

REMARKS BY SENATOR HUBERT H. HUMPHREY
CONFERENCE ON EMERGING TRENDS IN EDUCATION
ST. PAUL, MINNESOTA

JULY 14, 1975

It is a privilege to be here today to deliver the keynote address at the 1975 Conference on Emerging Trends in Education.

I would like to compliment you on your choice of a conference theme -- "Alleviating Stress on Schools, Teachers, Pupils, and Society as a Whole." There can be no more pertinent topic for us to address today.

The sciences of physics and engineering have provided us with a precise definition of the word stress. Stress, according to these disciplines, is a force sufficient in magnitude to distort or deform a system.

If we were to translate this definition into terms more readily understandable to the social scientist, the psychiatrist, or the politician, we would call man the system, and society or the environment the force at work on him. Man experiences stress basically because he cannot respond quickly enough or in an adaptive enough fashion to his environment.

All of us here know that stress is nothing new to man. He, like all the other living creatures on this earth, has suffered some form of stress from the beginning of time -- whether it be the stress of having to face a life-threatening situation and fight or run, the stress of having to find food to feed oneself and one's family, or the stresses of modern society where most problems are shades of gray rather than black or white, and do not respond to direct or simple solutions.

As a society, we in the United States have always had to deal with stress. We are a nation born out of turmoil. Our war for independence divided families and friends into opposing camps. And the Civil War had at least as divisive an effect on our society.

Today, our problems seem more complex more numerous, and more distressful.

Sigmund Freud once asked whether "systems of civilization --or epochs of it-- possibly even the whole of humanity -- have become 'neurotic' under the pressure of civilizing trends." If Freud felt that way just 46 years ago, imagine how he might feel if he were alive today, in a society so complex and so fast-paced that the pressures on people have grown and continue to grow at a tremendous rate.

Change, undoubtedly, is a major source of stress. Our society and the growth in knowledge which characterizes it, require man to adapt to new events, new thoughts, and new ways of doing things far more quickly than he had ever needed to adapt in the past.

It took man thousands of centuries to learn to fly; but it only took him 66 years to progress from his first flight to his first trip to the Moon. And now, six years later, he

has planned a rendezvous in space with another space ship!

In more personal terms, for centuries people were born, raised, worked and died in the same town, with their families around them. Today, families often pick up their roots every two years to move to another part of the country or the world. Father, mother, brothers, and sisters, aunts and uncles, and friends are left behind. If there is any sense of belonging, if there are any roots, it is the company or the Army, not the community, that provides the roots.

For others in the family, there is no home base to cushion the shock of moving. The requirement to change, to adapt to new friends and new environments every few years, often expresses itself in stress, in emotional, behavioral or medical problems.

A second important source of stress is the lack of a recognized and generally accepted set of moral values by which to guide our lives. We are living in the midst of a cultural and moral revolution, in which old values are questioned and often discarded without the adoption of new ones.

For some, the lack of guideposts is exhilarating and welcome. But for all too many others, it evokes fear or disorientation.

Finally, we cannot forget the problems that face our society and the way we deal or fail to deal with these problems. They compound and magnify the strains and tensions we feel.

Look at the problems which face us today:

- A world still at war in many places and still in danger of nuclear conflagration.
- A national unemployment rate of 9.2 per cent.
- Decaying and bankrupt cities.
- An ever increasing crime rate.
- A crisis in education.
- A health system beset by financial and moral crises.
- And, a lack of faith in government, fed by its perceived inability to solve or even to relate to our problems.

Let me focus briefly on just three of these problems -- the problems of peace, of faith in government, and of unemployment -- to put in sharper perspective the impact of our modern problems on people.

First, the problem of peace.

Since the late 1940s the American people, as well as the rest of the world, have lived with the nuclear sword of Damocles hanging over their heads. We now have a generation and a half of young children and adults residing in an atmosphere of possible atomic annihilation and likely proliferation.

The chance of nuclear war between the great superpowers, the United States and the Soviet Union, is very remote. But

the chance of war among other powers, in the Middle East, on the Asian continent and in the Third World, is less remote. And, who is to say what will happen if some of these powers acquire the capability to develop nuclear weapons and use them. This must disturb us all.

Second, the problem of confidence in our government.

