

REMARKS OF 000580

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(St. Paul, Minnesota)

(October 22, 1970)

Area Conference of Teachers
Tupper Park, N.Y.

Jan. 15, 1971

Even before the Constitution of the United States

was ratified, the commitment of the young American nation to the cause of education was manifest. More than 150 years prior to the establishment of the Constitution, colonists established public schools in 1633 in what was to become New York City. By the Land Ordinances of 1785 and 1787, the Confederation Congress proclaimed that land in new territories would be reserved for public schools and that "schools and the means of education shall forever be encouraged."

In a nation that continues to symbolize the promise of a brighter tomorrow, we have placed education on a unique pedestal. The farm boy, the city child, the immigrant's daughter and the mill hand's son have each been nurtured by the hope of what education might bring.

Education is our national faith. It is a universal creed laying claim to all the races and religions of our country.

There are more American young people in colleges and universities

✓ today than there are college and university students in all the other countries in the world combined.

✓ Indeed, 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.

✓ We are blessed with a pluralistic system --- public, private and parochial schools --- each complementing the other.

✓ These differences provide a base for experimentation and innovation while offering a yardstick for comparison.

* * *

✓ But everywhere we look, our systems of education are under siege --- from parents, from teachers, and from students. Money shortages and social unrest serve only to compound the problem.

Educ under siege

✓ An Administration in Washington that vetoes aid to education legislation and when overridden, callously states its intention not to allocate funds authorized by Congress --- also compounds the problem.

✓ Congressmen like my opponent in this campaign, who has repeatedly opposed federal aid to education --- in callous disregard of the tax burden imposed on property owners in Minnesota --- compound the problem.

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✓ / We can and we must overcome these difficulties.

✓ / 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.

✓ / ^{substantial* opposition*} Despite my opponent's consistent obstructionist activities, great progress was achieved in the 1960s 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.

The Democratic

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I am proud of (my) education record. Democratic Congresses in the last 15 years have passed over 50 important education bills, ^{been fortunate in being} ~~and I've been~~ ^{all of} involved in them, 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:

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...

↳ Now let's look at my opponent's record.

In 1961, he voted against the Emergency Education Aid Act to provide \$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.

↳ Democrats and most moderate Republicans voted for this bill but not Clark MacGregor.

↳ 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.

Democrats and most moderate Republicans voted for this bill but not Clark MacGregor.

↳ 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.

↳ Democrats and ~~most~~ ^{many} moderate Republicans voted for this bill but not Clark MacGregor.

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.

Democrats and most moderate Republicans voted for this bill but not Clark MacGregor.

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.

Democrats and most moderate Republicans voted for this bill but not Clark MacGregor.

↳ 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.

↳ And that is the record of a man who wants to be Senator.

x x x

↳ Symptomatic of the problems in education now challenging us is the fact that Title I of the Elementary and Secondary Education Act of 1965 --- 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,

6.8%
of total
education
dollars -
down from
8% in
1969
(checks)

over the past two years, we have witnessed a drop in Federal spending for our public schools. (And now the Administration will not even release the money that has been appropriated. **A**)

Minnesota school children are being hurt by this Republican Administration's delay in releasing badly needed funds for education.

↳ State Commissioner of Education, Howard B. Casmey recently sent a letter to every educator in Minnesota. Commissioner Casmey said in his letter that Minnesota children who are entitled to the benefits of Federally funded educational programs may be seriously shortchanged this year. **(B)**

✓ The cut back in funds for education by this Republican Administration defies both the will of Congress and the needs of the people ^{of America.} (of Minnesota.) **C**

↳ The Administration has ^{blatantly} announced its intention to cut back the mandated \$4.4 billion for education that Congress authorized in overriding the Presidential veto of funds for education. **A**

A ↳ For the past several months, we have witnessed a deliberate maneuver by this Administration to hold back funds

authorized for Minnesota's private and public schools. Minnesota schools have received only \$4 million of the \$16 million in approved projects and \$23 million share of appropriations passed by Congress.

a

Now we see that these delays were only the first step of a deliberate policy by this Administration to deprive the children of ^{American} (Minnesota) of the educational opportunities that (a Democratic) Congress voted for them.

The uncertainty of federal funding makes it impossible for our school administrators to plan the effective use of funds.

Education places a great burden on local tax sources. Real Estate taxes are at an all-time high. (under a Republican State Administration.) The property owners of ^{American} (Minnesota) have borne as much as they can for education.

Republican vetos, cuts, and delays means less education for our children.

Teachers will be laid-off unless Congressionally authorized funds are made available now.

This is a Republican strategy engineered by a Republican Administration. My Republican opponent in this Senate race has repeatedly opposed federal aid to education and is doing nothing to stop this Republican Administration from shortchanging the children of Minnesota.

500588
But We are ^{also} 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 ~~best~~ 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 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 ---

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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
the 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.

✓ ~~But~~ 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.

000591

recently A (recent) and soon to be published Carnegie Corporation study describes the nation's public schools as "oppressive", "grim", and "joyless". *report* ✓

filled "Crisis in the Classroom"

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. ✓

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. ✓
6.8

*of the
Total education
dollars*

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

*new
page* ↳ 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 overfunded 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.

000593

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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(2) NDEA -

- Element & Secondary act 1965
- Federal Science & Construction Act
- Vocational Educ Act
- Nat. Science Foundation Act
- Higher Educ Act
- Higher Educ Facilities Act
- H.R. Bill -
- Educ Television
- Head Start, Upward Bound,
- Teacher Corps,
- Fed Aid to Impaired School Dist.
- Educ. Professions Act - etc

in 50 separate Fed. Bills last 15 years.

✓ Federal Investment in Education

1960 - 1965

went from 2% to 8%
of Total Local, State, + Fed.
Now fallen to 7%

✓ It should double to 16%

(Ed Belstad)

08595
Educ. opportunity basic
to Democ.

Efficiency - grant to both equity
& free.

But Educ under Siege - Parents,
Teachers, Students -
- money shortages -
- social unrest

Carnegie Study - describe Schools -
"oppressive", "grim", joyless -
- Urgent need for constructive reassessment

But Still Need - Modern Bldgs, Books,
Electronics + Audio Visuals, Teachers,
Counselors etc

① 3 ways to finance Educ
Property Tax, State Aids, + Fed aid

Why Fed aid - Fed Top Down - Educ
Local admin but National Need

(1) Federal Educ Trust Fund
Fixed Portion of Fed Revenues
should be allocated to
the Fund every year

(2) Allocation of Funds in time
for Planning Time!

uncertainty - jeopardizes program
goals - wasteful
School Administration refuse to
assign top personnel
to Programs of unsure duration

(3) President's Educ Message

(a) National Institute of Educ
Research in Learning

(b) Commission on School
Finance

(c) Right to Read - no new funds

But in maintaining need funds

Veterans ⁰⁰⁰⁵⁹⁷ 1.5 million schools Atom

Commissioner Howard Casney
Letter -

Title I funds of ESEA
are \$2.3 million

only 24 million released

Deliberate effort to Hold Back

My Opponents Record &

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Educ + The Community



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