

REMARKS BY

SENATOR HUBERT H. HUMPHREY

NATIONAL COMMUNITY EDUCATION WORKSHOP

MINNEAPOLIS, MINNESOTA

OCTOBER 30, 1974

Welcome to the Twin Cities and to Minnesota.

We are proud of our education system in Minnesota and we are honored to be selected as the location for the National Community Education Workshop.

I know it is a special honor for our new state Director of Community Education, Larry Erie, to host this workshop, since this is the first time a national conference on community schools has been held outside of Flint, Michigan, the birth place of the concept of community schools.

I want to offer special thanks to two leaders in the field of community education, Paul Boranian, Director of the Minneapolis Community Education Program, and Minnesota State Senator Jerry Hughes of St. Paul. Their leadership and influence on the development of community schools in the Twin Cities and in Minnesota has been outstanding. It is because of their efforts that we can be proud of the community education movement in Minnesota.

This is a special time for community schools. After three decades of developing the concept of community schools, Congress has passed the first Community Education Act.

As you know, just a few short years ago not many educators knew what "community education" meant. Because of your efforts and especially those of C. S. Harding Mott of the Mott Foundation in Flint, the idea has spread from Flint to over 600 school systems last year, and now to a comprehensive Federally supported program.

The community school movement has not come too soon. In this time of raging inflation, it is even more necessary to utilize our school facilities beyond the normal school hours.

In just about every municipality in the United States, the largest single investment of public funds is in public schools. It is time to stop the shameful waste of these schools. To use these public facilities only part of the day, five days a week, 39 weeks a year, and solely for the formal education of youngsters, does not make economic or educational sense.

Public schools belong to the people. They should be the center for many community activities. It is because of your efforts in the field of community education that our schools now are being transformed into service centers which will keep the doors open to education and social service long after 3:30 p.m. each day and long after grade twelve.

You are transforming the traditional role of the neighborhood school into that of a total community center for people of all ages and backgrounds. Schools are beginning to cooperate with other groups in the community as well as governmental officials to provide recreational, educational, health, and a variety of social services to all citizens.

We are seeing joint agreements and cooperation between public schools, volunteer organizations and local government in the best way possible. For example, in Minneapolis the Y.M.C.A., city government and the public schools have jointly developed Camp Tamarac as a center for recreation and education.

Minneapolis also is developing the concept of the expanded community school by transforming two existing schools into social, educational and health service centers for citizens of all ages and backgrounds. These schools will house medical, dental, recreational, and educational facilities and will be open long hours to service those in need.

This is economy at its best. This is what community education is all about. It is developing new uses of existing resources for all of our citizens.

The school in America of an earlier day -- "the little red schoolhouse" -- was a meeting place where citizens could discuss problems and share in learning and recreation. In modern America, the need for a local community center still exists. Today, through community schools, the school once again can contribute in full measure to the people and community it serves.

Community schools are ideally suited to play a major role in the development of programs for our elderly, the unemployed, our delinquent youth, our rural citizens, and for all our citizens with varied social and educational needs.

Our senior citizens will be able to take advantage of the variety of educational and social programs through community schools. The elderly also will be able to serve with their neighbors on the community school councils that help devise programs to serve the special needs of each community. Programs of health and hot meals provided at minimal cost are low-cost investments with invaluable returns for the lives of the elderly.

Community schools also will play a major role in the expanded vocational training effort this Nation must undertake. More people than ever are changing jobs and careers during their lifetimes. Those in a given job often need more training to remain proficient at what they are required to do. The unemployed must develop new skills or improve existing ones to join the labor force.

Community schools are conveniently located to those who seek vocational training. Using the schools to train our fellow Americans for jobs is a solid investment for this Nation. They can mean an end to poverty and dependence on welfare for many families, who can become tax-paying citizens with new dignity and self-respect.

Moreover, the community school program can reach alienated and isolated groups both in our cities and rural areas. Perhaps one of the least understood groups in our society -- delinquent youth-- can be better served through community school programs. Community school programs can be an attractive alternative to the street corner, with flexible programs that give youth important psychological and social support.

In rural areas, the community school program is a hope for ending the isolation and severe lack of rural cooperative services. The director of the Appalachian Adult Education Center recently stated, "It is apparent that the only viable and potential public system through which needs and the promise of rural America can be solved" is the community school program.

Because of the great potential of the community school program, I am especially pleased to be able to report to you today that at long last the Federal Community Education Development Act has become reality. This new program which became law this summer has firmly established the community education movement in this Nation. And it is only because of your efforts that we have seen the passage of this new law.

The first year of the Community Education Program will be devoted to planning at both the Federal and State level through a National Advisory Council on Community Education. The Council will establish guidelines and regulations for community education throughout the United States.

One million dollars has been authorized for state planning grants for community education. Now is the time for you to continue to play an active role in the development of national and state regulations and guidelines. I encourage you to push hard for your objectives.

The Federally-assisted community education program will really start rolling in fiscal 1976, when \$12.5 million are authorized for allocation to the states for community education development. The grant authorizations will be increased to \$15 million in fiscal 1977.

A major objective of the federally-supported community education program is to bring the control over community schools down to the grassroots, down to the local school districts by requiring citizen-educator councils in each community interested in the development of a community school.

I strongly support this philosophy. The government ought not to be the sole source of administration for community education. We can and should rely upon the long tradition of volunteerism and brotherhood to solve our growing educational and social needs. In doing so we restore our faith in self-government and self-help. This is the faith and trust that gave the social contract of popular government its meaning.

