

REMARKS BY SENATOR HUBERT H. HUMPHREY

UNITED FEDERATION OF TEACHERS AWARD

New York, New York

April 19, 1975

It is a great pleasure and privilege to be here with the members of the United Federation of Teachers and your leader -- Albert Shanker. Of course, Al likes to have me around -- he's the President of so many organizations, he really appreciates someone who can only claim to have been a Vice President.

As a former professor who taught political science and international affairs in Minnesota, I particularly enjoy meeting with teachers. And as an educator, it is indeed a great honor to be presented with the John Dewey award and to join such an illustrious list of past recipients as Herbert Lehman, William O. Douglas, A. Philip Randolph, and Cesar Chavez.

Dewey's name, of course, has become synonymous with the progressive education movement -- not only in the United States, but in the rest of the world as well. And for Dewey, political democracy rested on public school education.

He saw the public school as a training ground for democracy -- as the child learned cooperation and participation in group work.

For Dewey, the public school provided an opportunity for children to escape from limitations imposed by birth. Here the student encountered a broader environment and could gain liberation from the effects of social inequalities.

Dewey's vision of the potential of the public school remains valid today. And a sound educational policy for America should aim to realize that vision.

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. Many forces in a world of rapid change have pressured us into the dramatic evolution of our educational resources. But there has also been a fundamental force operating within each of us, impelling us to achieve the goal of providing the best possible learning experience for all our children and youth.

I speak here of that basic discontent abroad in our nation about the quality of human life. The fantastic pace of technological change explained the original extensive federal investment in our educational resources a decade and a half ago. 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.

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. The confrontation of these realities in the midst of unparalleled affluence produced a national commitment to the enrichment of human life in an entirely new context.

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.

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 rising 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.

Both this national commitment and this financial reality demand the establishment of a new education policy for America.

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.

But while this demand for a new educational policy ought to be self-evident, it is equally clear that the present Administration 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.

The President's education budget is woefully inadequate to meet our needs. In the elementary and secondary education programs alone, the fiscal 1976 budget request is almost \$600 million below the 1975 appropriations for the programs -- and almost \$1 billion lower if double digit inflation is considered.

The requested reductions spell tragedy for the nation's school children:

- Impact aid -- down \$390 million;
- Desegregation aid -- down \$160 million;
- Bilingual education -- down \$15 million;
- Follow Through -- down \$12 million;
- Vocational and adult education -- down \$34 million;
- Library resources -- down \$53 million

And the list goes on: drug abuse education, environmental education, reading improvement funds -- all down.

The budget actually reduces federal support for elementary and secondary education from 8 percent of total public education outlays in fiscal 1975 to an estimated 6 percent in fiscal 1976.

This is an intolerable burden to shift to state and local governments who already will be required to spend an additional \$4 to \$5 billion just to maintain the current level of human resource services.

The Administration's proposals rob the nation of the potential productivity of the young people and adults to which these programs are directed.

The White House plan to cut back the federal budget for education ignores the correlation between education and productivity. According to some estimates, education was responsible for almost 25% of the economic growth in the second half of the 1960's. "Knowledge-based" industries have since become an even more important part of our economic life.

I find the Administration's funding reductions totally indefensible. A fundamental commitment must be made to increasing the federal investment in education to one third of all public resources.

As a necessary first step in this commitment, I have introduced in the Senate the National Education Investment Act of 1975 (S.960).

This legislation would meet the serious problem of inadequate, obsolescent, and rundown school facilities by providing loan guarantees for modernization and new construction.

Under my bill, a national education trust fund would be established, from which payments would be made to state and local jurisdiction applicants which agree to substantially reduce or eliminate the property tax as the means for financing elementary and secondary education.

This program would promote progressive tax reform in the states and improve and balance per pupil expenditures among all local school districts, without penalizing high expenditure districts. The trust fund would enable schools to know in advance what funds would be available, and these resources would be free from zealous budget cutters.

The National Education Investment Act proposes direct measures to solve profound problems -- the need for up-to-date school facilities and for ending the unconscionable inequality where a child's education is made dependent on the wealth or poverty of his or her community.

