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same all over the Nation. We have an act of Congress that is supposed to be the same all over the Nation. Yet we see them both being perverted, distorted, and prostituted by HEW in order to impose one thing upon the South which the North will not have. I confess that some of the bureaucrats are sincere but somewhat misguided men. I charge, however, that some of them are actuated purely and simply by political motives.

I sincerely hope that the Senate will reject the proposal to strike this section from the bill. The Jonas amendment is in perfect harmony with our organic law and it is in perfect harmony with fairness and justice and it treats all children of this Nation exactly alike whether they be black or whether they be white. And that is as it should be.

The PRESIDING OFFICER (Mr. JACKSON). The question recurs on the motion of the Senator from Pennsylvania to strike section 211.

Mr. KENNEDY. Mr. President, I have submitted amendment No. 645 to increase Federal student financial aid by \$47.9 million for the coming year.

The amendment would increase the educational opportunity grant program to disadvantage students by \$17.9 million; the direct loan program by \$14 million; and the college work-study program by \$16 million. It would aid an additional 65,300 students who might not otherwise be able to attend college or vocational school.

If the amendment passes, total Federal funds for the three programs would be \$604.6 million. The Department of Health, Education, and Welfare estimates that the total amount of requests which it has already approved, or expects to approve, is \$796 million.

Especially during this time of economic pressure, Federal student assistance is critically needed. Inflation means family budgets are more tight than usual. Rising deficits and growing enrollments leave colleges with less money available for scholarships. It is becoming more difficult to receive guaranteed student loans, and the current shortage of jobs is cutting students out of outside work to help finance their studies.

Passage of the amendment would bring badly needed assistance to students from middle-income families through the direct loan program and through freeing up resources which would otherwise be necessary for low-income students.

It would also be a solid step toward achieving equal educational opportunity. For at present, only 7 percent of undergraduates come from families in the lowest quarter of the income bracket, compared to 48 percent from the top income quartile.

When we consider that the return in Federal taxes is an estimated 14 times greater than the Federal cost of helping to send a youth through 4 years of college, this is a sound investment indeed.

JONAS AMENDMENT

Mr. MONDALE. Mr. President, I rise to support the amendment offered by the distinguished minority leader to strike section 211 of the education appropriations bill.

Section 211, the so-called Jonas amendment, attempts to establish in Federal law a statutory right of "freedom of choice" for all parents and students. It seeks to prohibit funds in this appropriation bill from being used to formulate or implement any school desegregation plan other than a freedom of choice plan.

As such, it directly contravenes the Supreme Court decision in Green against New Kent County Board of Education that freedom of choice plans are not constitutionally acceptable unless they eliminate de jure segregation in the schools. It ignores court decisions and seeks to impose a financial penalty on a school district that is carrying out its constitutional obligations to desegregate. In short, it would require HEW to terminate funds in many school districts which are implementing school desegregation plans pursuant to court order.

In addition, this provision appears to deny the use of Federal funds to school districts which are voluntarily desegregating their schools under any plan other than freedom of choice.

This provision cannot and does not remove the constitutional obligation to eliminate official discrimination in the schools. It does, however, threaten to penalize school districts which are seeking to desegregate either voluntarily or pursuant to court order. It does attempt to deny funds to those school districts that are trying to abide by the Constitution.

Mr. President, this provision contradicts recent decisions reached by each branch of Government. As I mentioned already, it contravenes Supreme Court rulings in the Green case and others. In addition, it stands in direct opposition to the President's statement on school desegregation in which he pledged to support recent Supreme Court decisions requiring immediate desegregation, and in which called for the elimination of official discrimination "root and branch," and "at once." Finally, it runs counter to congressional action only a few months ago in which an identical provision was dropped from the Labor-HEW appropriation bill for fiscal year 1970.

Mr. President, this anti-civil right provision is opposed by the leadership conference on civil rights. It is opposed by the administration. It was defeated less than 3 months in the Senate by a 43 to 32 vote. It should be defeated again today.

This dangerous provision, which Secretary Finch has said would "tie the hands of local officials and encourage defiance of the constitutional obligation to desegregate," is no stranger to any of us. I urge my colleagues to support the amendment offered by the Senator from Pennsylvania (Mr. SCOTT) and strike this provision from this bill.

THE WHITTEN AND JONAS AMENDMENTS

Mr. CASE. Mr. President, sections 209, 210, and 211 are not strangers to the Senate. In slightly modified form, we have seen them repeatedly over the past several years.

All three sections attempt—either through direct legal impact or through confusion—to hamstring efforts to carry

out school desegregation required under the Constitution.

Sections 209 and 210, the so-called Whitten amendments, have been revised this year so that they would not alter school desegregation requirements under title VI of the Civil Rights Act of 1964. This title forbids discrimination in the use of Federal funds.

The change made in these amendments this year is that they would prohibit busing of students, abolishment of schools, or assignment of pupils at any school which is desegregated as that term is defined in title IV of the Civil Rights Act. This title excludes racial imbalance from the definition of segregation.

In this connection, it should be noted that the Fourth Circuit Court of Appeals, in a decision in Swann against Charlotte-Mecklenburg Board of Education on May 26, 1970, held that the definition of desegregation in title IV does not limit the power of school boards or courts to remedy unconstitutional segregation.

In other words, the incorporation of the definition included in title IV into sections 209 and 210 does not limit the power of school districts or courts to remedy unconstitutional segregation.

Despite their lack of legal effect, however, sections 209 and 211 could encourage some people, particularly those who have resisted desegregation in the past, to believe that, in fact, there has been a change in the basic law. These sections could serve to confuse local authorities as to their constitutional responsibilities.

I can see no reason to encourage confusion over the constitutional obligations of schools to desegregate and I support the effort to eliminate these provisions from the bill.