Leaders in the community education field like yourselves, voluntary groups, local government and citizens of all backgrounds must find within themselves and for themselves the vision they will pursue for each local community. This is the kind of leadership and conviction that has and will move our nation forward.

In conclusion, let me remind you of the educational philosophy of William Yeager. I think it best describes the philosophy of community education:

As the eye cannot get along without the hand, neither can the school without the home, nor the school and home without the community. Each becomes necessary to the welfare of the others; all must work together in the interests of childhood and of desirable living for all men in every community. Although the leadership belongs to public education, the responsibility belongs to all.

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- ✓ Paul Boraman
- ✓ Supt Davis
- ✓ Martin Jabo
- Nick Coleman
- Jerry Hughes

REMARKS BY

Ⓟ Larry Harris  
SENATOR HUBERT H. HUMPHREY

NATIONAL COMMUNITY EDUCATION WORKSHOP

MINNEAPOLIS, MINNESOTA

OCTOBER 30, 1974

"I dont know  
I dont care"

educ  
report

WELCOME TO THE TWIN CITIES AND TO MINNESOTA.

↳ WE ARE PROUD OF OUR EDUCATION SYSTEM IN MINNESOTA

AND WE ARE HONORED TO BE SELECTED AS THE LOCATION

FOR THE NATIONAL COMMUNITY EDUCATION WORKSHOP.

↳ I KNOW IT IS A SPECIAL HONOR FOR

OUR NEW STATE DIRECTOR OF COMMUNITY EDUCATION,

LARRY ERIE, TO HOST THIS WORKSHOP, SINCE THIS IS

THE FIRST TIME A NATIONAL CONFERENCE ON COMMUNITY SCHOOLS HAS

BEEN HELD OUTSIDE OF FLINT, MICHIGAN, THE BIRTH *place*

~~PLACE~~ OF THE CONCEPT OF COMMUNITY SCHOOLS.

*Edna S. Johnson*

I WANT TO OFFER SPECIAL THANKS TO TWO LEADERS

IN THE FIELD OF COMMUNITY EDUCATION, PAUL BORANIAN,

DIRECTOR OF THE MINNEAPOLIS COMMUNITY EDUCATION PROGRAM,

AND MINNESOTA STATE SENATOR JERRY HUGHES OF ST. PAUL.

L THEIR LEADERSHIP AND INFLUENCE ON THE DEVELOPMENT

OF COMMUNITY SCHOOLS IN THE TWIN CITIES AND IN

MINNESOTA HAS BEEN OUTSTANDING. IT IS BECAUSE OF THEIR

EFFORTS THAT WE CAN BE PROUD OF THE COMMUNITY EDUCATION

MOVEMENT IN MINNESOTA. -

*my son, skip - member of  
community education  
advisory council in his  
local  
school  
district.*

L THIS IS A SPECIAL TIME FOR COMMUNITY SCHOOLS!

L AFTER THREE DECADES OF DEVELOPING THE CONCEPT OF

COMMUNITY SCHOOLS, CONGRESS HAS PASSED THE FIRST

COMMUNITY EDUCATION ACT.

↳ AS YOU KNOW, JUST A FEW SHORT YEARS AGO NOT MANY

EDUCATORS KNEW WHAT "COMMUNITY EDUCATION" MEANT,

*but because*

OF YOUR EFFORTS AND ESPECIALLY THOSE OF C. S.

HARDING MOTT OF THE MOTT FOUNDATION IN FLINT, THE

IDEA HAS SPREAD FROM FLINT TO OVER 600 SCHOOL SYSTEMS.

LAST YEAR, AND NOW TO A COMPREHENSIVE FEDERALLY

SUPPORTED PROGRAM.

↳ THE COMMUNITY SCHOOL MOVEMENT HAS NOT COME TOO

SOON. ↳ IN THIS TIME OF ~~RAISING~~ INFLATION, IT IS EVEN MORE

NECESSARY TO UTILIZE OUR SCHOOL FACILITIES BEYOND THE

NORMAL SCHOOL HOURS.

L IN JUST ABOUT EVERY MUNICIPALITY IN THE UNITED

STATES, THE LARGEST SINGLE INVESTMENT OF PUBLIC FUNDS IS

IN PUBLIC SCHOOLS.

~~IT IS TIME TO STOP THE SHAMEFUL WASTE~~

~~OF THESE SCHOOLS.~~

L TO USE THESE PUBLIC FACILITIES ONLY

PART OF THE DAY, FIVE DAYS A WEEK, 39 WEEKS A YEAR, AND

SOLELY FOR THE FORMAL EDUCATION OF YOUNGSTERS, DOES NOT

MAKE ECONOMIC OR EDUCATIONAL SENSE.

L PUBLIC SCHOOLS BELONG TO THE PEOPLE. <sup>all of</sup>

THEY SHOULD BE THE CENTER FOR MANY COMMUNITY ACTIVITIES. IT IS BECAUSE

OF YOUR EFFORTS IN THE FIELD OF COMMUNITY EDUCATION THAT

OUR SCHOOLS NOW ARE BEING TRANSFORMED INTO SERVICE

CENTERS WHICH WILL KEEP THE DOORS OPEN TO EDUCATION

AND SOCIAL SERVICE LONG AFTER 3:30 P.M. EACH DAY AND

LONG AFTER GRADE TWELVE.

