

REMARKS OF SENATOR HUBERT H. HUMPHREY

NATIONAL EDUCATION ASSOCIATION

Minneapolis, Minnesota

July 5, 1977

I am honored and very proud to accept the Friend of Education Award and join such an illustrious list of past recipients as Abraham Ribicoff, Carl Perkins, Terry Sanford and Roy Wilkins.

I have always been deeply impressed with the value and power of education -- its value as an end in itself, its key role in the freeing of a person's spirit, its enrichment of a person's life, and its power to shape destinies.

We cannot afford to leave untapped the power and capability of a single American child. I firmly believe that the future of our democratic society depends on our constantly improving education and educational opportunities for all our citizens.

It is for this reason that more resources must be devoted to education. There is no other investment we as a people can make in securing a better future than by putting our energy, time and money into education.

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 cost of public elementary and secondary education, have reached the saturation point.

Therefore, we must seek to change current legislation so as to guarantee quality education without regard to localized circumstances.

I strongly believe that there is urgent need today to establish a new education policy for America -- a policy to guarantee that all children and youth, without regard to circumstances of residence, family income or race, will have a full and equal opportunity to obtain a quality education.

A more efficient organization of our effort is one important step forward. We must set priorities, maintain accountability and evaluate performance.

The two bills I have introduced in this session of Congress work toward establishing this new education policy.

One bill would create a Cabinet level Department of Education. The second would alleviate the financial crisis confronting the public schools of the nation by providing increased financial resources for elementary and secondary education.

This action is long overdue. Similar bills have been introduced in recent years -- only to die. But we cannot afford to delay any longer. Continued ineffective management of education programs could spell disaster for colleges and universities that depend on federal resources for stability.

The lack of unification is exemplified by the fact that there exists more than 40 federal departments, agencies and bureaus involved to some degree in the support of education. There is no single agency with authority to give overall supervision to the administering, regulating and accounting for more than \$10 billion in federally supported education and manpower training programs.

This fragmented management of education programs has not been resolved by efforts to establish committees and commissions on interagency cooperation in education. The result of this fragmentation has been waste, inefficiency and duplication of effort.

Lack of coordination could deprive local and state education agencies of the level of support required to maintain the high standards of quality in education that we demand for our children. Restructuring and consolidation must be the bywords to strengthen the federal education effort and to meet the needs of the future.

We are the only major nation in the world that lacks a Cabinet-level post in Education. A United States Department of Education would not add to the levels of the federal structure. Rather, it would streamline the bureaucracy by incorporating all of the federal education programs into one department.

A Secretary of Education could concentrate solely on the problems of education and not be bogged down with the crushing problems of health and welfare too.

An Education Secretary, outside of the present HEW structure, clearly would have more access to the President, and the Secretary's position alone would signify the importance this Administration attaches to the education of the 60 million persons enrolled in public and private education institutions today. Educators would see that they truly have a spokesperson at the highest levels of government, an individual in a position to give constructive policy input on the use of the more than \$14 billion the federal government spends on education every year.

A separate department would provide the national leadership and the assignment of responsibility in an area which has been neglected for too long. And it would put us in the best position to address the problems of our fragmented education system which has been created by a lack of effective communication among federal agencies.

Just consider the enormous job confronting HEW:

- Welfare reform;
- Control of inflationary health care costs;
- Provision of higher quality, more convenient medical care;
- Solution of the deepening financial crises of the nation's schools, colleges and universities.

Any of these tasks would test an HEW Secretary severely. Yet all of these problems must be confronted at the same time by a single cabinet officer under the present setup. This mushrooming of social needs is the source of the whole problem.

A Department of Education is the key to a workable solution. But strong and comprehensive organization of our federal education assistance effort is only the first step that must be taken.

It also is urgent that the federal portion of public resources devoted to education be substantially increased -- for the simple reason that education represents a vital national interest. It is a solid investment in a better future for the United States.

To achieve these ends, I have introduced the National Education Investment Act. This Act provides for the establishment of a National Education Trust Fund.

Payments would be made from this trust fund to state and local jurisdiction applicants which agree to reduce substantially or eliminate entirely the taxation of real property for the purpose of financing elementary and secondary education. This would be done under a program which would promote progressive tax reform in the state and the improvement and balancing of per-pupil expenditures among all local school districts.

Yet my bill takes into account the fact that many Americans believe education should remain a local responsibility.

The National Education Investment Act does call upon state and local educational agencies to specify school-age populations being served and to indicate the scope of educational services, in accounting for the use of federal assistance. And it does place requirements upon such agencies to implement and carry out certain educational programs for groups of children who have been neglected or inadequately served.

But most importantly, this bill takes the basic view that states and localities now should be able, through the provision of adequate and dependable federal assistance -- as intended, for example, by the establishment of a National Education Trust Fund -- to work out their own answers to the unique problems they confront in guaranteeing the right of every child to a quality education.

The title of this bill, the National Education Investment Act, indicates the fundamental commitment that must be made to increasing the federal investment in education to one-third of all public resources.

The bill is comprehensive. It proposes to correct major fiscal resource disparities among school districts.

But it also pinpoints special education needs of children which for too long have received a totally inadequate response -- including the needs of preschool 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. It calls for a total national effort on behalf of our children and youth.

I would like to restate that it is a great honor for me to receive the Friend of Education Award. The condition of education always has been one of my prime concerns. I pledge to all of you tonight that I will continue to do all I can to improve our educational system and to make it the finest in the world.

Why settle for second best when the best is within our reach?