Section 211, the so-called Jonas amendment, is of even greater concern to me.

Unlike the Whitten amendments, the Jonas amendment would have a definite legal effect, although I cannot imagine how anyone could consider it to be a desirable effect. The Jonas amendment would deny vital Federal education aid to any school district which goes beyond "freedom of choice" in seeking to carry out its constitutional obligation to desegregate.

In this sense, the Jonas amendment would deny to school boards their freedom of choice as to the best and most effective way to desegregate schools.

The Supreme Court has ruled that these so-called "freedom of choice" plans to desegregate schools are acceptable only if they actually result in desegregating those which were, in fact, previously segregated.

The Department of Health, Education, and Welfare has found that "freedom of choice" plans are not effective in desegregating these districts in the vast majority of cases. These plans often fail to be effective because of fear of reprisals and intimidation and because of social custom which has grown up during centuries of discrimination.

This means that most previously segregated school districts are required by

law and by the Constitution to adopt some desegregation plan other than "freedom of choice."

The Jonas amendment would not change that.

Most school districts still would be required to go beyond "freedom of choice." The difference would be that the Federal Government would not be able to provide any assistance to help them work out their problems.

This would be directly contrary to the effort to provide additional Federal assistance to help our local schools overcome desegregation problems.

I hope that all Members of the Senate will seek to help our schools work out their problems rather than to put additional obstacles in the path of a good education for all children in this country.

Mr. ALLEN. Mr. President, I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The assistant legislative clerk proceeded to call the roll.

Mr. PELL. Mr. President, I ask unanimous consent that the order for the quorum call be rescinded.

The PRESIDING OFFICER. Without objection, it is so ordered.

THE INADEQUACY OF OVERALL EDUCATION FUNDING

Mr. PELL. Mr. President, as chairman of the Subcommittee on Education, I would like to comment on the level of appropriations recommended to the Senate by the Appropriations Committee.

While congratulating Senator MAGNUSON on the way he has handled the bill and the great heart he has shown when human needs are at stake, even that great heart is not great enough. Then I recall his words when the authorization bill was passed.

I am pleased with this bill for the following reasons:

The education appropriations bill represents a significant increase over the merger sums expended for education in fiscal year 1970; indeed, there is an increment of nearly \$1.7 billion.

If enacted into law, this would probably be the largest sum the Federal Government has ever had available to spend on education.

The \$4.5 billion which the Appropriations Committee recommends is \$700 million more than the Nixon administration requested and \$300 million more than the House of Representatives approved.

Nevertheless, I am afraid the gap between what should be spent in education and what is being spent in education remains far too wide. The \$4.5 billion recommended represents not more than a third of Federal expenditures authorized for education, which have been adopted by the Congress as a realistic indication of the amount of Federal support.

For example, the Congress has approved an authorization of \$4.2 billion for compensatory education for disadvantaged children under title I of ESEA. The appropriation is only 35 percent of the total, that is \$1.5 billion, leaving a gap of \$2.7 billion.

The Congress has authorized \$980 million for a combination of grants, loans,

and work-study programs for students who lack the funds for a college education. The present recommended appropriation is \$556.7 million, a gap of \$473 million, representing only 53 percent of the authorization.

The Congress has authorized \$603 million for basic vocational educational grants, and \$346 million has been recommended. At 55 percent of the authorization, this represents a gap of \$257 million.

The Congress has authorized \$30 million for a meager dropout prevention program. Only \$10 million has been recommended, a third of the authorized level, a gap of \$20 million.

Appropriations only meeting a small percentage of the authorizations level would not be so distressing to me if it were not for the fact that there are some authorizations which are not being funded this year and there are other authorizations which have never been funded.

The Congress has authorized \$90 million for the International Education Act, which has been on the books since 1966. This act has never been funded.

Title VIII of the Higher Education Act which authorized \$15 million for cooperative arrangements for shared facilities among colleges, title IX of the Higher Education Act which authorizes \$13 million for a needed program of fellowship grants and institutional grants for public service education programs, title X of that same act which authorized \$10 million for the improvement of graduate programs, and title XI which authorizes \$7.5 million for a law school clinical experience program are all higher education programs which have been on the books since 1968 and have never been funded.

Earlier this year the Congress passed a hard-fought bill to extend and expand programs to aid elementary and secondary education programs. This law extended the impacted aid program to school systems burdened by low-income children from federally supported public housing. New authorizations were also added to aid local education agencies and to promote comprehensive educational planning and evaluation on the State and local level. These authorizations have also been left unfunded. A nutrition and health program for schools was authorized. This needed program was left unfunded, although minimal funds for a similar program are perhaps provided for under the vague authorities of the Cooperative Research Act.

Mr. President, I must say I am very concerned about the failure to fund so many programs. It is one thing to limit the funding of an education program to a small percentage of the authorization, but it is practically an annulment of the law not to fund, at all, legislation which the Congress has enacted.

The authorization levels set in the education legislation were not casually adopted. They were set as an indication of the real need on the basis of long hours of hearings held by the Education Subcommittee.

Our failure to fully fund our education programs are mistakes, I am afraid, which will be more costly for the coun-

try in the long run than the inflationary impact that increased funding might have.

Without an adequate compensatory education program, the poverty cycle will not be broken. Poor children will continue to fall back in the education process and this will result, in the long run, in further burdens on the welfare rolls.

Without adequate scholarship and loan aid, hundreds of thousands of young people will be denied a college education, and the country will be denied the extra productivity and increased taxes which would be derived from their added education and their resulting increased incomes.

