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But it is no more deadly or prevalent than liver disease and auto accidents.

Secondly, and more important, is the issue of individual freedom. The surgeon general has advised us of the dangers of tobacco use, and I believe this is an appropriate function. But the expenditure of public funds, and the efforts of public institutions should end there. Knowledge of the danger is—and should be—universal. Big Brother should then step aside and leave further crusading to private organizations, so that financial donations toward persuading people not to smoke are voluntary. Let the consumer then decide whether the pleasures of smoking outweigh the risks. Further intrusions of the federal government into the area of individual freedom are likely to occur if this self-condemnation law goes unchallenged.

If the federal government feels compelled to discourage smoking (or alcoholism) maybe it should consider another method: possibly denying medicare to people with self-inflicted diseases of this kind. This would preserve individual freedom, and cost taxpayers less, not more.

J. B. NESBITT, M.D.

ROCKVILLE, Md.

### UNITED STATES CANNOT REST UPON ITS LAURELS IN THE AREA OF INTERNATIONAL HUMAN RIGHTS

Mr. PROXMIER. Mr. President, for the past few days, I have been talking about some of the specific human rights conventions which we as a Nation have failed to ratify despite their introduction into the Senate over a decade ago. These documents are important cornerstones upon which a sorely needed foundation for guaranteeing human beings certain basic rights can and must be built.

Over the years, our own Nation has been engaged domestically in a difficult struggle to advance the rights of all of our citizens through the processes of law. The Warren Court, as the highest judicial body in the land, will go down in history as being very instrumental in this area. Their effort and the efforts of others have reaped considerable gains for the people of the United States. They have held the attention and aroused the concern of men everywhere connected with the goal of providing to each individual the equal stature and privileges to which he is entitled.

But while acknowledging these domestic victories, we cannot rest upon them and disclaim interest in the same evils abroad that we have taken steps to abrogate at home. It is only fitting that a country which has taken such great strides for her own citizens should also play a leading role in the attempt to see human rights respected in all sections of the globe.

Many scholars, including Arthur Goldberg, former Secretary of Labor and Ambassador to the United Nations, have voiced the opinion that the root of most political frictions and disputes lies in social abuses remaining unchecked—discrimination, persecution, suppression. We must realize that until these abuses, these abnegations of an individual's basic rights, are eradicated, until a high minimum standard for the observance of human rights prevails throughout the world, then we shall not see the birth of a truly peaceful day.

Clearly, this should not be construed as implying that these human rights conventions are the long-sought-after panacea, the mysterious cure-all for all social woes. Neither would it be fair to assume that they will guarantee complete solutions for the problems to which they are addressed specifically. Nevertheless, they are very definite and positive steps in the proper direction, and as such, the United States should support them.

Mr. President, way back in 1783, the late Edmund Burke, the noted political philosopher, said:

The rights of men—that is to say, the natural rights of mankind—are indeed sacred things; and if any public measure is proved mischievously to affect them, the objection ought to be fatal to that measure. . . . If these natural rights are farther affirmed and declared by express covenants, if they are clearly defined and secured against chicanery, against power and authority, by written instruments and positive engagements, they are in a still better condition. . . . Indeed, this formal recognition, by the sovereign power, of an original right in the subject, can never be subverted but by rooting up the radical principles of government, and even of society itself. . . .

In view of our reputation as being a nation which stands up for the oppressed, as the guardian of man's inalienable rights, our record on the ratification of the human rights conventions is particularly indefensible. Prof. Richard N. Gardner of Columbia University has repeatedly pointed out that—

Our membership in the small company of United Nations members who have refused to ratify human rights treaties has become a major diplomatic embarrassment. Our friends cannot understand it; our adversaries exploit it. It is a costly anachronism which we should liquidate without further delay.

Mr. President, in these times of fragmentation and alienation, we cannot tolerate or passively acquiesce to the denial of fundamental human liberties. The ratification of these treaties should be one of our top priorities, for as Arthur Goldberg has said:

We must demonstrate that this nation will not stand aloof from a major world effort to elevate human rights.

### MINNESOTA PRINCIPALS GIVE VIEWS ON AID TO EDUCATION

Mr. MONDALE. Mr. President, several months ago I wrote to the school principals of the State of Minnesota to get their opinions and suggestions regarding national legislation in the field of education. I received very useful responses from many of these principals and wish to invite the attention of Senators to several of the recommendations that were most often mentioned.

First, the majority of principals expressed their enthusiasm for continued and expanded Federal education programs, but felt that if these programs were more flexible, they would be more responsive to the particular needs of each individual school and school district.

Finding ways to cut redtape was regarded as essential to the continued success of national education programs. Much of the paperwork requirement, the

principals felt, is time consuming and pointless.

Several principals suggested that advance funding of education programs would facilitate getting the money where it would do the most good in the shortest amount of time.

Highest on the list of priorities was the urgent need to make Federal funds available for more teachers and higher teachers' salaries, especially in poverty areas.