#

President - John Ryor

V. P. Mondale (friend)
7
educ

✓ Wendell Anderson

REMARKS OF SENATOR HUBERT H. HUMPHREY
⑦ you endorsed Carter + Mondale (76)
forgive me for not endorsing Humphrey + Muskie (68)

NATIONAL EDUCATION ASSOCIATION

MINNEAPOLIS, MINNESOTA

Nominated me

(Minnesota) Donald C. Hill Pres. NEA

JULY 5, 1977

✓ Don Halman

✓ Harlan Bauermeister

✓ Sandra Hitch - Presid. Robbysdale Educ Assoc

} NEA Director
for Minn

4 friend of Education Award

⑦ Mondale - Put his hand up for Applause -
+ I Put up Both my Arms

4th July

Text

T. Jefferson:

"What service can we ever Render
our Country equal to Promoting
Education? The exertions and
Mortifications are temporary;
the ~~Benefits~~ Benefits eternal!"
Benefits

"If nature can hope to be both
ignorant and free"

I AM HONORED AND VERY PROUD TO ACCEPT THE FRIEND OF
EDUCATION AWARD AND JOIN SUCH AN ILLUSTRIOUS LIST OF PAST
RECIPIENTS AS ABRAHAM RIBICOFF, CARL PERKINS, TERRY SANFORD
AND ROY WILKINS.

(Power of Education)
I HAVE ALWAYS BEEN DEEPLY IMPRESSED WITH THE VALUE AND
the POWER OF EDUCATION -- ITS VALUE AS AN END IN ITSELF, *a* KEY
~~ROLE~~ IN THE FREEING OF A PERSON'S SPIRIT, ~~ITS~~ ENRICHMENT OF
A PERSON'S LIFE, AND ~~ITS~~ POWER TO SHAPE DESTINIES.

brain
WE CANNOT AFFORD TO LEAVE UNTAPPED THE POWER AND
CAPABILITY OF A SINGLE AMERICAN CHILD. I FIRMLY BELIEVE
THAT THE FUTURE OF OUR DEMOCRATIC SOCIETY DEPENDS ON OUR
CONSTANTLY IMPROVING EDUCATION AND EDUCATIONAL OPPORTUNITIES
FOR ALL OUR CITIZENS.

*"No Nation can hope to be
both ignorant + full'
of education"*

It is for this reason that more resources must be devoted
to education. There is no other investment we as a people
can make in securing a better future than by putting our energy,
time and money into education.

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 cost of public elementary and secondary
education, have reached the saturation point.

in many communities

*School enrollment
down
School Bldgs
empty*

2A

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 to poverty afflicting millions of our citizens brought us to a new understanding of basic human rights.

2B

h 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.

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.

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

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.

L 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.

L IT SHOULD ENABLE EVERY ADULT TO ACHIEVE SELF-SUFFICIENCY
AND RESPECT AS A CONTRIBUTING MEMBER OF SOCIETY.

L FINALLY, THERE SHOULD BE A DELIBERATE POLICY OF
INNOVATION IN EDUCATIONAL PROCESSES AND ADMINISTRATION.

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THEREFORE, WE MUST SEEK TO CHANGE CURRENT LEGISLATION SO
AS TO GUARANTEE QUALITY EDUCATION WITHOUT REGARD TO FAMILY
INCOME, RACE, RESIDENCE OR LOCALIZED CIRCUMSTANCES.

(Minnesota - Montana - Minnesota)
Lee Anderson Legiel.

THIS REQUIRES A WORKING PARTNERSHIP BETWEEN LOCAL,
STATE AND FEDERAL GOVERNMENTS.

and →
A MORE EFFICIENT ORGANIZATION OF OUR EFFORT IS ONE
IMPORTANT STEP FORWARD. WE MUST SET PRIORITIES, MAINTAIN
ACCOUNTABILITY AND EVALUATE PERFORMANCE.

(*Such long involvement in Fed Aid to Educ - 1949-50
School Const, Support and, NDEA - Elem & Sec. Educ
Higher Education*)

TWO BILLS I HAVE INTRODUCED IN THIS SESSION OF CONGRESS
WORK TOWARD STRENGTHENING THIS NEW EDUCATION POLICY.

One BILL WOULD CREATE A CABINET LEVEL DEPARTMENT OF
EDUCATION. THE SECOND WOULD ALLEVIATE THE FINANCIAL CRISIS

CONFRONTING THE PUBLIC SCHOOLS OF THE NATION BY PROVIDING

*increased financial resources for elementary and
secondary education*

THIS ACTION IS LONG OVERDUE SIMILAR BILLS HAVE BEEN
INTRODUCED IN RECENT YEARS -- ONLY TO DIE BUT WE CANNOT AFFORD
TO DELAY ANY LONGER. CONTINUED INEFFECTIVE MANAGEMENT OF
EDUCATION PROGRAMS COULD SPELL DISASTER FOR COLLEGES AND
UNIVERSITIES THAT DEPEND ON FEDERAL RESOURCES FOR STABILITY.

THE LACK OF UNIFICATION IS EXEMPLIFIED BY THE FACT THAT
THERE EXISTS MORE THAN 40 FEDERAL DEPARTMENTS, AGENCIES AND
BUREAUS INVOLVED TO SOME DEGREE IN THE SUPPORT OF EDUCATION.