Mr. President, pending before the Senate is a series of amendments to increase funding for different programs by a total estimate of \$154 million. These amendments represent a very small percentage of the extra fundings that is needed. While I would like to believe I could offer a successful amendment to fully fund all of the education programs, I realize that possibility can only be a dream. Thus, I would hope and I would urge that the amendments to be offered this evening, or tomorrow, or whenever the opportunity arises, to increase funding be passed and supported in conference. These amendments are the least we can do.

I shall also offer, for myself, an amendment to the fund certain programs which have been authorized but have not been funded.

In conclusion, I would remind the Senator from Washington of the very correct words with which he warned me, when we have had a large and generous, but I think much needed, authorization bill: There is a great difference in amount between an authorization and an appropriation. It is this great difference I would like to see diminished.

Mr. MAGNUSON. Mr. President, the Senator from Rhode Island has an amendment that I am sure both the Senator from New Hampshire and I want to take a look at. If he would refrain from having a vote on it tonight and keep the amendment on the desk for further action, we would be very appreciative.

Mr. PELL. I would, however, ask unanimous consent that the amendment could be printed for the convenience of our colleagues tomorrow.

AMENDMENT NO. 730

The PRESIDING OFFICER (Mr. JACKSON). The Chair wishes to propound an inquiry of the Senator from Rhode Island. Has the amendment been offered or submitted, or was it submitted for printing?

Mr. PELL. I send it to the desk to be printed and lie at the desk.

Mr. COTTON. Mr. President, my understanding is that the amendment is simply laid on the table to be offered later. It is not offered at this time.

The PRESIDING OFFICER. That is correct. The amendment will be received and printed, and will lie at the desk.

Mr. MAGNUSON. However, it will be offered sometime during the debate on the bill.

Mr. PELL. That is correct.

JOHNNIE T. DENNIS, TEACHER OF THE YEAR
FOR 1970

Mr. MAGNUSON. Mr. President, on May 19, I was especially honored in being asked to preside over a ceremony in recognition of the Teacher of the Year for 1970. Mr. Johnnie T. Dennis, a high school teacher in the public schools of Walla Walla, Wash., was selected from among thousands of teacher nominees for this signal honor.

A reception and press conference was held over in the New Senate Office Building, it was attended by the Commissioner of Education, other Members of the Congress, educators representing national associations concerned about educational affairs, and through the cooperation of the National Education Association we have a transcript of what took place that day.

I think it is most appropriate that we include these remarks in the RECORD today as we consider the funding for the Office of Education for fiscal 1971. The main thrust of all of these programs under discussion and consideration now is to bring the benefits of educational opportunity to a greater number of recipients, and to raise the quality of educational programs in our Nation.

The remarks of the Teacher of the Year, Johnnie Dennis, are more than appropriate at this time and worthy of our special attention. I would hope that his comments about his own philosophy as a teacher and his responsibilities toward his profession, his students, his community, and our Nation would also be brought to the attention of all who share our concerns about education in America.

Mr. President, I ask unanimous consent that a transcript of this ceremony be printed in the RECORD.

There being no objection, the transcript was ordered to be printed in the RECORD, as follows:

RECEPTION AND PRESS CONFERENCE FOR THE
1970 NATIONAL TEACHER OF THE YEAR

Senator MAGNUSON. This is a very happy occasion, particularly for me, because the recipient of this award, Johnnie T. Dennis, happens to come from not only my state of Washington, but a favorite part of my state: Walla Walla. We have with us today Dr. James Allen, Commissioner of Education, and he and I are a little bit weary. We have just finished the Education appropriation, and we hope to take it up in the Senate this week if we can get in between the filibuster that's going on. He and I thought we did mark up a pretty good bill; it's one that everybody can live with, but the main thing is we are going to get it down to the White House before the first of June so that you people will know what you're going to have to work with in the coming year, and not get involved like we did last year when it went on and on and on for months.

Now, Dr. Don Dafoe, Executive Secretary of the Council of Chief State School Officers, is here also to honor the recipient, and Mr. Jack Squires—where is he? Oh, there you are—who represents Look magazine and also represents Mr. Attwood their Editor-in-Chief who is sponsoring a part of this program. Also from the State of Washington, Dr. Chester Babcock who represents State Superintendent Louis Bruno. I understand Dr. Babcock nominated Johnnie for this award, is that correct?

Dr. BABCOCK. State Superintendent Louis Bruno made the nomination.

Senator MAGNUSON. And then we have, of course, Mrs. Johnnie Dennis. Will you stand up so everybody can see you? There she is.

And her daughters, Deanna and Maureen. They are both here. And two sons Charles and Kevin. There are two of them that look like Title I students to me. And then Johnnie's brother and his wife, Warrant Officer Joseph Dennis and Mrs. Dennis from Fort Meade. You're stationed over there, aren't you?

JOSEPH DENNIS. Yes, sir.

Senator MAGNUSON. All right. And then, as you know, the members of the Selection Committee who screened the 53 state teachers of the year who were candidates for the 1970 award. They selected 5 finalists from those, and they then picked our recipient here today. Johnnie T. Dennis. Now, are they here? The Selection Committee—stand up, those that are on the Selection Committee.

Thank you very much.

Now, we have many other members representing the educational field. I am going to ask Dr. Allen, if he will, to come up. We've a little biography of Johnnie Dennis, and I think people would be glad if you would read that for us.

Congressman Meeds of my state, who just came in, does very able work over in the House in the education field. He's a member of the committee.

Dr. ALLEN. Thank you very much, Senator, Congressman Meeds. I am pleased that you have included me and given me the honor to be included in these ceremonies. I want to say to the Senator that I never get weary of coming up and meeting with him and his committee when we are talking about more money for education; and as long as that can be possible I'll keep on coming, and I am always very pleased and very proud to have the opportunity to appear before him and his committee because of the deep interest he takes in the field of education.