*a Mayor*

*while Mayor the world on this*

Community Education's  
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YOU ARE TRANSFORMING THE TRADITIONAL ROLE OF THE  
NEIGHBORHOOD SCHOOL INTO THAT OF A TOTAL COMMUNITY CENTER  
FOR PEOPLE OF ALL AGES AND BACKGROUNDS. SCHOOLS ARE  
BEGINNING TO COOPERATE WITH OTHER GROUPS IN THE COMMUNITY  
AS WELL AS GOVERNMENTAL OFFICIALS TO PROVIDE RECREATIONAL,  
EDUCATIONAL, HEALTH, AND A VARIETY OF SOCIAL SERVICES TO ALL  
CITIZENS,

WE ARE SEEING JOINT AGREEMENTS AND COOPERATION  
BETWEEN PUBLIC SCHOOLS, VOLUNTEER ORGANIZATIONS AND  
LOCAL GOVERNMENT, IN THE BEST WAY POSSIBLE. FOR EXAMPLE,  
IN MINNEAPOLIS THE Y.M.C.A., CITY GOVERNMENT AND THE PUBLIC  
SCHOOLS HAVE JOINTLY DEVELOPED CAMP TAMARAC AS A CENTER  
FOR RECREATION AND EDUCATION.

MINNEAPOLIS ALSO IS DEVELOPING THE CONCEPT OF THE EXPANDED  
COMMUNITY SCHOOL BY TRANSFORMING EXISTING SCHOOLS  
INTO SOCIAL, EDUCATIONAL AND HEALTH SERVICE CENTERS FOR  
CITIZENS OF ALL AGES AND BACKGROUNDS. THESE SCHOOLS WILL  
HOUSE MEDICAL, DENTAL, RECREATIONAL, AND EDUCATIONAL  
FACILITIES AND WILL BE OPEN LONG HOURS TO <sup>serve</sup> ~~SERVE~~ THOSE  
IN NEED.

THIS IS ECONOMY AT ITS BEST. THIS IS WHAT COMMUNITY  
EDUCATION IS ALL ABOUT. IT IS DEVELOPING NEW USES OF  
EXISTING RESOURCES FOR ALL OF OUR CITIZENS.

Early Educa

↳ THE SCHOOL IN AMERICA OF AN EARLIER DAY -- "THE

LITTLE RED SCHOOLHOUSE" -- WAS A MEETING PLACE WHERE

CITIZENS COULD DISCUSS PROBLEMS AND SHARE IN LEARNING

AND RECREATION. ↳ IN MODERN AMERICA, THE NEED FOR A LOCAL

COMMUNITY CENTER STILL EXISTS ↳ TODAY, THROUGH COMMUNITY

SCHOOLS, THE SCHOOL ONCE AGAIN CAN CONTRIBUTE IN FULL

MEASURE TO THE PEOPLE AND COMMUNITY IT SERVES.

↳ COMMUNITY SCHOOLS ARE IDEALLY SUITED TO PLAY A

MAJOR ROLE IN THE DEVELOPMENT OF PROGRAMS FOR OUR

ELDERLY, THE UNEMPLOYED, OUR DELINQUENT YOUTH, OUR

RURAL CITIZENS, AND FOR ALL OUR CITIZENS WITH VARIED

SOCIAL AND EDUCATIONAL NEEDS.

Schools  
&  
Traditions  
Hours

OUR SENIOR CITIZENS WILL BE ABLE TO TAKE ADVANTAGE  
OF THE VARIETY OF EDUCATIONAL AND SOCIAL PROGRAMS THROUGH  
COMMUNITY SCHOOLS. THE ELDERLY ALSO WILL BE ABLE TO  
SERVE WITH THEIR NEIGHBORS ON THE COMMUNITY SCHOOL  
COUNCILS THAT HELP DEVISE PROGRAMS TO SERVE THE SPECIAL  
NEEDS OF EACH COMMUNITY. PROGRAMS OF HEALTH AND HOT  
MEALS PROVIDED AT MINIMAL COST ARE LOW-COST INVESTMENTS  
WITH INVALUABLE RETURNS FOR THE LIVES OF THE ELDERLY.

COMMUNITY SCHOOLS ALSO WILL PLAY A MAJOR ROLE IN THE  
EXPANDED VOCATIONAL TRAINING EFFORT THIS NATION MUST  
UNDERTAKE. MORE PEOPLE THAN EVER ARE CHANGING JOBS  
AND CAREERS DURING THEIR LIFETIMES.

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Ed.

*and,*

THOSE IN A GIVEN

JOB OFTEN NEED MORE TRAINING TO REMAIN PROFICIENT AT WHAT

THEY ARE REQUIRED TO DO. *L* THE UNEMPLOYED MUST DEVELOP

NEW SKILLS OR IMPROVE EXISTING ONES TO JOIN THE LABOR

FORCE.

*and*

COMMUNITY SCHOOLS ARE CONVENIENTLY LOCATED TO THOSE

WHO SEEK VOCATIONAL TRAINING. *L* USING THE SCHOOLS TO TRAIN

OUR FELLOW AMERICANS FOR JOBS IS A SOLID INVESTMENT

FOR THIS NATION. *#* THEY CAN MEAN AN END TO POVERTY AND

DEPENDENCE ON WELFARE FOR MANY FAMILIES, *People can become* WHO CAN BECOME

*working,*

TAX-PAYING CITIZENS WITH NEW DIGNITY AND SELF-RESPECT.

