

001312

Gerry + Mary Horan

REMARKS BY

SENATOR HUBERT H. HUMPHREY

EDUCATIONAL FACILITIES CORPORATION LUNCHEON

NEW YORK, NEW YORK

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✓ Frank Keppel chr. Bel
George Frecher - (NEA - Pres)
✓ James Allen
Larry Kettler (President)
Edna Funtelero Clerk

~~Mr. Horan~~

L IGNORANCE IS AN ALIEN FORCE IN AMERICA -- THE ENEMY OF
 EVERYTHING WE SEEK, EVERYTHING WE STAND FOR. L OUR NATION WAS BORN
 WITH THE ADOPTION OF A DECLARATION OF HUMAN RIGHTS. L ~~But~~ F FROM
 THE OUTSET IT WAS RECOGNIZED THAT THE RESPONSIBLE EXERCISE OF THESE
 RIGHTS DEMANDED THE UNRESTRICTED DEVELOPMENT OF HUMAN RESOURCES.

L AS THOMAS JEFFERSON EXPRESSED IT, "MAN CANNOT BE BOTH FREE AND
IGNORANT."

L IT IS ONLY IN RECENT YEARS, HOWEVER, THAT WE HAVE SPOKEN WITH
 CONVICTION OF THE RIGHT TO A QUALITY EDUCATION TO THE FULL EXTENT
OF CAPABILITY AND NEED. L MANY FORCES IN A WORLD OF RAPID CHANGE
 HAVE PRESSURED US INTO THE DRAMATIC EVOLUTION OF OUR EDUCATIONAL
 RESOURCES. L BUT THERE HAS ALSO BEEN A FUNDAMENTAL FORCE OPERATING
 FROM WITHIN EACH OF US, AS CONTRASTED WITH THE PRESSURES FROM THE
 OUTSIDE WORLD WE LIVE IN.

L I SPEAK HERE OF THAT BASIC DISCONTENT ABROAD IN OUR NATION
ABOUT THE QUALITY OF HUMAN LIFE. L THE FANTASTIC PACE OF TECHNOLOGICAL
CHANGE EXPLAINED THE ORIGINAL EXTENSIVE FEDERAL INVESTMENT IN OUR
EDUCATIONAL RESOURCES OVER A DECADE AGO. L BUT NOW WE ARE LOOKING
TO EDUCATION ITSELF AS A FORCE FOR CHANGE -- A DECISIVE MOVEMENT
FOR ENDING THE INEQUALITY OF HUMAN LIFE IN AMERICA.

L THE HARD TASK OF ENACTING LAWS TO REDRESS THE DENIAL OF
CIVIL RIGHTS AND TO BREAK THE CYCLE OF POVERTY AFFLICTING MILLIONS
OF OUR CITIZENS BROUGHT US TO A NEW UNDERSTANDING OF BASIC HUMAN
RIGHTS. L THE CONFRONTATION OF THESE REALITIES IN THE MIDST OF
UNPARALLELED AFFLUENCE PRODUCED A NATIONAL COMMITMENT TO THE ENRICH-
MENT OF HUMAN LIFE IN AN ENTIRELY NEW CONTEXT.

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EXPRESSED IN DIRECT TERMS, WE ARE SAYING TODAY THAT OUR
CHILDREN AND YOUTH IN AND OF THEMSELVES ARE A PRECIOUS

NATIONAL RESOURCE -- NOT TO BE EITHER CODDLED OR SELECTIVELY

PRUNED, BUT TO BE GIVEN EVERY POSSIBLE OPPORTUNITY FOR SELF-

DEVELOPMENT IN ACHIEVING LIVES OF MEANING AND PURPOSE.

*Thomas Carlyle - the great law of culture - let each become all
that he was created capable of becoming*

AND YET, PRECISELY AT THE TIME WE HAVE COME TO THIS CONCLUSION,

OUR LOCAL SCHOOL DISTRICTS AND INSTITUTIONS OF HIGHER EDUCATION

ARE STATING THAT THEY HAVE REACHED AN ABSOLUTE LIMIT IN FINANCIAL

RESOURCES. LOCAL PROPERTY TAXES, DEVOTED PRIMARILY TO MEETING THE

RISEING COSTS OF PUBLIC ELEMENTARY AND SECONDARY EDUCATION, HAVE

REACHED THE SATURATION POINT. OUR COLLEGES HAVE HAD TO ESCALATE

THEIR TUITION FEES SIMPLY TO MEET THE COSTS OF STAYING IN BUSINESS,

MUCH LESS UNDERTAKE CRITICALLY NEEDED EXPANSION.

