

FOR RELEASE: February 28, 1970
Saturday AM's

FOR INFORMATION: Caryl Conner
202-638-4508

R E M A R K S

THE HONORABLE HUBERT H. HUMPHREY

GENERAL SESSION

AMERICAN ASSOCIATION OF COLLEGES
FOR TEACHER EDUCATION

CHICAGO, ILLINOIS

FEBRUARY 27, 1970

"Civilization", said H. G. Wells, "Is a race between education and catastrophe."

It is a race we are by no means sure of winning, for in many ways, these are more trying times than any to which Tom Paine alerted us. These are times that try the souls of those who seek to save man from the perils of the arms race and from the threat of further confrontations between nations.

They are perilous times for the managers of our national economy, and for those who are responsible for the strength and vitality of our cities.

They are especially trying times for those in charge of our schools.

In this seventh decade of the 20th century, as we approach our nation's bi-centennial year, our schools are still seeking to cross the gulf between the intellectual elite and the functional illiterate. Though man can now explore new worlds in space, in our earth-bound classrooms we still seek the words to reach, the spark to touch, and the techniques to best entice our brilliant and our not-so-brilliant students.

As one who has returned to the profession after a long interval, I am specially aware of the changes that have occurred in our institutions, our techniques and -- perhaps most of all -- in our students and their expectations.

In an earlier America, the student body in our colleges and universities tended to be homogeneous -- it was pretty much all white and mostly middle and upper class. Today -- as a result of less restrictive admission criteria and special financial aid programs -- it is beginning at last to be more truly representative of the whole society.

These changes on the college and university level are reflected in our elementary and secondary schools. A bright inner-city youngster who would once have headed for the street as soon as it was legal (or before) today may head for the campus through Upward Bound or other special programs. Such a successful youngster sets an example for his friends. Once he does, school, rather than the street, may at last be seen as an avenue to success. Publicly supported education for the poor and the black is no longer limited to elementary and secondary school; today almost 60 million Americans are enrolled in pre-school to post-doctoral programs and more of them than ever before are members of minority groups -- at both ends of the education spectrum.

In just four years -- from 1964 to 1968 -- the non-white population of our colleges and universities almost doubled. But three factors make this information less than satisfying:

- (1) The entire college population was growing at close to the same rate;
- (2) Although 12 percent of the college-age youngsters in the country are black, only six percent of this year's freshman at all-post-high school institutions (two year and four year) are black; and
- (3) Over 40 percent of the black college students still attend all-black colleges -- mostly in the South.

Still -- though this is far from thundering change -- it is progress. As recently as 1966, more than 50% of black college students were in all black schools.

So we have begun the task of redistributing our college population. According to the American Council on Education, this change -- this redistribution -- is largely the result of initiatives from the private institutions.

Almost all these youngsters -- the ten percent who no longer attend all black schools -- today attend non-public institutions.

In the past decade we have made a special effort in our nation to encourage individual growth, and to make it possible for more people to have a full opportunity to improve their circumstances.

Despite all these efforts, public and private, too many of our citizens still suffer educational deprivation.

Too many of our youngsters still terminate their formal education before they are equipped to participate in contemporary society.

If the present drop-out rate continues, in the 1970's we will have 35 million adults in the labor force without a high-school diploma, with the skills and the education to take their place in the world of work.

We know the high-school drop out is twice as likely to be unemployed as the high-school graduate, and five times as likely as the college graduate. The cost of an inadequate or an incomplete education is high -- not only in the unemployment benefits that come out of all our pocketbooks, but in the loss to the nation of human potential. People, after all, are our greatest natural resource.

In our commendable concern for the contamination of our physical environment, let us not lose sight of the contamination of the educational environment, for this is an essential element of our great conservation effort.

Stuffing the heads of the young with important and basic knowledge has always been one of mankind's most important -- and most baffling -- tasks.