Watergate shook our faith in government to its roots. Recent evidence of wrongdoing by the very agencies created to safeguard our system of government, the FBI and the CIA, have compounded the crisis of confidence toward government felt by a great number of citizens.

Moreover, our people have a nagging sense that there is an absence of national leadership to address the problems that really confront our people.

There is one more problem on which I would like to focus special attention, for it may be the major source of many of the stresses on our people today. That is the problem of unemployment.

I have already stated that we are now experiencing a national unemployment rate of 9.2 per cent. But this figure is deceptively low.

In some large cities such as Detroit, unemployment is close to 25 per cent of the labor force. Among our young people it is 21.8 per cent; among only our black young people it is 39.9 per cent nationwide and as high as 50 per cent in some ghetto areas. And we have not even begun to count the disillusioned thousands who no longer seek work through official employment agencies and thus are not counted.

The statisticians and economists in our society can describe for us the economic impact of unemployment. But unemployment means more than a loss of income -- it means a loss of self-esteem, of self-worth.

Ours is a society in which, for better or worse, self-worth is defined by our jobs, our salaries, and the adequacy with which our work provides for our welfare and the welfare of our families.

The effect of unemployment on the young person just finishing school or on the young man or woman just released from the military service is severe. He or she has been told that by studying hard or developing skills which society considers valuable, or after serving our country, that there will be a future of hope -- that he or she will be able to make a constructive contribution to society.

Now we are telling these people that they are not needed, that we tricked them. Their reaction is anger, frustration, defeat--any or all of these.

Even more devastating is the effect of unemployment on those who have been employed, started families, and entered the mainstream as productive citizens. All of a sudden there is little demand for their particular skills and they are let go. This is quite a blow to the once successful wage earners -- and very often the reaction is self-guilt and anxiety.

But, unemployment is not a strictly personal affair. It very definitely is a family affair. Family life becomes

incredibly difficult, as the former wage earner turns to those closest to him for moral and sometimes financial support. There are cutbacks--ranging from food, clothing, transportation, and shelter to education--and these are hard to adjust to.

No one in the family is immune to the stresses of unemployment. The bad feelings and inadequacies arising from having no job are taken out on children and wives. They, in turn, take out their frustrations on the unemployed wage earner. The cycle is almost never ending, and the impacts multifaceted.

It is from families under stress--that the children come who, time after time, appear in the criminal justice system; who show no remorse for their actions and blame their victims for the savagery of their own crimes.

Families and people under stress experience serious mental illnesses and stress-related illnesses.

Stress is now recognized as a major cause of illnesses -- heart disease, nervous disorders, and high blood pressure, to name a few.

Today, according to one famous clinician, Sir William Osler, "It is much more important to know what sort of patient has a disease than what sort of disease a patient has."

The National Institute of Health reports that suicide is up nationally this year at least 2 per cent -- meaning 500 deaths more than the usual toll of around 21,000. It is conservatively estimated that the suicide rate today is over 12 persons per 100,000; during 1932, the worst year of the Depression, it was 17.4 persons per 100,000.

Even more disturbing is the rate among our young people, those aged 20 to 24. In 1950 it was 8.1 per thousand, below the national average; in 1973 it was 14.8, and today it is even higher.

These facts and figures are disheartening, to say the least. Americans are finding life a little less tolerable at a younger and younger age. To alleviate their strains, they are increasingly turning to alcohol, drugs, and now suicide.

As educators, I am sure you have been witness to the damaging effects of stress on our youth. Where adolescence in itself used to be stressful enough, it now looks as though pressures that have plagued adults are filtering down to their children.

If the Administration is reluctant to provide the kind of leadership to address the problems of unemployment, of health care, of housing, of education--then we in the Congress will provide that leadership.

We can and we will take better care of the unfortunate victims of recession. This means both an extension of unemployment compensation and an increase in its level. Today the average unemployment check is a mere \$65 a week--a national disgrace.

We can and we must provide an emergency program of health insurance for those who lose coverage because they are out of work.

We cannot and will not scrimp on Social Security, on retirement benefits, or on food stamps, as the President has proposed. Congress has rejected this cruel proposal.

We must get the economy moving again, and to do this:

--We need a greatly expanded program of public service jobs capable of providing at least one million people with work immediately.

--We need an accelerated program of public works.

--We need to set interest rates for housing at 6 per cent and get hundreds of thousands of construction workers back on the job.

