

000416

St. Marys Marian School

Sister Lenore

John Theobald  
Mary Fisher

John Smith  
Chr. Paul

NOTES FOR

HUBERT H. HUMPHREY

AUSTIN HIGH SCHOOL, AUSTIN, MINN.

MARIAN HIGH SCHOOL, OWATONNA, MINNESOTA

SEPTEMBER 28, 1970

Pol. Movement

Ⓟ Our Society - Plural

Civilization  
Race Between  
Edue +  
Catastrophe.

You can't be both  
ignorant  
and free

need  
tools

- I. Without education the rights of free men are diminished. Freedom of speech, the right of petition and freedom of the press are virtually without value if one cannot state a grievance, offer a coherent solution or even read.

The ideal for our American society must be the fulfillment of the capability of all individuals. Educational opportunity is the means to that end.

- II. My job is to see that you have the tools you need to get that job done. But my perception of those needs can only be improved by opportunities, such as this, to meet with you.

← Great progress was achieved in the 1960s to advance education's cause. Landmark legislation was shaped, fought for and enacted. I am proud of my role in getting that legislation enacted.

As you know, the most significant piece of legislation enacted in that period was the Elementary and Secondary Education Act of 1965 --- the first general aid to education bill ever enacted by Congress. That legislation --- enacted in spite of my Republican opponent's opposition --- has benefited all the children of Minnesota --- rich and poor, urban and suburban.

Environment  
Race Relations  
Knowing about each other.  
Blacks - ARA

- III. In the 70's our schools must help to lead the way ---
  - against violence
  - against drugs

Next to the home, our schools are a most potent moral force in a child's life. We must not only recognize that fact but bolster our schools' ability to meet the challenge. Schools must become a mind expanding experience --- for students and teachers. Computer technology and television have become mainstays of the American Way of Life. They must serve equally in education.

Schools -  
Audio - Visual  
Computer  
Information Banks.  
Communication  
Satellite -  
T.V  
Medical &  
Dental Care  
nutrition

- IV. The Federal investment in education must be stabilized through the creation of a Federal Education Trust Fund. A fixed portion of Federal Revenues should be allocated each year to an Education Trust Fund in the same way that Federal gasoline taxes go into the Highway Trust Fund.

Trust Fund

Such a Trust Fund will enable State and local school administrators to plan sensible programs with assured funding levels.

Community Environment and Schools

- V. Our schools cannot solve all the problems of our society. But they must be given the opportunity to do their fair share. Faith in education has been a hallmark of the American system. That faith has been justified. The 1970s present a fresh challenge--- offering a kaleidoscope of complex problems. An educated, sensitive and perceptive electorate is essential if we are to meet that challenge. That will be your job and mine.

# # #

EDUCATION 000419

1 Million Dropouts Per Year

- From 1968 - 1972 student enrollment in elementary and secondary schools will increase by 2 million.
- Approximately 15 million children in U.S. are educationally deprived.
- In 15 largest cities, 60% of the 10th graders in poverty neighborhoods drop out before finishing high school.
- Almost 1 million dropouts a year - 3 out of 10 students in America.
- Efforts against illiteracy reach only 2% of those who need adult education.

LEGISLATION

1961 Emergency Education Aid Act of 1961 - provided \$2.5 billion in federal aid to public school construction and teachers' salaries, extended and expanded the National Defense Education Act, including \$375 million for construction of private school classrooms and provided federal grants and loans for construction of public and private college academic facilities and scholarships.

- House Rules Committee denied consideration by 8 - 7 vote (7 out of 10 Democrats on Committee voting for consideration). A watered down bill was then presented.

MacGregor voted AGAINST

1962 College Aid Legislation - provided 200,000 federal scholarships to needy students but blocked by Rep. members of House Committee on Education. Eventually conference report came to floor. (Bill died in conference)

MacGregor voted for RECOMMITAL.