MOREOVER, THE COMMUNITY SCHOOL PROGRAM CAN REACH

ALIENATED AND ISOLATED GROUPS BOTH IN OUR CITIES AND RURAL

AREAS. | PERHAPS ONE OF THE LEAST UNDERSTOOD GROUPS IN

OUR SOCIETY -- DELINQUENT YOUTH-- CAN BE BETTER SERVED

THROUGH COMMUNITY SCHOOL PROGRAMS | COMMUNITY SCHOOL

PROGRAMS CAN BE AN ATTRACTIVE ALTERNATIVE TO THE "STREET

CORNER, | WITH FLEXIBLE PROGRAMS THAT GIVE YOUTH IMPORTANT

PSYCHOLOGICAL AND SOCIAL SUPPORT.

| IN RURAL AREAS, THE COMMUNITY SCHOOL PROGRAM IS

A HOPE FOR ENDING THE ISOLATION AND <sup>the services</sup> ~~some~~ LACK OF RURAL

COOPERATIVE SERVICES.

h THE DIRECTOR OF THE APPALACHIAN

ADULT EDUCATION CENTER RECENTLY STATED, "IT IS APPARENT

THAT THE ONLY VIABLE AND POTENTIAL PUBLIC SYSTEM THROUGH

WHICH NEEDS AND THE PROMISE OF RURAL AMERICA CAN BE SOLVED"

IS THE COMMUNITY SCHOOL PROGRAM.

h BECAUSE OF THE GREAT POTENTIAL OF THE COMMUNITY SCHOOL PROGRAM, I AM ESPECIALLY PLEASED TO BE ABLE TO REPORT TO YOU

TODAY THAT AT LONG LAST THE FEDERAL COMMUNITY EDUCATION

DEVELOPMENT ACT HAS BECOME REALITY. ( THIS NEW PROGRAM WHICH

BECAME LAW THIS SUMMER HAS FIRMLY ESTABLISHED THE COMMUNITY

EDUCATION MOVEMENT IN THIS NATION. ( AND IT IS ONLY BECAUSE

OF YOUR EFFORTS THAT WE HAVE SEEN THE PASSAGE OF THIS NEW

LAW.

L THE FIRST YEAR OF THE COMMUNITY EDUCATION PROGRAM WILL  
BE DEVOTED TO PLANNING AT BOTH THE FEDERAL AND STATE LEVEL

THROUGH A NATIONAL ADVISORY COUNCIL ON COMMUNITY EDUCATION

L <sup>3/14</sup> ~~THE~~ COUNCIL WILL ESTABLISH GUIDELINES AND REGULATIONS FOR  
COMMUNITY EDUCATION THROUGHOUT THE UNITED STATES.

L ONE MILLION DOLLARS HAS BEEN AUTHORIZED FOR STATE

PLANNING GRANTS FOR COMMUNITY EDUCATION. NOW IS THE TIME

FOR YOU ~~TO CONTINUE~~ TO PLAY AN ACTIVE ROLE IN THE DEVELOPMENT

OF NATIONAL AND STATE REGULATIONS AND GUIDELINES

ENCOURAGE YOU TO PUSH HARD FOR YOUR OBJECTIVES.

THE FEDERALLY-ASSISTED COMMUNITY EDUCATION PROGRAM

WILL REALLY START ROLLING IN FISCAL 1976, WHEN \$12.5

MILLION ARE AUTHORIZED FOR ALLOCATION TO THE STATES

FOR COMMUNITY EDUCATION DEVELOPMENT. THE GRANT

AUTHORIZATIONS WILL BE INCREASED TO \$15 MILLION IN FISCAL

1977.

*- a beginning*

A MAJOR OBJECTIVE OF THE FEDERALLY-SUPPORTED

COMMUNITY EDUCATION PROGRAM IS TO BRING THE CONTROL OVER

COMMUNITY SCHOOLS DOWN TO THE GRASSROOTS, DOWN TO THE LOCAL

SCHOOL DISTRICTS BY REQUIRING CITIZEN-EDUCATOR COUNCILS

IN EACH COMMUNITY INTERESTED IN THE DEVELOPMENT OF A

COMMUNITY SCHOOL.

I STRONGLY SUPPORT THIS PHILOSOPHY. THE GOVERNMENT  
OUGHT NOT TO BE THE SOLE SOURCE OF ADMINISTRATION FOR  
COMMUNITY EDUCATION. WE CAN AND SHOULD RELY UPON THE  
LONG TRADITION OF VOLUNTEERISM AND BROTHERHOOD TO SOLVE  
OUR GROWING EDUCATIONAL AND SOCIAL NEEDS. IN DOING SO  
WE RESTORE OUR FAITH IN SELF-GOVERNMENT AND SELF-HELP.

THIS IS THE FAITH AND TRUST THAT GAVE THE SOCIAL CONTRACT  
OF POPULAR GOVERNMENT ITS MEANING.

L LEADERS IN THE COMMUNITY EDUCATION FIELD LIKE  
YOURSELVES, VOLUNTARY GROUPS, LOCAL GOVERNMENT AND CITIZENS  
OF ALL BACKGROUNDS MUST FIND WITHIN THEMSELVES AND FOR  
THEMSELVES THE VISION THEY WILL PURSUE FOR EACH LOCAL  
COMMUNITY. THIS IS THE KIND OF LEADERSHIP AND CONVICTION  
THAT HAS AND WILL MOVE OUR NATION FORWARD.