--We need to see to it that financial assistance comes from the federal government to those state and local governments facing a major fiscal crisis.

--And, we must begin to do a much better job of planning for the future of our economy and for the welfare of our citizens. If we are to provide a better life for all Americans in the years to come, we must begin to plan for it today.

This is where we need your help. We must plan for the future together.

We have always been a nation which has placed a high premium on education.

We must develop a new education policy for America, one that will make our schools centers of community activity and through them restore to our people some sense of belonging. We must provide education that will give our young people a better appreciation of their intrinsic worth, and help our communities better cope with the strains of modern life.

A new education policy for America must establish education as a high national priority in the protection and development of our human resources. It should promote multiple approaches to providing education opportunities that give the fullest recognition to the needs, problems, abilities and interests of each young person.

It must be a policy which helps prepare our young people for the changes and stresses which will characterize the future.

And, finally, it must be a policy which will help our people realize that a man's worth is not measured by his income but by his capacity as a human being.

As a necessary first step in this commitment, I have introduced in the Senate the National Education Investment Act of 1975. This legislation alone will not result in a new education policy, but it will facilitate it by removing some of the financial impediments to a new policy.

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 counter part efforts by state and local governments and by the private sector. It calls for a total national effort on behalf of our children.

But in demanding the best education for our children, we must also demand the best of our society. Values imparted in the classroom 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.

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.

You, as our Nation's 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. Let us resolve here and now that we will make education a tool for coping with stress, not another source of stress.

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Robert Major - Coordinator
Glen White - Director

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IT IS A PRIVILEGE TO BE HERE TODAY TO DELIVER
THE KEYNOTE ADDRESS AT THE 1975 CONFERENCE ON EMERGING
TRENDS IN EDUCATION.

~~I WOULD LIKE TO~~ COMPLIMENT YOU ON YOUR CHOICE OF
A CONFERENCE THEME -- "ALLEVIATING STRESS ON SCHOOLS,
TEACHERS, PUPILS, AND SOCIETY AS A WHOLE." THERE CAN
BE NO MORE PERTINENT TOPIC FOR US TO ADDRESS TODAY.

THE SCIENCES OF PHYSICS AND ENGINEERING HAVE PROVIDED
US WITH A PRECISE DEFINITION OF THE WORD, "STRESS." STRESS,
ACCORDING TO THESE DISCIPLINES, IS A FORCE SUFFICIENT IN
MAGNITUDE TO DISTORT OR DEFORM A SYSTEM.

h IF WE WERE TO TRANSLATE THIS DEFINITION INTO TERMS
MORE READILY UNDERSTANDABLE TO THE SOCIAL SCIENTIST, THE
PSYCHIATRIST, OR THE POLITICIAN, WE WOULD CALL MAN THE
SYSTEM, AND SOCIETY OR THE ENVIRONMENT THE FORCE AT WORK
ON HIM. h MAN EXPERIENCES STRESS BASICALLY BECAUSE HE
CANNOT RESPOND QUICKLY ENOUGH OR IN AN ADAPTIVE ENOUGH
FASHION TO HIS ENVIRONMENT.

h ALL OF US HERE KNOW THAT STRESS IS NOTHING NEW TO MAN *kind*.
HE, LIKE ALL THE OTHER LIVING CREATURES ON THIS EARTH, HAS
SUFFERED SOME FORM OF STRESS FROM THE BEGINNING OF TIME --

WHETHER IT BE THE STRESS OF HAVING TO FACE A LIFE-

THREATENING SITUATION AND FIGHT OR RUN, THE STRESS OF

HAVING TO FIND FOOD TO FEED ONESELF AND ONE'S FAMILY, OR

THE STRESSES OF MODERN SOCIETY WHERE MOST PROBLEMS ARE

SHADES OF GRAY RATHER THAN BLACK OR WHITE, AND DO NOT

RESPOND TO ^{direct}~~direct~~ OR SIMPLE SOLUTIONS.

As a society, we in the United States have always had to deal with stress. We are a nation born out of turmoil.

Our war for independence divided families and friends into

opposing camps. And the Civil War had ^{an even greater}~~at least as~~ divisive

effect on our society.

L TODAY, OUR PROBLEMS SEEM MORE COMPLEX MORE NUMEROUS,
AND MORE DISTRESSFUL.