*(Private
Colleges)*

BOTH THIS NATIONAL COMMITMENT AND THIS FINANCIAL REALITY
DEMAND THE ESTABLISHMENT OF A NEW EDUCATION POLICY FOR AMERICA.

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THAT POLICY SHOULD BE DIRECTED TOWARD PAYING THE COST OF A QUALITY

EDUCATION AT ALL LEVELS, AS A NATIONAL INVESTMENT THAT WILL BE

FULLY REPAID. IT SHOULD PROMOTE MULTIPLE APPROACHES TO PROVIDING

EDUCATIONAL OPPORTUNITIES THAT GIVE THE FULLEST RECOGNITION TO

THE NEEDS, PROBLEMS, AND ABILITIES AND INTERESTS OF EACH CHILD

AND YOUNG PERSON. IT SHOULD ENABLE EVERY ADULT TO ACHIEVE SELF-

SUFFICIENCY AND RESPECT AS A CONTRIBUTING MEMBER OF SOCIETY.

FINALLY, THERE SHOULD BE A DELIBERATE POLICY OF INNOVATION

IN EDUCATIONAL PROCESSES AND ADMINISTRATION. Research!

BUT WHILE THIS DEMAND FOR A NEW EDUCATION POLICY OUGHT TO

BE SELF-EVIDENT, IT IS EQUALLY CLEAR THAT THE PRESENT ADMINISTRATION

IN WASHINGTON IS MARCHING TO THE BEAT OF A DIFFERENT DRUM -- A

DRUM THAT SIGNALS RETREAT, RATHER THAN THE ADVANCE THAT IS ESSENTIAL

AT THIS CRITICAL TIME.

h PRESIDENT NIXON'S PROPOSAL FOR CONSOLIDATING EDUCATION

PROGRAMS UNDER SPECIAL REVENUE SHARING ACTUALLY WOULD

RESULT IN A NET REDUCTION OF FEDERAL AID, REQUESTED APPROPRIATIONS

for June 72
FOR ELEMENTARY AND SECONDARY EDUCATION AMOUNT, AT BEST, TO A

"HOLDING ACTION," IN COMPARISON WITH APPROPRIATIONS ENACTED BY

CONGRESS FOR THE CURRENT FISCAL YEAR. BUT SERIOUS CUTBACKS ARE

PROGRAMMED IN AID TO FEDERALLY IMPACTED AREAS, AND FOR VOCATIONAL

EDUCATION, SCHOOL EQUIPMENT AND REMODELING, WHILE THE SCHOOL

LUNCH PROGRAM IS CUT ALMOST IN HALF. AND WHEN WE TURN TO THE AREA

OF SUPPLEMENTARY COMMUNITY RESOURCES IN EDUCATION, WE FIND THAT

THE ADMINISTRATION PLANS TO REDUCE FUNDS FOR VITALLY IMPORTANT

LIBRARY SERVICES AND CONSTRUCTION PROGRAMS BY 62 PER CENT.

L I FIND THESE FUNDING REDUCTIONS TOTALLY INDEFENSIBLE. L IT
IS ONE THING TO CALL FOR REFORMS IN ELEMENTARY AND SECONDARY
EDUCATION PROGRAMS TO ASSURE THAT FEDERAL FUNDS ARE DIRECTED WHERE
THE NEED, IN TERMS OF EDUCATIONAL DEPRIVATION, IS GREATEST. L BUT
IT IS ANOTHER MATTER ENTIRELY TO SERIOUSLY UNDERFUND THESE PROGRAMS,
MAKING IT IMPOSSIBLE TO FULFILL EXPECTATIONS OF EQUAL OPPORTUNITY
AND INNOVATION IN EDUCATION. *Rt to Read Program
where is it?*

L IT IS ALL WELL AND GOOD TO SPEAK OF STREAMLINING THE FEDERAL-
STATE-LOCAL FISCAL MACHINERY FOR EDUCATION, AND NO ONE *should*
QUESTION THE WISDOM OF BRINGING TOGETHER RELATED "CATEGORICAL-AID"
PROGRAMS TO ASSURE THAT SPECIFIC NEEDS ARE MET EFFICIENTLY. BUT,
WE MUST CAREFULLY EXAMINE THE OTHER SIDE OF THIS "DEVALUED"
ADMINISTRATION COIN.