L IN CONCLUSION, LET ME REMIND YOU OF THE EDUCATIONAL  
PHILOSOPHY OF WILLIAM YEAGER. I THINK IT BEST DESCRIBES  
THE PHILOSOPHY OF COMMUNITY EDUCATION:

" AS THE EYE CANNOT GET ALONG WITHOUT THE HAND,  
NEITHER CAN THE SCHOOL WITHOUT THE HOME, NOR  
THE SCHOOL AND HOME WITHOUT THE COMMUNITY.

EACH BECOMES NECESSARY TO THE WELFARE OF THE

OTHERS; ALL MUST WORK TOGETHER IN THE INTERESTS

OF CHILDHOOD AND OF DESIRABLE LIVING FOR ALL

MEN IN EVERY COMMUNITY / ALTHOUGH THE LEADERSHIP

BELONGS TO PUBLIC EDUCATION, THE RESPONSIBILITY

BELONGS TO ALL.

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United States Senate

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MEMORANDUM

UNEDITED TEXT - DO NOT DISTRIBUTE

INFORMAL REMARKS BY SENATOR HUBERT H. HUMPHREY  
NATIONAL COMMUNITY EDUCATION WORKSHOP  
MINNEAPOLIS, MINNESOTA  
October 10, 1974

The post-Watergate morality is that of openness in government. In my judgment, it's time to have openness in many areas. It's time to have openness in the discussion of many professional vocations and many of our institutions -- and openness in education.

For too long a period, education was strictly the province of the educator. It was as if it had all been designed for people who were administrators, teachers and janitors. They owned the school. The people didn't have anything to say about it. It was set up as a sort of temple for the people who were involved in education.

Thank goodness we're beginning to take another look at that idea. These schools were paid for by the taxpayers. Maybe they have something to say about it. They should be involved. What I am saying here is that community education really means community involvement. And that I'd also like to say to you that there is a great need in America today for a sense of community.

One of my favorite people in the social sciences was Alexis De Tocqueville. He is required reading for anyone who has any social concern. He knew more in the 1830's and 1840's than most people know now in the 1970's about what is going on in our own country.

He defined this loss of community as feeling that, even though you are among many people, all that is important is you and your family. This happens all too often in our great cities. I spent several weeks in New York one time as a delegate to the United Nations. I never felt more lonesome in my life. And I never saw more people. You walk down the streets and there are masses of people, but no one says hello to anyone. They're just trying to get across the street. They're going some place. That is why it is not unusual to hear that someone is assaulted or murdered and people just walk by and leave them. They don't want to be involved.

We have too many people today that don't care. There are many people who are going to feel that way in the election that's coming up next week. They say, "I don't know anything about politics. I don't know anything about the candidates. It doesn't make any difference. And I don't care."

(more)

Let me quickly say that anyone that doesn't vote really doesn't care about the country or themselves. In a very real sense, they're noncitizens, because there is an absolute necessity today to be involved, to be part of what's going on. The purpose of life is action and involvement, not seclusion.

In my life I have perhaps been overly involved. I guess that's one of my weaknesses. But I'd rather spread myself too thin than get locked off in a corner by myself in solitude, unwilling to be concerned about what's happening in my town, my city, my county, my state, our country, the world. We need to broaden our vision. I believe that's what we're trying to do here.

The time has come for pioneering. Franklin Roosevelt once said, "The era of pioneering is not over. It's just that the arena of pioneering has changed."

We have many people today that talk about the pioneers. They visualize them in terms of the covered wagon crossing the Great Plains, the deserts and the mountains. Well there are other kinds of pioneers. There have been pioneers in all kinds of social action programs, pioneers in politics, in business, in science and technology.

And surely we need pioneers in two areas of our life that are vital to us: health care and education. The old traditional line is not enough. This doesn't mean that it didn't serve its purpose at one time. It is not to be demaned. It is to be looked upon as a predicate, a base from which to build.

When I was mayor of this city years ago, I asked the superintendent of schools and the school board to see if we couldn't open up our schools to make them available to people besides the children.

When I was director of workers' education under the WPA, we used our school over here on Sixth Street and Third Avenue. We had one in St. Paul, one in St. Cloud and one in Duluth. I traveled all over this state going to trade unions. This is the way I got acquainted with the trade union movement. There were a lot of political ideologies in that day. We had some action.

Later on I became adult education director of community services which took me into the Minneapolis Institute of Fine Arts. I'll tell you there was more good writing, more good painting, more good historic

(more)

Humphrey - 3

studies during those days when people were unemployed than there are today. We ought to have people who are out of work do something, make some contribution to this society.

Remember what John Stuart Mill once said, "Let a man have nothing to do for his country and he shall have no love for it." I wish we'd just remember this. Tell a person he's not needed and he'll really believe it. And you have many ways of telling people they're not needed. Just cut them out. Take their jobs away. Deny them a decent home. Close up the playgrounds. They're told right away that they're not needed.

So what we need today is to have people feel they are needed. We've got to demonstrate that through our social, political and economic institutions. We need to feel that we belong together, that there is a brotherhood or sisterhood, that there is a sense of community.

Thank goodness that a community means that I'm part of it, that I can have something to say about it. The sharing of power is the constant challenge of a democracy. How do you share power and responsibility at the same time?