L SIGMUND FREUD ONCE ASKED WHETHER "SYSTEMS OF CIVILIZATION
--OR EPOCHS OF IT-- POSSIBLY EVEN THE WHOLE OF HUMANITY --
HAVE BECOME 'NEUROTIC' UNDER THE PRESSURE OF CIVILIZING
TRENDS." L IF FREUD FELT THAT WAY JUST 46 YEARS AGO, IMAGINE
HOW HE MIGHT FEEL IF HE WERE ALIVE TODAY, IN A SOCIETY SO
COMPLEX AND SO FAST-PACED THAT THE PRESSURES ON PEOPLE HAVE
GROWN AND CONTINUE TO GROW AT A TREMENDOUS RATE.

CHANGE, UNDOUBTEDLY, IS A MAJOR SOURCE OF STRESS. OUR
SOCIETY AND THE ~~GROWTH~~ ^{explosion} IN KNOWLEDGE WHICH CHARACTERIZES IT,
REQUIRE MAN TO ADAPT TO NEW EVENTS, NEW THOUGHTS, AND NEW
WAYS OF DOING THINGS FAR MORE QUICKLY THAN HE HAD EVER NEEDED
TO ADAPT IN THE PAST.

IT TOOK MAN THOUSANDS OF CENTURIES TO LEARN TO FLY; BUT
IT ONLY TOOK HIM 66 YEARS TO PROGRESS FROM HIS FIRST FLIGHT
TO HIS FIRST TRIP TO THE MOON. AND NOW, SIX YEARS LATER, HE
HAS PLANNED A RENDEZVOUS IN SPACE WITH ANOTHER SPACE SHIP;

Another

L IN MORE PERSONAL TERMS, FOR CENTURIES PEOPLE WERE BORN,
RAISED, WORKED AND DIED IN THE SAME TOWN, WITH THEIR FAMILIES
AROUND THEM. L TODAY, FAMILIES OFTEN PICK UP THEIR ROOTS

EVERY TWO YEARS TO MOVE TO ANOTHER PART OF THE COUNTRY OR THE

WORLD. L FATHER, MOTHER, BROTHERS, AND SISTERS, AUNTS AND

UNCLES, AND FRIENDS ARE LEFT BEHIND. L IF THERE IS ANY SENSE

OF BELONGING, IF THERE ARE ANY ROOTS, IT IS THE COMPANY OR

THE ARMY, NOT THE COMMUNITY, THAT PROVIDES THE ROOTS.

L FOR OTHERS IN THE FAMILY, THERE IS NO HOME BASE TO
CUSHION THE SHOCK OF MOVING.

THE REQUIREMENT TO CHANGE, TO ADAPT TO NEW FRIENDS
AND NEW ENVIRONMENTS EVERY FEW YEARS, OFTEN EXPRESSES
ITSELF IN STRESS, IN EMOTIONAL, BEHAVIORAL OR MEDICAL
PROBLEMS.

A SECOND IMPORTANT SOURCE OF STRESS IS THE LACK OF A
RECOGNIZED AND GENERALLY ACCEPTED SET OF MORAL VALUES BY
WHICH TO GUIDE OUR LIVES. WE ARE LIVING IN THE MIDST OF A
CULTURAL AND MORAL REVOLUTION, IN WHICH OLD VALUES ARE
QUESTIONED AND OFTEN DISCARDED WITHOUT THE ADOPTION OF NEW
ONES.

L FOR SOME, THE LACK OF GUIDEPOSTS IS EXHILARATING AND
WELCOME. L BUT FOR ALL TOO MANY OTHERS, IT EVOKES FEAR OR
DISORIENTATION.

L FINALLY, WE CANNOT FORGET THE ^{other} PROBLEMS THAT FACE OUR
SOCIETY AND THE WAY WE DEAL OR FAIL TO DEAL WITH THESE
PROBLEMS. THEY COMPOUND AND MAGNIFY THE STRAINS AND TENSIONS
WE FEEL.

LOOK AT THE PROBLEMS WHICH FACE US TODAY:

--A WORLD ^{on the edge of} ~~STILL~~ WAR IN MANY PLACES AND ~~STILL~~ IN
DANGER OF NUCLEAR CONFLAGRATION.