1963 Higher Education Facilities Act - authorized 5 year \$1.195 billion program of federal grants and loans for construction of academic facilities at undergraduate schools, as well as construction loans repayable with interest after 50 years.

MacGregor voted FOR.

Vocational Education Act - authorized new matching grants and loans to states to expand vocational education programs and to extend National Defense Education Act. Key vote was on motion to recommit the conference report with instructions to delete \$150 million over 4 years.

MacGregor voted for RECOMMITAL.

1965 Elementary and Secondary Education Act of 1965 - authorized first general school aid in the nation's history, providing new program of aid to elementary and high schools serving children of low-income families and was designed to provide some services to children in private as well as in public schools.

MacGregor paired AGAINST.

Higher Education Act of 1965 - strengthened education resources of our colleges and universities and provided financial assistance for students in post-secondary and higher education, established National Teacher Corps.

✓ MacGregor voted FOR recommittal and AGAINST conference report.

1966 Elementary and Secondary Education Amendment of 1966 - strengthened and improved program of assistance to elementary and secondary schools.

MacGregor voted FOR WEAKENING BILL (delete funds authorized for program for needy children and special consideration for local educational agencies which are financially overburdened. MacGregor voted AGAINST passage.

MacGregor voted to SUSTAIN PRESIDENT NIXON'S VETO of Labor-HEW Appropriation. The 1.1 billion which Nixon vetoed meant to the people of Minnesota:

- \$1.5 million for Minneapolis schools to be used in part for:
  - ... summer reading readiness program for 1,000 children who will be entering the first grade.
  - ... 16,000 new books for public and private school child.
  - ... training sessions for 350 new teachers in inner city schools
  - ... summer institute for 300 talented high school students
- \$175,000 to Minneapolis Public Library to be used for construction of the new north regional library.
- \$360,000 in loans and scholarships for an additional 1,400 students at the University of Minnesota and Minneapolis colleges.

#### Student Loans

Loans for students whose families are in the \$7,000 - 15,000 income bracket are going to be very scarce.

- 2 out of 3 low-cost federally subsidized college loans under the N.D.E.A. of 1958 are going to students from families of earnings less than \$7,500 a year.
- 3 out of 4 federally backed work-study jobs are going to students in same bracket.

President Nixon has recommended the elimination of any federal college loan interest subsidies for a student in an over \$10,000 family.

*Voted to  
override  
most recent  
veto*

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Get Set

(pre-kindergarten education program for 3 and 4 year olds of poor families)

- 11,000 children have participated in the program in 3 years.
- I.Q.'s rose on average of 10%, but inadequate attention in public schools caused them to regress.

ON NEED FOR GET SET: "Complicating the problem are studies which indicate that children who are deprived of a beneficial learning environment for prolonged periods of time eventually reach a point of almost irreversible atrophy. It is as though a child's intellectual equipment, having been starved for information, adjusts to such conditions and, in effect, rejects future nourishment."

ON PHYSIOLOGY OF LEARNING: "Physiologists have long known that humans transmit information to the brain in the form of impulses. A network of nerve fibers, resembling a fantastically complicated electronic wiring diagram, conducts the impulses across connectors called synapses. The theory is that these impulse-carrying nerve fibers and their connecting synapses have to be developed during a child's formative years. This development occurs when an individual receives a sufficient quantity of information which can be classified and routed along the appropriate nerve fibers and synapses until it reaches the desired location in the brain. If this process does not take place early enough in life, information impulses that come along later are apt to get lost in a maze of improperly functioning switches, like a runaway trolley car. Eventually, the runaway impulses either fade away or are shorted-circuited, causing a reaction which has no rational or logical connection with the original message."

Right to Read

- 1 out of 4 students nationwide has significant reading deficiencies.
- large city school systems, up to half of the students read below expectation.
- There are more than 3 million illiterate in our adult population.
- 1/2 of the unemployed youth, ages 16-21, are functionally illiterate.

goal outlined by James Allen: by the end of the 1970s the right to read shall be a reality for all - that no one shall be leaving our schools without the skill and the desire necessary to read to the full limits of his ability .... I am calling for a total national commitment to and involvement in the achievement of the "right to read" goal.

