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that the Senate Appropriations Committee has decided to affirm the Administration's request and to stabilize the funding at \$110 million, rather than accede to the House Appropriations Committee's \$85 million reduction.

Our concern is not unfounded; these monies have been most necessary and useful to the development presently experienced in Ogden City. Briefly, let me outline the general activity that this federal assistance has made possible:

A. The Ogden Redevelopment Agency, once on the verge of floundering has been completely reorganized under the 701 Program and is now actively accomplishing its goals of renewing individual units and entire neighborhoods.

B. Our Central Business District Development Plan, which has consisted only of talk during the past 10 years, has become a reality with the signing of a contract for construction of a downtown mall-type shopping center about to take place.

C. The Ogden Housing Authority, under a 1970 contract for establishment of 250 dwelling units, has now come within 52 units of its goal. But 500 additional Ogden families are still waiting for decent housing which they can reasonably afford.

D. During the past year, two sets of graduate interns have assisted in the preparation of vital studies which otherwise would not have been completed with the city's small administrative staff. The mutually beneficial experience gained by these students has been a key qualification in their successful searches for placement in meaningful municipal jobs throughout the country.

E. Other important items that have been advanced due to the use of the federal assistance are detailed in the appendix.

I strongly urge the maintenance of the \$110 million appropriation, because of the profound impact that the 701 Program has had and will continue to have upon our community. A compromise of this position would certainly not be in the best interests of this country's local governments.

Sincerely,

BART WOLTHUIS,
Mayor.

SENATOR BAKER'S REASON FOR OPPOSING THE WAR POWERS ACT

Mr. BAKER. Mr. President, last Friday, the Senate overwhelmingly passed a measure intended to redress the serious imbalance of power between the executive and legislative branches of Government with regard to the use of the Armed Forces of the United States in the absence of a declaration of war. Although I was a cosponsor of that measure and believe strongly in the need for the Congress to reassert its constitutional prerogatives in this regard, I voted against final passage of the bill.

I did so for a very simple reason. Whereas the Constitution does not clearly distinguish between the President's power as Commander in Chief to involve U.S. forces in hostilities abroad and the Congress' power to raise and support the Armed Forces and to declare war, it does distinguish between which of the branches of Government is responsible for repelling invasions or attacks upon the United States, its territories and possessions. Article 4, section 4: states:

The United States shall guarantee to every State in this Union a Republican Form of Government, and shall protect each of them against invasion.

The responsibility for that protection does not rest with 535 Members of Con-

gress, but rather with the President of the United States.

Section 2 of the war powers bill states:

This Act is not intended to encroach upon the recognized powers of the President . . . to respond to attacks or the imminent threat of attacks upon the United States, including its territories and possessions, . . .

And yet, the bill requires the President to terminate all efforts to defend the Nation unless specifically authorized by Congress within 30 days.

I do not question the ability of any President to gain the approval of Congress for defending this country against invasion or attack. Nor do I question the motives of the authors of the bill, for I was a cosponsor of the measure. But rather, I question the constitutionality of that portion of the bill which requires congressional authorization for defense against invasion.

In today's climate and against the background of my concern for the diminishing authority of Congress, especially the Senate in the field of foreign affairs, my vote against this bill may be neither understood nor popular; however, the requirements of the Constitution are paramount and legislative endeavor in relation thereto must not respond to popularity. I hope for an opportunity to support a war powers measure. I feel that the need for statutory elaboration on the constitutional authority of the Congress vis-a-vis the President is great, and so it is that I reluctantly voted against this measure.

GOVERNOR ASKEW DISCUSSES EDUCATION NEEDS

Mr. MONDALE. Mr. President, recently the Education Commission of the States held its annual meeting in my own State of Minnesota. At that meeting, Gov. Reubin Askew of Florida assumed the chairmanship of this highly important commission.

I had an opportunity to review the text of the speech the Governor presented to the annual meeting. In it he reviewed the problems and challenges facing our schools and pointed to some of the promising movement his own State of Florida has made toward equalizing educational opportunities and educational resources among the school districts.

Governor Askew's remarks are thoughtful and challenging. In order that they may be available to my colleagues and to the public, I ask unanimous consent that they be printed at the end of my remarks.

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

REMARKS OF REUBIN O'D. ASKEW

Nearly a decade ago, Dr. James Conant provided the vision and Terry Sanford furnished the leadership that gave birth to the Education Commission of the States.

The brilliant educator from Harvard and the most able Governor from North Carolina recognized that the Commission's tasks would not be easy and its challenges would not be small.

Yet I doubt that Dr. Conant, Governor Sanford, or any of the other leaders who helped launch E.C.S., could foresee the role thrust upon us in the decade of the 70's.