But THERE IS NO SINGLE AGENCY WITH AUTHORITY TO GIVE OVERALL
SUPERVISION TO THE ADMINISTERING, REGULATING AND ACCOUNTING FOR
MORE THAN \$10 BILLION IN FEDERALLY SUPPORTED EDUCATION AND
MANPOWER TRAINING PROGRAMS.

and
THIS FRAGMENTED MANAGEMENT OF EDUCATION PROGRAMS HAS NOT
BEEN RESOLVED BY EFFORTS TO ESTABLISH COMMITTEES AND COMMISSIONS
ON INTERAGENCY COOPERATION IN EDUCATION. } THE RESULT OF THIS
FRAGMENTATION HAS BEEN WASTE, INEFFICIENCY AND DUPLICATION OF
EFFORT.

and such
LACK OF COORDINATION ~~AND~~ DEPRIVES LOCAL AND STATE
EDUCATION AGENCIES OF THE LEVEL OF SUPPORT REQUIRED TO MAINTAIN
THE HIGH STANDARDS OF QUALITY IN EDUCATION THAT WE DEMAND FOR

OUR CHILDREN. RESTRUCTURING AND CONSOLIDATION MUST BE THE
BYWORDS TO STRENGTHEN THE FEDERAL EDUCATION EFFORT AND TO MEET
THE NEEDS OF THE FUTURE.

L
WE ARE THE ONLY MAJOR NATION IN THE WORLD THAT LACKS A
CABINET-LEVEL POST IN EDUCATION.

L A UNITED STATES DEPARTMENT OF EDUCATION WOULD NOT ADD TO THE
LEVELS OF THE FEDERAL STRUCTURE. L RATHER, IT WOULD STREAMLINE
THE BUREAUCRACY BY INCORPORATING ALL OF THE FEDERAL EDUCATION
PROGRAMS INTO ONE DEPARTMENT.

L A SECRETARY OF EDUCATION COULD CONCENTRATE SOLELY ON THE
PROBLEMS OF EDUCATION AND NOT BE BOGGED DOWN WITH THE CRUSHING
PROBLEMS OF HEALTH AND WELFARE TOO.

L AN EDUCATION SECRETARY, OUTSIDE OF THE PRESENT ^{HEW} ~~HEW~~ STRUCTURE,
CLEARLY WOULD HAVE MORE ACCESS TO THE PRESIDENT, AND THE

SECRETARY'S POSITION ALONE WOULD SIGNIFY THE IMPORTANCE ^{ALL} ~~THE~~
~~GOVERNMENT~~ ~~ADMINISTRATION~~ ATTACHES TO THE EDUCATION OF THE 60 MILLION

PERSONS ENROLLED IN PUBLIC AND PRIVATE EDUCATION INSTITUTIONS

TODAY.

) Separate Budget item (as Mondale has
noted today President approves all
funds for Ed. But will he?)

Advocate
~~Special~~
~~Advocate~~

L EDUCATORS WOULD SEE THAT THEY TRULY HAVE A ~~PERSON~~ AT THE

HIGHEST LEVELS OF GOVERNMENT. AN INDIVIDUAL IN A POSITION TO

GIVE CONSTRUCTIVE POLICY INPUT ON THE USE OF THE MORE THAN

6 1/2 Billion Elementary, Secondary, all forms of
\$14 BILLION THE FEDERAL GOVERNMENT SPENDS ON EDUCATION EVERY YEAR.

L A SEPARATE DEPARTMENT WOULD PROVIDE THE NATIONAL LEADERSHIP

AND THE ASSIGNMENT OF RESPONSIBILITY IN AN AREA WHICH HAS BEEN

NEGLECTED FOR TOO LONG. L AND IT WOULD PUT US IN THE BEST POSITION

TO ADDRESS THE PROBLEMS OF OUR FRAGMENTED EDUCATION SYSTEM

WHICH HAS BEEN CREATED BY A LACK OF EFFECTIVE COMMUNICATION

AMONG FEDERAL AGENCIES.

JUST CONSIDER THE ENORMOUS JOB CONFRONTING HEW:

HEW

L -- WELFARE REFORM;

L -- CONTROL OF INFLATIONARY HEALTH CARE COSTS;

L-- PROVISION OF HIGHER QUALITY, MORE CONVENIENT MEDICAL CARE;

L-- SOLUTION OF THE DEEPENING FINANCIAL CRISES OF THE NATION'S

SCHOOLS, COLLEGES AND UNIVERSITIES.

L ^{any} ~~any~~ ANY OF THESE TASKS WOULD TEST NEW SECRETARY ~~GENERAL~~

YET ALL OF THESE PROBLEMS MUST BE CONFRONTED AT THE SAME TIME

BY A SINGLE CABINET OFFICER UNDER THE PRESENT SETUP. ~~THIS~~

~~MUSHROOMING OF SOCIAL NEEDS IS THE SOURCE OF THE WHOLE PROBLEM.~~

L A DEPARTMENT OF EDUCATION IS THE KEY TO A WORKABLE SOLUTION.

L BUT STRONG AND COMPREHENSIVE ORGANIZATION OF OUR FEDERAL EDUCATION

ASSISTANCE EFFORT IS ONLY THE FIRST STEP THAT MUST BE TAKEN.

L IT ALSO IS URGENT THAT THE FEDERAL PORTION OF PUBLIC RESOURCES

DEVOTED TO EDUCATION BE SUBSTANTIALLY INCREASED -- FOR THE SIMPLE

REASON THAT EDUCATION REPRESENTS A VITAL NATIONAL INTEREST.

IT IS A SOLID INVESTMENT IN A BETTER FUTURE FOR THE UNITED STATES.