I certainly want to extend my congratulations to Mr. Dennis on this recognition and high honor, of being the teacher of the year. And I congratulate the committee that selected him and the school system of Walla Walla where he has served so well. I am delighted to see his family here, and I just assume that the children have good excuses to be out of school today, but we welcome them here to Washington. And I extend also to you the welcome and congratulations of the Administration.

When we honor a teacher in this country, in any country, we honor the best among us. And we don't do enough, it seems to me, to recognize the great teaching force we have in this country, and the many, many fine teachers that daily serve millions of young people in our schools, in our colleges. So that I am delighted that the Council of Chief State School Officers and Look magazine jointly sponsor each year this selection of Teacher of the Year, one whom we can honor, and in honoring him, honor the great profession of teaching and the wonderful school system that we have in this country.

The man we honor today is a man who not only teaches the disciplines of the academic world, which prepare our students to meet the challenges of making their livelihood, but also help to equip them with the ability to grapple with the social environment in which they may exist in order to apply the formal knowledge they take with them from the classroom.

The son of a Mississippi sharecropper, Johnnie first moved to Walla Walla, the home of his wife Shirley, to attend Whitman College, receiving his B.A. degree in 1960. This was followed in 1965 by his M.S. degree in combined sciences which he earned at the University of Mississippi. For the past six summers, Johnnie has won National Science Foundation grants, being one of twelve high school science teachers in the nation chosen to participate in high energy physics research

at the University of California Lawrence Radiation Laboratory during the past two years.

Johnnie's free time is spent narrowing the student-teacher gap, holling up with his children and with family projects in improving the quality of education in Washington state. This year, as we have indicated, he was also selected as the Washington Teacher of the Year. And, as I am sure the Senator would like for me to say, the Washington Congressional Delegation are proud to honor Johnnie.

Senator MAGNUSON. I was going to say that, but you can say it.

Dr. ALLEN. Well, I'll let you say it, and I'll let you carry on from here. I will just close by saying that it is an honor indeed for me to be here and to congratulate Johnnie and to congratulate all who had a part in his selection, and to wish you a good four days here in Washington. I look forward to seeing you at the White House later on this afternoon.

Thank you.

Senator MAGNUSON. Dr. Babcock was supposed to introduce Johnnie Dennis' family, but I took advantage of him and did it ahead of you. But we also have here Mrs. Dorothy Ann Dennis Wright, Johnnie's sister, and her husband, Dan Wright. We would like to see you.

Congressman Meeds, who plays an important part in the field of education, is a member of the House Committee on Education, is here, and I want to ask him if he would like to not only honor our recipient here today but say a few words about education.

Congressman MEEDS. Thank you, Senator Magnuson. Mr. Commissioner, Johnnie Dennis, other people involved in the selection, ladies and gentlemen. It is a pleasure for me to be here today and to participate in honoring Johnnie Dennis who has brought great prestige and honor to our state by winning this award.

We sometimes think that we in politics, Senators and Congressmen, that we greatly influence what happens in the world and in America (and I am sure we do), but I think there is no one that influences what happens in America and the world more than a good teacher. Because of the depth of the relationship, the time the teacher can spend with a student, it seems to me that a teacher has, next to a parent, the best opportunity to enrich the life and enhance the livelihood of a student.

And so, in the final analysis, I am sure that good teachers are the ones that really make impressions upon young people's lives and we're greatly indebted to you, Johnnie, for not only winning this award but mostly for being a good teacher.

Senator MAGNUSON. Johnnie, as long as you come from the state, I am going to ask Dr. Babcock to say something here.

Dr. BABCOCK. Thank you, Senator Magnuson, Congressman Meeds, Mr. Commissioner. I think I need not say that we are extremely proud, Johnnie; we are also extremely proud, as I am sure the gentlemen are from our state, that this is the second occasion on which the nation's Teacher of the Year has come from the State of Washington.

I was glad to hear Senator Magnuson mention the children. Kevin, the older one, is a straight-A student from kindergarten, and he is now in junior high school, and he is here with a very guilty conscience because he was not just quite sure he should miss a week's school. But after conferences with his teachers, it was decided it would be all right. Kevin, we hope you have conquered that guilt complex which you brought with you.

We're very proud of this young teacher, this young man, because he represents, I think, the kind of leaders that our young people need today. And so I join all the rest of you in extending congratulations to

Johnnie Dennis as Teacher of the Year. Congratulations, Johnnie.

JOHNNIE DENNIS. Thank you.

Senator MAGNUSON. Now, Dr. Dafoe, do you want to make some introductions of people in the national organizations who are here to honor Johnnie?

Dr. DAFOE. Well, I think, Senator, we will just let you proceed with the press conference pretty soon, and then at the end we will bring those people up. I would just like to make a comment. We have Jack Squires from LOOK—representing William Attwood as you mentioned. We are proud to be associated with Look magazine in this program which emphasizes teaching excellence. This is the nineteenth year; this is the tenth year that we have been associated with Look.

We think what it honors is the superior ability to inspire love of learning in children regardless of backgrounds or abilities. Johnnie Dennis possesses that attribute, and we honor him today as the symbol of what is right with American education.

Senator, we will let you proceed with the press conference; at the end we will call on these people representing the national organizations.

Senator MAGNUSON. Thank you. Now if we have forgotten anyone we will get to you later, but I think we all want to hear from the man we honor today. Again, we're all proud of your work; and I needn't emphasize, as Dr. Allen mentioned, the importance in this country in these times for the kind of teacher that you typify. It is so important your story will be widely told, but I am sure you have a few remarks to share with us today.

He says that he is a little nervous, but I doubt that.

Let us know how you feel about receiving this award, number one; and how happy we all are to have your family here and those who have worked with you and your own people from the state that have worked with you. And after that, some one may ask you a few questions, and I am sure you can field those.