For events have brought us to a turning point in the history of our Federal system, and we face today both the challenge and the opportunity of helping the States and local school districts to reassume their rightful roles in educational policy-making.

Court decisions, the concept of revenue sharing and, unfortunately, the present leadership crisis in Washington are challenging the States to reassert leadership in education, as well as in other areas of government.

As a Governor, and as your new chairman, I welcome the challenge and I see as E.C.S.'s primary charge the responsibility to help demonstrate the viability of the States in one of government's most important functions.

History has taught us that our people will turn to the Federal Government if there is a leadership vacuum in their statehouses.

I am a firm believer in the principle that government closest to the people can be both more responsive and more efficient, and I can think of no better way to prove it than in the education of our children.

Many politicians, speakers, writers and scholars have filled many volumes over the years with words on the importance of education to a free society.

But Thomas Jefferson, who said so much so well, probably put it best.

"If a nation expects to be ignorant and free," said Jefferson, "it expects what never was and never will be."

As a politician, I know the value, indeed the necessity, of educating all of the American people.

I know that ignorance is the midwife of demagoguery and oppression; that a man or woman's vote can never be as meaningful as it should be if there's no sound basis for using it; and that there's no politician, no lobbyist and no image-maker so clever that he can turn truly informed people against themselves.

I know that education has indeed been the best hope for certain children to escape the cycle of poverty and fear in this country . . . certainly I could not be standing before you today, as your chairman, without the benefit of a public education.

I know, in short, that the education of the people is a guardian of our freedom, and the master key to our future.

I also know that education, as envisioned by Jefferson and others, has been in serious trouble in recent times, public support no longer can be taken for granted.

Seven years ago, 61 percent of the people questioned in a Harris poll expressed confidence in their system of public education. Five years later, however, in 1971, the confidence figure had dropped to 37 percent of those questioned.

According to a new H.E.W. report, more than half of the school bond issues presented to voters around this Nation in fiscal 1972 were defeated. This change of attitude also has been reflected in the withdrawal of thousands of children from our public schools, and in the hostility with which many citizens have regarded anyone connected with public education.

Parents have been upset by discipline problems, by what they perceive to be lack of achievement by their children, and by what appears to them to be an educational system less and less concerned with either the problems of making a living or making a life.

It's not difficult to understand why this has happened.

For at least ten years now, we have placed on the shoulders of our public schools almost alone tremendous social, political and economic burdens . . . burdens that should be borne by the total community, not just the schools, not just the courts, not any one element of our society. Regardless of what that element might be.

We've asked public schools, in far too

many cases, to act as parents as well as instructors . . . and we've been angered by their inability to do so.

We've too often tolerated waste, inefficiency and executive featherbedding in public education, while continuing to ask for more taxes that do less.

And we've not been receptive to the more creative and independent of our educators, but have often allowed them to be penalized for pointing out problems.

But, worst of all, we've allowed our public schools to be effectively isolated from the people, often limiting citizen involvement to the raising of funds for painting the teachers' lounge or to the setting of dates for a cookie sale.

It's no wonder, then, that education has come upon difficult times.

But no one ever said that education was going to be easy.

And I rise on behalf of education today, not as a prophet of doom, but rather as an apostle of hope.

For I see good tidings in recent developments in Florida and other states around this Nation. I see a deeper understanding of the problems of education in many of our legislatures, and a determination to do something about them.

No other single organization is as uniquely qualified and well equipped to help them, as is our education commission of the states. We have within our membership, our staff and our budget the strength to help education fulfill its promise in this great democracy of ours.

We can begin by insisting that all segments of a community, both public and private, carry their share of that community's social, political, economic and cultural burdens.

And if the time has come to involve the community in its own problems, it's also time to involve the community in the school system's problems.

I suggest that we encourage parents and other citizens to participate constructively, and to use their varied talents to help us solve some of the weightier problems of the individual school and the individual school system.

In Florida, we are establishing in each school district advisory committees whose membership will include parents, students and others broadly representative of the individual community.

These committees will involve lay citizens in the planning and evaluation of our schools at every level.

Their creation is part of a quiet revolution Florida is experiencing in the financing and running of our public schools.

Using the recommendations of a statewide governor's citizens committee on education as its guide, the Florida legislature recently enacted bills that will:

Accelerate the shift of a major portion of the financial burden of education from the local level to the state level.

Equalize to a substantial degree the educational opportunities available to all children, regardless of where in Florida they happen to live.

Free local school districts to spend school dollars with the kind of flexibility that encourages innovation and creativity.

And place with each district and each school the kind of accountability that will make our education system more responsive to the real needs of our people.

These are but a few of the things we are attempting to do in Florida. I am particularly proud that our State is continuing to lead the way toward equalization.

We are demonstrating our commitment to take on a greater share of the financial burden of education at the State level to insure equal opportunities for all children throughout our State.