Several principals emphasized the need for more Federal funds for school construction and for new or special equipment.

I received numerous excellent suggestions for the use of funds for special programs—vocational education, increased guidance and counseling services, expanded Headstart programs, programs for poor children, gifted children, children with special learning disabilities—which I hope the Congress will consider carefully.

Mr. President, I ask unanimous consent that the letters I received be printed in the RECORD.

There being no objection, the letters were ordered to be printed in the RECORD, as follows:

LINCOLN HILLS ELEMENTARY SCHOOL,  
RICHFIELD PUBLIC SCHOOL,  
Richfield, Minn., April 3, 1969.

Senator WALTER F. MONDALE,  
U.S. Senate,  
Washington, D.C.

DEAR SENATOR MONDALE: In response to your letter of March 27th my own belief is that too many proposals submitted for federal aid to education have missed the fundamental and basic needs of education. We have had expenditures for research—of the ivory tower variety. May we provide direct grants to the states?

The state departments of education can then distribute the funds to school districts on the basis of need and student population. What do I mean by basic needs? Relief for the tax-paying homeowner. Means for meeting the needs of each child. As a principal of a school with my staff and with close proximity to parents, we don't need to find out what the needs are—we see them everyday. Provide the funds on a direct basis to the state is the major federal educational responsibility. Do we need greater involvement by the federal branch of government? I seriously question such involvement.

Sincerely yours,

JOHN BLEEDORN.

ORTONVILLE PUBLIC SCHOOLS,  
Ortonville, Minn., April 3, 1969.

Hon. WALTER F. MONDALE,  
U.S. Senate,  
Washington, D.C.

DEAR SENATOR MONDALE: I was very pleased to hear that you will be serving Minnesota and education on the Senate Subcommittee on Education with the 91st Congress.

As a citizen and as an educator I wish to stress to you the crucial need for continuation of present federal support, and for initiation of new programs and legislation to support education at all levels. The increasing demands of today's educational needs, and the burden that the local tax-payer is bearing make this support an absolute necessity.

Federal involvement beyond direct financial support should be minimal. In my opinion, legislation that would appropriate directly to the states a sum for each pupil unit attending school, would be sound legislation. Whatever the nature of federal support—we need it—and we need it badly. Thank you for your

kind consideration. Rest assured that anything you personally can do for education in Minnesota and in the United States will be appreciated.

Sincerely,

MORRIS G. TRETJEN,  
Elementary Principal.

TRUMAN PUBLIC SCHOOLS,  
Truman, Minn., April 1, 1969.

WALTER F. MONDALE,  
U.S. Senate,  
Washington, D.C.

DEAR SIR: Recently you wrote a letter asking for any suggestions as far as federal involvement in education is concerned.

Some of my suggestions are certainly not new, but just a reaffirming of what has already been discussed in proposed legislation.

I would like to see the following things happen:

1. The Project Headstart which is now under O.E.O. be put under the Department of Education where it belongs. I know there has been talk of this but as far as I know there has been no action taken as yet.

2. There was a recent proposal which I thought had some merit as far as federal assistance to local school districts. That is, give the districts \$100 per pupil—with 50% of this money going for programs and 50% for salaries.

3. If the federal government wants to assist the local districts financially make it easier for districts to secure this money. As it is now set up there seems to be a lot of unnecessary red tape before districts get to use this money.

4. I feel that if we are to retain quality educators they must be given a decent wage. If personal property is taxed to the limit, which I think in some cases it probably is, then we must develop some other means to support local education. Possibly with assistance from the federal government something in this area can be done.

I want to thank you for your time and consideration in these matters.

Sincerely,

JAMES ANDRZEJEK,  
Elementary Principal.

ASHBY, MINN.,  
April 1, 1969.

HON. SENATOR WALTER F. MONDALE,  
U.S. Senate,  
Washington, D.C.

DEAR SENATOR MONDALE: It is a little hard to suggest changes in some education programs because of the many agencies involved. However, it seems to me that some schools have staff members that are capable of presenting well written plans and programs which seem very impressive while others do not have anyone who can do this. My concern is, "Is it fair to the boys and girls in one school to get these benefits while others are deprived of it?" Perhaps some system where all pupils in our schools receive aid would be more fitting to our American way of life.

Please keep up the good work you are doing. Help get the Nations hungry fed now. My best wishes and support in trying to solve the big city ghetto school problem, but remember not all the poor are there in the city we have many in rural Minnesota also.

Sincerely,

KEITH KAPPAHN,  
High School Principal.

ONAMIA PUBLIC SCHOOLS,  
Onamia, Minn., March 28, 1969.

Senator WALTER F. MONDALE,  
U.S. Senate,  
Washington, D.C.

DEAR SENATOR MONDALE: Thank you for your letter of March 25, 1969. Yes, I do have some proposals for legislation. I believe the Federal Government is going to have to play a bigger role in education in this country if

we are to attain an educational level commensurate with our technical advancement.