So, Johnnie, we're proud to have you here, and we want to welcome you.

(Applause.)

JOHNNIE T. DENNIS. Thank you, Senator. And it isn't every day, I think, that a fellow from what the magazines say is from Owl Hollow, Mississippi gets a chance to talk to such distinguished gentlemen and guests.

I am thankful for this opportunity to share with you some of my ideas, but first I want to express my personal appreciation to the Council of Chief State School Officers and to Look magazine for their concerted efforts in perpetuating this recognition program which focuses the attention of the nation on the policy side of education once each year by this symbolic award, the National Teacher of the Year.

I am sure the finalists in the awards program this year, Mrs. Roberta Alward from Alaska; Mr. James Braboy from South Carolina; Mrs. Trudy Plummer of Ohio; and Mr. Theodore Mollitor of Minnesota, as well as the teachers of the year for 1970 from the other states and U.S. possessions, join me in saying thank you.

You might wonder what it is that labels a person to be given such an award. Well, I'm not quite sure. I'm just thrilled to death with it, but I can say that in my case it's not the result of pulling one's self up by his bootstraps. It is a combination of many things. I'd like to mention a few.

One is a concern for my relationship with my God. Two, a beautiful wife who is truly a helpmate and four lovely children who have been very patient with a father who finds himself working many evenings away from the family. Three, good teachers everywhere who have helped me during conferences throughout the United States through

participation with them in National Science Foundation Institutes, and then our local and state organization. Four, local and state administrators who have helped us develop a good working relationship, teachers with administrators. And five, a very important part: the interested citizens of the state and local community who provide suggestions and the funds to make the educational program a reality.

As we respond to all of these positive factors, all teachers can share in this award as teachers of the year. I think the primary concern here, however, is that of the students in our classrooms and in particular mine. I will attempt to outline some of the general ideas that I use and try to reveal to you some of my philosophy and hope that it will stimulate specific questions from you so that I can be at my best when I am fielding questions as opposed to lecturing. This is just not my cup of tea.

Believe it or not, kids in high school today are just like those we knew when you and I were in school. They are human and need to know that someone cares; not only by provision of funds, nice classrooms and good programs, but by individual attention each day and the reassurance that all is not lost if he fails. As a physics teacher, I use my subject matter as a vehicle to determine the needs of my students to the best of my ability, and to attempt to provide for those needs, and I do not treat the subject matter as an end of itself.

As teachers we attempt to do a twelve-month job in nine months as we work to help the students identify their strengths—God knows they are made well aware of their weaknesses from many other areas. We try to help the individual realize as much success as possible each day by continuing to impress upon him the importance of his solutions as a result of his own physical and mental activity.

The student is encouraged to outdo himself in mastering a skill or completing a task, as composed to competing with the brightest student in the classroom. The students are challenged to consider statements like "They are perpetuating the problems," and "They could end hunger in the United States." We ask the student if he is not a part of that nebulous "they" who always receives the blame.

We encourage the students to consider the power of individual action and discourage the lip service offered by many people concerning, one, the needs of the poor; two, the needs of those who are hungry; and three, the needs of those who do not have sufficient medical attention. We challenge the student to demonstrate his concern through positive action, whether he is given credit for his action or not.

Recently a group of our students took part in a controversial "hunger walk." This was sponsored by the local Lutheran churches in our community. The students took a hike for money for the hungry people, both in the United States and elsewhere. I don't think I've ever heard as much talk about the number of people in our country that are hungry as I did after the hunger walk. But there was a great deal of criticism, because some people can't see why in the world a person takes the time just to walk for the hungry; something positive should be done; something should be gained. But I think these students made a tremendous contribution.

Another example of this positive action that I mentioned is that by a group of Walla Walla college students who worked repainting and painting a structure in the city park while receiving a lecture and a barrage of hand bills from a group which yelled at them as they worked about the ills of the country. There are those who talk and those who act.

I encourage my students, as much as I possibly can, that it is the individual action that is important.

This is the kind of action—the kind that I have just related—that I interpret as the result of responsible educational programs, not indoctrination but education.

Well, you might wonder what all this has to do with teaching science and mathematics. My students tell me that this is what it's all about. If they can associate basic concepts of physics and mathematics with the awesome unknown life that they face daily, they begin to feel the urgency to master needed concepts today. Sure, they are interested in tomorrow, but their primary interest is today, and building on the successes of yesterday and refraining from destroying all tomorrows.

Thank you.

(Applause.)

Senator MAGNUSON. Now, if any of you have any questions you would like to ask our recipient today, he'd be glad to answer them.

Mr. DENNIS. Attempt to answer them, yes, sir.

QUESTION. I have a rather personal, profound question. You are a native of Owl Hollow, Mississippi. Whatever prompted a man to move from a place like Owl Hollow to Walla Walla?

Mr. DENNIS. Well, first of all, I might clear something up. This statement Owl Hollow came from a biographical sketch I made myself, and I was really born in a near little town called Reinzl, Mississippi. That's about fourteen miles south of Corinth, and there were a couple of houses up in a little canyon and my parents fondly refer to this little canyon as Owl Hollow or Owl Holler, so suddenly there is a place in Mississippi called Owl Hollow and I am sure the Mississippi people are going out of their minds trying to find it.

But as far as what prompted me to leave that country, I really love the South but when I graduated from high school I wasn't able to get a job so I joined the Navy. And I found in the Navy that people felt a little differently about individuals. They encouraged us to develop our own abilities and to use them to the best of our ability and I kind of liked this. This is in the educational program of the Navy. And I met a lot of high school students who were coming into the Navy who needed training in the skills that are offered in the Navy. I liked to work with these people, and I felt that I would like to make teaching my life work.