The Advisory Council for Community Education is a sharing of responsibility and power. You go to a church and right away you find out whether the pastor or the priest of that church is the kind of person who makes his congregation or parishioners feel that they're needed by the types of activities going on in that church. I've often seen this interaction in my travels around the state of Minnesota.

I'm pleased that you've selected our town for this National Community Education Workshop. I know it's a special honor for Larry Erie, who is our new state director, to be here to work with you and brag a little on our Minnesota experiences. But we're going to learn more from you than you're going to learn from us.

This meeting comes at an appropriate time. Timeliness is everything. I know. Timing in politics is critical. You're here at the right time, because community education is coming into its own or at least into its early experimental stages at the right time. Congress has passed the first Community Education Act. I was an original sponsor of the Senate bill that we molded into the

(more)

Elementary and Secondary Education Act.

Just a few short years ago, had we called a gathering of people interested in education and talked about community education, few people would have known what we were discussing. Now because of the efforts of many of you in this room, and many not here, especially those of the Mott Foundation in Flint, this idea has gone to hundreds of school systems. Now, for the first time, we have a comprehensive Federally supported program.

The community school movement has not come too soon. It has come at the right time. Why? Well, we're in the throes of inflation and we're going to be for a long time. This means that every single thing that we touch is going to cost more. Taxpayers not only don't want to pay more taxes, but they don't have as much money with which to pay their taxes.

The accounts receivable are slow in being paid. Retail sales are down. Automobile sales are down. The economy is in trouble, and it's going to be in trouble for quite a long time. And it's not only our economy, for we're tied into the bigger community called the world. When I listen to what is happening in Japan, in Great Britain, in France, in the Federal Republic of Germany, I know we're in for some hard times. Therefore, we've got to learn to utilize what we have to the utmost. And that's what community education does.

Community education has come at a time when it is necessary to utilize our school facilities far beyond normal school programs or the normal school year. I said earlier that when I was mayor I tried to do something like this. And we did. We opened up schools back in 1945 and 1946 to night school classes -- arts and crafts, for example.

And I'll tell you that the biggest problem I had was getting the gates opened to the playground. I guess maybe I'm guilty of breaking more padlocks than most juvenile delinquents. When I was Vice President of the United States and chairman of the President's Youth Opportunity Commission, we put 10 million kids in the cities of this country in what we called Operation Camp, a huge recreation program. That is something no one ever read about.

They always ask me how I liked being Vice President. I liked it because I had a chance to work with local officials and community leaders. I had a chance to help coordinate the programs, such as the War on Poverty, and to work with youth groups across the country.

We were able to build 7,500 mini-parks in this country which didn't cost the government one dime. We were able to get business corporations, trade unions and well-to-do people to buy up the land and fix up those parks. Every vacant lot in any city in America ought to be used for some constructive purpose, instead of just being a place to gather trash. When I attend the conference of mayors this year, I'm going to go after them again on this project because it's worthwhile. We ought to be sufficiently ingenious to know how to use these resources. The same goes for our schools.

Thank goodness, we have the kind of school board we have -- Superintendent of Schools, Mr. Davis, and others who are willing to do this. I understand that we're going to build three new complexes in this city to consolidate some 12 older buildings that will be abandoned. They will have a wide range of health and social services. A children's health clinic will be going into one of our northeast schools for two or three days a week. Dental screening is being planned for many of our schools. I've never understood why we didn't use our schools as the health base for our children.

You know, I was the original author of Medicare, and I'm proud of it. I spent 15 years trying to get it passed. But I've always felt that while it's wonderful to take care of grandpa and grandma, we also ought to have a kiddie care program.

I've worked with Wilbur Cohen on a kiddie care or child care program, and I have introduced a Child and Maternal Health Care Extension Act. If you can take care of the health needs in the early period of life, you surely do a great deal for that person. In fact, the economics of it are so startling that it's a wonder that we haven't taken action long ago, not out of compassion, but just because we could save a lot of money.

The schools belong to we the people. You know that what went wrong in this country is that they forgot all about the Constitution. It doesn't say, "We, the Teachers." It doesn't even say, "We, the Custodial Service

(more)

People." It doesn't say, "We, the Coaches" or even "We, the Superintendents." It says, "We, the people."

That's what we've got to understand in America. This is a unique experiment in this country. It's all about people. It isn't about corporations or even the AFL-CIO and it isn't about school districts. It's about people. If we'd just keep that in mind, we'd overcome a lot of problems.

And another thing we need to keep in mind is that there's not a single thing in the Constitution that's designed to protect the government from the people. But there is a lot in the Constitution designed to protect the people from the arrogance of power on the part of those who are in the government.

It starts out, "We, the people, in order to form a more perfect union." Doesn't the community education program help form a more perfect union? What is better than to get people to understand what's going on, their mutual relationships, their interdependence?

The Constiution says, "To establish justice, to insure domestic tranquility." This doesn't mean that you fall asleep or that you're tranquilized. But it does mean a sense of harmony, a sense of being.

"To provide for the common defense, promote the general welfare, and secure the blessings of liberty for ourselves and our posterity, do ordain and establish this Constiution." That's all you need to know. That's the people. "We the people."