This legislation also pinpoints special education needs of children which for too long have received a totally inadequate response -- including the needs of pre-school children, of mentally or physically handicapped children, and of educationally deprived children in areas of poverty.

The National Education Investment Act presents clearly defined measures and a definite time schedule for addressing all these problems -- not through just providing more federal dollars, but through using federal assistance as leverage to promote counterpart efforts by state and local governments and by the private investment sector. It calls for a total national effort on behalf of our children.

A new educational policy for America must establish education as a high national priority in the protection and development of our human resources. For this purpose, I have

introduced the Education Reorganization Act of 1975 (S.754) to establish a Cabinet level Department of Education.

We must give education an advocate at the highest levels of government and have the means to consolidate and coordinate all educationally-related programs.

We are the only major nation in the world that lacks a Cabinet-level post in education. The present Department of Health, Education, and Welfare has outlived its usefulness in supervising education programs. Its mountainous bureaucracy serves only to impede rather than to expedite administration.

Inadequate as the education budget is, it is still equal to the combined budgets of the Department of Commerce, Interior, Justice, and State. But without a Department of Education, there is no overall coordination or direction. There is no effective check on duplicated effort or wasted money. There is no way to fix responsibility properly.

Congress itself would benefit from the creation of a Department of Education. We should begin to deal with educational problems systematically, instead of piecemeal and haphazardly. Better information on education legislation would be available. We could more accurately determine whether a given program required strengthening, modification, or abolition.

In short, we could expect a more responsible and more responsive execution of education policy.

Passage of legislation along the lines of the National Education Investment Act and the Education Reorganization Act would mark the beginning of a new era in education. But it would just be a beginning.

New programs need to be established: comprehensive early childhood development centers, vocational and career training centers, and adult education centers.

We also need to be thinking more about the rights and needs of classroom teachers. They observe the opportunity and assurance for professional enhancement and a decent income commensurate with the cost of living. And teachers need an adequate retirement program which would solve the problem of teacher mobility.

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.

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 education 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 of poverty and deprivation, and an advocate of communities that are wholesome and safe.

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. But you will also be committing yourselves to a task of the highest importance to all the people of this great land of opportunity.

#

Local officials
Legislators
Members of Congress

⑧ Barry Noack
Robbendale Minn
Local 872

AFT

AFL-CIO

Labo-Federal
coalition

Civil Rts
Organization
Social
Progress

Mayor Beame

President Albert Shanker

Bayard Rustin

REMARKS BY SENATOR PHILIP M. HATHAWAY

~~Dr~~ Gabriel Mason - 90 yrs

UNITED FEDERATION OF TEACHERS AWARD

Emerson - 1911

"Gabriel
Blows his
Horn"

⑨ Charles Hogan Pres AFT
NEW YORK, NEW YORK
APRIL 19, 1975

Former Recipients of the John Dewey Award


Jackson, Mondale, Wayne Morse

Adlai Stevenson, Norman Thomas, A. Philip Randolph
(President)

Martin Luther King Jr, Geo Meany, Walter Reuther,
Justice Wm O Douglas, Arthur Goldberg, Bayard
Rustin, Thurgood Marshall, Cesar Chavez,
Herbert Lehman etc

Arab-Jewish
Coalition
Albert
Shanker
&
Emma
Fred
Horne

IT IS A GREAT PLEASURE AND PRIVILEGE TO BE HERE WITH THE
MEMBERS OF THE UNITED FEDERATION OF TEACHERS AND YOUR LEADER
-- ALBERT SHANKER. OF COURSE, AL LIKES TO HAVE ME AROUND --
HE'S THE PRESIDENT OF SO MANY ORGANIZATIONS, HE REALLY
APPRECIATES SOMEONE WHO CAN ONLY CLAIM TO HAVE BEEN A VICE
PRESIDENT.



AS A FORMER PROFESSOR WHO TAUGHT POLITICAL SCIENCE AND
INTERNATIONAL AFFAIRS IN MINNESOTA, I PARTICULARLY ENJOY
MEETING WITH TEACHERS. AND AS AN EDUCATOR, IT IS INDEED A GREAT
HONOR TO BE PRESENTED WITH THE JOHN DEWEY AWARD AND TO JOIN SUCH
AN ILLUSTRIOUS LIST OF PAST RECIPIENTS AS HERBERT LEHMAN,
WILLIAM O. DOUGLAS, A. PHILIP RANDOLPH, AND CESAR CHAVEZ.