As a young man, by the way, I grew up in Florence, Alabama. This is where I went to grade school and high school. As a young man, I didn't feel that I had much of a chance to go to college because of the lack of funds, and fortunately the Navy provided me with this opportunity to go to college and to become a teacher. And I try every day to show how grateful I am by doing the best darn job I can do each day.

(Applause.)

Senator MAGNUSON. Anything further? Yes.

QUESTION. In your own words, sir, what one attribute would you say distinguishes the really good teacher from the mediocre teacher?

Mr. DENNIS. Well, first of all, I have never met too many mediocre teachers. I think our teachers in the United States are very good teachers. My students tell me that the thing that makes them want to take my class—I'll put it that way—is that I have a concern for the individual and am truly interested in their problems and try to deal with those problems over my lunch hour, in the evenings, whenever I can get together with them.

Senator MAGNUSON. The lady in the first row there.

QUESTION. The newspapers are filled with stories of student unrest and teen-age riots and so on. Do you have these problems in your school, and also how do you feel educators in your school should deal with these?

Mr. DENNIS. That's a pretty big order. I think that these problems are in evidence everywhere, not only in the big city but in the small school; and I think administrators and teachers can deal with this problem best if they make every attempt to understand what got the problem started. And I think there are a lot of programs—there are at our local level—that are being tried to occupy the student with something that he is interested in—to make education more relevant as a partial answer to the demands of the riots.

But I think that we also have to be very careful about the very small percentage of people who are making what some people might call outrageous demands. We have a responsibility to all the children of all the people, and this is the thing that administrators as well as teachers have to keep in mind at all times.

Senator MAGNUSON. The lady in the back. **QUESTION.** I think you partly implied an answer to my question. But after Sputnik there was a tremendous upsurge toward science and the study of science in our schools. Now there seems to be a veering away from space and science, and I was wondering whether you think there are going to be fewer students who select science now rather than humanities, and how do you, as a science teacher, balance these out?

Mr. DENNIS. Well, we have a humanities course in our school, just initiated a couple of years ago, and we are making every effort to show the students that science is going to play a big part in the humanities program of our society in the future. And, as I mentioned in some of my comments, I think the students have to be aware of the development of some of the scientific attitudes as the result of development of society; and that maybe if we are creative enough we can use our knowledge of science to help solve some of the problems I mentioned here earlier. Our science students are very much concerned in the humanities also.

Senator MAGNUSON. Any further questions? Well, again, we all congratulate you, Johnnie. He is to be honored this afternoon by the President of the United States at 3 o'clock. I can't invite you all down there, but I imagine some of you will be down there when he receives this honor from the President of the United States.

Correction—Mrs. Nixon is going to be there and give the honor.

So I want to thank you on behalf of the Washington delegation for coming here today, Dr. Allen and Dr. Babcock; particularly my congratulations to Look magazine for what you are doing in this field. I think it's a stimulating thing. And surely the example that Johnnie Dennis gives to the other people in this profession is well worth all the effort...

JACK SQUIRES. I would like to announce that our editor-in-chief, William Attwood is en route here now. He is at White Sulphur Springs at an important convention. We expect him momentarily and if anybody is present at the later ceremony we would love to have you meet him and talk to him.

Senator MAGNUSON. You go right ahead, Doctor, with the other awards.

Dr. DAFOE. We have some special awards for Johnnie, and while people are getting up here, Senator, if I may add a note, I was cheered to hear your remark that you hope things will all be cleared by the first of June. That's going to make a much easier summer for some of us...

The first special recognition to Johnnie Dennis will be made by Dr. John Mayor,

Director of Education, American Association for the Advancement of Science.

Dr. MAJOR. Senator Magnuson, Dr. Dafoe, and Johnnie Dennis, I am proud to have the privilege of presenting you a membership in the American Association for the Advancement of Science. And this certificate, a part of which I would like to read has a heading American Association for the Advancement of Science:

"This is to certify that Johnnie T. Dennis was elected a fellow of the American Association for the Advancement of Science. In testimony whereof, the President and the Executive Officer have hereunto set their hand and the seal of the Association the 19th day of May, 1970."

From the evidence we have, Johnnie, you represent the best of America and the best of education. You are very young, you have only started your career, may this be a beginning, and the best of luck. We need you in science education.

(Applause.)

Senator MAGNUSON. Dr. Dafoe said I could interrupt here just a moment. Two distinguished members of the Washington state delegation just came in, and I want to introduce first Congressman Tom Foley from the eastern part of Washington. And then I am going to ask Catherine May to pay her respects to her honoree today because she represents his district and she is quite familiar with the school system in Walla Walla. Catherine May.

Congresswoman MAY. Thank you. I am very honored naturally to be able to claim in my district your wonderful young gentleman here that we have known about in my district for some time: Johnnie Dennis has been famous here. And to have him made National Teacher of the Year of course brings honor to all the people of our district. But much more important, Johnnie, to all the people of our state and to all the teachers in the United States. That's all I wanted to say; I didn't want to take a lot of time within the ceremonies but I appreciate the chance to congratulate you personally on behalf of all the people of our state. Thank you.

Senator MAGNUSON. Tom, do you want to join here a minute and pay your respects to the Teacher of the Year?

Congressman FOLEY. Well, I am sorry that I can't claim the privilege that Mrs. May has of representing Mr. Dennis and having him as a constituent, but I am going to expand it a little bit and claim you from eastern Washington, not only from the state but from the half of the state that both Mrs. May and I represent.

The importance of the teacher as the key and central professional in our society, I think, is clear to everyone. What sort of society are we going to have in the coming decade will largely depend on the quality of our education, and nothing is more central to that than the performance of our teachers.

We are delighted from the Washington State Delegation to have the signal honor of having the Teacher of the Year come from our state. We know that he represents the best in educational performance, and we know that he is repeated many hundreds of thousands of times around the United States by teachers in all of the state; so I add to Mrs. May's congratulations my own very warm congratulations on this very happy occasion.