✓ TO ACHIEVE THESE ENDS, I HAVE INTRODUCED THE NATIONAL EDUCATION INVESTMENT ACT. THIS ACT PROVIDES FOR THE ESTABLISHMENT OF A NATIONAL EDUCATION TRUST FUND. annual approp into the Trust fund

✓ PAYMENTS WOULD BE MADE FROM THIS TRUST FUND TO STATE AND LOCAL JURISDICTION APPLICANTS WHICH AGREE TO REDUCE SUBSTANTIALLY OR ELIMINATE ENTIRELY THE TAXATION OF REAL PROPERTY FOR THE PURPOSE OF FINANCING ELEMENTARY AND SECONDARY EDUCATION. ✓ THIS WOULD BE DONE UNDER A PROGRAM WHICH WOULD PROMOTE PROGRESSIVE TAX REFORM IN THE STATE AND THE IMPROVEMENT AND BALANCING OF PER-PUPIL EXPENDITURES AMONG ALL LOCAL SCHOOL DISTRICTS.

(Admitted to the program)

✓ YET MY BILL TAKES INTO ACCOUNT THE FACT THAT MANY AMERICANS
BELIEVE EDUCATION SHOULD REMAIN A LOCAL RESPONSIBILITY.

✓ THE NATIONAL EDUCATION INVESTMENT ACT DOES CALL UPON
STATE AND LOCAL EDUCATIONAL AGENCIES TO SPECIFY SCHOOL-AGE
POPULATIONS BEING SERVED AND TO INDICATE THE SCOPE OF
EDUCATIONAL SERVICES, IN ACCOUNTING FOR THE USE OF FEDERAL
ASSISTANCE. AND IT DOES PLACE REQUIREMENTS UPON SUCH AGENCIES
TO IMPLEMENT AND CARRY OUT CERTAIN EDUCATIONAL PROGRAMS FOR
GROUPS OF CHILDREN WHO HAVE BEEN NEGLECTED OR INADEQUATELY SERVED.

✓ BUT MOST IMPORTANTLY, THIS BILL TAKES THE BASIC VIEW THAT
STATES AND LOCALITIES NOW SHOULD BE ABLE, THROUGH THE PROVISION
OF ADEQUATE AND DEPENDABLE FEDERAL ASSISTANCE -- ~~AS THE BILL~~

~~FOR EXAMPLE, BY THE ESTABLISHMENT OF A NATIONAL EDUCATION~~

~~TRUST FUND~~ -- ~~TO~~ WORK OUT THEIR OWN ANSWERS TO THE UNIQUE

PROBLEMS THEY CONFRONT IN GUARANTEEING THE RIGHT OF EVERY CHILD

TO A QUALITY EDUCATION.

THE TITLE OF THIS BILL, THE NATIONAL EDUCATION INVESTMENT
ACT, INDICATES THE FUNDAMENTAL COMMITMENT THAT MUST BE MADE TO

INCREASING THE FEDERAL INVESTMENT IN EDUCATION TO ONE-THIRD OF

ALL PUBLIC RESOURCES.

THE BILL IS COMPREHENSIVE. IT PROPOSES TO CORRECT MAJOR

FISCAL RESOURCE DISPARITIES AMONG SCHOOL DISTRICTS.

BUT IT ALSO PINPOINTS SPECIAL EDUCATION NEEDS OF CHILDREN
WHICH FOR TOO LONG HAVE RECEIVED A TOTALLY INADEQUATE RESPONSE --

✓ 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. - Job Training

✓ WE ALSO NEED TO BE THINKING MORE ABOUT THE RIGHTS
AND NEEDS OF CLASSROOM TEACHERS. ✓ THEY ^{deserve} ~~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.

h 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.

[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.

Unedited Transcript
Humphrey NCA Speech
myla 7-77

op Senator Hubert Humphrey's address may be found on page 001.

Thank you very much, President
Ryor. Thank you for the honor which has been
bestowed upon me, ~~and the pair of cufflinks.~~

I ~~should tell you that when I was~~
~~standing up here and asked Vice-President Mondale~~
~~and Congressman Quie, and Senator Wendell Anderson~~
~~to join me a moment ago, the Vice-President was~~
~~showing me his cufflinks. He said, "You don't~~

Set for
New York
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myla

wear cufflinks, do you, Hubert?"

They get greedy when they get to be Vice-President, you know! You maybe noticed he was showing how good it goes with his suit and wearing the more conservative attire of this rather liberal Administration. (Applause)

But I haven't changed suits from Nixon and Ford; I am still wearing the same old one. Really, this is a rare occasion for any person in public life or private life. Many is the time that I have been in this great convention hall, because Minneapolis is very much home to me, and I have addressed every conceivable kind of audience. But I don't know of any audience or any convention that has conducted itself with greater decorum, that has given to the people of this community more to think about, that has had more to say to people of our state and our nation, than this convention.

And I compliment you not only for selecting Minneapolis, Minnesota, as your 1977 convention site, but I congratulate you for giving

us something to think about, to chew on, and to make us realize what the days ahead have to offer to us in the field of education. You have done a good job. (Applause)

Now I notice and I have made note of it already, that two of the real friends of education, outside of our Vice-President, ~~and my friend Senator Anderson and Vice-President Mondale~~ are here on the platform. ~~77~~ one of them, of course, is Congressman Quie, who has been in the forefront of every struggle in Congress in the field of federal aid to education. (Applause)

I guess it is no secret that we come from different political parties. But I think it is no secret that we both have the same goals and objectives, and I consider him not only a fine congressman but a good friend. (Applause)

And then there is my ~~(applause)~~
~~then there is my~~ colleague in the United States Senate, the former governor of this state, Wendell Anderson. Wendell Anderson, as governor of this state, literally cut new pathways, opened up new

doors of opportunity for the schoolchildren of Minnesota, in forwarding and sponsoring the financing of education in Minnesota that has been a godsend to the educational system of this state. And I salute him as governor and as senator as a real friend of education. Wendell Anderson.