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h For, IN THE CORRECTIVE ACTIONS ALREADY AUTHORIZED IN THE
ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS OF 1969,

CONGRESS ALSO EXPRESSED ITS JUDGMENT THAT THERE IS NO GENUINE

STREAMLINING IN THE SPEED WITH WHICH FEDERAL REVENUES MAY BE SIMPLY

HANDED OVER TO THE STATES. L THERE ARE NUMEROUS COMPETENT STATE

EDUCATION ADMINISTRATIONS, BUT I REMAIN UNPERSUADED THAT THROUGHOUT

THE NATION THESE UNDESIGNATED GRANTS WOULD NECESSARILY BE SPENT

PRIMARILY AND WITHOUT DISCRIMINATION TO ASSIST DISADVANTAGED

CHILDREN AND TO AID LOCAL SCHOOL DISTRICTS WHERE DEMAND HAS FAR

OUTSTRIPPED SUPPLY AND FISCAL RESOURCES. L IT IS MY UNDERSTANDING

THAT, IN FACT, UP TO 70 PER CENT OF SPECIAL REVENUE SHARING FUNDS

WOULD BE IMMUNE FROM THE PRESENT LAW REQUIRING THAT FEDERAL EDUCATION

MONIES BE SPENT OVER AND ABOVE STATE AND LOCAL FUNDS, AS AN "EXTRA"

TO HELP POOR CHILDREN CATCH UP.

LET IT BE CLEAR THAT I FAVOR THE CONCEPT OF REVENUE SHARING,
COUPLED WITH THE EQUITABLE FEDERALIZATION OF PUBLIC ASSISTANCE
PROGRAMS. BUT I BELIEVE THE BILL I HAVE INTRODUCED JOINTLY WITH
REPRESENTATIVE REUSS OFFERS A BETTER APPROACH THAN THAT OF THE
ADMINISTRATION BECAUSE IT SUPPLEMENTS ONGOING CATEGORICAL-AID
PROGRAMS, AS IN EDUCATION, GUARANTEES THE PASS-THROUGH OF FUNDS
TO THE CITIES, AND PROVIDES STRONG INCENTIVES FOR THE MAINTENANCE
OF FISCAL EFFORT BY THE STATES.

WHAT DISTURBS ME MOST, HOWEVER, IS THAT THIS ADMINISTRATION
CONTINUES TO ADDRESS OUR SERIOUS EDUCATION COST PROBLEMS WITH WORDS
RATHER THAN DOLLARS.

*The Federal Share of the Total
Education Budget is dropping - 8% to 7%.
When in fact it should be rising -
at least triple!*

People Mobility - Welfare Educ Standards

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CAN THESE WORDS BE BELIEVED IN THE LIGHT OF SHARPLY REDUCED

BUDGET REQUESTS AND PRESIDENTIAL VETOES OF EDUCATION

APPROPRIATIONS OVER THE PAST TWO YEARS?

{ Federal Share Total
Educ Budget -
1960-7% - 1969-8%
1971-7% - Should
So up

WHEN WE TURN TO HIGHER EDUCATION ASSISTANCE, THE SAME

LOW-PROFILE ADMINISTRATION APPROACH -- THE SAME ABSENCE OF

NATIONAL LEADERSHIP TOWARD ACHIEVING FULL OPPORTUNITY AND

EXCELLENCE IN EDUCATION -- IS SHARPLY EVIDENT

THE EXPIRATION OF MAJOR HIGHER EDUCATION LAWS THIS YEAR

PROVIDES A VITAL OPPORTUNITY TO REFORM AND EXPAND THESE CRITICALLY

IMPORTANT FEDERAL ASSISTANCE PROGRAMS. IT HAS BEEN ESTIMATED

THAT 6.6 MILLION UNDERGRADUATE STUDENTS ALONE ARE CURRENTLY ENROLLED

IN OUR COLLEGES AND THAT IN FIVE YEARS THIS NUMBER WILL SWELL TO

AT LEAST 8 MILLION.