Dr. DAFOE. I am going to lay a little of that claim too. I went to school at the University of Idaho just across the border a few years back. We're proud, too.

Next I'd like to call on Mrs. Joe Ann Stenstrom, Assistant Executive Secretary, American Association of School Librarians. Mrs. Stenstrom:

Mrs. STENSTROM. Senator Magnuson, members of the Washington delegation, Dr. Dafoe

and Mr. Dennis. I too am very personally pleased to be able to present you an award, because I am also from Washington state. I would like to present to Mr. Dennis on behalf of the American Association of School Librarians this book published by the American Library Association entitled "Books by Junior College Libraries." We highly recommended this for use with high school students in program such as those in which Mr. Dennis is involved; and we hope that he will find it a useful guide to selecting sources of information for both he and his students. It is inscribed to you, Mr. Dennis, as Teacher of the Year. Our sincere congratulations.

Senator MAGNUSON. Dr. Dafoe is going to get a little bit weary of me interrupting here, but we have two other distinguished members of our delegation here, Johnnie, and I am sure they want to add their congratulations to your honor which you are going to receive today; and so I want to call on my distinguished colleague, Senator Jackson.

Senator JACKSON. Well thank you, Senator Magnuson. I regret we've got a hearing on that I am chairing down below. I was unable to get here until just now. From a personal point of view, I, of course, have nothing but the highest and greatest respect for the teaching profession. My oldest sister who passed away recently taught in the third grade in the Garfield School in the same classroom without interruption for 43 years. I think that's sort of a record, and I grew up in the tradition and therefore have a tremendous respect for those who follow this important profession.

I am reminded of just one example of the obvious importance of the role played by the teacher. In Budapest, Hungary, prior to World War II, there was a distinguished teacher of mathematics. This teacher had a profound influence on his pupils. This teacher was dedicated to excellence, and out of that classroom came five of the world's most famous scientists who have played an invaluable role in the security of our country and the free nations.

Out of that classroom was Dr. Theodore Von Neumann, the world's most famous mathematician; Dr. Theodore Van Karman, the world's most famous aeronautical engineer; Dr. Leo Szilard who played such an important role in the Manhattan Project; Dr. Eugene Wigner who is now at Princeton who played, and is playing, such an important role in the development of nuclear power plants. I don't know whether I named four or five—four?—there is one missing, but obviously he is famous.

I mentioned Theodore von Neumann—John von Neumann, Theodore von Karman, Leo Salard—well, Edward Teller, the father of the hydrogen bomb. This can of course be repeated in other areas of human endeavor, but I think in all of our concern about priorities, all of our concern about making a better society, we still it seems to me have a long way to go in providing for proper recognition for our teachers.

In Europe the most important person in the community is the professor. We have yet to reach that point of recognition, and I think that if America is going to play its proper role in the world we need to do more than what we have already done in giving to our teachers and the profession the recognition they deserve. So I want to express my congratulations to Mr. Dennis and his family for what he has done and what he is doing. More than that, I want to commend him for his good judgment, after having been exposed to Whitman College in making the northwest his residence.

Senator MAGNUSON. I might suggest, Johnnie, just wait till they start coming out of Walla Walla. Congressman Hicks is here and I am sure, Johnnie, he wants to also congratulate you on this high honor.

Congressman HICKS. Thank you, Senator.

It's a little difficult following Senator Jackson, but I am sure Mrs. May when she spoke told you that she spent some time teaching school. I spent a little longer; I spent seven years; and the reason that I left the classroom was that I didn't think that I was doing the job that should have been done for these youngsters. I have seen some very excellent teachers in the junior high schools and grade schools of our state and I have seen some very mediocre ones.

While I agree with Senator Jackson that in education, school teachers have not always received the recognition that they should, on the other hand you can't take mediocrity and freeze it into the system either. There are some wonderful things that can be done by really good teachers; I have seen them done. And there is some real harm that can be done by those who are there who meet the old adage of "those who can do, and those who cannot, teach;" and that's just wrong, but it's been true enough so that it gave such an adage currency.

I am more than pleased to do honor to a really fine teacher. Thank you very much.

Dr. DAFOE. Dr. Wallace A. Brode, Past President, American Chemical Society.

Dr. BRODE. Senator Magnuson, Senator Jackson . . . Johnnie, I take great pleasure in representing the Chemical Society here to present to you subscriptions to two of our magazines on chemical education, one which is designed for the high school student and the other for the high school teacher. I present this to you with my great congratulations. I can't help but add, however, that but by pure laws of chance and coincidence I was born in Walla Walla. I was selected to do this, representing the American Chemical Society, without knowing—they didn't know this—that I was to talk to a man from Walla Walla. I graduated from Walla Walla High School 53 years ago, and I graduated from Whitman College, so I think I truly represent the community and our Congresswoman in extending our congratulations.

May I add one other point which was brought up in the discussion here asking about whether people were turning away from science. There are more young people turning away from science, more young people, than ever before. And there are more young people turning toward science than ever before, just because there are more young people.

Dr. DAFOE. Dr. Howard Hitchens, Executive Director, Department of Audio-visual Instruction, NEA.

Dr. HITCHENS. Senator Magnuson, members of the Washington delegation. I am very pleased to represent the Department of Audio-visual Instruction, Mr. Dennis, in doing honor to you upon your selection as teacher of the year. I represent about 10,000 people who are out of the field of educational technology, and as a small token of the honor which we do you, we would like you to accept a year's subscription to our magazine, "Audio-Visual Instruction." Congratulations.

Dr. DAFOE. James D. Gates, Executive Secretary, National Council of Teachers of Mathematics, Jim.