Our needs are great. We need better schools, better teaching and broader curriculum. Onamia is a small community and school, yet our enrollment (477—grades 7-12, 850 total) puts us in about the middle, for size, throughout the state.

We need a new plant. A bond issue to build a new high school was defeated twice. We need more teachers and a broader curriculum. We offer 56 courses and the state tells us we should have a minimum of 80. Our enrollment does not justify 80 courses. We should consolidate with Isle. (Total enrollment of about 500). We do not even have a kindergarten. I realize that many of these problems are state and local problems, however, the Federal Government could help indirectly. I believe we are typical of many schools of our size in the state.

The NEA sponsored bill which would provide \$100.00 per pupil would help tremendously. The Federal Government should not tie the hands of local boards and administrators to specific things like PL 8910, however, they should require local effort and require local schools to improve education in such things as buildings, subject offerings and new programs.

I understand Congress is holding back on funding or fully funding the NEA programs. These programs have helped education and should be fully supported.

I thank you for your concern. I hope this letter can give you some insight to some of the problems we face on a local level and we are anxiously waiting for federal assistance.

Sincerely yours,

KENNETH E. HAAPOJA,  
Principal.

JUNIOR HIGH SCHOOL,  
Fairmont, Minn., April 1, 1969.

WALTER F. MONDALE,  
U.S. Senate,  
Washington, D.C.

HONORABLE SENATOR MONDALE: Thank you for your letter of March 20th. I appreciate the opportunity of expressing my viewpoint.

Concerning Federal involvement, I've felt that Federal Aid to Education has helped immeasurably in tackling some of the problems in education. Specifically, many programs have been started which never would have been tackled without Federal support.

It would seem to me that the best way to improve the situation at this point would be to make more Federal money available with fewer strings attached.

It's gotten to the place where many projects are being written on the basis of what can be approved rather than the basis of really meeting the educational needs of a specific situation.

It looks as though Federal money will be necessary for teacher salaries and perhaps general budget assistance. I would like to see a part of the funds made available on the basis of numbers of students.

Thanks again for this opportunity to express my views.

Sincerely Yours,

R. B. TANQUIST,  
Principal.

BUTTERFIELD-ODIN, IND.,  
DISTRICT No. 836,  
Butterfield, Minn., March 28, 1969.

Senator WALTER F. MONDALE,  
U.S. Senate,  
Washington, D.C.

DEAR MR. MONDALE: I was very happy to hear that you will be serving on the Senate Subcommittee on Education. I do have a few suggestions. One is federal aid for physical education. The program should be supported with funds and instructors and equipment for every boy and girl in the country. I also suggest funds for summer recreation pro-

grams in every school so well organized and supported with funds to keep all children ages 8 to 18 in organized recreation a part of each day during the summer.

Sincerely,

EUGENE THARES.

TYLER PUBLIC SCHOOLS,  
Tyler, Minn., March 31, 1969.

Senator WALTER F. MONDALE,  
Washington, D.C.

HONORABLE SENATOR MONDALE: I am in receipt of a letter in which you ask for suggestions in regard to legislation pertaining to federal funds for education. I am interested in the projects in elementary schools which are being funded with federal money.

I don't know how capable I am in giving suggestions, but since I attempt the administration of the project, I have become aware of some things that could bring about an improvement.

We have found that not knowing what money will be available to our district in advance of writing a project makes it difficult to plan effectively. When additional money becomes available in February or March, spending this to the best advantage for the students becomes an impossibility. An estimate which falls short nine or ten dollars isn't working well. So far we have attempted to incorporate a summer school session to use this money, but this does not always seem to be the best way to expend these funds.

Most schools are in agreement that a more effective program would result for the students of a given school if the money could be made available to the districts with the understanding that the school administrators use it in a way most suited to the schools' particular needs. Thus far the stipulations for the use of the money often do not serve best the type of situation our schools find themselves in. Insisting that most of the money be spent on personnel in an area completely devoid of certified personnel doesn't seem sensible.

Could the state department be put in command of the allotments? Perhaps the state departments would be better acquainted with the particular needs of a school in a given area of their own state.

Some of the paper-work requirements become absolutely asinine. An example of this is the type of evaluation of the projects which we are required to make. Requests for test scores on things not measurable by tests become absurd. State personnel will tell us that no progress can possibly be made in specific areas, yet we are required to spend much time and money in sending in five copies of something in the line of evaluation, all of which is completely meaningless.

In summary, then, I make a plea for a situation in which the government will indicate a greater faith in the school administrators and in the Title I administrators. Surely, those people who are guiding the education of the children in their community, should be considered adequately capable, and dedicated enough to the children, to use the money in a way that will best suit the needs of their school population.

Sincerely,

LEONA K. OERTER,  
Title I Administrator.