HHH ON "RIGHT TO READ": "The 'Right to Read' is not a Program - it is a public relations slogan. The two hundred million dollar fund is fiscal sleight of hand. There is no extra money - there are no new funds - there is no new effort. Last year the Office of Economic Opportunity spent 50 million dollars on school libraries and 164 million dollars on state grants for 'innovative projects' - a total of 214 million dollars. This is the 200 million dollars the President is calling 'new' funding for a 'new' program. It is actually 14 million dollars less than was spent in fiscal 1969. It is not new money, it is restored money."

Nixon's Education Policy

HHH ON NIXON POLICY: "It has become the fashion, in this Administration, to talk of reorganization and reform, to speak earnestly of the need for more "research". Lord knows, we need a good deal of both. But unfortunately - in the new vocabulary of the Presidential messages - we are coming to understand that, to Mr. Nixon, these are code words for "delayed action".

"The President proposes that we put off, or cut back, promising programs until 'we understand the mystery of the learning process.'"

PROMISE

"When we talk about cutting the expense of government -- either federal, state, or local -- the one area we can't short-change is education... When you cut expenditures for education, what you are doing is short-changing the American future." (Statement, Hillsboro, N.H., Feb., 1968)

"There can be no lasting progress in the cities without a massive upgrading of our educational effort; unless our schools keep abreast of change, our people won't." (Nation's Cities, Oct., 1968)

Performance

VETOED HEW Approp. fund for 1970 when a Dem. Congress had increased \$1.26 billion over original budget request. Cut money for libraries, facilities and books, vocational education, student college loans, construction of educational research facilities.

SUPPRESSED a report (see attached synopsis) from Task Force on Urban which called for increased funding of \$14 billion by 1974 - Cong. Cohelan brought report to public attention.

Destines "Right to Read" program to failure because of grossly inadequate funding.

Cut aid to construction of facilities from \$580 million to \$100 million for 1971.

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Condemned the Head Start program and Title I of the Elementary and Secondary Education Act that provides for compensatory services to school districts serving the poor.

Fired James E. Allen, appointed as Commissioner of Education. In 1968 Nixon had said, "Officials of a new administration will not have to check their consciences at the door, or leave their powers of independent judgment at home."

HIH ON EDUCATION: "Criticism of our educational system is not new. It has been going on throughout our nation's history, and it is well that this is so. There are some, indeed, who believe that our education has not changed at all. L.C. Michelon, vice-president of the Republic Industrial Education Institute, remarked recently that 'we could literally transport a teacher from the 18th century - beard and all - and still have him feel relatively at home today.'"

"From my own experiences on the campuses where I teach I am aware of a great zeal on the part of students for greater social justice, for the elimination of racism and other inequities which plague our society. They want, desperately, to participate in changing their environment, although I must deplore some of the means they are using for expressing their demands."

"Federal aid to education, using funds drawn from the broad Federal tax base, is the only answer for many impoverished school communities. We must provide this help. There is no way back, no way to make <sup>up</sup> youngsters deprived in their early years of decent schools. THIS IS NOT A DEFERABLE ITEM."

"Let's not offer bread crusts to school districts that are dying of thirst."

*Funding*  
Democratic Administration Record in Education

- Funding - 12 billion in 4 year (double that of previous 100 years)
- 1½ million students (1 in 5) recipients of federal assistance from grants and loans.
- ½ of nation's 2,500 colleges received funds for constructing new facilities.

- Progress - 1967 - a new special education program to help Mexican American and Puerto Rican children separated by a language barrier from a good education.
- 1967 - adult education classes gave 500,000 men and women an opportunity to increase their educational level.
- 1968 - 5.8 million undergraduates are attending college - increase of 1.8 million in 4 years.