Unfortunately, all children do not come to school ready to take advantage of their intellectual opportunities. The educational environment is not just the school, the teacher, and the student. It is above all the home, the neighborhood, the community and the city. The learning experience starts with birth. The learning capability begins with conception -- prenatal care -- the diet and nourishment in those critical first four or five years. The learning desire may well be determined by the stimulation or lack of it in the home or the neighborhood. What this means in plain talk is that better education requires a better social environment. It means that educators must commit themselves to community action -- to equal opportunity all the way -- to open neighborhoods -- to a massive program of rehabilitation of our cities and to new cities -- to all that and more.

Yes, some of our children arrive at school unable to pronounce their own name, never having held a pencil or seen a book. Many are unable to identify such common objects as chairs, tables and cookies. Many come with empty stomachs, with serious medical and dental problems and with the tremendous psychological disturbances that result from love starved early years. For such youngsters, despair is a natural state of mind.

They are the extreme end of the educational spectrum and they number some ten or twelve percent of elementary school youngsters. At the other end -- and in about the same numbers -- are the specially talented youngsters who -- if we are to believe Marshall McLuhan -- are also dropping out of school, and for much the same reasons: boredom and frustration.

Both groups present a special challenge to educators. And none of us are yet to devise more than partial solutions.

We have some of the most expert people in the country right here in this audience -- and if I ask ten of you how best to deal with these special students, I bet I'll get as many different answers.

Debating educational policies and practices has become the intellectual parlor game of the seventies. The school room has become the focal point of controversy and commotion -- and this is good. If we don't stir things up a bit, if we avoid the tough questions, we will never make progress.

I think it is important that we do not let ourselves become defensive as educators, and that we do not become committed to any one approach to the solution of these tough problems.

I do not for a moment question the importance of the basic disciplines of literature, mathematics, languages and the physical and biological sciences.

Neither do I underrate the importance of the humanities, the social sciences and the arts, for these are the core of creative expression and, indeed, of education for participation in a free society.

But I believe too in the value of the exciting new computer techniques we have added to our educational tool kit. We must have the courage and foresight to develop and use all the new mechanical aids and devices that contribute to the learning process.

We cannot ignore -- from timidity or lack of imagination -- any of the new tools that educational research has produced for us. Visual aids, educational television, teaching machines -- all add immeasurably to our learning options.

We are challenged by our need to comprehend and to master the wonders of science and technology. But, we have not yet begun to scratch the surface of the problem of retaining our essential humanity in this vast new cybernetic wonderland.

And this I think is the unexplored wilderness today.

We can no more afford to think of education in terms of curricula and technology than we can to think of schooling as a product packaged in tidy little three and four year segments.

Education is experience and experience is life.

Educational progress tends to reflect public events -- wars, depressions, the post-war baby boom, the civil rights movement and -- today especially -- the new mobility in our nation.

Struggling out of the great depression, our nation entered its second major international conflict -- World War II. Draft standards -- and the shock of tens of thousands of fine young men rejected for illiteracy -- forced our nation to realize that bad education is highly transportable -- it recognizes no city limits and no state lines.

Thus education became a matter of community concern rather than personal option.

In the 1950's there was Sputnik, and Americans additionally recognized that, to a large extent, our national security rested in the hands of those who controlled our educational institutions.

Increasingly sophisticated thinking such as this led to the National Defense Education Act, later to the Elementary and Secondary Education Act, to the Higher Education Act, and to expansion of federal assistance for vocational education. It led to the Teacher Corps, to Headstart and to other creative Federal efforts to work with the education community. On the state level, it led to more years of compulsory education, broader -- and more contemporary -- curricula, tougher standards for teacher certification, and more and more research into the technology of education.

But with all this progress -- and I don't question that it is progress -- I think it is important to look back on occasion, to recall, and to cherish, our heritage as teachers.

Today -- as the same factors in schools that dehumanize our children tend to dehumanize our teachers -- I think with special fondness of an old favorite definition of education as "Mark Hopkins on one end of a log, and me on the other."

With all our progress, with all our new tools and techniques, it is this -- our common humanity -- that we must nurture in our classrooms.

For only this kind of human and humane education can give our children the tools to achieve a better life, unburdened by the weight of ignorance and prejudice that hold back our generation.

The future of our democracy -- and perhaps the future of mankind -- is directly related to how well we succeed in this endeavor.