John Dewey-2-11 that is
L DEWEY'S NAME, OF COURSE, HAS BECOME SYNONOMOUS WITH THE
PROGRESSIVE EDUCATION MOVEMENT -- NOT ONLY IN THE UNITED STATES,
BUT IN THE REST OF THE WORLD AS WELL. *John* AND FOR DEWEY, POLITICAL
DEMOCRACY RESTED ON PUBLIC SCHOOL EDUCATION.

HE SAW THE PUBLIC SCHOOL AS A TRAINING GROUND FOR
DEMOCRACY -- AS THE CHILD LEARNED COOPERATION AND PARTICIPATION
IN GROUP WORK.

L FOR DEWEY, THE PUBLIC SCHOOL PROVIDED AN OPPORTUNITY FOR
CHILDREN TO ESCAPE FROM LIMITATIONS IMPOSED BY BIRTH. *John* HERE THE
STUDENT ENCOUNTERED A BROADER ENVIRONMENT AND COULD GAIN
LIBERATION FROM THE EFFECTS OF SOCIAL INEQUALITIES.

L DEWEY'S VISION OF THE POTENTIAL OF THE PUBLIC SCHOOL
REMAINS VALID TODAY. AND A SOUND EDUCATIONAL POLICY FOR
AMERICA SHOULD AIM TO REALIZE THAT VISION.

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 MANY FORCES IN A WORLD OF
RAPID CHANGE HAVE PRESSURED US INTO THE DRAMATIC EVOLUTION OF
OUR EDUCATIONAL RESOURCES BUT THERE HAS ALSO BEEN A FUNDA-
MENTAL FORCE OPERATING WITHIN EACH OF US, IMPELLING US TO
ACHIEVE THE GOAL OF PROVIDING THE BEST POSSIBLE LEARNING
EXPERIENCE FOR ALL OUR CHILDREN AND YOUTH.

I SPEAK HERE OF THAT BASIC DISCONTENT ABROAD IN OUR
NATION ABOUT THE QUALITY OF HUMAN LIFE. THE FANTASTIC PACE
OF TECHNOLOGICAL CHANGE EXPLAINED THE ORIGINAL EXTENSIVE
FEDERAL INVESTMENT IN OUR EDUCATIONAL RESOURCES A DECADE AND
A HALF AGO. 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.

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 ENRICHMENT OF HUMAN LIFE IN AN ENTIRELY NEW CONTEXT,

L 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.

L 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.

L LOCAL PROPERTY TAXES, DEVOTED PRIMARILY TO MEETING THE
RISING COSTS OF PUBLIC ELEMENTARY AND SECONDARY EDUCATION,
HAVE REACHED THE SATURATION POINT.

L OUR COLLEGES HAVE HAD TO ESCALATE THEIR TUITION FEES
SIMPLY TO MEET THE COSTS OF STAYING IN BUSINESS, MUCH LESS

UNDERTAKE CRITICALLY NEEDED EXPANSION. *or Curriculum improvement*

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

New Educ Policy

L 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 *in the health, happiness,*
and productivity of the people.

A New Educational Policy should

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 ^{must} ~~SHOULD~~ BE A DELIBERATE POLICY OF INNOVATION

IN EDUCATIONAL PROCESSES AND ADMINISTRATION.

There is no time to Retreat - to turn away!

BUT WHILE THIS DEMAND FOR A NEW EDUCATIONAL POLICY OUGHT

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

^{in Washington} ADMINISTRATION 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.