- 1968 - over 3 million adults participated in federally-assisted vocational education courses (55% increase over previous 4 years).
- over 9 million educationally deprived boys and girls benefited from special classroom, teacher and library program of the Elementary and Secondary Education Act of 1965.
- By 1968 750,000 physically and mentally disabled citizens have been rehabilitated and given gainful employment since 1964.
- Over 400,000 veterans are today receiving educational assistance under the GI bill. Nearly 700,000 veterans have been enrolled in colleges or other institutions or in-job training under this bill since June 1966.
- 2 million children reached thru Head Start.
- Over 40 laws passed to support education, including:

Civil Rights Act of 1964 to end discrimination in schools.

Economic Opportunity Act of 1964 to provide education and training opportunities for the poor.

Elementary and Secondary Education Act of 1965 to provide more than \$1 billion each year to improve the quality of education for children in public and private schools, particularly for children living in poverty.

Higher Education Act of 1965 to improve the quality of college education through increased library resources, equipment and community service programs, to provide students with financial assistance, and to provide special help for developing colleges.

Teacher Corps of 1965 to attract young persons to teach poor children in desperate need of their help and to train them for the task.

National Foundation on the Arts and Humanities Act of 1965 to encourage and support national progress and scholarship in the arts and the humanities.

Adult Education Act of 1966 to initiate special projects to reach the illiterate adult.

Education of Handicapped Children Amendments of 1966 to provide special programs for mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, emotionally disturbed and crippled children.

Education Professions Development Act of 1967 to improve the quality of teaching and to help meet critical shortages of adequately trained school personnel.

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Public Broadcasting Act of 1967 to stimulate the growth and improvement of educational television and radio.

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URBAN EDUCATION

Synopsis of Report on Urban Education - Congressional Record - House - Jeffrey Cohlen (Rep., California) - January 19 & 20, 1970

SUBJECT: Urban Education

FACTS:

- 1) January 5, 1970 Urban Education Task Force issued report on urban education
- 2) Among recommendation:
  - a) Extra \$500 per year per pupil
  - b) Reduction in class size by average of 4 to 10 students
  - c) Small group remedial program
- 3) Task Force Positions:
  - a) Money - significantly increased levels of funding necessary
  - b) Concept of Urban Education - Typical education is too narrow for impoverished constituencies with which it is concerned. The educative process must be expanded.
  - c) Master plan for Urban Education - Need for such a plan exists. Education tailored to fit specific needs of specific areas.
  - d) Institutional changes - Must be institutional changes within educational system. Fundamental changes must be made within the present system.
  - e) Community Determination - Community residents and students must have active role in the critical decision-making concerning urban education problems. Definition of this role must be worked out locally, within broad and flexible guidelines.
  - f) Performance Standards - Clearly stated performance standards should be established for an urban education program.
  - g) Assessment - Need for rapid and continuous feedback of program's strengths and weaknesses.
  - h) Racial and Ethnic Integration - Racial and ethnic integration should be a major element in all the planning and implementation phases of the urban education program and should be clearly stated as a major criterion for receiving funds.
- 4) Purposes of the Report:
  - a) Describe and document the critical problems and needs confronting urban education.
  - b) Examine extent to which federal government can and should extend solutions to problems.
  - c) Recommend long-term programmatic and legislative approaches needed to resolve the problems and needs identified; also to recommend short term actions that can be taken under existing legislation.

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### Cost of Urban Education

Education in the cities simply costs more than education in the suburbs. Several factors are responsible for this. There are more disadvantaged students in the cities than in the suburbs. It is a costly job to educate students effectively whose poverty and low level of family education are obstacles to that education.... In addition, maintenance and security costs are higher and the need for maintenance is compounded by the higher vandalism rates in cities.

### Pupil Education Costs

It is significant to note that between 1930 and 1960 per pupil education costs across the country rose at a rate more than three times as fast as the average per capita value of taxable property in large cities.