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International Guests 001536
1970 Intern Educ year

Dr Mayponer

REMARKS BY

HUBERT H. HUMPHREY

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(Reverend Sabbath)

© Aldous Huxley - British Novelist
"I have Peered into the future, and
it won't work."

Decade 76's
Post war Change

1960's - Present
Discovering

Priority
Race
urban

Selection
unemployment
hunger

Discover
our
Disables

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We know the high-school drop out is twice as likely to be unemployed as the high-school graduate, and five times as likely as the college graduate. The cost of an inadequate or an incomplete education is high -- not only in the unemployment benefits that come out of all our pocketbooks, but in the loss to the nation of human potential. People, after all, are our greatest natural resource.

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Unfortunately, all children do not come to school ready ~~able to~~ take advantage of their intellectual opportunities. The educational environment is not just the school, the teacher, and the student.

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*Evergreen
Commission*

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*Laboratory
Information
Science*

*John Stump
Transparencies
Loops, Tapes*

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Priority - rather than personal option.

International In these years since world war II we have become deeply involved in and concerned about this world of ours. - Need to know about countries, people, cultures, languages.

- 12 -

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and the learning process itself.

*International
Education
Act, 1966*

*Civil
Rights
Pact*

Dr King - Our Technology has made
the world a neighborhood,
now, we must make it
a Brotherhood -

But with all this progress -- and I don't question that it is progress -- I think it is important to look back on occasion, to recall, and to cherish, our heritage as teachers.

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*Biggie
Bucsey*

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- 14 -

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#

January 22, 1970

TO: HHH cc: Caryl Conner ✓
FROM: Ursula
RE: American Association of Colleges for Teacher
Education.
Friday, February 27, Chicago.

As you know you accepted the above invitation.

The general theme of the meeting is "Realignments for
Teacher Education: Involvement, Interaction, and
Implementation."

They are going to reprint your speech in their Yearbook,
in other words, it will have pretty good circulation.

The Honorable Hubert H. Humphrey



January 13, 1970

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION
One Dupont Circle, Washington, D.C. 20036 (202) 293-2450

I would hope that it would be possible for you to arrive in Chicago on the 27th of February in sufficient time to have an opportunity to join with a small group of the officers of the Association for dinner and a speaking program, which will get underway in the International Ballroom at 8:00 P.M. The details of the dinner can be discussed with your acceptance of this invitation and further planning. I would welcome

The Honorable Hubert H. Humphrey
1510 H Street, N. W., Suite 700
Washington, D. C. 20005

Dear Mr. Humphrey:

The American Association of Colleges is proud to extend to you a cordial invitation to speak at the general session climaxing the Association's Annual Meeting on the evening of February 27, at the Conrad Hilton in Chicago, Illinois. The Association represents in its membership over 800 colleges and universities engaged in the preparation of teachers for America's schools, institutions which prepare over ninety percent of each year's supply of new teachers. Because of your insights into the value of teachers and education in developing a changed society, both here and abroad, the Association would welcome your participation in the forthcoming meeting, which is being developed around the general theme "Realignments for Teacher Education: Involvement, Interaction, and Implementation."

The Friday night meeting will bring together over 2500 college teachers and administrators who have the day-to-day responsibility of carrying out collegiate programs of teacher preparation. These men and women, through the Association, are continually giving attention to efforts to improve the quality of the education of American teachers. Teachers for the Real World, a recent publication of AACTE, suggests a new thrust in the approach to the education of teachers for the disadvantaged. A second publication, The World and the American Teacher, written by Harold Taylor and published by the Association, identifies the importance of knowledge of world cultures in the education of teachers. The Association feels that of all persons in public life today in this country, you could bring together this wide range of concern into a meaningful presentation to our membership. With this letter I am enclosing copies of the two books I have referred to, which I feel confident you will find stimulating reading.

The Association is prepared to meet your travel and incidental expenses in connection with the trip to Chicago, plus an honorarium of \$1500. We will, of course,

speech will be in yearbook

January 13, 1970

January 14, 1970

take care of making appropriate hotel arrangements for you that would be convenient for your schedule.