CLINTON PUBLIC SCHOOL,  
Clinton, Minn., March 25, 1969.

Senator WALTER F. MONDALE,  
U.S. Senate,  
Washington, D.C.

Re: Letter dated March 20.

DEAR MR. MONDALE: Thank you for your letter regarding your work on the Senate Subcommittee on Education.

The only thing I would like you to be aware of in rural Minnesota is that we feel it is necessary for the local school districts to be custodians of any governmental money which we may have. Secondly, many govern-

ment programs are currently being curtailed or cut back which place a hardship on the local tax structure if we are to maintain programs or services started under title funds.

Thank you for giving me this opportunity to express my views.

Sincerely,

DUWAYNE DISCHER,  
Principal, Elementary School.

PINE CITY PUBLIC SCHOOLS,  
Pine City, Minn., March 31, 1969.

The Honorable WALTER F. MONDALE,  
U.S. Senate,  
Washington, D.C.

MY DEAR SENATOR: In response to your letter of March 25 offering assistance in problems in education. I would like to see emphasis put on elementary education. I realize persons aware of education's problems and needs know of the importance of a good beginning education. Unfortunately as a class, group or individually, the local boards—the final controlling force—fall far short of realizing the importance of a sound, comprehensive beginning education.

I believe there is a need for some control, regulation, etc. to require an equalization of expenditure for elementary program!

Too often we can analogize, as in the old poem, "For want of a nail, the shoe was lost", etc. So it is in education we decay poor students, drop outs, delinquents and run crash programs for these people. But do we work at the source, a poor beginning program.

Any positive efforts you can take to rectify what I feel is a gross iniquity will be supported by me to the utmost.

Respectfully yours,

JAMES S. LAMONT,  
Elementary Principal.

MINNEAPOLIS PUBLIC SCHOOLS,  
Minneapolis, Minn., March 28, 1969.

HON. WALTER F. MONDALE,  
U.S. Senate,  
Washington, D.C.

DEAR SENATOR MONDALE: Thank you for your letter informing me of your position on the Senate Subcommittee on Education. I know you to be a true friend of education in general and concerned about our special problems in the core-city.

I and the other administrators of the North Pyramid will try to keep you informed of our concerns in regard to legislation dealing with education.

Sincerely,

DONALD L. BURTON.

F. WILSON POND ELEMENTARY SCHOOL,  
Bloomington, Minn., March 27, 1969.

HON. WALTER MONDALE,  
U.S. Senate,  
Washington, D.C.

DEAR SENATOR MONDALE: Your letter dated March 20, 1969 was received with sincere appreciation. Your concern to inform educators of your assignment on the Senate Subcommittee on Education is gratifying.

In order for me to respond intelligently regarding legislation that would be of vital interest to me, could you, through newsletters or other informative materials, keep me informed of legislation pertinent to our Minnesota and national educational community?

The educational gains that have been made since P.L. 89-10 are vast and exciting. I hope that these gains can be continued and extended by those of you who represent all of us.

Sincerely yours,

JOHN W. WORKMAN,  
Principal.

MINNEAPOLIS PUBLIC SCHOOLS,  
Minneapolis, Minn., March 28, 1969.

Mr. WALTER F. MONDALE,  
U.S. Senate,  
Washington, D.C.

DEAR SIR: I received your letter of March 26 with the information that you are serving

on the Senate Subcommittee on Education. As a principal in the Minneapolis Public School System, I share your concern as attempts are being made with . . . "serious issues of federal involvement and support in education at all levels."

If there are ways in which we can cooperate to bring about greater awareness and understanding, I will certainly be available and willing to cooperate.

Sincerely,

J. HOWARD STRAITON,  
Principal.

MORA PUBLIC SCHOOLS,  
Mora, Minn., March 28, 1969.

HON. WALTER MONDALE,  
U.S. Senate,  
Washington, D.C.

DEAR SENATOR MONDALE: We wish to thank you for your letter of March 25th informing of your position on the Senate Subcommittee on Education and your interest in aiding our local committee in upgrading educational facilities and programs.

We are faced with a unique problem in Mora in that we are experiencing an increasing number of severely retarded children classified as trainable within our immediate area and, therefore, are in need of proper facilities and trained personnel to deal with this problem.

Approximately two years ago the Pine-Kanabec Day Activity Center was organized and incorporated to service these children. During the past two years we have enrolled 28-plus severely retarded children and running two school buses to facilitate their transportation to the center which, at the present time, is the educational wing of a local church. These facilities are very inadequate and we are planning to construct a permanent educational unit in the very near future.

We have involved the Office of Economic Opportunity (Lakes and Pines Community Action Council) in our planning and we are at the present time using some of their personnel. Our immediate need is a permanent educational building together with housing facilities for those students orthopedically handicapped or having similar disability. The age groups we plan to have will range from 6 to 65 plus. We plan to make this a "home away from home" for the severely retarded in this area which includes Pine County, Kanabec County, Isanti County, and Milaca County.

