

000489

ⓧ Peter McCulloch President

Jucker
Wallace Jucker
Robert Haigh!

Memphis Institute
of Arts -
Tony Clark

EXCERPTS
FROM
REMARKS OF
HUBERT H. HUMPHREY
XEROX DINNER

Xerox Learning Systems

Dr. Young
Supt. Schools
St. Paul
Bloomington
ST. PAUL, MINNESOTA

Gov. Rolvas
Sen. Coleman

OCTOBER 5, 1970

Jefferson

We are justly proud of our great heritage of freedom ---
our unalienable rights. However, without the right to
education, all other rights are diminished. The right to
education is as vital in today's society as that of freedom of
speech.

What value are the freedoms to speak or to petition or
of the press if one cannot articulate a grievance, proffer an
appropriate solution, or even read?

Who can calculate the loss to the nation, indeed to the
society of man, because of the failure to develop some latent
talent?

Human Resources

Have we lost a cure for cancer, a new brilliant social philosophy, an inspiring symphonic composition because an infant was malnourished, because a child never learned to read or because the tuition for college could not be paid?

The ideal for a democratic society must be the fulfillment of the capabilities of all individuals. Educational opportunity is a fundamental means to that end.

~~Public Private Partnership~~

our floundering system

Everywhere we look, our systems of education are under siege. Last year, ~~as has been the case for each year over the past decade~~, student vandals wrought over \$70 million of damage. Teachers' strikes, once an unheard phenomenon, are now commonplace. ~~It is a rare system that has not been struck or is not currently subject to challenge by dissident teachers.~~

Educ under Attack

Over the past two years community after community has voted "NO" to education. Houston, Youngstown, Philadelphia and Los Angeles have each suffered voter rejection of school bond issues. School Board meetings in community after community have become forums for confrontation and acrimonious debate.

NO!
on
Educ

It is simpler and more comfortable to make moral judgements on each of these actions than it is to understand their meaning. ~~Vandalism and violence, strikes, fiscal neglect and confrontation are symptomatic of profound and complex discontent. We must hear the complaint for what it is --- a plea for reform and action.~~

Educ - mind - expanding

Once again schools must become mind-expanding experiences --- for students and teachers. The 19th Century classroom does not meet the need of 20th Century society.

The electronic revolution that has so seized the American Community must be let into the classroom and made an integral part of the educational process. Likewise, teachers, administrators, and school boards must come to accept the importance of audio-visual and electronic aid. We are shamefully negligent in any effective use of television in the educational system. Cybernetics and television have become mainstays in the American Way of Life. They must serve equally in education.

Electronic
radio-visual
TV

1960s

< Great progress was achieved in the 1960's to advance education's cause. Landmark legislation was shaped, fought for and enacted. < The most significant of the 50 pieces 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.

Private
Choice
Too

< However, symptomatic of the problems in education now challenging us is the fact that Title I of that Act --- intended to provide special economic aid to school districts with large concentrations of poor children --- has never been fully funded. Appropriations for Title I have never reached more than 50 percent of the authorized allotment. In fact, over the past two years, we have witnessed a drop in Federal spending for our public schools.

Title I

Need to
repeal

< Now we are told that these programs don't work and that further study is needed. To be sure, a much greater and consistent effort is needed in education research --- particularly

Research in Learning

President's Proposals

in the learning process itself.

↳ The President's proposal to establish a National Institute of Education to conduct basic research and to find out "how to begin educating the young mind when it really begins to learn" is constructive and needed. Likewise, a Presidential Commission on school finance to study the financial problems of public and non public schools, including the disparity between high and low income areas can serve a very useful purpose.

↳ These initiatives, coupled with the "Right to Read" program, are all helpful and welcome proposals. ↳ Education, like any other program or institution, needs to be subjected to constant re-examination and re-evaluation. But during the "check up" the patient must not be permitted to starve.

↳ Furthermore, there are certain indicators that the patient is has improved. In 1950, only 53 percent of our young people finished high school; by 1960, this had risen to .

61 percent and in 1968 to 73 percent, Among young black Americans there was a near 50 percent increase in the number of high school graduates between 1960 and 1968 --- ~~from 39 percent in 1960 to 58% in 1968.~~

↳ That is amazing progress. I do not say that it is enough. Or that we can stop --- content with our success. No, there is much, much more that we must do. But let us be justly proud of what we have done. Our sacrifices have not been in vain.

↳ We have invested in the future and that investment is beginning to pay off. In 1960, we had 3,500,000 college students in this country. Today, there are over 7,000,000.

↳ Federal student loan and fellowship programs and a Higher Education Facilities Act of 1963 and the Higher Education Act of 1965 helped to make this possible.

Therefore, we can approach the future with some *confidence +* faith. *↳* Faith in our ability to solve the remaining serious problems of education in the country.

↳ The gap between programs and needs in education will not be filled by either rhetoric or studies. *↳* Those needs will be filled by immediate, consistent and substantial Federal funding. We did not put a man on the moon or unleash the power of the atom with talk or tokenism. It took the full commitment of the nation's will and resources for those efforts to succeed. It will take no less for education.

↳ A recent and soon to be published Carnegie Corporation study describes the nation's public schools as "oppressive", "grim" and "joyless". *Harsh Criticism -*

↳ This three and a half year study should provide us with valuable insights for a new philosophy of education. Doubtlessly, there is a need for such a constructive reassessment. That is

important and must be done. But the best philosophy will demand modern buildings, electronic teaching equipment, and books, as well as properly trained teachers.

J. Hyatt

↳ We must stabilize the Federal investment in education.

We need a Federal Education Trust Fund that will guarantee the availability of sufficient resources for the long pull.

↳ State and local property taxes have virtually been exhausted as a source of funds for public education.

↳ A fixed portion of general Federal Revenues should be annually allocated to an Education Trust Fund, ~~in much the same way that Federal gasoline taxes go into the Highway Trust Fund.~~

↳ Assurance of Federal funds will stimulate better local administration. Uncertainty and fluctuation jeopardize the very program goals for which inadequate funds are now expended.

↳ School administrators refuse to assign top personnel to

Trust fund

000497

programs of unsure duration and dubious fiscal integrity,

∠ Present methods of federal funding by Congress are so indefinite in amount and uncertain as to the time of availability that it is literally impossible to plan a sensible program.

∠ If we mean what we say about education, we should be prepared to pay for it. ∠ The Federal investment in public education doubled between 1960 to 1968 --- from 4 to 8 percent of total state, local and Federal expenditures. It has now fallen to ~~a little over~~ about 7 percent.

∠ Over the next few years that Federal expenditure should rise to 16 percent. Double.

(X) ∠ There has never been a society that has become insolvent because of its investment in books, learning or education. None. Many a society has destroyed itself through wasteful spending,

arms and wars, and indulgence. There has never been a society that has not profited industrially, economically and culturally by investments in learning and education; in books and libraries. And there has never been a time that any society has over-funded itself in the fields of cultural attainment, education, or libraries.

↳ We do not need less education. We need more.

We need a massive and comprehensive effort to bring equality of educational opportunity to all our children.

↳ We need to extend the opportunity for preschool education.

↳ Limited only by the ability to learn, we need to guarantee for every young American full opportunity for higher education.

↳ Education is the bridge we build to the future.

I want to see it built strong to serve the needs of young Americans.



Minnesota Historical Society

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

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



www.mnhs.org