I would hope that it would be possible for you to arrive in Chicago on the 27th of February in sufficient time to have an opportunity to join with a small group of the officers of the Association for dinner prior to the evening program, which will get under way in the International Ballroom at 8:00 P.M. The details of the dinner can certainly await your acceptance of this invitation and further planning. I would welcome the opportunity to come to St. Paul in advance of the meeting to talk with you about the Association and its work and to help you in understanding further the program and interests of the organization. I am confident that you would wish to have such insights so that you could identify with your audience in a manner which is such a hallmark of your style. As a forerunner to such a conversation, I am enclosing a third publication entitled "Progress and Prospects: the state of the Association," which discusses the AACTE as an organization and its role in the field of American education. It is interesting to note that Macalester College was one of the first of the liberal arts colleges in the United States to be identified nationally as an institution committed to the education of teachers. We have honored this relationship, and we look forward to welcoming you to Chicago not only as a leader in American thought, but also as one of the faculty of a member institution.

I hope that you will be able to accept this invitation, and I join my colleagues throughout the nation in looking forward to February 27 and your address.

✓ Accept

Regret

Sincerely yours,

Edward C. Pomeroy
Edward C. Pomeroy
Executive Secretary

ECP:ml

cc: Mrs. U. A. Culver ✓

Dr. J. Lawrence Walkup, President, AACTE

Enclosures

As Foster

HUBERT H. HUMPHREY

January 22, 1970

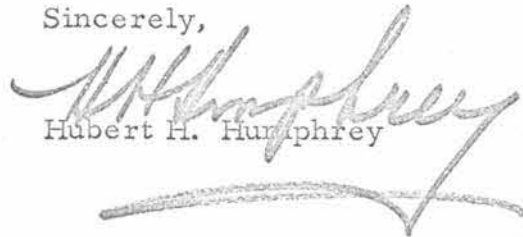
Dear Mr. Pomeroy:

Thank you for your letter of January 13, 1970 inviting me to speak at the general session of the American Association of Colleges Annual Meeting on Friday evening, February 27, in Chicago.

I am delighted to accept this invitation. I have asked Ursula Culver of my staff to contact you concerning the details of my visit. You will be hearing from her shortly.

Best wishes.

Sincerely,


Hubert H. Humphrey

Mr. Edward C. Pomeroy
Executive Secretary
American Association of Colleges
for Teacher Education
1 Dupont Circle
Washington, D.C. 20036

MEMORANDUM

February 24, 1970

TO : HHH

FROM : CC

SUBJECT: Attached speech

This is written to serve a double purpose -- both the Association of Teachers Colleges and the Educational Research group speeches. I will release it only once in Washington, and would like to do so on Thursday for this Friday's Chicago delivery. As soon as I have your approval -- or changes -- I will go ahead with the stencil for the release.

Attachment:
As stated

O'Hara Panel Hears Newsmen on Coverage

Chairman James G. O'Hara of the DNC's Commission on Rules emphasized at his group's second public hearing in Washington on July 26 that "a national convention dare not be dull." But he ran into varying views from news media representatives on how continuing interest in podium activities would be maintained.

The hearing was held to look into the logistics of mass media coverage and the effect of the media on national political conventions. It also dealt with delegate expenses incurred at national conventions.

O'Hara emphasized that "it is not our business to tell the news media how to cover our conventions and, in the same vein, they also cannot be permitted to dictate how our proceedings are conducted."

Grant Dillman, Chief of the Washington Bureau of United Press International, cautioned the commission against recommending a reduction in floor passes for reporters. Dillman said "news of a national convention comes from three sources: delegation caucuses, the candidates and their managers and aides, and the convention floor itself. . . . to inhibit coverage of any one of them would deny the public an essential part of the convention story."

CBS-TV newsmen Roger Mudd, Chairman of the Congressional Radio-Television Correspondents Gallery; Marvin Arrowsmith, Chief of the Washington Bureau of the Associated Press, and William McGaffin, Chicago Daily News reporter and Chairman of the Standing Committee of Correspondents of the House and Senate, all supported Dillman's statement.

On the other hand, Sig Mickelson, vice-president of Time-Life Broadcasting, called for a reduction or even total elimination of reporters from the convention floor if this is deemed necessary for a more orderly convention.