### Need for Additional Money in the Cities

When one combines the picture of higher educational expenditures in the suburbs with the fact that urban education actually costs more per unit than does education in the suburbs, the degree of central city disadvantage is substantially magnified. There are two general reasons why urban education is more expensive than suburban education: first, many items in the school budget are more expensive in cities than they are outside of cities, and second, the socio-economic characteristics of the urban student population make for additional expenditures.

### State Aid to Education

On the average, per capita State education aid (in 1962) in the large city areas was \$20.72 while in their outlying area it was almost twice as great, \$37.66.

### Public and Education Funds

An extensive national survey conducted by the Gallup organization for the Lettering Foundation asked whether respondents would be willing to approve new measures for higher school funds. 49% answered no, another 5% indicated they were not sure, and only 45% were willing to indicate their support of further revenue measures.

### Mental Retardation and Poverty

... Mental retardation is most prevalent in the impoverished groups.

### Unemployment in Slums

In a survey of 8 large cities conducted by the Department of Labor in 1966, the rate of unemployment in slums was 3 times the national average.

### Composition of Inner City Non-Whites

In the inner city, the non-whites who are moving in and those who are already there are younger and have a higher birth rate than those whites remaining. In 1960, 35% of the black population was under 18 years of age and 65% was over 18 years. In 1962 44.9% was under 18, and 55.3% was over 18.

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Blacks and Black Schools

The most recent data suggest that 70% of all black pupils attend schools that are composed of 90-100% black pupils. By 1975 probably 80% of all black students (in 20 major cities) will be attending 90 to 100% black schools. Except for Washington D.C. the cities showing the least segregation are located in the West.

Inadequacy of Urban Educational Facilities

The Kerner Commission (1968) pointed out that because of the rapid expansion of the Negro population which "has been concentrated in segregated neighborhoods, ghetto schools have experienced acute overcrowding. Shortages of textbooks and supplies have developed. Double shifts are common.... Even programs for future construction of new schools in Negro neighborhoods cannot always keep up with increased overcrowding.

Federal Government and Education Federal financial and substantive participation in education programs has increased markedly over the past 5 years. The legislative breakthroughs of the Higher Education Act of 1965, the Elementary and Secondary Education Act of 1965, the Vocational Education Amendments of 1968 and the Education Professions Development Act of 1969, combined with various programs of the Economic Opportunities Act of 1964 and the Civil Rights Act of 1964, have resulted in a new posture in education for the Federal Government.

Local Problems vs. Congressional Legislation

While a federal role is emerging in law, more sharply than might have been earlier predicted, a growing realization persists that local problems are not yielding to the legislative solutions designed by the Congress.

Teacher Training Program

If a comprehensive education plan directed to the needs of the disadvantaged child is to be effective, teacher training programs must concentrate on changing attitudes of teachers and preparing them to effectively employ new ideas and educational materials quite different from those methods and materials which might be employed in a typical suburban school.

Need for Urban Educational Facilities

The need for additional school facilities is critical in most urban areas. Urban school populations continue to mushroom while available space and monies for construction grow increasingly scarce.

SUMMARY OF PRINCIPLES OF REPORT ON URBAN EDUCATION

- 1) Education districts representing largest eligible urban areas should receive priority in federal funding.
- 2) Determination of eligibility should be based on economic and performance criteria.
- 3) Each qualifying area should receive full funds for its program when available.

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- 4) Federal aid should be awarded on basis that enables maximum feasible eligibility for participation.
- 5) Funding procedures should include a system of regulating recurrent eligibility, with grants renewable on basis of quality student performance.
- 6) Legislation should permit bypass of state education agencies where necessary to achieve urban priority.
- 7) Legislation should permit participation of non-public school children in the program in ways to introduce a new child services concept for the disadvantaged.
- 8) Advance funding should be provided for urban education grants.
- 9) Provision for phasing in of existing categorical grant programs.



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