--A NATIONAL UNEMPLOYMENT RATE OF 9.2 PER CENT,

--DECAYING AND BANKRUPT CITIES,

--AN EVER INCREASING CRIME RATE,

--A CRISIS IN EDUCATION,

--A HEALTH SYSTEM BESET BY FINANCIAL AND MORAL CRISES,

--AND, A LACK OF FAITH IN GOVERNMENT, FED BY ITS

PERCEIVED INABILITY TO SOLVE OR EVEN TO RELATE TO OUR PROBLEMS.

*Every institution under question, Religion, Family,
Business, Educ, Govt*

LET ME FOCUS BRIEFLY ON JUST THREE OF THESE PROBLEMS --

THE PROBLEMS OF PEACE, OF FAITH IN GOVERNMENT, AND OF

UNEMPLOYMENT -- TO PUT IN SHARPER PERSPECTIVE THE IMPACT OF

OUR MODERN PROBLEMS ON PEOPLE.

FIRST, THE PROBLEM OF PEACE.

SINCE THE LATE 1940s THE AMERICAN PEOPLE, AS WELL AS
THE REST OF THE WORLD, HAVE LIVED WITH THE NUCLEAR SWORD OF
DAMOCLES HANGING OVER THEIR HEADS. / WE NOW HAVE A GENERATION
AND A HALF OF YOUNG CHILDREN AND ADULTS RESIDING IN AN
ATMOSPHERE OF POSSIBLE ATOMIC ANNIHILATION AND LIKELY
PROLIFERATION.

THE CHANCE OF NUCLEAR WAR BETWEEN THE GREAT SUPERPOWERS,
THE UNITED STATES AND THE SOVIET UNION, IS ~~VERY~~ REMOTE.

↳ BUT THE CHANCE OF WAR AMONG OTHER POWERS, IN THE
MIDDLE EAST, ON THE ASIAN CONTINENT AND IN THE THIRD WORLD,
IS LESS REMOTE / AND, WHO IS TO SAY WHAT WILL HAPPEN IF SOME
OF THESE POWERS ACQUIRE THE CAPABILITY TO DEVELOP NUCLEAR
WEAPONS AND USE THEM. THIS MUST DISTURB US ALL.

↳ SECOND, THE PROBLEM OF CONFIDENCE IN OUR GOVERNMENT.

WATERGATE SHOOK OUR FAITH IN GOVERNMENT TO ITS ROOTS.

RECENT EVIDENCE OF WRONGDOING BY THE VERY AGENCIES CREATED

TO SAFEGUARD OUR SYSTEM OF GOVERNMENT, THE FBI AND THE CIA, IRS,

HAVE COMPOUNDED THE CRISIS OF CONFIDENCE TOWARD GOVERNMENT

~~FELT BY A GREAT NUMBER OF CITIZENS.~~

L MOREOVER, OUR PEOPLE HAVE A NAGGING SENSE THAT THERE IS
AN ABSENCE OF NATIONAL LEADERSHIP TO ADDRESS THE PROBLEMS THAT
REALLY CONFRONT OUR PEOPLE,

#3 L THERE IS ONE MORE PROBLEM ON WHICH I WOULD LIKE TO FOCUS
SPECIAL ATTENTION, FOR IT MAY BE THE MAJOR SOURCE OF MANY OF
THE STRESSES ON OUR PEOPLE TODAY, THAT IS THE PROBLEM OF
UNEMPLOYMENT.

L I HAVE ALREADY STATED THAT WE ARE NOW EXPERIENCING A
NATIONAL UNEMPLOYMENT RATE OF 9.2 PER CENT.

BUT THIS FIGURE IS DECEPTIVELY LOW.

IN SOME LARGE CITIES SUCH AS DETROIT, UNEMPLOYMENT IS
CLOSE TO 25 PER CENT OF THE LABOR FORCE. AMONG OUR YOUNG
PEOPLE IT IS 21.8 PER CENT; AMONG ONLY OUR BLACK YOUNG
PEOPLE IT IS ⁴⁰~~39.9~~ PER CENT NATIONWIDE AND AS HIGH AS 50 PER
CENT IN SOME GHETTO AREAS. AND WE HAVE NOT EVEN BEGUN TO
COUNT THE DISILLUSIONED THOUSANDS WHO NO LONGER SEEK WORK
THROUGH OFFICIAL EMPLOYMENT AGENCIES, ~~AND THUS ARE NOT COUNTED.~~

THE STATISTICIANS AND ECONOMISTS IN OUR SOCIETY CAN
DESCRIBE FOR US THE ECONOMIC IMPACT OF UNEMPLOYMENT.

