

EXCERPTS
OF

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There is an ancient tradition in American politics that demands that men in public life use two basic phrases when describing political positions. The phrase used to describe one's own position is: "I point with pride . . ." The phrase used to describe one's opponent's position is: "I view with alarm".

Now, I generally try to avoid these phrases, but today I won't because I think they are particularly appropriate.

I do point with pride to my record in education. Democratic Congresses in the last 15 years have passed over 50 important education bills and I've been involved in them all in one way or the other: as an initiator, as a supporter, or, during my Vice Presidential years, as a lobbyist for the Great Society education bills. Here are some:

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The National Defense Education Act ... The Elementary and Secondary Education Act of 1965, the most comprehensive federal aid to education program ever passed by Congress ... Head Start ... Upward Bound ... the Teachers Corps ... aid to federally impacted school districts ... the Higher Education Act ... the Manpower Training Act ... the Library Services and Construction Act ... the Education Professions Development Act ... the Vocational Education Act ... the GI Education bill ... the Higher Education Facilities Act ... the International Education Act ... the National Science Foundation ... the Educational Television legislation ...

That's what I point with pride to. But let me tell you what it is that I view with alarm. In all seriousness, I am deeply concerned about my opponent's record in this critical field. How can anyone be against education, you may ask. I ask that myself at times, it does seem incredible, but let me tell you about my opponent's voting record.

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In 1961, he voted against the Emergency Education Aid Act to provide a \$2.5 billion in federal aid to public school construction and teachers' salaries, to extend and expand the National Defense Education Act, including \$375 million for construction of private school classrooms and provide federal grants and loans for construction of public and private college academic facilities and scholarships.

In 1963, he voted to cripple the Vocational Education Act, which authorized new matching grants and loans to states to expand vocational education programs and to extend National Defense Education Act.

In 1965, he was against the Elementary and Secondary Education Act to authorize the 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 designed to provide services to children in private as well as in public schools.

And he was against the Higher Education Act of 1965 to strengthen the education resources of our colleges and universities and provide financial assistance for students in post-secondary and higher education and to establish the National Teacher Corps.

In 1966 my opponent voted to weaken the Elementary and Secondary Education Amendments which strengthened and improved the program of assistance to elementary and secondary schools.

He actually voted to delete funds authorizing a program for needy children and to help local education facilities which were financially overburdened. As recently as January, 1970, my opponent voted to VETO funds for education. To the people of Minnesota this meant a cut of \$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 children

- training sessions for 350 new teachers in inner city schools
- summer institute for 300 talented high school students

These funds also were intended for the Minneapolis Public Library - \$175,000 to be used for construction of the new north regional library.

Another \$360,000 was to be available in loans and scholarships for an additional 1,400 students at the University of Minnesota and Minneapolis colleges.

Despite my opponent's obstructionist activities, 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.

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.

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

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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 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 ---

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.

Bill Dawson

Principled

How

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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 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".

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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.

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.

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 programs of unsure duration and dubious fiscal integrity.

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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 about 7 percent.

Over the next few years that Federal expenditure should rise to 16 percent - double.

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.

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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.

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- About 1/2 of poor families live in the South.
- 1 out of 3 Appalachian families are poor, 1 out of 5 in rural America.

Legislation

1962 - Public Welfare Amendment of 1962 - to stress rehabilitation of welfare recipients and to improve welfare services.

MacGregor voted to RECOMMIT and delete provision for \$70 increase in maximum federal share of grants for Old Age Assistance and aid to the blind and disabled.

Voted AGAINST passage.

- Public Works Coordination and Acceleration Act: authorized 900 million allocation for jobs, created public works projects in areas with heavy unemployment.

MacGregor voted to RECOMMIT and kill.

1964 - Economic Opportunity Act - authorized anti-poverty program for 3 years and made specific authorization of the Job Corps, work-training, work-study program, urban and rural community action program, adult education, small incentives loans to raise income and living standards of low-income rural families and migrant workers, established VISTA.

MacGregor voted AGAINST.

- Food Stamp Act - established food stamp program.

MacGregor voted AGAINST.

1966 - Economic Opportunity Act Amendment of 1966 - established Job Corps, Headstart, Neighborhood Youth Corps, work-study program, Upward Bound.

MacGregor AGAINST.

- Model Cities Act - assist comprehensive city demonstration programs for rebuilding slum and blighted areas and provide necessary public services and facilities for improving general welfare of people who lived in these areas.

MacGregor AGAINST.

1967 - Rat Control and Extermination Act of 1967 - authorized \$40 million for rat control.

MacGregor voted AGAINST.



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