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h THE COST OF ATTENDING COLLEGE IS NOW THE SECOND LARGEST

EXPENDITURE A FAMILY WILL MAKE -- BUT UNLIKE THE HOME

MORTGAGE, THIS ONE FALLS DUE WITHIN FOUR SHORT YEARS.

L BUT FOR OTHERS, AND FOR OUR NATION, THERE IS THE TRAGIC
COST OF NOT GETTING A HIGHER EDUCATION L ONLY 7 PER CENT OF OUR

COLLEGE STUDENTS COME FROM LOW-INCOME FAMILIES L COLLEGES ACROSS

THE NATION ARE TRYING TO EXPAND OPPORTUNITIES FOR THE BLACK AND

THE POOR, PLACING AN ADDITIONAL STRAIN ON FINANCIAL AID RESOURCES.

L NOW, THE PRESIDENT'S TASK FORCE ON EDUCATION HAS TOLD HIM

THAT DURING THE NEXT DECADE, RESOURCES AVAILABLE TO COLLEGES AND

UNIVERSITIES MUST MORE THAN DOUBLE, FROM THE PRESENT \$17.2 BILLION

TO \$41 BILLION.

AND THE RESPECTED CARNEGIE COMMISSION ON HIGHER EDUCATION HAS
CALLED FOR A DECISIVE NATIONAL EFFORT TO ELIMINATE RACIAL AND
ECONOMIC BARRIERS TO HIGHER EDUCATION BY 1976

WHAT HAS BEEN THE ADMINISTRATION'S RESPONSE? BASICALLY,
IT HAS PROPOSED THE CREATION OF A NATIONAL FOUNDATION FOR HIGHER
EDUCATION AND THE REVAMPING OF STUDENT AID PROGRAMS. STUDENT
AID WOULD GENERALLY BE IN THE FORM OF SUBSIDIZED LOANS AND WORK-
STUDY PAYMENTS. PRIORITY WOULD BE GIVEN TO THE NEEDIEST STUDENTS.

THE FOUNDATION WOULD PROVIDE AID TO POST-SECONDARY INSTITUTIONS
SEEKING TO DEVELOP NEW PROGRAMS OF NATIONAL IMPORTANCE AND NEW
MODELS OF REFORM AND RESTRUCTURING OF HIGHER EDUCATION.

I AM ENCOURAGED BY THE BASIC PURPOSES OF THESE PROPOSALS.

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THE ONLY PROBLEM IS THAT THEY FAIL TO TAKE ACCOUNT OF THE IMMEDIATE

CRISIS CONFRONTING HIGHER EDUCATION. No PROSPECT IS HELD FORTH

FOR PROMPT INSTITUTIONAL AID TO THE HUNDREDS OF AMERICAN COLLEGES

THAT ARE NOW IN DIRE FINANCIAL STRAITS. NOR DO I BELIEVE THAT

THE PRIMARY DEPENDENCE UPON SUBSIDIZED OR GUARANTEED STUDENT

LOANS CAN FULFILL THE PROSPECTS FOR SUCCESS ENVISAGED BY THE

ADMINISTRATION, IN LIGHT OF THE LIMITED AVAILABILITY OF PRIVATE

CAPITAL FOR THIS PURPOSE IN RECENT YEARS. WHILE THIS ASSISTANCE

MECHANISM REMOVES CURRENT APPROPRIATIONS FROM THE FEDERAL BUDGET,

THE COST TO THE GOVERNMENT WILL BE HIGHER IN THE LONG RUN.

SUCH CONSIDERATIONS HAVE LED ME TO STRONGLY SUPPORT THE
PURPOSES OF LEGISLATIVE MEASURES FOR THE REFORM AND EXPANSION OF
FEDERAL ASSISTANCE TO HIGHER EDUCATION, INTRODUCED BY SENATORS
CLAIBORNE PELL AND WALTER MONDALE.

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THESE BILLS RETAIN THE THRUST OF THE PRESIDENT'S PROPOSALS, BUT

THEY GO FURTHER IN MAINTAINING ESSENTIAL AID TO OUR COLLEGES AND

UNIVERSITIES, AND IN ESTABLISHING DIRECT FEDERAL ASSISTANCE TO

STUDENTS AS A MATTER OF RIGHT, AND ON THE BASIS OF NEED.