National Committeeman John Powers of Massachusetts, a commission member, suggested that a special room be set aside off the convention floor for reporters to use for interviews. But media representatives claimed this "would sacrifice spontaneity."

Dr. Herbert Alexander, Director of the Citizens Research Foundation at Princeton University, suggested that ways be explored to help finance delegates in order to assure more participation by persons who are not affluent. Two Commission members, Representative Patsy Mink (D-Hawaii) and Teddy O'Toole, endorsed Professor Alexander's suggestions.

'And Now for My Next Operation'



BASNET, Washington Daily News

EXECUTIVE COMMITTEE

(from page 1)

confirmed a proposal made to the full DNC last January 14 by former Treasurer Robert E. Short. The DNC at that time authorized the Treasurer to negotiate with representatives of those candidates and of Senator Eugene McCarthy and to act subject to approval by the DNC Chairman and Executive Committee.

O'Connor said that McCarthy declined assistance because of activities already under way by his financing aides to repay his campaign debts.

On motion of J. Marshall Brown, Louisiana National Committeeman and Executive Committeeman from the Southern Region, a resolution was approved for assumption of the other debts. The resolution noted that:

• "It is understood that the assumption of these debts will not set a precedent obligating the Democratic National Committee to assume the debts of any future Presidential Candidate."

• "This action is taken with the understanding that Chairman Fred R. Harris and Acting Treasurer Patrick J. O'Connor will conclude an arrangement satisfactory to them with representatives of Hubert H. Humphrey, of Senator Edward M. Kennedy, and of Senator George McGovern for specific participation and assistance in fund-raising efforts and events sponsored by the Democratic National Committee."

Such assistance already has been provided, with the promise of extensive additional aid in the future, the Acting DNC Treasurer pointed out.

Ohioans Focus on Registration

Voter Registration is being highlighted by the Ohio Democratic Executive Committee as the "most urgent task" for the party in the next few weeks.

"The low level of registered Democrats across the state was the biggest single reason that Ohio didn't carry for Hubert Humphrey and John Gilligan 8½ months ago," the state party's current newsletter asserts. "Don't lose your city races by default. Get every voter registered. After that, we can work to get them to the polls. But if they're not eligible, they can't vote."

The newsletter's comments were keyed to this year's approaching municipal elections. But in Ohio, as elsewhere, registration will be the key to Democratic victories in state and national elections as well.

"Name a registration chairman in every precinct," the newsletter advises. "Appoint a telephone chairman in every

precinct. Set up a door-to-door canvass of every home in the precinct. Get the list of registered voters from your Election Board. Contact them to work on their block for a democratic victory—spelled Democratic. . . .

"Effective precinct organization is the best way to build our party's effectiveness. It's the democratic way. Person-to-person contact is the best way to build a party that represents people. It's the best way to get individuals involved as participants in their government. The Independents and the stay-at-homers automatically lose their voice and surrender their right to be heard. . . .

"You can raise money for your mayoral and councilmanic candidates. Help them get acquainted in your office or shop. Help them get their literature printed and circulated. Work to get them some valuable time on radio and television. Your effort counts."

DEMO MEMO

August 11, 1969, Vol. 1, No. 11

Published every other week by the Democratic National Committee, 2600 Virginia Ave., N.W., Washington, D.C., 20037.

Senator Fred R. Harris, Chairman; Geri Joseph, Vice Chairman; Dorothy V. Bush, Secretary; Patrick J. O'Connor, Acting Treasurer.

Mailed to all participating members who contribute \$15 or more per year. Second Class Postage paid at Washington, D.C.

Alvin A. Spivak, Director of Public Affairs

DEMO MEMO



Young Democrats of South Dakota, holding their yearly three-day workshop recently at Camp Lakodia on Lake Herman, S.D., invited senior party officers to join in some activities. The photo above was taken following a panel discussion of the "How, What, When and Where of Politics." Shown, left to right, are the newly elected State Chairman, George Blue, of Huron; the Young Democrats' State President, Jim Guffey, owner of the Hamlin County Enterprise; the State President of the Democratic Women's Federation, Mrs. Albert Ohm; the National Committee-woman, Mrs. Frank Wallner, and National Committeeman William Dougherty.