(Applause)

Oh, yes, that is right, I forgot -- I think I heard Vice-President Mondale say when he put up his hand you are to applaud. And he said "Humphrey puts them both up all the time."

(Applause)

What worries me is, you know how to cut it off so soon. Now as I was listening to Vice-President Mondale, two or three things flashed through my mind.

First of all is undoubtedly he has had the Secret Service raid my office and take my speech. Much of what I had intended to say, he said -- which in no way will defer me from saying it again. (Applause)

But, Mr. Vice-President, once a

man has discovered the truth as I have, there is no reason you shouldn't share in it. And you have done a beautiful job at it.

And I listened to the Vice-President commend you, and rightly so, for your effective work in the recent elections of 1976. You provided that political action can be effective, and you have done this, of course, in all the states across this land. You have been very important in legislative elections, in gubernatorial elections, in local elections, and in the 1976 you walked that extra mile to the fulfillment of political action by endorsing two of the best friends that education can possibly have, the now President of the United States and Vice-President of the United States, the Carter-Mondale ticket. (Applause)

You endorsed that ticket! (applause) — and I want to make it quite clear that because you did that, I have forgiven you for not having endorsed the Humphrey-Muskie ticket in 1968. (Applause)

But I knew you had a few problems,
~~if~~ you had problems; you should have seen mine!
 But yesterdays are yesterdays, and today is what
 we ~~is~~ the time that we live, and tomorrow is
 what we live for.

Every meeting, every convocation
 ought to have at least a theme, and since yesterday
 was the ~~4th~~^{Fourth} of July, and since I spent most of the
 time, along with Wendy^{all}, in parades, I looked up
 some of the words of Thomas Jefferson. In fact,
 I am reading a book by Henry Steele Commager on early
 American history, and Thomas Jefferson said this:
 "What service can we ever render our country equal
 to promoting education? The exertions and mortifi-
 cations are temporary, the benefits are eternal."

That is my theme for today.

(Applause)

It's ~~not~~ bad to be associated in whatever
 way you can be with a man of the illustrious char-
 acter of a Thomas Jefferson. And I am particularly
 honored on this occasion, and I am very proud, as I
 tried to indicate to your president, to receive

and to accept the Friend of Education Award.

Now I never asked questions as to whether I deserved it, because there is always some rascal that is filled with the wrath of truth will say No. I just accept it. I think your committee of selection was wise ~~ff~~ (applause); ~~ff~~ and I want to say that the committee that nominated me, our own president here of the Minnesota Education Association, Don Hill, and Don Holman and Harlan Bauermeister and Sandra Hitch, ~~those are the ones, plus others, that nominated me~~ ^{are} truly outstanding people of impeccable judgment. (Applause)

And what a special privilege it is to join the illustrious list of past recipients: Senator Ribicoff, Congressman Carl Perkins, Terry Sanford, ~~those Tarheels are always present~~ (applause) and one of the truly great Americans of our time, who has just recently retired as the executive director of the NAACP, Roy Wilkins. (Applause)

We often hear about the power of

education, we know its value as an end in itself. We know that education can be a key in freeing a person's spirit, it surely can be an element in the enrichment of a person's life, and it has the power to shape destinies.

Therefore, it is quite obvious, isn't it, that we cannot afford to leave untapped the power and the capability of a single American child. Therefore, I firmly believe that the future of our democratic society and all that it means to us in generations yet unborn depends on our constantly improving education and opening up new educational opportunities for all of our citizens.

Again, as the immortal Jefferson said,

"No nation can hope to be both ignorant and free," and I hope that we have made the choice in our ^{two hundred and first} ~~201st~~ birthday to put away any thought of ignorance and to dedicate ourselves to the constant challenge of expanding freedom.

You know, it is only in recent years, however, that we have spoken with real conviction of the right, and I underscore the

word, the right to quality education to the full extent of capability and need.

I served with President Lyndon Johnson, who believed with a passion in education. And may I say he did a great deal for it. (Applause)

Much of the legislation that is on the books today is because this man was once a schoolteacher in a school that had primarily Mexican-American students in a little country town, and he believed that every boy and girl should have all the education, as he put it, they could possibly take. And thank God we now have a new President and a new vice-President who know that it is not prudent or wise or frugal to cut the funds for education, but rather to help the funds of education meet the needs of our people. (Applause)

Now, many forces in a world of rapid change have pressured us into this dramatic evolution of our educational resources. I remember so well when the Russians launched Sputnik, //

all at once we recognized then that we needed some special help, at least in the field of science in education. And out of it came the National Defense Education Act.

In those days we had to attach the word "defense" to education assistance. Well, let me say today that the security of America is not to be found in its weapons, ~~but~~ it is to be found in its people, ^{and} educated ^{at} work, feeling that they are a part of this country. (Rising loud applause)

But, dear friends, there ^{has} also been a very fundamental force operating within each of us impelling us to achieve the goal of providing the best possible learning experience for all of our children and youth. I speak here of that basic discontent which reveals itself so many times in our country about the quality of human life; ^{the} the fantastic pace of technological change explained the original federal investment of our educational resources a decade and a half ago, now we are looking to education itself as a

force for change, not something to cope with it, but as a force for change, a decisive movement for ending the inequality of human life in America.