We're going to try to do better. That's what the phrase, "in order to form a more perfect union," is all about. We know it won't be perfect. We know we're not going to do things as we really ought to, but we're determined to work at it. We're going to give it form. We're going to try to establish justice. We're going to provide for the common defense, not just from external enemies. It means keeping our cities safe so that people can enjoy the pleasantries of the park and street. It means keeping our environment free from pollution.

But I wish our environmentalists would go beyond just clean air and fresh water. The worst type of pollution is social pollution, that comes from bigotry, racism and segregation -- from fear, suspicion and doubt. That's real pollution. That kills you more quickly than drinking dirty water. I happen to believe that we need to have some common defense against things like that.

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Then we said we're going to promote the general welfare. Now that just shocks a lot of folks these days. Well, I'm for it and have been all my life. I told a group in Sunday School the other day that I didn't see any sense in reading the Old and the New Testament if we're only going to pay attention to it on Sunday. There is a lot there about what we're supposed to do for people. We ought to translate that individual commitment into public commitment in a free society when we start out with the words, "We the people."

I'm still a red hot American. I think this is a tremendous country. And I've been to a lot of other places. I just came back from a 14-day trip to China. I know they've done a lot of things. But I want to tell you something. They don't dress like you do. You'd all be here in white shirts and black pants if it were China. And I feel that if I want to put on a green or a blue shirt I've got a right to do it. That's one of my little liberties.

But we can learn much from them -- their sense of discipline, their sense of self-reliance, their willingness to work, W-O-R-K. There's no substitute for it. They are building community, but they pay a big price.

Like Winston Churchill put it, "Democracy is the worst possible form of government, except all others that have ever been tried." I'll tell you that's what it's all about. There isn't any that are very good, but we have the best of what there is. So that's what we mean by forming a more perfect union. I see in community education the philosophy of that preamble. I see there how we are trying to involve people in accomplishing something that's important.

Do you know that there is no other political literature ever written by the hand of man that has the phrase, "the pursuit of happiness," except the American Declaration of Independence. That's very important. We don't want just to live. We don't want just to have liberty. We want a sense of fulfillment. We'd like to be a happy people -- and happiness comes from something else than eating jelly beans. It comes from a sense of being part of something that's going on, from a sense that you're making your life worthwhile. That's what community education is about -- trying to help people make their lives worthwhile.

I remember one time in 1968 I made a speech about the politics of joy and they nearly ran me out of town. You weren't supposed to be happy! We've got too many people around here who think that the only time you've got any brains is when you're a sour puss.

If a man can just stand and look at folks and be thoughtful and kind of growl a little, they'll say that man is doing a lot of thinking. He isn't doing any thinking. He's got gas on his stomach. That's his problem. You can think and also have a joyful spirit. In fact, you think better that way. And you ought to want to pursue it. I look upon education as part of the great movement to pursue happiness.

We know that these great public schools of ours, which represent a huge investment, belong to all the people. We know the playgrounds belong to the children. We know that the classrooms belong to the children and the adults and that they are strategically located. You're transforming the traditional role of the neighborhood school into that of a total community center for people of all ages and backgrounds.

I'm reminded that in the earlier days when we had what we called the Little Red School House that it was a community center. We changed when we started getting these big consolidated schools. They were so big that we started organizing. Watch out for the danger of organization. I tell you, Chairman Mao had something going for him in that cultural revolution when he wanted to break up bureaucracy.

Government is supposed to be sensitive to the people. What do they do? Pass around papers. You've got to have someone who's a Congressman or Senator that doesn't stand in awe of someone that's appointed. I've been in government a long time and I've been in organization up to here -- way over the noseline. I've been drowning in it. I find that the more they are organized, the less they produce. You've got to have the spirit of getting the job done. The purpose of life is action.

Thank goodness community education isn't overly organized. Don't let it get overly organized. Listen to people that have screwball ideas, because sometimes they are the best ones. Sometimes they can be of tremendous help to you.

Now in Minneapolis we've made some progress. You have a marvelous agenda here. You're going to go out in the Buffalo and Monticello area.

You're going to find out these two towns are in their second year of community education. You're going to visit some rural areas. Then you're going to go into the Anoka and Hennepin districts and St. Louis Park. You're going to see community education in action and you're going to learn. And you're going to share your thoughts with them. You're from a different part of the country. Tell the people that you're talking to what you're doing. Don't just absorb.

In Minneapolis we have signed a lot of joint agreements between public schools, voluntary organizations and local government. One of the best that we have is the Camp Tamarac operation. I had a little something to do with trying to keep that camp alive as a center for recreation and education. Also, Minneapolis is developing many fine community education centers. This is economy at its best. That's what community education is all about. It is developing new uses for existing resources for all of our citizens.

In modern America the need for local community centers exists more than it ever did at the time of the Little Red School House. Through community schools, the great public school system can once again contribute in full measure to all the people who make up the community. They're ideally suited to help in particular categories, as well, for example, delinquent youth.

A lot of the so-called youth delinquency involves kids that got caught because there are more police in this time than there were when I was young. For instance, I remember that we didn't have tricks and treats on Halloween out in my little hometown. We turned over back houses. I'll never forget the time we put the cow up there in the high school assembly. That was really quite a trick. It was harder to get her down than it was to get her up. And then there was the time we put the hayrack on the flag pole and bent it.

They didn't call us delinquents. We were boys just doing things that we ought not to do.

Now these community centers really offer great opportunity for young people. They know it's for them. They don't look upon it as a jail or as reform institution. They look upon it as a positive social force.