L THE PRESIDENT'S EDUCATION BUDGET IS WOEFULLY INADEQUATE TO
MEET OUR NEEDS IN THE ELEMENTARY AND SECONDARY EDUCATION
PROGRAMS ALONE, THE FISCAL 1976 BUDGET REQUEST IS ALMOST
\$600 MILLION BELOW THE 1975 APPROPRIATIONS FOR ^{THESE} ~~THE~~ PROGRAMS --
AND ALMOST \$1 BILLION LOWER IF DOUBLE DIGIT INFLATION IS
CONSIDERED. *1 Billion Lower*

L THE REQUESTED REDUCTIONS SPELL TRAGEDY FOR THE NATION'S
SCHOOL CHILDREN:

IMPACT AID -- DOWN \$390 MILLION;

DESEGREGATION AID -- DOWN \$160 MILLION;

BILINGUAL EDUCATION -- DOWN \$15 MILLION;

FOLLOW THROUGH -- DOWN \$12 MILLION;

VOCATIONAL AND ADULT EDUCATION -- DOWN \$34 MILLION;

LIBRARY RESOURCES -- DOWN \$53 MILLION.

AND THE LIST GOES ON: DRUG ABUSE EDUCATION, ENVIRONMENTAL

EDUCATION, READING IMPROVEMENT FUNDS -- ALL DOWN.

L THE BUDGET ACTUALLY REDUCES FEDERAL SUPPORT FOR ELEMENTARY
AND SECONDARY EDUCATION FROM 8 PERCENT OF TOTAL PUBLIC EDUCATION
OUTLAYS IN FISCAL 1975 TO AN ESTIMATED 6 PERCENT IN FISCAL 1976.

L THIS IS AN INTOLERABLE BURDEN TO SHIFT TO STATE AND LOCAL

GOVERNMENTS WHO ALREADY WILL BE REQUIRED TO SPEND AN ADDITIONAL

V \$4 TO \$5 BILLION JUST TO MAINTAIN THE CURRENT LEVEL OF HUMAN

RESOURCE SERVICES.

THE ADMINISTRATION'S PROPOSALS ROB THE NATION OF THE
POTENTIAL PRODUCTIVITY OF THE YOUNG PEOPLE AND ADULTS TO WHICH
THESE PROGRAMS ARE DIRECTED.

and on a plain economic basis,
THE WHITE HOUSE PLAN TO CUT BACK THE FEDERAL BUDGET FOR

EDUCATION IGNORES THE CORRELATION BETWEEN EDUCATION AND

PRODUCTIVITY. ACCORDING TO SOME ESTIMATES, EDUCATION WAS

RESPONSIBLE FOR ALMOST 25% OF THE ECONOMIC GROWTH IN THE SECOND

HALF OF THE 1960'S. "KNOWLEDGE-BASED" INDUSTRIES HAVE SINCE

BECOME AN EVEN MORE IMPORTANT PART OF OUR ECONOMIC LIFE.

I FIND THE ADMINISTRATION'S FUNDING REDUCTIONS TOTALLY
INDEFENSIBLE. A FUNDAMENTAL COMMITMENT MUST BE MADE TO

INCREASING THE FEDERAL INVESTMENT IN EDUCATION TO ONE THIRD OF

ALL PUBLIC RESOURCES.

Nat Educ Investment Act

h

AS A NECESSARY FIRST STEP IN THIS COMMITMENT, I HAVE
INTRODUCED IN THE SENATE THE NATIONAL EDUCATION INVESTMENT
ACT OF 1975 (S.960).

THIS LEGISLATION WOULD MEET THE SERIOUS PROBLEM OF
INADEQUATE, OBSOLESCENT, AND RUNDOWN SCHOOL FACILITIES BY
PROVIDING LOAN GUARANTEES FOR MODERNIZATION AND NEW CONSTRUCTION.

*copy story
bill
revenue*

UNDER MY BILL, A NATIONAL EDUCATION TRUST FUND WOULD BE
ESTABLISHED, FROM WHICH PAYMENTS WOULD BE MADE TO STATE AND
LOCAL JURISDICTION APPLICANTS WHICH AGREE TO SUBSTANTIALLY
REDUCE OR ELIMINATE THE PROPERTY TAX AS THE MEANS FOR FINANCING
ELEMENTARY AND SECONDARY EDUCATION.