Any aid and/or assistance you can give us in determining a source of financing the construction of an educational unit together with increasing the personnel of the present staff will be greatly appreciated.

Thank you again for your letter of March 25th informing us of your interest in aiding us in such a program.

Sincerely yours,

BOB LORENCE,  
High School Principal.  
JOE JOHNSON,  
Elementary Principal.

LE SUEUR PUBLIC SCHOOL,  
Le Sueur, Minn., March 27, 1969.

HON. WALTER F. MONDALE,  
U.S. Senate,  
Senate Office Building,  
Washington, D.C.

DEAR SENATOR MONDALE: I was most surprised to receive your letter of March 20th. May I congratulate you on your assignment to the Subcommittee on Education.

I do have some concerns regarding Federal Aid to schools of which the Le Sueur district receives \$26,467.00 under title I of 89-10. Of this \$11,000.00 is currently being used for a Four Year Old Program. This program is in addition to the Head Start Program which we have had the past two Summers. The Four Year Old Program is the first in the State and we are in our second six weeks session with two groups coming each day for 2½

hours. The purpose is to improve language and motor skill development.

This program has already stimulated education and educators, plus improve the child's learning environment.

It is my belief that one of the functions of Federal Aid is to continue to stimulate education as it has in the past. My second concern is the broadening of the term deprived. Let me use a true example; I have had a boy in another school who was capable of doing eleventh grade work, but tested out at eighth grade level. You see, he was three years behind. Please understand the boy when tested was in the sixth grade. This boy also came from a good middle class home. We have got to have money to develop programs for the gifted elementary school child.

Perhaps I could be of more help if I could react to future legislation rather than just sounding off. If you wish to send me copies of the bills I would be happy to react to them.

I do remember your presentation last Fall here in Le Sueur, and also the fun we had in taking you away from the student editor so you could get some radio time.

Best regards to you also.

Sincerely,

ROGER FIELD,  
Elementary Principal.

CENTRAL HIGH SCHOOL,  
Crookston, Minn., March 28, 1969.

HON. WALTER F. MONDALE,  
Senate Office Building,  
Washington, D.C.

DEAR SENATOR MONDALE: May I present to you a few ideas I have regarding Federal Aid to Education.

I am hearing more and more rumblings regarding high property taxes, especially when it relates to taxes needed for education. Some way must be found to return more money from the federal government to the states for education. This aid must be for buildings, teachers salaries, and new programs. The local district is not able to carry this heavy burden any longer. The rich district will be alright, but what about the poor areas where the taxable base is low and money is hard to raise.

We must also provide more money for high schools to train our high school students in vocational fields. We have been paying too much attention to the college bound student and not enough to the average and below average student. Most of our college bound students will get there under almost any type of educational system, even if it is rather a poor system they will have enough ability and drive to get the education needed, although I realize the better trained they are the easier college will be for them.

The poor student is almost forgotten in most schools because we lack the money and space to provide these youngsters with reading specialists (this is where most of them have trouble), social workers, and psychologists. Along with their reading difficulties these students are the ones with emotional problems. If we can help them to do better in school and then educate them in some trade they are interested in we might keep many off the welfare lists, and also out of trouble with the law.

We need to change our curriculum to fit these youngsters. There is a definite need to cut out four years of English and many other requirements which these youngsters are bored with and in the end will not do them much good.

All this will take billions of dollars which must come from the federal government.

We cannot afford to teach college bound and poor students the same subjects and in the same manner.

I hope I have not taken too much of your valuable time.

Sincerely yours,

RAY A. FLOM,  
Principal.

HARMONY AREA SCHOOLS,  
Harmony, Minn., March 26, 1969.

HON. SENATOR MONDALE,  
U.S. Senate,  
Washington, D.C.

DEAR SENATOR MONDALE: I think this is the first time any senator has asked for advice concerning educational problems since I have been an administrator. Thank you for thinking enough of those at the "grass roots", so to speak, because you should get some fine suggestions. We took a little time at our school to have Mr. Elstad (our Federal Program director) to write several suggestions that we think most practical and important. Since he works in this area each day he is most aware of some of the problems associated with Federal programs. His suggestions are attached.

There is definite need of Federal aid to education—there is little doubt of that. We do think that there is a great deal of "red tape" connected with it. I have been personally appalled by the amount of paper work necessary to get a student a needed piece of equipment. Perhaps Al Quile is correct in thinking that the four categorical aid programs should be consolidated. It would certainly cut down on paper work. We are looking for more flexibility with the Federal Programs.

Eventually, it seems, the Federal government may have to extend aid in helping to pay for teacher salaries. This may be especially true in poverty areas of the various states.

We again wish to thank you for your letter and the knowledge that you are interested in education for the state of Minnesota.

Sincerely,

S. L. HOUDEK.

MEMORANDUM

To: Mr. S. L. Houdek, High School Principal.  
From: Martin K. Elstad, Assistant Principal.  
Subject: Education, Legislative Suggestions  
For  
March 24, 1969.

