic curriculum. Year-round education would afford school administrators and teachers the flexibility to develop all kinds *and innovative* of imaginative programs--programs which dramatically involve *teachers and parents* the students in work experiences, recreation and job training, community service and the arts and culture.

The concept of open schools open to persons of all ages

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Can
~~we~~ transform schools into vital centers of community activity and encourage meaningful parental participation in the educational process. . . .
for education cannot flourish in the atmosphere of hostility and ~~an~~ distrust which prevails in many of our large cities.

(This will, of course, require^a massive new infusion of federal assistance to states and local school districts. ~~Congress~~

I have proposed that Congress
~~and the administration should seriously consider my proposal to~~

(establish a trust fund for education financed with revenues from federally-owned oil shale deposits--a source of billions of dollars in potential revenue.

(This country should take full advantage of this priceless natural resource. . . . and we should use it to support the most priceless human resource of all--educated human beings.

* * * * *

(As a nation we are at the crossroads in the development of the educational system ~~demanded by the~~ which is essential for the survival of democracy.

The daily headlines of controversy on many college campuses--the

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terribly complex problems of achieving real educational opportunity in our inner city neighborhoods--these events may convince some people that now is the time to go slow in reshaping the educational enterprise of this country.

Such a failure of nerve at this moment in American history would be a grievous, even tragic, mistake.

Hidden by the obscenities and irrationality of a few are millions of dedicated and concerned Americans of all ages striving to upgrade and improve the process of education in this country.

This country has never produced a more sensitive and concerned generation of students--and we must listen to ~~what~~ what they are sometimes trying to say, even if we may disapprove of the way they say it.

Nor has this country ever produced a more gifted generation of teachers and school administrators--and we must support these persons, not restrict further the resources so urgently needed to achieve the reforms and improvement which must be made.

This can be done if we
~~simply, in short~~ dramatize the process of education as never-ending,
and
involving people of all ages, offering America a priceless opportunity

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to achieve a new enthusiasm for life and a rededication to the principles of a free and democratic society.

(We must permit neither loud shouts nor faint hearts to ~~undo America~~
jeopardize
~~exist~~ ~~survive~~ the exciting progress of the past few years . . . or
achievements which are
to sacrifice the tremendous ~~possibilities~~ within our grasp if
we press forward now.

(This is why I am returning to the campus as a teacher. This is
why you have dedicated your lives to the challenge of education. *And*
/ This is why all of us must take education's case to the American
people in the coming months and years.

(John F. Kennedy said it well: "Our progress as a nation can be
no swifter than our progress in education . . . for education is the
keystone in the arch of freedom and progress."

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WASHINGTON
THE VICE PRESIDENT



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