PARTICULAR EMPHASIS IS PLACED ON CREATING EFFECTIVE EDUCATIONAL

OPPORTUNITIES FOR YOUNG PERSONS FROM LOW-INCOME FAMILIES, AND

STUDENT ASSISTANCE IS COUPLED WITH COST-OF-INSTRUCTION

AID TO THE RESPECTIVE INSTITUTION.

IN ADDITION, AND IN KEEPING WITH MY OWN PUBLICLY EXPRESSED

COMMITMENTS OVER THE PAST YEARS, PROVISION IS MADE FOR THE

REORGANIZATION OF THE EDUCATIONAL BUREAUCRACY OF THE FEDERAL

GOVERNMENT.

I HAVE ALWAYS FELT THAT A DECISIVE EMPHASIS MUST BE

GIVEN TO AMERICA'S EDUCATIONAL PRIORITIES THROUGH CONSOLIDATING

THE EDUCATIONAL ACTIVITIES OF THE FEDERAL GOVERNMENT AND RAISING

THIS VITAL FUNCTION TO A HIGH LEVEL OF VISIBILITY AND RESPONSIBILITY

WITHIN THE ADMINISTRATION.

Dept. of State, Cabinet Post

and
~~FINAL~~

I STRONGLY BELIEVE THAT OUR HIGHER EDUCATION ASSISTANCE

LAWS MUST NOT ONLY BE EXTENDED BUT ALSO FULLY FUNDED.

I HAVE RECEIVED MANY LETTERS FROM MINNESOTA AND ACROSS THE NATION

EXPRESSING DEEP CONCERN OVER EXTENSIVE CUTBACKS IN THE

ADMINISTRATION'S BUDGET FOR THE COMING FISCAL YEAR OVER 11

MILLION DOLLARS, OR 40 PER CENT OF THE FUNDS APPROPRIATED BY

CONGRESS FOR FISCAL 1971, HAVE BEEN TAKEN FROM THE COLLEGE

LIBRARY ASSISTANCE, TRAINING, AND RESEARCH PROGRAMS WHICH ARE OF

SUCH GREAT IMPORTANCE TO SMALL COLLEGES AND IN PROVIDING STIPENDS

FOR GRADUATE STUDENTS IN THIS FIELD.

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h GRANTS AND DIRECT LOANS FOR THE CONSTRUCTION OF ACADEMIC FACILITIES

ARE TERMINATED IN THIS BUDGET, WITH A PREFERENCE AGAIN GIVEN TO

THE MECHANISM OF SUBSIDIZED PRIVATE LOANS / NO FUNDS AT ALL ARE

PROVIDED FOR COLLEGE TEACHING EQUIPMENT / THESE ARE BUT A FEW

EXAMPLES OF THE SERIOUS CUTBACKS PROPOSED BY THE ADMINISTRATION

FOR PROGRAMS WHICH ARE, IN FACT, A SOLID CAPITAL INVESTMENT IN

THE FUTURE OF THE NATION.

h BUT CONGRESS MUST NOT LIMIT ITSELF TO HOLDING THE LINE

AGAINST THESE BUDGET REDUCTIONS IN THE FIELD OF ASSISTANCE TO

HIGHER EDUCATION. / WE MUST INSTEAD UNDERTAKE A MAJOR COMMITMENT TO

✓ EXPANDING POST-SECONDARY EDUCATION OPPORTUNITIES IN AMERICA. FOR

EXAMPLE, AN IMPORTANT NEW RESOURCE HAS BECOME INCREASINGLY

VISIBLE IN OUR COMMUNITY AND JUNIOR COLLEGES AND VOCATIONAL-

TECHNICAL INSTITUTIONS.

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WE MUST DEVELOP THIS RESOURCE TO MEET EFFECTIVELY THE SPECIAL
EDUCATIONAL NEEDS OF BOTH OUR SOCIETY AND THOUSANDS UPON
THOUSANDS OF OUR YOUNG PEOPLE.