The hard task of enacting laws to regress 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 simple and direct terms, we are simply saying today that our children and youth in and of themselves are a precious, ~~fat~~ 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 for themselves. (Applause)

And it is for this reason that more resources must be devoted to education. And how good it was to hear today from our Vice-President,

your fellow Minnesotan, and our dear friend, the change in the budget that President Carter made when he made those initial budget revisions adding on to aid to education, elementary, secondary, and higher education, and how good it was to hear him say today that even the additions that the Congress of the United States has seen fit to make meet with the approval of our ~~President~~ as he struggles with an incredibly difficult assignment of the budget.

But let me say there is no investment¹ that is what education is, it is not an expenditure¹ ~~we should get rid of that, we shouldn't even use the word, there is no investment -- (applause) --~~ that we as a people can make in securing a better future than by putting our energy, time, and money into the education of our people.

And yet, precisely at the time that 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 meet the rising cost of public elementary and secondary education have in many communities reached the saturation point.

To be sure, as you have indicated in your own studies, school enrollment for the next few years will drop. But then it will take off again, and we need to be thinking about the tomorrows, we need to be thinking about ten years from now, not just ten minutes from now, as we plan our education budgets. (Applause)

And, dear friends, we are seeing the picture of school buildings, relatively new ones, with no occupants, unused. These are national treasures. They must be guarded against vandalism; they must be saved, and they must be used, ~~and~~ and they can be used for a host of things.

We have desperate needs, as have been noted here, in the fields of adult education, continuing education, career education, job training, a host of things that we can use these facilities for. (Applause)

And I lift the warning flag here at this great convention, that unless we have a plan and a program as to the care and utilization of these now vacant school buildings, they will be sold off for a few cents on the dollar, or they will be left, they will be torn apart by vandalism, or they will become ugly sores upon the periphery of our community.

That we must not let happen. There are plenty of uses for public facilities in America. And I ask you as you go back to your respective communities to see to it that we find some of the answers for the protection and care of these buildings.

Now, our colleges, to mention just another area, have had to escalate their tuition fees simply to meet the costs of staying in business, much less taking on critically needed, expanded activities. We are beginning to price out of higher education literally hundreds of thousands of students. And, ladies and gentlemen, that is not what we call equal opportunity.

Equal opportunity means exactly what it says, ~~if~~ whether you are the son or the daughter of the poorest person in town or the son or daughter of the richest one in town, you ought to have exactly the same opportunity for an education experience. (Applause)

Therefore, knowing these things, and recognizing the national commitment that we have and knowing the financial realities, I say all of this demands the establishment of a new education policy for America, and that policy ^h should be directed towards paying the cost of quality education at all levels as a national investment that will be fully repaid.

The cost-benefit ratio is there, and an educated citizenry is a better citizenry, ^h ~~a~~ more productive worker^s benefits^h management and ^{themselves} lends ~~itself~~ to better economy improvement and ultimately to the payment of our bills through the tax revenues that come from income. (Applause)

When I think of the thousands and thousands of unemployed teachers that we have had

and I think of the billions of dollars that we have been paying out in welfare and unemployment compensation, sometimes I wonder what is wrong with us, why weren't we able to figure out some way to put these teachers to work / to help young people who are likewise unemployed?

~~We saw~~ The high rate of unemployment amongst American youth and the high rate of unemployment amongst trained educators; and we stood there like a paralyzed ox, figuring no way out except ~~to write~~^{ing} an inadequate unemployment compensation check for somebody that had been employed, ^{and} providing adequate welfare for someone that had never had a job, ^{now we} and ~~to~~ see rising tides of crime and troubles in the cities of America and decay in areas of rural America.

I happen to think we can do better. And I thank God that at last there is some new thinking in the highest levels of government. At least we are cleaning out the cobwebs, and maybe we are going to find some answers to these problems. I think we can. (Applause)

Now that new policy, this new educational policy that I speak of, it should provide multiple approaches to providing educational opportunities that give the fullest recognition to the needs, problems, abilities, and interests of each child and young person.

We can't have mass-production education. It should enable every adult to achieve self-sufficiency and respect as a contributing member of society. Education is a continuing experience.

And finally, there must be a deliberate policy of discovery, of innovation in educational processes, in administration. If something isn't working, try something else. But for goodness sake, at least try something if we find that there are problems that are unmet.

Therefore, we must seek to change current legislation, good as it is, constantly reexamining it, so as to guarantee this quality education that we have spoken of without regard to family income, race, circumstance of residence,

or other localized circumstances.

And, Senator Anderson, I repeat what I said earlier, when you were governor of this state, working in cooperation with the state legislature, you took those standards and you said that without any regard to race, locality, residence, or family income, or localized circumstances, every boy and girl in the State of Minnesota was going to have a quality education.

And indeed it cost some money; indeed we had to raise the income tax, even though we reduced the property tax. And they called it the "Minnesota miracle." And I don't mean to be braggadocio about it because I had no hand in it, but I say to you that the experiment that took place here in this North Star State of Minnesota is exactly what can take place across America. But we are going to have to be willing to pay for it if you want good education. (Applause)

What it means is a partnership. Vice-President Mondale said that he and the President were there as your partners, and they are.