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I don't know what kinds of programs you're developing, but I want you to be exploratory, experimental. Look, you can't do worse than what we've done in the modern system of criminal justice in this country. If there ever was a need for people to pioneer and experiment, it is in the areas of delinquency control and prevention. This is number one.

In Congress we're always having someone bring up a bill about the jails in South Vietnam. Why don't we talk about the ones we've got in our own counties. We don't have that much control over South Vietnam and when we try to exercise it things don't get much better any way. The first place to start reform movement is with ourselves. I think we have a wonderful chance in community education to work with the young people.

I hope that your community education will work with the police, too. I'm opposed to police in automobiles. The policeman ought to be out on the beat. He ought to be walking around. How do you think a politician would get elected if all he did was ride around and wave at the folks. Do you think he'd go over big if he got in his car and just drove around. They'd throw him out. They wouldn't elect him to anything and rightly so.

You need people out there that understand their job is not merely law enforcement, but to encourage law observance. Most people obey laws. Thank God, because there wouldn't be any way to control them if they didn't. The community center needs to tie in closer to the police or the correctional institutions, particularly as it deals with youth. The police will learn a lot, too.

The first thing I did when I was mayor of this city was to send every one of our policemen to the university for a race relations course. Once you get a badge on and a gun and a club, you get pretty tough. Take away that badge, the gun and the club and you talk differently.

Now for our senior citizens. God only knows that they, too, need care and help. It isn't enough just to build a high rise apartment, even though that's good and we ought to have more of them.

It's an outrage in this country that we've millions of draftsmen unemployed, millions of skilled workers unemployed and hundreds of

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thousands of senior citizens waiting to get a decent place to live. It's an outrage. The housing industry in this country is a disaster today.

When you're young, you can get by. I didn't have much. I lived in one room on the third floor with no fire escape. My father-in-law thought I didn't love his daughter, because I didn't have a fire escape. We got a rope and tied it to the leg of the bed.

I believe that there ought to be decent houses for young people, but significantly so for people who are in the twilight of life. Now, dear friends, the community education program can fill a tremendous void for the senior citizens. I happen to think that the community education ought to be geared particularly to the loneliness, the helplessness that senior citizens experience.

For many other people in our society today community education can be a whole new life. We're noticing in our universities, particularly in our community colleges, thousands and thousands of people 35 to 40 going back to school not because they want a degree but because they want to live. Quite frankly we have a need today, as never before, for people to have an educational experience, not just degrees. There's a certain boredom which exists in our type of society. Often times this boredom is eased by going to the local saloon.

What the community college and community education program can do is fill that void. So many people today just want to study some art, some philosophy, some arts and crafts, some music. They don't want a degree. We've gone through degree-itis. For a time you couldn't run a washroom if you didn't have a degree.

Can you do something? I'm a do man. I've had enough degrees. I've spent a long time in college. I love to encourage young people to go to college, but I like to have them know how to do something with their lives, and not just get one of those pieces of paper to hang on the wall.

Your community education program is fitting into this beautifully. Have you noticed the number who change jobs? The constant transfer of technology in this country? Vocational education should be in your community education program. You are conveniently located to prepare people for new jobs. People attend school without any great trouble,

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even though there isn't enough good public transportation.

Community school programs can reach alienated and isolated groups, both in our cities and rural areas. We need community education in the rural areas. The rural people of America need to have the same kind of opportunity as the urban people of America.

I'm the author of the Rural Development Act which tries to help upgrade rural life. To a young man or a young woman who's graduated from one of the state colleges or private schools, small town life is apt to be dull or he's apt to become dull, unless there's something to lift him up.

The director of the Appalachian Adult Education Center stated it well, when he said that it is apparent that the only viable and potential public system through which the needs and the promise of rural America can be solved is the community school program. This is why some of us worked hard for this Federal Community Education Development Act which is now a reality. It's a reality, because you helped get it passed.

In the first year the community education program will be devoted to planning at both federal and state levels through the National Advisory Council on Community Education. A total of \$1 million has been authorized for state planning grants for community education. This federally assisted community education program will start rolling in fiscal 1976, this coming year when \$12.5 million has been authorized for allocation to the states for community education development.

Now, dear friends, that is a drop in the bucket. You know that. That's nothing but seed money. But you'll get more when you can show that you can use it and use it well. You have friends. Frank Church of Idaho is a great friend. He was one of the leaders in the community education program. I worked with him. My colleague, my senior senator, that young fellow, Fritz Mondale, has been very active in trying to promote these kinds of programs.

So, without trying to take any more of your time, let me quote to you what one of our great educational philosophers, William Allison Yeager, had to say. He describes the philosophy behind community education when he says, "As the eye cannot get along without the hand, neither can be school without the home -- nor the school and the home without the community. Each becomes necessary to the welfare of the others. All

must work together in the interests of childhood and desirable living for all men in every community. Although the leadership belongs in public education, the responsibility belongs to all."

That's really your charter. I wish that I were an educator today, because I think it's one of the most exciting areas of American life. The needs that you fulfill are not only the economic needs of job training, job placement and career development, but the social needs of health and education, of nutrition. We need you. We really do. That's why I came here this morning. As public officials, we need the ideas that come from people. Share your thoughts with us. Give us a summary of your recommendations. Give us any analysis of how far you've come, the exciting things that have happened and the disappointing things that have taken place. Give us the true picture. Open yourself up not only to what is, but what can be, and we'll all do better.

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