↳ THESE, THEN, ARE THE IMMEDIATE LEGISLATIVE TASKS BEFORE

CONGRESS IN THE DEVELOPMENT OF A NEW EDUCATION POLICY FOR AMERICA,

~~BUT THE BLUEPRINT FOR THIS POLICY DEMANDS MUCH MORE BEFORE A SOLID~~
~~FOUNDATION CAN BE LAID.~~

↳ IF WE MEAN WHAT WE SAY ABOUT EDUCATION, WE SHOULD BE WILLING
TO PAY FOR IT. ↳ THE FEDERAL INVESTMENT IN PUBLIC EDUCATION DOUBLED
BETWEEN 1960 AND 1968 -- FROM 4 TO 8 PER CENT OF TOTAL STATE,

LOCAL, AND FEDERAL EXPENDITURES. ↳ DURING THE PRESENT ADMINISTRATION,
THAT INVESTMENT HAS FALLEN TO 6.9 PER CENT, ~~OR ONLY \$2.9 BILLION.~~

I BELIEVE CONGRESS SHOULD SET THE GOAL OVER THE NEXT FEW YEARS
OF AT LEAST MATCHING THE RATE OF INCREASE IN THE FEDERAL COMMITMENT
TO EDUCATION, ACCOMPLISHED BY 1968 -- IN OTHER WORDS, DOUBLING
FEDERAL EXPENDITURES 16%

I BELIEVE WE MUST ALSO GUARANTEE THIS FEDERAL INVESTMENT,
INSTEAD OF LEAVING OUR SCHOOL ADMINISTRATORS IN A STATE OF
UNCERTAINTY ON CONGRESSIONAL APPROPRIATIONS. To THAT END, I

PROPOSE THAT A FIXED PORTION OF FEDERAL REVENUES SHOULD BE
ANNUALLY ALLOCATED TO AN EDUCATION TRUST FUND Trust fund

I BELIEVE THAT EDUCATION FOR THE 20TH CENTURY DEMANDS THAT
WE STOP GIVING TENURE TO THE 19TH CENTURY CLASSROOM. We MUST
SEIZE HOLD OF THE ELECTRONIC REVOLUTION AND APPLY THE FINEST
INSIGHTS OF EDUCATION PSYCHOLOGY TO ADOPT MULTIPLE APPROACHES TO
AN UNRESTRICTED AND HUMANIZED EDUCATIONAL PROCESS FOR OUR CHILDREN.

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L TREMENDOUS ADVANCES ARE UNDERWAY IN THE APPLICATION OF AUDIO-VISUAL EQUIPMENT, TELEVISION, AND CYBERNETICS TO THE CLASSROOM, ENABLING THE TEACHER TO GIVE INDIVIDUAL ATTENTION TO THE LEARNING NEEDS AND DISCOVERIES OF THE INDIVIDUAL CHILD. L HOPEFULLY, FEDERAL EDUCATION PROGRAMS WILL BE SUPPORTIVE OF THIS RENAISSANCE, GIVING AS MUCH ATTENTION TO THE CHILD WITH LEARNING DISABILITIES AS TO THE GIFTED AND TALENTED CHILD, AND ESPECIALLY AT THE PRESCHOOL LEVEL.

L BUT WE MUST ALSO FORGE A PARTNERSHIP OF OUR PUBLIC AND PRIVATE RESOURCES TO ACHIEVE EXCELLENCE, IMAGINATION, AND FULL OPPORTUNITY IN AMERICAN EDUCATION.

From chue
Put up the
money
for the
center

{ Marvin Romane
Gene Holub -

(Spent 12 days at
School Administration
Convention in Ast. City
Δ)

Greatest Idea - Proposal

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ONE IMPORTANT CATALYST IN PRODUCING THIS PARTNERSHIP IS REPRESENTED IN THE EDUCATIONAL FACILITIES CENTER, OPENING IN CHICAGO IN 1973. JIM ALLEN, OUR FORMER U. S. COMMISSIONER OF EDUCATION, HAS CORRECTLY DESCRIBED THE CENTER AS "AN EXCELLENT IDEA WHOSE TIME HAS COME." I KNOW THAT GEORGE FISCHER, ~~CHAIRMAN~~ OF THE BOARD, ~~AND~~ WHILE PRESIDENT OF THE NATIONAL EDUCATION ASSOCIATION, SAW THE NEED FOR SUCH AN INTERNATIONAL CLEARING HOUSE WHERE EDUCATORS COULD SEE, FIRSTHAND, NEW EDUCATIONAL MATERIALS, PRODUCTS, AND SYSTEMS.

THERE IS NO QUESTION OF THE NECESSITY OF ESTABLISHING A CLOSE WORKING RELATIONSHIP BETWEEN THE BUSINESSMAN AND EDUCATOR IN CAREFULLY EVALUATING THE GROWTH AND IMPACT OF A WHOLE NEW INDUSTRY SPAWNED BY THE "KNOWLEDGE EXPLOSION."