McGovern Commission Notes 'Open and Active Cooperation...'

On July 19, Louisiana became the 45th state from which witnesses presented testimony to the DNC's Commission on Party Structure and Delegate Selection.

With one more regional hearing scheduled, the Commission to date has heard from more than 400 persons.

The Commission Chairman, Senator George McGovern of South Dakota, has indicated that a preliminary report will be issued sometime this fall.

McGovern, and the Commission's Vice Chairman, Senator Harold E. Hughes of Iowa, in a recent "Meet The Press" interview, agreed that there had been, in general, excellent cooperation from the states.

In the great majority of the states, McGovern said, the Commission had "the open and active cooperation of the Party leadership."

McGovern believes that "substantial reform" in Party procedures can be realized. He stated that the Democratic Party in the past has shown "at various crucial times in its history that it had the capacity to reform itself."

"Under the stimulus" of the Commission, he said, nearly 30 states and terri-

tories have set up parallel commissions to "try to improve the delegate selection process and to open up" the Party structure to all who want to participate.

Hughes said that it is necessary to have "a maximum participation Party" so that all who want to take part in the political process can do it.

Pa. Registration Goal: 150,000 New Democrats

Pennsylvania Democrats have targeted a 150,000 increase in the number of party registrants in the state by September 15.

Announcing this drive, State Chairman Thomas Z. Minehart called on Democratic workers to "knock on every door to contact and register potential Democrats." He noted that Democratic registrations in the state presently trail Republican registrations by 61,858.

The state party's newspaper, *The Pennsylvania Democrat*, carried a two-page spread in its July issue, providing party workers the details of "6 Steps to a Successful Democratic Registration Drive."

"Estimates by the Pennsylvania AFL-CIO list a state total of 2,232,479 potentially eligible voters who are currently unregistered," the party paper said.

Patman Charges Coverup by Treasury Head on Interest

Secretary of the Treasury David Kennedy had four days' notice that a boost in the prime interest rate was pending and failed to take any action, Rep. Wright Patman (D-Tex.) reports.

Patman, Chairman of the House Banking Committee, made public a letter that stated that Kennedy was notified on June 5 that the nation's banks intended to raise the 7½ percent interest rate to a record-breaking 8½ percent.

In an appearance before the House Banking Committee on June 19, Kennedy gave no indication that he had known of the jump in the interest rate prior to its enactment.

"It is inconceivable," said Patman, "that the Secretary of the Treasury did not see fit to reveal this important piece of information when he appeared under oath on June 19."

Patman added that "the Secretary's silence on this point was an obvious effort to deceive."

In his statement, Patman revealed that the Antitrust Division of the Department of Justice is investigating "to determine whether the commercial banks engaged in some type of conspiracy to set the prime rate."

"It now appears," said Patman "that the conspiracy may well lead right to the front door of the Treasury Department."

The letter to Patman stated that an official of a New York bank notified the acting head of the Federal Reserve Board on June 4 that it might "be necessary to raise the prime rate" from 7½ to 8½ percent. According to the letter, Kennedy was given this information on the same day.

Patman has urged a rollback of the prime interest rate.

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State Chairmen, DNC to Meet

Something new has been added in meetings of the DNC's Executive Committee on August 1 and of State Chairmen, Vice Chairmen and Executive Directors on September 17.

The full Democratic National Committee will meet on September 18 and 19.

All of the meetings are in Washington.

The 12-member Executive Committee's session breaks precedent in being held so far in advance of a full DNC meeting. In the past, Executive Committee sessions almost invariably have taken place on the morning of full DNC meetings rather than on an advance date.

The meeting of state party leaders on September 17 will proceed the next day into joint meetings with the DNC, thus breaking new ground in line with proposals put forward by a number of party officials and carrying wide support.

Chairman Fred R. Harris, in announcing the meetings, said he hoped the planning innovations would "strengthen and enhance leadership participation in the Party's activities."

The Executive Committee's tentative agenda included a report from Acting Treasurer Patrick J. O'Connor on DNC budgetary and fund-raising activities; reports from Senator George McGovern and Congressman James G. O'Hara on activities of the two commissions they head; reports from principal DNC staff members on current programs and future plans, and consideration of an agenda for the September DNC meeting.