Dr. GATES. Senator Magnuson, members of the Washington delegation, Dr. Dafoe. It gives me great pleasure to be here representing the National Council of Teachers of Mathematics to express my congratulations to you, Johnnie, as a science teacher and also a teacher of mathematics. It's extremely meaningful to us that a teacher of mathematics was selected during this year, the year 1970, because this is the year we are celebrating as our Golden Jubilee Year. Our theme this year has been "Excellence in mathematics education for all." So it is very gratifying, Johnnie, to hear you remark earlier that you would express great concern

that we take into account the individual differences, the concerns of every student.

I'd like to read our Certificate of Merit: "The National Council of Teachers of Mathematics: This certificate is presented to Johnnie T. Dennis in recognition of exemplary contributions to the improvement of mathematics education, Teacher of the Year, 1970."

Congratulations, Johnnie.

Dr. DAFOE. Ralph Gray of the School Service Division of the National Geographic Society. Mr. Gray.

Mr. GRAY. Johnnie, the popular song says that what the world needs now is love, sweet love; but I believe that even as much as that is true, what the world needs now is teachers, good teachers. It's a great honor to share this stage with one of the best teachers, a teacher who has been accorded the accolade of being the Teacher of the Year; and as a token of the esteem of the National Geographic Society we want to present you with an honorary subscription to the magazine for the future, beginning with the May issue, which has a couple of science articles in it. Maybe not exactly your mathematical end of science, but there is one article about archeology and anthropology in Africa; and another one on natural history in this country.

We hope you will enjoy this through the year, as I know you will enjoy all the other honors that have been bestowed upon you today. And I would like to say that our editorial hats at National Geographic are off to Look magazine for maintaining this fine project of honoring a Teacher of the Year for each year. Johnnie, congratulations.

Dr. DAFOE. Dr. Thomas D. Fontaine, Deputy Assistant Director for Education, National Science Foundation.

Dr. FONTAINE. Senator Magnuson, members of the Washington delegation, Dr. Dafoe. It is a special pleasure for me to be here. I think I will try to rival to some extent our good friend Dr. Brode here. I welcome you, Fellow Mississippian. I am very appreciative of the fact that you explained where Owl Hollow was, because I had placed it in certain low hills where I was born.

In addition to this, of course, I think this is very nice on the 20th anniversary of the National Science Foundation that we have such a distinguished recipient this year for the teacher who represents the best, I am sure, in science and in mathematics. I would also at this moment too like to pay tribute to Senator Magnuson, who I am sure many of you know has really been the father of the National Science Foundation. So I think Senator Magnuson should take a special pride in the fact that his wisdom and the shepherding the National Science Foundation through many of its trial periods has paid off in such a significant way.

It was in 1954, Senator Magnuson, that the first summer institute for high school teachers was held in the state of Washington at the University of Washington. So it is with special pleasure I present to you, Johnnie, an investment in knowledge, which is the History of the Summer Institute Program of the National Science Foundation. Congratulations.

Senator MAGNUSON. I want to, before we adjourn, remind everyone that there are refreshments and coffee . . . I am sure that all of you want to meet Johnnie's fine family over here. We thank you all for coming. It's an event I am sure you wouldn't want to miss. So we stand adjourned. Thank you.

Mr. MAGNUSON. May I inquire from the Senator from Alabama if he has an amendment pending?

Mr. ALLEN. No. The amendment pending is the amendment of the Senator from Pennsylvania and, at the

proper time, I wanted to address a few remarks to that amendment.

Mr. MAGNUSON. Mr. President, may I make an inquiry? I am doing this for many other Senators who have asked me, and I have not been able to answer. Will we have a vote tonight on either the Whitten amendment or the Jonas amendment?

Mr. COTTON. Mr. President, the Jonas amendment is the amendment pending.

Mr. ALLEN. The amendment to strike the Jonas amendment.

Mr. MAGNUSON. Perhaps the Senator from Alabama could help me determine if there could be any votes tonight.

Mr. ALLEN. I would not know. I had planned to address a few remarks to the amendment. I do not have a prepared address. It would be flexible, depending on the situation.

Mr. MAGNUSON. Would it be flexible short or flexible long?

Mr. ALLEN. That would depend.

Mr. MAGNUSON. That would depend. Then I cannot give my colleagues any definite answer right now.

Mr. ALLEN. Not at this time.

Mr. MAGNUSON. I thank the Senator.

Mr. ALLEN. Mr. President, I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The assistant legislative clerk proceeded to call the roll.

Mr. KENNEDY. Mr. President, I ask unanimous consent that the order for the quorum call be rescinded.

The PRESIDING OFFICER. Without objection, it is so ordered.

Mr. MANSFIELD. Mr. President, will the Senator yield?

Mr. KENNEDY. I yield to the Senator from Montana.

Mr. MANSFIELD. Mr. President, if it meets with the agreement of the manager of the bill and the ranking minority member, I suggest that they consider adjournment, with the proviso that when the measure under consideration becomes the pending business again tomorrow night at approximately 5 o'clock, the distinguished Senator from Alabama (Mr. ALLEN) be recognized.

Mr. MAGNUSON. That is agreeable to me. Is it agreeable to the distinguished Senator from New Hampshire?

Mr. COTTON. Yes.

The PRESIDING OFFICER. Is there objection? The Chair hears none, and it is so ordered.

TRANSACTION OF ADDITIONAL ROUTINE BUSINESS

By unanimous consent, the following additional routine business was transacted:

ADDITIONAL COSPONSORS OF BILLS

S. 3311 AND 3312

Mr. KENNEDY. Mr. President, on behalf of the Senator from Maryland (Mr. TYDINGS) I ask unanimous consent that, at the next printing, the name of the Senator from Michigan (Mr. HART) be