Under the program I signed into law earlier this week, Florida will achieve 81

percent equalization of funds between our richest and poorest school districts.

We intend to continue this effort in Florida, regardless of court rulings, because we think it is right.

While I naturally take considerable pride in what we have accomplished in Florida, I'm equally encouraged by the educational progress that other States are now making.

All these efforts are designed to restore public confidence in our schools, and E.C.S. provides the needed vehicle through which we can share our successes and learn from our failures.

E.C.S. also provides a forum in which State political and educational leaders can thrash out our policy differences and through which we can speak with a common purpose to the Federal Government in Washington.

This is especially important at a time when the Federal Government appears ready to return educational prerogatives to the individual States. And at a time when the Congress is reemerging as a co-equal in our three branches of Government and is beginning to reassert its proper initiative in the policies of our Nation.

From all indications, Congress is not going to pass the President's special education revenue sharing program this year.

Instead Congressmen probably will be seeking to work out their own plan for the revitalization of elementary and secondary education. We must be ready to help them, and to speak with a unified voice for policies representative of our States and our people.

And we must demonstrate that we, too, are prepared to assume our proper role and responsibilities in our Federal system.

We must demonstrate our willingness to reexamine our own tax structures and to require every person and every interest to pay, to the best of their ability, their fair share.

We must convince our people that tax reform is the only appropriate means to tax relief. This means closing exemptions in local property taxes, as well as plugging loopholes in State taxes.

And it means requiring fair, realistic and uniform property assessments within our States.

Elimination of inequities in our tax systems will enable us to tackle the even more difficult task of conquering the inequities in our society.

In our land, education has always been recognized as a means for man to reach for the ideal and to share his own destiny.

In our democratic society, the destiny of the individual must necessarily be the destiny of the Nation. We can only be strong as a nation if we are strong as individuals.

We must therefore direct education toward the individual.

Education must provide the relevant knowledge and training to earn a living, and to live a satisfying and productive life in an increasingly complex world. Our academic and vocational programs, at all levels of our education system, must have as their common goal the preparation of the young for a lifelong love of learning, living and self-realization.

Our funding programs must be designed to make equal and quality educational opportunities available to all our people according to their ability and desire rather than their wealth, their race or place of residence.

Our education programs must be designed to give local school districts, and even local schools, maximum freedom and flexibility in deciding how to best meet the broad goals of state and federal governments.

Beyond high school, our public and private educational opportunities must be less duplicative and more diverse to help meet the demands of a highly technical and fast-changing world.

Our educational goal is not to achieve un-

iformity but, rather, to fully utilize the rich diversity of our pluralistic society.

Anatole France once said that "to accomplish great things, we must not only act, but also dream; not only plan, but also believe; not only follow, but also lead."

My hope for this commission is that we will continue to plan and dream and believe not only in our own states and nation, but in our people, and in their ability to make things better.

And my prayer is that we will act, individually and collectively, to make the best of our dreams and plans come true for all people, for all time.

Thank you.

THE AMERICAN HORTICULTURAL SOCIETY

Mr. BAKER. Mr. President, as a member of the Board of Directors of the American Horticultural Society, I would like to take this opportunity to call to the attention of my colleagues in the Senate the acquisition of the Society's new headquarters at the historic River Farm Estate in Mount Vernon, Va.

The American Horticultural Society, which was founded in 1922 to promote and expand interest in the horticultural sciences, is the one national organization that serves the interests of all American horticulture.

In February, 1973, the Society was extremely fortunate in acquiring for its permanent home the River Farm Estate located on the George Washington Parkway about 30 minutes from the Capitol and 5 miles from Mount Vernon. This beautiful and historic property of 27 acres, with over 1,000 feet bordering on the Potomac, was purchased by George Washington in 1757 and remained in his family for over a century. This same property received a good deal of publicity about 2 years ago when the Soviet Government attempted to purchase it as a retreat for embassy personnel. Public protest was so intense that it was necessary for Congress to pass a special act declaring the property a national heritage and refusing approval of the transaction.

The American Horticultural Society is establishing River Farm as a National Center for American Horticulture, where all scientific, professional and amateur horticultural organizations who wish to do so can be sheltered under one roof. Coordinating operations and sharing expenses among member societies will reduce operating costs and permit additional funds to be applied to more productive purposes. This centralized national headquarters will give a public impact, force and focus to the values of horticulture that has to date been unattained in this country.

The acquisition of River Farm has enabled the American Horticultural Society to move its computerized Plant Records Center, the only plant science information center in the world, onto the premises. The center, established under a grant from the Longwood Foundation, is developing a data bank on all cultivated ornamental plants in North America and has, at present, over 300,000 plants on record.

Recently, this resource capability attracted a grant from the Department of