trust fund

Tax Reform

DL

THIS PROGRAM WOULD PROMOTE PROGRESSIVE TAX REFORM IN THE
STATES AND IMPROVE AND BALANCE PER PUPIL EXPENDITURES AMONG
ALL LOCAL SCHOOL DISTRICTS, WITHOUT PENALIZING HIGH EXPENDITURE
DISTRICTS. THE TRUST FUND WOULD ENABLE SCHOOLS TO KNOW IN
ADVANCE WHAT FUNDS WOULD BE AVAILABLE, AND THESE RESOURCES
WOULD BE FREE FROM ZEALOUS BUDGET CUTTERS.
THE NATIONAL EDUCATION INVESTMENT ACT PROPOSES DIRECT
MEASURES TO SOLVE PROFOUND PROBLEMS -- THE NEED FOR UP-TO-DATE
SCHOOL FACILITIES AND FOR ENDING THE UNCONSCIONABLE INEQUALITY
WHERE A CHILD'S EDUCATION IS MADE DEPENDENT ON THE WEALTH OR
POVERTY OF HIS OR HER COMMUNITY.

THIS LEGISLATION ALSO PINPOINTS SPECIAL EDUCATION NEEDS
OF CHILDREN WHICH FOR TOO LONG HAVE RECEIVED A TOTALLY INADEQUATE
RESPONSE -- INCLUDING THE NEEDS OF PRE-SCHOOL CHILDREN, OF
MENTALLY OR PHYSICALLY HANDICAPPED CHILDREN, AND OF EDUCATIONALLY
DEPRIVED CHILDREN IN AREAS OF POVERTY.

THE NATIONAL EDUCATION INVESTMENT ACT PRESENTS CLEARLY
DEFINED MEASURES AND A DEFINITE TIME SCHEDULE FOR ADDRESSING
ALL THESE PROBLEMS -- NOT THROUGH JUST PROVIDING MORE FEDERAL
DOLLARS, BUT THROUGH USING FEDERAL ASSISTANCE AS LEVERAGE TO
PROMOTE COUNTERPART EFFORTS BY STATE AND LOCAL GOVERNMENTS AND
BY THE PRIVATE INVESTMENT SECTOR. IT CALLS FOR A TOTAL NATIONAL
EFFORT ON BEHALF OF OUR CHILDREN.

[Handwritten mark]
L A NEW EDUCATIONAL POLICY FOR AMERICA MUST ESTABLISH
EDUCATION AS A HIGH NATIONAL PRIORITY IN THE PROTECTION AND
DEVELOPMENT OF OUR HUMAN RESOURCES. FOR THIS PURPOSE, I HAVE
INTRODUCED THE EDUCATION REORGANIZATION ACT OF 1975 (S.754)
TO ESTABLISH A CABINET LEVEL DEPARTMENT OF EDUCATION.

L WE MUST GIVE EDUCATION AN ADVOCATE AT THE HIGHEST LEVELS
OF GOVERNMENT AND HAVE THE MEANS TO CONSOLIDATE AND COORDINATE
ALL EDUCATIONALLY-RELATED PROGRAMS.

*Dept
Educ* L WE ARE THE ONLY MAJOR NATION IN THE WORLD THAT LACKS A
CABINET-LEVEL POST IN EDUCATION (THE PRESENT DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE HAS OUTLIVED ITS USEFULNESS
IN SUPERVISING EDUCATION PROGRAMS. ITS MOUNTAINOUS BUREAUCRACY
SERVES ONLY TO IMPEDE RATHER THAN TO EXPEDITE ADMINISTRATION.

h INADEQUATE AS THE ^{federal} EDUCATION BUDGET IS, IT IS STILL EQUAL
TO THE COMBINED BUDGETS OF THE DEPARTMENT OF COMMERCE, INTERIOR,
JUSTICE, AND STATE. / BUT WITHOUT A DEPARTMENT OF EDUCATION,
THERE IS NO OVERALL COORDINATION OR DIRECTION / THERE IS NO
EFFECTIVE CHECK ON DUPLICATED EFFORT OR WASTED MONEY / THERE IS
NO WAY TO FIX RESPONSIBILITY PROPERLY.

h ^{general} CONGRESS ITSELF WOULD BENEFIT FROM THE CREATION OF A
DEPARTMENT OF EDUCATION / WE SHOULD BEGIN TO DEAL WITH EDUCATIONAL
PROBLEMS SYSTEMATICALLY, INSTEAD OF PIECEMEAL AND HAPHAZARDLY.

h ~~h~~ BETTER INFORMATION ON EDUCATION LEGISLATION WOULD BE AVAILABLE.