1. Re: Title I, P.L. 89-10:

Advice on funding should reach State Departments of Education much earlier. Funding should merit a term longer than the annual basis now in effect. (e.g. It is very difficult for a school administrator to contract for a teacher in April of 1969 when he will not be advised of funding for the next term until October or November of 1969.)

2. Re: Procurement of Equipment:

\*Need for up-to-date, modern equipment still exists in schools. Equipment should not be eliminated as an approvable expense.

\*Audio visual, computers, etc.

3. The 1960 census is not a realistic guideline for identification of deprived children in our community. They are not here.

MARTIN K. ELSTAD.

ANOKA-HENNEPIN INDEPENDENT  
SCHOOL DISTRICT No. 11,  
Anoka, Minn., March 26, 1969.

HON. WALTER F. MONDALE,  
U.S. Senate,  
Washington, D.C.

DEAR SIR: Thank you for your letter informing me of your appointment to the Senate sub-committee on education. There are two ways in which you could truly help a school district such as Anoka-Hennepin Independent School District No. 11.

1. A school district such as ours in which we receive 2,000 or more new pupils each year needs additional aid for construction of new schools. During the past year the taxes in our school district went up 78 mills. It would seem an apparent necessity that the federal government must aid rapidly expanding school districts such as ours.

2. A rapidly growing district such as ours will also need additional moneys for general aid if we are to continue to provide the best in education for our students.

Your help and interest in these matters will be sincerely appreciated by the patrons of our school district. Thanking you, in advance, for your efforts in our behalf, I am  
Sincerely yours,

ROY HUMBERT,  
Principal.

SOUTH JUNIOR HIGH SCHOOL,  
Moorhead, Minn., April 18, 1969.

HON. WALTER F. MONDALE,  
U.S. Senate,  
Washington, D.C.

DEAR SIR: Thank you for the recent letter in which you requested proposals for legislation or modification of present legislative programs.

I feel that the placement of Head Start, under the jurisdiction of the school districts again, was a move in the right direction.

In legislative matters, we generally consider proposals in our Western Division Secondary Principals Association. This group in turn will submit adopted proposals to the Minnesota Association of Secondary Principals for action.

We are happy to learn that you have been appointed to serve on the Senate Subcommittee on Education and we trust that your efforts will be fruitful.

Sincerely,

HOWARD WERGELAND,  
Principal.

MINNEAPOLIS, MINN.,  
April 4, 1969.

HON. WALTER F. MONDALE,  
U.S. Senate Office Building,  
Washington, D.C.

DEAR SENATOR: In reply to your letter requesting suggestions on action to improve the total educational program, I have a few that may be timely.

(1) Increased federal aid in the area of supplemental teaching and individual tutoring of handicapped and disadvantaged children to lessen the burden on the local school district.

(2) Some standardization of qualifications for teachers in the area of SLD (special learning difficulties) tutoring. Although this falls under the jurisdiction of state department of education, federal guidelines more clearly defined would be helpful.

(3) Some adjustment should be made in regard to teacher retirement. I plan to retire in June 1970 at age 63. My pension on TRA (Teacher's Retirement Association) will be \$80.00 a month plus \$132.30 under FIGA. Were I to continue teaching to age 65, the latter figure would be increased by \$13 per month. In both instances I received these figures from the respective offices recently. The TRA is this low because of out-of-state teaching. The year before I returned to teach in Minnesota the policy was changed so that no credit would be allowed on out-of-state teaching. I have taken advantage of all "buy-backs" available since 1952 and yet the pittance is only \$80, and that, under plan A with no refund.

I admit that teachers are today receiving a living wage. By the same token, those of us who are "oldsters" and near retirement have benefited only a few years from improved salary conditions. I taught in this state as recently as 1952 for \$3100 a year. Slight opportunity with such a salary to save for retirement. One reason for recent militancy of career teachers is the inadequate pension provisions in retirement. If a plan could be implemented whereby the federal government could compensate, in some measure, those teachers who are victims(?) of out-of-state teaching, their retirement years would become less of a penury.

If I can be of assistance in the areas of resource or implementation for improved education legislation, I shall be more than happy to get involved.

Sincerely,

ELROY R. JOHNSON.

MIDLAND LUTHERAN COLLEGE,  
Fremont, Nebr., April 1, 1969.

HON. WALTER F. MONDALE,  
U.S. Senate,  
Washington, D.C.

DEAR SENATOR MONDALE: It is with utmost urgency that we request the United States Senate Labor and Public Welfare Committee to give due consideration to raising the National Defense Student Loan appropriation to the earlier approved amount of \$191 million.

We have been given an estimated allocation of NDSL funds which is 25 per cent less than we received and used this year. Such a decrease for Midland College and all other institutions will be detrimental to our program of assisting needy students to enroll in college and of keeping these students in college.