What a refreshing experience to have a high public official come before us and be able to tell us good news and know that we are on the right course.

A partnership between local, state, and federal governments ~~C--C~~ that is the way it has to be done. ~~A need of a~~ more efficient organization of our part is one important step. We have simply got to set the priorities, we have to maintain accountability, and we need to evaluate performance. You know that. And we have to be willing to be tough about it.

I have been long involved in this education battle. I am no front-line hero; I know that I have been one of the soldiers in the many divisions and patrols and battallions that have carried on the fight.

~~Well,~~ ^{In} the first days that I went to Congress, the very first bill I ever voted for was the Federal Aid to Education Bill which was defeated. Those bills used to be either defeated on the basis of race or religion or state's rights. Somebody always brought up the old bugaboos, ~~twice~~ ^{twice}

to stir^{red} up prejudices^d, every race and religion, and trying^{ed} to stir up so-called constitutional issues of state's rights. And in the meantime, human rights were sacrificed, in the meantime, our educational system was beginning to fall apart. And by 1950, this nation found itself in an education crisis.

But we pursued and we persevered and you were there; and it is because of this that many of us have continued to grow, ~~++~~ discussing legislation not because we think it is the total answer, ^{but} because like yourselves we are struggling to find some answers.

I have introduced a couple of bills again, and I am old enough in the legislative process to know that these are but an element in the whole legislative picture. I have one bill which is highly controversial, I know, but I personally happen to believe in it. This one bill would reorganize our education efforts, and it would create a ~~C~~abinet-level Department of Education. (Rising loud applause)

~~Thank you.~~ The second bill would be designed to alleviate the continuing financial crisis confronting the public schools of this nation by providing on a continuing basis increased financial resources for elementary and secondary education. Let me take just a moment to explain them.

Presently 40 different departments, agencies, and bureaus of our federal government are involved in some degree in the support of education. But there is no single agency with authority to give overall supervision to the administering, regulating, and acting for the more than ^{\$10} ~~ten~~ billions ~~of dollars~~ in federally supported education and manpower training programs.

And this fragmented management of education programs has not been resolved by all of the efforts that we have made in committees and commissions and interagency cooperation. The result of this fragmentation has been duplication and inefficiency and sometimes waste. And such lack of coordination deprives local and state

education agencies of the level of support required to maintain the high standards of education that we demand for our children.

We are the only modern industrialized nation in the world that lacks a cabinet-level post in education. A United States Department of Education would not add to the levels of the federal structure, ~~it~~ perhaps, rather, it would streamline the bureaucracies by incorporating all or most of the federal education programs into one department.

A Secretary of Education could concentrate solely on the problems of education and not be bogged down with crushing problems of health and welfare, too. An Education Secretary free from the present structure of HEW clearly would have more access to the President and the Office of Management and Budget and the Congress. And the Secretary's position alone would signify the importance that we assign to the education of the 60 million persons enrolled in public and private education institutions.

And not only that, dear friends, education would be a separate budget item, not caught up with health and welfare as it is today. (Applause)

And educators, ~~and educators~~ would see that they have an advocate at the highest level of government ~~and~~ individually in a position to give constructive policy input in the deliberations of the Cabinet and the consultations with the President.

A separate department would provide the national leadership and the assignment of responsibility; and it would put us in the best position to address the problems of our fragmented education system which has ^{ve} been created by a lack of effective communications among federal agencies.

Now, dear friends, it is not going to be a cure-all. This is but a management tool. But I really believe that it could be helpful and in no way would it interfere with what we call the local administration of our school system.

But it would be one place where school superintendents and principals and teachers, where school boards and school authorities and state departments of education could come with their problems and with their suggestions, and ~~to~~ know that ^{they} ~~it~~ would receive attention.

Today that massive Department of Health, Education, and Welfare, ~~which~~ which I have to confess I voted for because I thought it was a good way of organizing ^{it} and much has been done to try to improve it, ~~but that department today~~ has the incredible problem of welfare reform and the administration of welfare, which in itself is almost beyond human capability. It has the problem of ~~a~~ control of ~~its~~ inflationary health care costs. It has the difficult assignment of the provision of higher quality and more readily available medical care. And it faces also the ^{problem} ~~solution~~ of the deepening financial crisis of the nation's colleges, schools, and universities.

This is too much for any one official, too much for any one Cabinet officer. And

that is why I have come here to say to you, even though I know that it meets with opposition[✓] and understandably so[✓] in certain quarters, the Department of Education would be a forward step in working out a workable solution to our educational problems. (Applause)

But what is the good of management tools if you don't have the money? Money isn't everything, but it runs a good second best. And in the field of education, the continuity of funds, the assurance of funding^{and}, the steady development of funding resources is critical to a sound educational program. It is a solid investment, as I said before.

And to achieve these ends I, along with many others, have introduced what I call the National Education Investment Act. This Act would provide a national trust fund, ~~a national education trust fund~~ for education, in which each year the Congress, by law, would be required to place ~~in that trust fund~~ certain resources to be made available under certain conditions prescribed by

law so that educators at the local and state level would know each year in advance what they had available for their education program for their students' needs. (Applause)

And payments would be paid from that trust fund to ^{those} state and local jurisdictions which agree ~~to agree~~ to reduce substantially, and hopefully in some instances to be able to entirely eliminate, the taxation of real property for the purpose of financing elementary and secondary education.