BUT UNEMPLOYMENT MEANS MORE THAN A LOSS OF INCOME --

IT MEANS A LOSS OF SELF-ESTEEM, OF SELF-WORTH.

L OURS IS A SOCIETY ^{IN} WHICH, FOR BETTER OR WORSE, SELF-WORTH

IS DEFINED BY OUR JOBS, OUR SALARIES, AND THE ADEQUACY

WITH WHICH OUR WORK PROVIDES FOR OUR WELFARE AND THE WELFARE

OF OUR FAMILIES.

L THE EFFECT OF UNEMPLOYMENT ON THE YOUNG PERSON JUST

FINISHING SCHOOL OR ON THE YOUNG MAN OR WOMAN JUST RELEASED

FROM THE MILITARY SERVICE IS SEVERE.

L HE OR SHE HAS BEEN TOLD THAT BY STUDYING HARD OR
DEVELOPING SKILLS WHICH SOCIETY CONSIDERS VALUABLE, OR
AFTER SERVING OUR COUNTRY, THAT THERE WILL BE A FUTURE
OF HOPE -- THAT HE OR SHE WILL BE ABLE TO MAKE A
CONSTRUCTIVE CONTRIBUTION TO SOCIETY.

L NOW WE ARE TELLING ^{home of} THESE PEOPLE THAT THEY ARE NOT NEEDED.
~~THAT WE TRICKED THEM.~~ THEIR REACTION IS ANGER, FRUSTRATION,
DEFEAT--ANY OR ALL OF THESE.

L EVEN MORE DEVASTATING IS THE EFFECT OF UNEMPLOYMENT ON
THOSE WHO HAVE BEEN EMPLOYED, STARTED FAMILIES, AND ENTERED
THE MAINSTREAM AS PRODUCTIVE CITIZENS.

L ALL OF A SUDDEN THERE IS LITTLE DEMAND FOR THEIR
PARTICULAR SKILLS AND THEY ARE LET GO. / THIS IS ~~THE~~ A
BLOW TO THE ONCE SUCCESSFUL WAGE EARNERS -- AND VERY
OFTEN THE REACTION IS SELF-GUILT AND ANXIETY.

L BUT, UNEMPLOYMENT IS NOT A STRICTLY PERSONAL AFFAIR.

L IT VERY DEFINITELY IS A FAMILY AFFAIR. / FAMILY LIFE BECOMES
INCREDIBLY DIFFICULT, AS THE FORMER WAGE EARNER TURNS TO
THOSE CLOSEST TO HIM FOR MORAL AND SOMETIMES FINANCIAL
SUPPORT.

L THERE ARE CUTBACKS--RANGING FROM FOOD, CLOTHING,
TRANSPORTATION, AND SHELTER, TO EDUCATION--AND THESE ARE
HARD TO ADJUST TO.

L NO ONE IN THE FAMILY IS IMMUNE TO THE STRESSES OF
UNEMPLOYMENT. L THE BAD FEELINGS AND INADEQUACIES ARISING
FROM HAVING NO JOB ARE TAKEN OUT ON CHILDREN AND WIVES.

L THEY, IN TURN, TAKE OUT THEIR FRUSTRATIONS ON THE UNEMPLOYED
WAGE EARNER. THE CYCLE IS ALMOST NEVER ENDING. ~~AND THE~~

~~IMPACTS MULTIFACETED.~~

75 M. H. on this year
PO affected.

↳ IT IS FROM FAMILIES UNDER STRESS THAT THE CHILDREN COME

WHO, TIME AFTER TIME, APPEAR IN THE CRIMINAL JUSTICE SYSTEM;

WHO SHOW NO REMORSE FOR THEIR ACTIONS AND BLAME THEIR VICTIMS

FOR THE SAVAGERY OF THEIR OWN CRIMES.

↳ FAMILIES AND PEOPLE UNDER STRESS EXPERIENCE SERIOUS

MENTAL ILLNESSES AND STRESS-RELATED ILLNESSES.