'A Leadership Crisis'

"There is no longer any question that the Administration of Richard M. Nixon, now entering its sixth month of incumbency, is beset with a leadership crisis of disturbing proportions. The crisis threatens increasingly to all but paralyze positive action on the host of major national problems that press in on the White House from all quarters."—*Newsweek*, July 14, 1969 (see page 3)

'Freedom to Vote' Task Force Named



Clark



Robbins

Task Force Members

Ramsey Clark, *Chairman*
Mildred Robbins, *Vice Chairman*
State Representative Hannah Atkins,
Oklahoma City
H. S. Hank Brown, Texas AFL-CIO
President
Mary Lou Burg, Democratic National
Committeewoman, Wisconsin
Hazel Talley Evans, Democratic
National Committeewoman, Florida
Lloyd Graham, Democratic National
Committeeman, Washington
United States Senator Daniel Inouye,
Hawaii
Mildred Jeffrey, Democratic National
Committeewoman, Michigan
Professor Doris Kearns, Harvard
J. C. Kennedy, Democratic State
Chairman, Oklahoma
J. R. Miller, Democratic State
Chairman, Kentucky
Clarence Mitchell, Jr., Baltimore,
Maryland
U. S. Representative John Moss,
California
Richard Neustadt, Jr., Graduate
Student, Harvard
Rudy Ortiz, Democratic County
Chairman, Bernalillo County, N.
Mex.
Professor Nelson Polsby, University
of California, Berkeley
U. S. Representative Louis Stokes,
Ohio
Marjorie Thurman, Democratic
National Committeewoman,
Georgia
J. D. Williams, Washington, D. C.
Attorney

Noting that some 48 million people—over 40 percent of the country's eligible voters—did not vote in the 1968 presidential election, National Chairman Fred R. Harris has appointed a blue ribbon "Freedom to Vote" Task Force to study methods to increase voter participation.

The task force will be headed by former Attorney General Ramsey Clark. Mildred Robbins, former president of the National Council of Women will serve as vice chairman.

Harris said the "distressingly low" turnout in 1968 was not necessarily the fault of those "who did not—or could not—exercise their right to vote."

"High mobility and continued urbanization have made it increasingly difficult for voters to register," the Chairman said.

Harris said that "the low percentage of voters in 1968 goes beyond questions of racial discrimination in most areas of the nation, and the problem involves whites as well as blacks."

The "Freedom to Vote" task force will search for ways to "remove all remaining barriers to voter registration," Harris said.

"Present registration laws make it seem we want to discourage voting rather than encourage it," he declared.

Harris said the task force would survey many areas, including:

- studies toward liberalizing present state registration laws, as well as recommendations for more effective registration campaigns under existing state laws.
- studies of possible federal legislation to provide automatic registration for those otherwise eligible to vote in federal elections when the voter performs some other official act such as securing a social security number.
- lowering of the voting age to 18, which, Harris pointed out, the Democratic Platform strongly supports.
- continued studies of racial barriers to voting.

page 2--insert

This year a handful of school districts around the country are contracting with private firms to teach reading to students who are seriously below grade level.

The contracts provide that these firms will not be paid unless there is demonstrated improvement in the skill level of the individual student. no tickee, no washee.

In other words, the technical know-how of American industry is finally being put to work on behalf of our least able students, and those who seem unable to respond to more conventional classroom instruction.

These are important new developments on our educational horizon, and they hold much promise for the future. But they are by no means the only new developments and they must be viewed in the context of our total knowledge of this business of informing the young.

Insert on Page 1 -- after paragraph 5---

In our concern for the motivation of our students, let us remember that teachers also need motivation. Most of you are familiar with the results of the California experiment in which teachers were deliberately given false IQ data on a control group of students.

At the end of the experimental period, those students who were falsely reported to have high IQs tested substantially higher than students of the same intelligence whose IQ's were accurately reported to teachers.

Thus it is clear that teacher expectation plays an important role in student achievement.

There is another -- and promising -- new entry in the field of educational motivation -- the profit-motive.



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