Your immediate attention to the NDSL appropriations and to the appropriations for the other federal programs of student financial assistance is respectfully requested.

Sincerely,

HAROLD E. NOTT,  
Financial Aids Officer.

WINDOM PUBLIC SCHOOLS,  
Windom, Minn., April 8, 1969.

WALTER F. MONDALE,  
Senator, State of Minnesota, Senate,  
Washington, D.C.

DEAR SENATOR MONDALE: It certainly pleases me that you will be serving on the Senate sub-committee on education during the 91st Congress.

I have always been impressed with your feeling for people and I certainly believe that our young people do need leaders of your calibre working for them. In my opinion, education doesn't receive its appropriate share of the national budget.

Presently the suggestion I would have would be to finalize the legislation at an early date so that we have plenty of time to plan and work on programs after they have been authorized. This has not necessarily been the case with Federal aid to education in the past.

Thank you very much for your March 27th letter. You will be hearing from me in the future regarding legislation.

Respectfully yours,

(Mr.) AUBREY FILLBRANDT,  
Elementary Director.

MINNEAPOLIS PUBLIC SCHOOLS,  
Minneapolis, Minn., April 8, 1969.

HON. WALTER F. MONDALE,  
The U.S. Senate,  
Washington, D.C.

SIR: Many thanks for the opportunity to write to you relative to pressing educational problems.

1. Schools are in great need of specialized resources to focus on young people with unique learning and emotional problems. I'm referring to the need for an improved counselor ratio 1-200 rather than the present 1-400, more psychologists, psychiatrists and social workers. Schools are all the time receiving more young people with serious problems—many of them beyond the school's ability to cope with them—at least with present resources.

2. The need to focus intensive reading help on Kgn-3rd grade has been crystal clear for years. The upper grades and secondary schools would have fewer kids in reading distress if we placed a higher level of concern on teaching reading in the lower grades. A good teacher knows by second or third grade who's going to have reading troubles. This, then, is the place to pull up the big guns (the extra help) and to go to work intensively, not in grades 7-8-9 or 10.

You may be aware that a serious reading handicap is the one most generalized characteristic of youth and adults in trouble with the law. At a much less severe level it's

the principal characteristic of young people having school or learning problems.

3. In the third place we need laws or a policy that permits schools more freedom or options in working with the 14-15 year old boy unhappy with going to school. Age 16, the minimum legal leaving age, marks an opportunity or time for part-time work programs. The 15 year old, often times physically mature, is closed out of work programs.

4. Finally, urban and most rural schools too are still too much college oriented. The non-academically inclined youth too often has the cards stacked against him. We need vocational opportunities not unlike what Charles F. Nichols is presenting at the Work Opportunity Center in Minneapolis. This program is tremendous. We're asking why not a W.O.C. along Lake Street serving south Minneapolis, principally Central and South High School students—usually the drop-out type. Nichols, along with all school people, are worrying about Federal Funds running out on the W.O.C. at this early date. This Center must be kept going.

I could point up a dozen other problems, but I'll stop.

Best Wishes.

Sincerely,

RUSSELL D. BRACKETT,  
Principal.

NORTHFIELD, MINN.,  
April 4, 1969.

Senator WALTER F. MONDALE,  
Washington, D.C.

DEAR SENATOR MONDALE: You wrote our school principal asking for our proposals for legislation, etc. I shall try, but probably won't be brief.

It is most necessary to raise the level of salaries for teachers in both the elementary and secondary level. Teaching should become a profession and not a way of supplementing a husband's salary or, for the single woman, a better choice than being a stenographer. The salary should be adequate to attract and keep men with families to support, who now soon move up into administration, and talented women who now go into college teaching or one of the other better-paid profession. Good teachers are an economy in the long run.

Now salaries can't be raised to the proper level because real estate taxes aren't an adequate source of revenue. Obviously the Federal government must reinforce the state and local governments financially. And the funds are available! If we can spend 100 billions (more or less) on defense which means the destruction of our own and other countries resources we can find money for education, anti-pollution and urban problems.

You have my support and that of many others when you work for peace in Vietnam and reject the insanity of ABM and other equally disastrous military ventures.

Yours sincerely,

Mrs. JACQUELINE B. MAY.

MINNEAPOLIS PUBLIC SCHOOLS,  
Minneapolis, Minn., April 7, 1969.

The Honorable WALTER F. MONDALE,  
The U.S. Senate,  
Washington, D.C.

DEAR SENATOR MONDALE: I am pleased to learn from your letter of March 24, 1969 that you are serving on the Senate Subcommittee and hope that I can contact you from time to time about specific educational problems.