↳ STRESS IS NOW RECOGNIZED AS A MAJOR CAUSE OF ILLNESSES

-- HEART DISEASE, NERVOUS DISORDERS, AND HIGH BLOOD PRESSURE,

TO NAME A FEW.

L TODAY, ACCORDING TO ONE FAMOUS CLINICIAN, SIR WILLIAM
OSLER, "IT IS MUCH MORE IMPORTANT TO KNOW WHAT SORT OF PATIENT
HAS A DISEASE THAN WHAT SORT OF DISEASE A PATIENT HAS."

L THE NATIONAL INSTITUTE OF HEALTH REPORTS THAT SUICIDE
IS UP NATIONALLY THIS YEAR AT LEAST 2 1/2 PER CENT -- MEANING
500 DEATHS MORE THAN THE USUAL TOLL OF AROUND 21,000. / IT IS
CONSERVATIVELY ESTIMATED THAT THE SUICIDE RATE TODAY IS OVER
12 PERSONS PER 100,000; DURING 1932, THE WORST YEAR OF THE
DEPRESSION, IT WAS 17.4 PERSONS PER 100,000.

LEVEN MORE DISTURBING IS THE RATE AMONG OUR YOUNG PEOPLE,
THOSE AGED 20 TO 24. In 1950 IT WAS 8.1 PER THOUSAND, BELOW
THE NATIONAL AVERAGE; IN 1973 IT WAS 14.8, AND TODAY IT IS
EVEN HIGHER.

LETHESE FACTS AND FIGURES ARE DISHEARTENING, TO SAY THE
LEAST. AMERICANS ARE FINDING LIFE A LITTLE LESS TOLERABLE
AT A YOUNGER AND YOUNGER AGE. To ALLEVIATE THEIR STRAINS,
THEY ARE INCREASINGLY TURNING TO ALCOHOL, DRUGS, AND NOW
SUICIDE.

As educators, I AM SURE YOU HAVE BEEN WITNESS TO THE
DAMAGING EFFECTS OF STRESS ON OUR YOUTH. WHERE ADOLESCENCE
IN ITSELF USED TO BE STRESSFUL ENOUGH, IT NOW LOOKS AS
THOUGH PRESSURES THAT HAVE PLAGUED ADULTS ARE FILTERING DOWN
TO THEIR CHILDREN.

IF THE ADMINISTRATION IS RELUCTANT TO PROVIDE THE KIND
OF LEADERSHIP TO ADDRESS THE PROBLEMS OF UNEMPLOYMENT, OF
HEALTH CARE, OF HOUSING, OF EDUCATION--THEN WE IN THE CONGRESS
WILL PROVIDE THAT LEADERSHIP.

Peace - Detente, SALT II, E.S. Corp., middle East
Arms Control, U.N.

Problems Confidence in Govt. • Citizen Interest cong. Reorganization
Elect. Reform T.V. + Radio
Voting Rights Coverage

unemployment comp

WE CAN AND WE WILL TAKE BETTER CARE OF THE UNFORTUNATE
VICTIMS OF RECESSION. THIS MEANS BOTH AN EXTENSION OF
UNEMPLOYMENT COMPENSATION AND AN INCREASE IN ITS LEVEL.

TODAY THE AVERAGE UNEMPLOYMENT CHECK IS A MERE \$65 A WEEK--
A NATIONAL DISGRACE.

Health Insurance

WE CAN AND WE MUST PROVIDE AN EMERGENCY PROGRAM OF
HEALTH INSURANCE FOR THOSE WHO LOSE COVERAGE BECAUSE THEY ARE
OUT OF WORK.

Soc Sec

WE CANNOT AND WILL NOT SCRIMP ON SOCIAL SECURITY, ON
RETIREMENT BENEFITS, OR ON FOOD STAMPS, AS THE PRESIDENT
HAS PROPOSED. CONGRESS HAS REJECTED THIS CRUEL PROPOSAL.

Jobs

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WE MUST GET THE ECONOMY MOVING AGAIN, AND TO DO THIS:

└--WE NEED A GREATLY EXPANDED PROGRAM OF PUBLIC SERVICE

JOB CAPABLE OF PROVIDING AT LEAST ONE MILLION PEOPLE WITH

WORK IMMEDIATELY.