WE MUST ASSURE THE INTELLIGENT INVESTMENT OF EDUCATIONAL SYSTEM
FUNDS IN PROVIDING GENUINE AND CHALLENGING LEARNING EXPERIENCES
FOR OUR CHILDREN AND YOUTH,

BUT IN DEMANDING THE BEST EDUCATION FOR OUR CHILDREN, WE
MUST ALSO DEMAND THE BEST OF OUR SOCIETY, VALUES IMPARTED IN
THE CLASSROOM TOO OFTEN SEEM HYPOCRISIES IN THE OUTSIDE WORLD, BY
INTENSIVELY EXAMINING WHAT, HOW, AND WHY WE TEACH OUR CHILDREN,
WE MAY DISCOVER ANSWERS TO EDUCATION'S ILLS THAT ALSO CAN HELP
HEAL THE SICKNESSES OF OUR SOCIETY. AT ROOT, WE MUST REDEDICATE
OURSELVES TO THE "UNIQUE WORTH AND THE KINSHIP OF EVERY MAN" AS A
FUNDAMENTAL TRUTH IN EDUCATION AND AS A BASIC EXPLANATION OF WHAT
AMERICA IS ALL ABOUT.

*It is on this Truth that
hang our National Prestige -
not on Strategic Weapons or SST!*

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THIS IS WHY WE MUST LOOK UPON EDUCATION AS A TOTAL SOCIAL
EXPERIENCE. PROGRESSIVE LEARNING CANNOT TAKE PLACE IN AN ATMOSPHERE
 OF HOSTILITY, FEAR, RACIAL BITTERNESS, AND DEPRIVATION.

THE EDUCATION OF A CHILD IS THE SUM TOTAL OF THAT CHILD'S
NATIVE ABILITY, THE EXPERIENCE IN AN EDUCATIONAL SYSTEM, AND
 THE SOCIAL ENVIRONMENT IN WHICH THAT CHILD LIVES AND GROWS -- THE
NEIGHBORHOOD, THE COMMUNITY, AND THE NATION, AND INDEED THE WORLD.

HE IS CONDITIONED BY IT. THE BEST IN EDUCATION -- FACILITIES,
 TEACHERS, BOOKS -- IS DIMINISHED BY THE INADEQUACY OF THE
SURROUNDINGS AND THE INADEQUACIES OF THE SOCIAL ENVIRONMENT.

LIKewise, THE CAPACITY TO LEARN IS AFFECTED BY THE CONDITION OF
ONE'S HEALTH, THE ADEQUACY OF ONE'S DIET, AND THE SENSE OF MENTAL
PEACE IN WHICH ONE LIVES.

THEREFORE, EDUCATORS HAVE A GREATER RESPONSIBILITY THAN JUST TO
ADVOCATE BETTER TEACHERS, TEACHING METHODS, MODERNIZATION OF SCHOOL
PLANT AND FACILITIES, AND THE USE OF THE MOST MODERN TECHNIQUES
INCLUDING MODERN EDUCATIONAL TECHNOLOGY. THE TRUE EDUCATOR MUST
BE A SPOKESMAN FOR SOCIAL JUSTICE, A CRUSADER AGAINST THE EVILS
ROUSSEAU
OF POVERTY AND DEPRIVATION, AND AN ADVOCATE OF COMMUNITIES
THAT ARE WHOLESOME AND SAFE.

SO LET US RESOLVE HERE AND NOW TO MAKE EDUCATION IN AMERICA THE
FINEST IN THE WORLD. WE IN CONGRESS NEED YOUR HELP NOW IF THIS JOB

IS TO BE DONE. YOU MUST ORGANIZE, LOBBY, FIGHT
DEMAND - BECAUSE YOU DO IT FOR PEOPLE & FUTURE
TASK OF THE HIGHEST IMPORTANCE TO ALL THE PEOPLE OF THIS GREAT

LAND OF OPPORTUNITY. THE CHARGE IS LAID BEFORE US BY THOMAS
CARLYLE, IN THESE WELL-REMEMBERED WORDS:

"THAT ~~THE~~ SHOULD ONE MAN DIE IGNORANT
WHO HAD THE CAPACITY FOR KNOWLEDGE,
THIS I CALL A TRAGEDY."



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