First, we now know the importance of early education, yet we still spend considerable more at the secondary level. All the latest research confirms that money spent early is far more economically sound, yet we continue to pour money into "drop-out" programs and attempt to rehabilitate those who should have been "saved" long ago. At Howe school I can pick out ten Kindergarten chil-

dren who need specialized help now, or they will be serious problems in junior high school. Next year, in first grade, these same children will begin to develop negative concepts about themselves, school and learning. A first grade teacher with thirty children cannot do the job that needs to be done. Every school in a large city faces about the same situation—limited funds and increasing problems. We don't need money for new programs. We need to adequately finance programs that we already know to be sound—i.e. providing a successful and satisfying start for all children.

If funds were available, this is how I would spend the money.

(1) Begin a pre-school program with a strong emphasis on helping parents understand the importance of their role.

(2) Initiate a testing program before children fail academically, that would diagnose specific areas of weakness and prescribe teaching techniques to overcome these weaknesses. (Such tests are available; however, elementary schools need counselors and psychologists to administer tests, etc.)

(3) Give additional help to first grade teachers to insure that the first exposure to reading will be a positive experience for children.

(4) Provide opportunities for parents to come into the school to learn more about what is being done. I suggest paying parents for attending certain meetings at school. This makes more sense to me than paying a wealthy tobacco farmer for not growing tobacco.

This country faces a serious threat. Billions of dollars for defense, billions of dollars to Viet Nam and billions of dollars for an ABM system will not save us. "Unless we support education while we are rich, we shall surely become poor."

Sincerely,

RICHARD F. CORNWALL,  
Principal.

#### USE OF CLOSED JOB CORPS CENTERS

Mr. CRANSTON. Mr. President, on June 30, 1969, the Senator from Wisconsin (Mr. NELSON), the distinguished chairman of the Labor and Public Welfare Committee's Employment, Manpower and Poverty Subcommittee, of which I am a member, submitted an amendment which he intended to propose to his bill, S. 1809, to extend the Economic Opportunity Act. Senator NELSON's amendment is designed to insure that the facilities and equipment which have been abandoned at the more than 50 Job Corps centers which have recently been shut down would be put to good use in socially valuable programs.

I wish to congratulate Senator NELSON on his excellent amendment and on his continuing concern—which I share very strongly—for the future of the Job Corps program. The more than \$60 million involved in capital expenditures in these abandoned centers should be able to be employed constructively to serve ends similar to those sought by the Job Corps, if the Labor Department and the Bureau of the Budget proceed in an imaginative and energetic fashion.

In California alone, there are tied up in capital investment in the eight centers shut down there a total of \$11 million. My office has received numerous letters from individuals and organizations inquiring as to plans for those facilities. And I have passed these inquiries along

to the Department of Labor with special reference to the Interagency Committee established by the Bureau of the Budget to study this problem.

Although I continue to believe very firmly that the Job Corps shutdowns were a tragedy for the young men and women involved and for the Nation as a whole, I feel that we must now turn our attention to salvaging as much physically and spiritually as possible from that program. I have joined with Senator NELSON and the ranking minority member of the subcommittee and the full committee, the most able senior Senator from New York (Mr. JAVRS), in attempting to insure so far as possible a fair shake for the individual young men and women affected by the shutdowns—both those in the centers closed and those frozen in the pipelines. Unfortunately, I fear, we have been only partially successful.

The other aspect of the situation is the use to be made of the now unused physical facilities. In this regard, I ask unanimous consent that there be printed at this point in the RECORD the text of a July 1, 1969, letter and enclosure to me from the Secretary of Labor dealing with the proposed uses for various centers, including specific data regarding 27 centers, five of which are in California.

This amendment of Senator NELSON's would provide an effective context for establishing appropriate priorities for the utilization of these abandoned resources for public service programs. I intend to offer in subcommittee, however, an amendment to Senator NELSON's language to include "youth conservation work and other conservation programs" as one of the enumerated examples of uses for these center facilities under section 10(a).

It seems to me that this modification would be in line with the essential purpose of Senator NELSON's amendment which is to continue to use these facilities for Job Corps-type purposes. Conservation work has always played a significant role in the Job Corps, and most of the closed Job Corps facilities were conservation camps within national parks or reservations.

There being no objection, the items were ordered to be printed in the RECORD, as follows:

U.S. DEPARTMENT OF LABOR, OFFICE  
OF THE SECRETARY,  
Washington, D.C., July 1, 1969.

HON. ALAN CRANSTON,  
U.S. Senate,  
Washington, D.C.

DEAR SENATOR CRANSTON: Thank you for your letter of June 2, 1969, asking about the use of closed Job Corps Centers. The interagency task force on the use of the closed centers recently submitted its recommendations. Consistent with the recommendations, the closed conservation centers will revert to the Department of Interior or Agriculture as appropriate. It will be the responsibility of these Departments to find "socially useful" programs for the centers, such as (1) remedial or work-vocational-educational training for disadvantaged youth with emphasis on a conservation work experience; (2) youth conservation education, and/or work experience programs; (3) residential rehabilitation and/or correction programs; (4) other manpower programs; and (5) summer camping