This would be done under a program which would promote progressive tax reform in the state and the improvement and balancing of per-pupil expenditures among all local school districts. Yet my bill would take into account the fact that many Americans rightfully believe that education must remain a local responsibility. ~~the~~ ^{the} National Education Investment Act would call upon state and local educational agencies, ~~however~~, to specify school-age populations being served and indicate the scope of their educational services

in accounting for the use of federal assistance, and ~~it does~~ place requirements upon such agencies to implement and carry out certain educational programs for groups of children ^{1/2} the handicapped, the disabled, the poor learners ^{1/2} who have been neglected or inadequately served.

But most importantly, this bill takes the basic view that states and localities ^{with} ~~now should be able to~~ the provision of adequate and dependable federal assistance, ^{now should be able} to work out their own answers to the unique problems they confront in guaranteeing the right of every child to a quality education.

The title of this bill, the National Investment Education Act, indicates the fundamental commitment that must be made to increasing the federal investment in education to approximately one-third of all public financing. That is the long-range goal. (Applause)

And why not? ~~And why not?~~ Why is it that we literally oppress some communities with heavy taxation on property in order to provide at

best a minimum education⁷ and other communities, wallowing in their wealth, have no need of such kind of taxation? Why shouldn't the Dryer Corporation or a multinational corporation that makes hundreds of millions or billions of dollars help pay for the education of a child in a poor school district in America? Why not?

We are all citizens of this country. We all need each other. The argument about financing education is a simple one. Who is going to pay the bill? I do not believe in nor would I support any form of taxation which is unfair and confiscatory. But I believe in the principle of the ability to pay, and I believe that the federal income tax department as we see it needs reform. I believe in the fact the state income tax can find ways and means to adequately finance quality education in this country if ^{there is} ~~they have~~ the will to do it. (Applause)

We speak of the high cost of education, the total education bill in this country this year, federal, state, and local, for every kind

of education, ~~total~~, for all of our children, is one-half the defense budget for this year ⁵~~0~~ just one-half. Both are needed. And as I hear the plea made for adequate security ¹~~and~~ and I believe in it, and we may very well have to spend more because of the world in which we live ¹~~0~~ I am reminded that America's security, as I said in the beginning, is going to depend on whether or not our young people can read and ²~~white~~, can think, can articulate, can compose, ^{and} whether or not they have someone understanding of the communities in which they live, the society of which they are a part.

National defense is more than just an army or a navy or an air force. You see, new programs are needed. Oh, I know ~~when~~ people say ~~that they~~ say, "There he goes again," and that is right, here I go again. I am not about ~~ready~~ to defend only what we have done. We have got to be thinking about what we need to do, we have got to be thinking about where we are going to go, not just where we have been. We have got to be thinking about where we need to be, not where we are. That

is what is going to make this country great.

(Applause)

What do we need? We need what ^{through the} Walter Mondale has been fighting for ~~for~~ years ^{/of his} ~~and he was a leader~~ ^{ship} in the Congress of the United States; comprehensive early childhood development centers. (Applause)

We need that. ^{em} We need more vocational and career training centers. (Applause)

We need adult education centers. We need continuing education for our older population. And we need specialized education for the hundreds of thousands, ^s ~~yea~~, millions, in this country that seem to be, for no reason of their own, either physically or mentally impaired. They can contribute to America; we need these things. (Applause)

And I want to say we are not wasting a dime when we take care of them. This is not waste, this is not being budgetarily irresponsible. The most irresponsible thing we can do is to deny somebody an education. The most irresponsible

thing we can do is to let a school building fall into disrepair. The most irresponsible thing we can do is to train a person to be a teacher and then have no job for them. (Loud applause)

~~Yes,~~ we need to be thinking more about the rights and the needs of classroom teachers. They deserve the opportunity and the assurance for professional enhancement and a decent income commensurate with their training and with the cost of living. (Applause)

And teachers need an adequate retirement program which would solve the problem of teacher mobility across this country. (Applause)

Now this is what I mean when I speak up for you. But now let me speak to you. In demanding the best education for our children and speaking up for your rights, we also need to demand the best of our society. ~~values imparted in the classroom too often seem like top crises in the outside world.~~

By intensively examining what, how, and why we teach our children, we may discover

answers to education's ills that can help heal the sickness of our society. At work we must rededicate ourselves to the unique workth and kinship of every personth as a fundamental truth in education and as a basic explanation of what America is all about.

The soul of America is human rights, individual rights. That is what it is all about in this country. (Loud applause)

And when we understand that and practice it, then Moscow will come to understand it, and maybe some day practice it. This is why we must look upon education as a total social experience, progressive learning, as our brilliant vice-president said here today, 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~~ and experience, and the educational system, and the social environment in which that child lives and grows ¹/_m the neighborhood, the community, the nation, and

indeed the world, ~~he is conditioned by it.~~

And no matter how much we pour into our schools, it is not going to be enough if we neglect the other aspects of our society. The best in education facilities, teachers, books, is diminished by the inadequacies of the surroundings and the inadequacies of social environment. Likewise, the capacity to learn is affected by the condition of a child's health, the adequacies of that child's diet, and the sense of mental peace in which she or he 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 educational technology. The true educator must be a spokesman, ~~yes~~, a crusader for social justice, a crusader against the evils of poverty and deprivation, a crusader against the evils of bigotry and intolerance, and an advocate of communities that are wholesome and safe.

~~And~~ that is what we mean by

political action -- not only fighting for your-
self but fighting for this nation, for its people,
for its grandfathers and its grandmothers, for
its farmers and its workers, for everybody in
America. Go to it. Thank you. (Rising loud
applause)



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