└--WE NEED AN ACCELERATED PROGRAM OF PUBLIC WORKS.

└--WE NEED TO SET INTEREST RATES FOR HOUSING AT 6 ~~or~~ 7%

CENT AND GET HUNDREDS OF THOUSANDS OF CONSTRUCTION WORKERS

BACK ON THE JOB.

└--WE NEED TO SEE TO IT THAT FINANCIAL ASSISTANCE COMES

FROM THE FEDERAL GOVERNMENT TO THOSE STATE AND LOCAL

GOVERNMENTS FACING A MAJOR FISCAL CRISIS.

Planning

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Planning

--AND, WE MUST BEGIN TO DO A MUCH BETTER JOB OF PLANNING

FOR THE FUTURE OF OUR ECONOMY AND FOR THE WELFARE OF OUR

CITIZENS. IF WE ARE TO PROVIDE A BETTER LIFE FOR ALL AMERICANS

IN THE YEARS TO COME, WE MUST BEGIN TO PLAN FOR IT TODAY.

THIS IS WHERE WE NEED YOUR HELP. WE MUST PLAN FOR THE
FUTURE TOGETHER.

Plan for the future

WE HAVE ALWAYS BEEN A NATION WHICH HAS PLACED A HIGH
PREMIUM ON EDUCATION.

WE MUST DEVELOP A NEW EDUCATION POLICY FOR AMERICA, ONE
THAT WILL MAKE OUR SCHOOLS CENTERS OF COMMUNITY ACTIVITY, AND
THROUGH THEM, RESTORE TO OUR PEOPLE SOME SENSE OF BELONGING.

~~WE MUST PROVIDE EDUCATION THAT WILL GIVE OUR YOUNG PEOPLE A
BETTER APPRECIATION OF THEIR INTRINSIC WORTH, AND HELP OUR
COMMUNITIES BETTER COPE WITH THE STRAINS OF MODERN LIFE.~~

A NEW EDUCATION POLICY FOR AMERICA MUST ESTABLISH
EDUCATION AS A HIGH NATIONAL PRIORITY IN THE PROTECTION AND
DEVELOPMENT OF OUR HUMAN RESOURCES. IT SHOULD PROMOTE
MULTIPLE APPROACHES TO PROVIDING EDUCATION OPPORTUNITIES THAT
GIVE THE FULLEST RECOGNITION TO THE NEEDS, PROBLEMS, ABILITIES
AND INTERESTS OF EACH YOUNG PERSON.

IT MUST BE A POLICY WHICH HELPS PREPARE OUR YOUNG PEOPLE
FOR THE CHANGES AND STRESSES WHICH WILL CHARACTERIZE THE
FUTURE.

AND, FINALLY, IT MUST BE A POLICY WHICH WILL HELP OUR
PEOPLE REALIZE THAT A ^{person's} ~~man's~~ WORTH IS NOT MEASURED BY HIS ^{or her}
INCOME BUT BY HIS CAPACITY AS A HUMAN BEING.

AS A NECESSARY FIRST STEP IN THIS COMMITMENT, I HAVE
INTRODUCED IN THE SENATE THE NATIONAL EDUCATION INVESTMENT
ACT OF 1975. THIS LEGISLATION ALONE WILL NOT RESULT IN A NEW
EDUCATION POLICY, BUT IT WILL FACILITATE IT BY REMOVING SOME
OF THE FINANCIAL IMPEDIMENTS TO A NEW POLICY.

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.

L 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 SECTOR. IT

CALLS FOR A TOTAL NATIONAL EFFORT ON BEHALF OF OUR CHILDREN.

 L BUT IN DEMANDING THE BEST EDUCATION FOR OUR CHILDREN,

WE MUST ALSO DEMAND THE BEST OF OUR SOCIETY. VALUES IMPARTED

IN THE CLASSROOM 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 ^{person} ~~man~~ AS A FUNDAMENTAL TRUTH IN
EDUCATION AND AS A BASIC EXPLANATION OF WHAT AMERICA IS ALL
ABOUT.

h 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.

↳ You, ~~AMERICAN~~ NATION'S 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. LET US RESOLVE HERE AND NOW THAT
WE WILL MAKE EDUCATION A TOOL FOR COPING WITH STRESS, NOT
ANOTHER SOURCE OF STRESS.

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