WE COULD MORE ACCURATELY DETERMINE WHETHER A GIVEN PROGRAM
REQUIRED STRENGTHENING, MODIFICATION, OR ABOLITION.

IN SHORT, WE COULD EXPECT A MORE RESPONSIBLE AND MORE
RESPONSIVE EXECUTION OF EDUCATION POLICY.

PASSAGE OF LEGISLATION ALONG THE LINES OF THE NATIONAL
EDUCATION INVESTMENT ACT AND THE EDUCATION REORGANIZATION ACT

New Era in Educ
WOULD MARK THE BEGINNING OF A NEW ERA IN EDUCATION. BUT IT

WOULD JUST BE A BEGINNING.

Pre-school
NEW PROGRAMS NEED TO BE ESTABLISHED: COMPREHENSIVE EARLY
Special Services
CHILDHOOD DEVELOPMENT CENTERS, VOCATIONAL AND CAREER TRAINING
CENTERS, AND ADULT EDUCATION CENTERS.

Jobs for Teachers
WE ALSO NEED TO BE THINKING MORE ABOUT THE RIGHTS AND
NEEDS OF CLASSROOM TEACHERS.

*Educational
Life Long Educational
experience*

*instead of
unemp
camp*

They ^{deserve} ~~deserve~~ the OPPORTUNITY AND ASSURANCE FOR PROFESSIONAL

ENHANCEMENT AND A DECENT INCOME COMMENSURATE WITH ~~THE FACT~~ ^{professional}

^{training, responsibilities, and the cost of living.}
OF ~~LIVING~~. AND TEACHERS NEED AN ADEQUATE RETIREMENT PROGRAM

WHICH WOULD SOLVE THE PROBLEM OF TEACHER MOBILITY.

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 ^{individual} ~~man~~ AS A FUNDAMENTAL TRUTH IN

EDUCATION AND AS A BASIC EXPLANATION OF WHAT AMERICA IS ALL

ABOUT.

(Educ + Community)
18

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. *(Recent Repts on Vandalism, Violence in Schools)*

THE EDUCATION OF A CHILD IS THE SUM TOTAL OF THAT CHILD'S
NATIVE ABILITY, THE EXPERIENCE IN AN EDUCATION 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.

unemployment & Teenagers

THE BEST IN EDUCATION -- FACILITIES, TEACHERS, BOOKS --
IS DIMISHED BY THE INADEQUACY OF THE SURROUNDINGS AND THE
INADEQUACIES OF THE SOCIAL ENVIRONMENT.

- Home, Street, Neighborhood Community

h LIKEWISE, THE CAPACITY TO LEARN IS AFFECTED BY THE
CONDITION OF ONE'S Health, Diet - Special Services,
AND

THE SENSE OF MENTAL PEACE IN WHICH ONE LIVES.

Polk
Baker
THEREFORE, EDUCATORS HAVE A GREATER RESPONSIBILITY THAN
JUST TO ADVOCATE BETTER TEACHERS, ^{+ salaries} TEACHING METHODS, MODERNIZATION
OF SCHOOL PLANT AND FACILITIES, AND THE USE OF THE MOST MODERN
TECHNIQUES INCLUDING MODERN EDUCATIONAL TECHNOLOGY.

h THE TRUE EDUCATOR MUST BE A SPOKESMAN FOR SOCIAL JUSTICE,
A CRUSADER AGAINST THE EVILS OF POVERTY AND DEPRIVATION, AND
AN ADVOCATE OF COMMUNITIES THAT ARE WHOLESOME AND SAFE.

International - Vietnam
Jewry
Viet Associates

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. BUT YOU WILL ALSO BE COMMITTING YOURSELVES TO A
TASK OF THE HIGHEST IMPORTANCE TO ALL THE PEOPLE OF THIS GREAT
LAND OF OPPORTUNITY.

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