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I forwarded this letter to Sargent Shriver, from whom I received a reply, dated April 10, which included the following:

The President's program to combat poverty has, among other things, the aim to reach and help deserving people such as the Boldens. The bill, as it presently stands, permits and encourages communities to develop community action programs which will include provisions for adult education. It is conceivable that this could include a home-study course, as Mrs. Boiden desires.

Mr. President, I sincerely hope the antipoverty program will take advantage of the well-proven, rich resources available through home-study programs, which range from high school completion courses through those which develop all manner of commercially usable skills, from radio repair and other trades or services to the kind of "Painting for Pleasure" pictures now to be seen in my office. With the skilled assistance of such experts in this field as the National Home Study Council, whose executive director is a distinguished educator and former president of Ohio Wesleyan University, Dr. David Lockmiller, provision of home-study courses can be a great asset to the antipoverty program.

I conclude by requesting unanimous consent that there be printed in the RECORD some material prepared by Hal V. Kelly, National Home Study Council Director of Information, who assisted in arranging for the Famous Artists School Indiana painters' exhibit, and who was present for its opening. He explains with specific examples from NHSC experience the benefits to be derived from linking home-study opportunities to the antipoverty fight. I hope and trust that in the operation of the Economic Opportunity Act, the use of home-study materials will find a place.

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

WAR ON POVERTY

President Johnson has captured the imagination of America by his program entitled "War on Poverty," the economic opportunity bill now before Congress. No American questions the necessity for the national welfare in attempting to bring each adult, willing to work, a minimum yearly earning in excess of \$3,000.

Not so well known is the fact that accredited home study schools constantly and effectively have been waging their own "war on poverty" for almost 75 years. Unheralded is the assistance National Home Study Council schools have been giving to millions of persons to better themselves. Little known are the hundreds of thousands of persons who sought and seek to raise their own standard of living and make themselves contributors to society.

For more than 74 years, quality home study schools have brought additional opportunity through job-related instruction to more than 35 million persons. Records at all NHSC schools substantiate successful battles to provide the education and training tools for a better way of life. Home study began its "grassroots" educational role back in the days of the lyceum and Chautauqua movement when poverty consumed even more lives than it does today. International Correspondence Schools, Scranton, Pa., back in 1890 began serving the educationally needy and today some 65 accredited private schools

minister to the training wants of more than a million students in America and in countries around the globe.

Examples of training assistance to potentially poverty-ridden people are numerous. There is the case of the Italian immigrant with less than six grades of formal schooling who studied with an accredited correspondence institution and later became chief metallurgist for one of our large and well-known manufacturing companies. Another is the unemployed lumberjack from the Northwest who, through part-time study of a home study course, prepared himself in basic mathematics enabling him to pass a civil service examination and obtain a job and security. Then, there is the case of the unemployed worker in St. Louis who sacrificed a portion of his unemployment compensation checks each month to pay for a home study course which gave him the know-how to gain steady employment as an auto mechanic; and another example is the Negro who prominently displays his diploma for a practical electrician course in his radio and repair shop—his own personal "war on poverty" which he won, and now he is the president of the Progressive Fuel & Oil Co. and president of Dan-Ray Enterprises, Inc.

Still another example is the 16-year-old boy who, while working in an industrial plant, began his own advancement with the study of an architectural course, and today he designs some of the largest school buildings in the East.

Dan Kimball, chairman of the board of Aerojet-General and Secretary of the Navy in President Truman's Cabinet, was a high school dropout. He later studied electrical engineering. Bob Jones, the 6 millionth person to enroll at one of the NHSC schools would certainly not have liked to have been placed in the poverty class, but his earnings at the time of enrollment in 1953 were only slightly above President Johnson's \$3,000 minimum. Today, after completing several accredited home-study engineering courses, he is a design engineer earning a five-figure salary. The file of NHSC schools bulge with many, many more similar success stories.

Regardless of race, color, religion, these people and quality correspondence schools constantly have conducted their own "war on poverty." High school dropouts—many because of poverty—have turned to correspondence training and have developed skills and know-how that makes them employable.

These persons are among the finest examples of self-help and what is possible in the American free enterprise system. They had and continue to have the ambition, the initiative, and the determination to conduct their own "war on poverty." Through sacrifice and perseverance, they won the battle and became contributors to our great United States through their own tax contributions.

Today, National Home Study Council joins hand-in-hand with the person of vision and ambition in fighting his personal "war on poverty."

Mr. MANSFIELD. Mr. President, is there further morning business?

The ACTING PRESIDENT pro tempore. Is there further morning business? If not, morning business is closed.

AMENDMENT OF FOREIGN ASSISTANCE ACT OF 1961

The ACTING PRESIDENT pro tempore. The Chair lays before the Senate the unfinished business.

The Senate resumed the consideration of the bill (H.R. 11380) to amend further the Foreign Assistance Act of 1961, as amended, and for other purposes.

FOREIGN POLICY AND SECURITY

Mr. LONG of Missouri. Mr. President, we are embarked on one of the most important foreign policy debates of the current session. The outcome of this debate will have a direct effect upon the security of the American people, as well as the hopes and aspirations of millions of people in less-developed countries. Our votes on this issue will, in my opinion, determine the effectiveness of the United States in meeting the threat of Communist aggression and subversion in many parts of the world. What we decide will strengthen or weaken American leadership of the free world.

The great issue in this debate is: Should we continue a substantial program of American assistance to the growth and development of less-developed countries?

We face this issue at a time when people—both at home and abroad—are discouraged because the progress of economic and social development is slow and difficult. We can no longer hope for the rapid successes that we achieved in Europe through the Marshall plan. The fact is that the development of less-developed countries will take many more trying and turbulent years.

Since our last debate on foreign aid, there have been setbacks and frustrations. There was the crisis in Panama. There has been conflict over the establishment of Malaysia. There have been intemperate words about U.S. aid by President Sukarno of Indonesia. And at this time we see a rising Communist threat in southeast Asia. There are people in Missouri who feel that these events have frustrated our foreign aid objectives. I could not make this speech without expressing their disappointment.

Mr. President, of the several objectives in this bill, one of the most important is to provide extensive technical assistance. Both Title II—Technical Cooperation and Development Grants—and title VI—Alliance for Progress: Grants—provide funds for technical assistance. Technical assistance funds this year will amount to \$300 million or around 9 percent of the total authorization.

We have known since the beginning of foreign aid that technical assistance is fundamental. It has embodied the principle that Americans have skills and technical knowledge which can stimulate development.

It has provided a myriad of face to face personal contacts between American specialists and village leaders in less-developed countries. About 50 percent of American AID personnel abroad are involved in technical assistance. We have combined the abilities of our countrymen with the foreigner's desire to learn. Together they turn the tide against the inadequacies of tradition and economic stagnation.

Technical assistance has helped to create a mood for economic and social growth. It has sent trained men out among the people to spread new ideas and ways for doing essential tasks. It has begun the spirit of cooperation

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which is vital for future relations between have and have-not countries.

The successes of technical assistance have been numerous. They are often the one-man or one-team projects whose greatest contribution has been to teach the use of farm machines or to improve productivity in an impoverished area.

Universities in the United States and in less-developed countries have combined their facilities and personnel to plan ways of communicating new agricultural methods and new village health programs. With food production up and health standards up, local communities can rise above subsistence levels. Some men will be able to move to the cities. Others will stay, will be healthier and better fed, and will continue to raise their own productivity levels. By increasing the flow of manpower and food to urban centers, we are fulfilling one of the basic tasks of economic development.

Mr. President, since 1957, Missouri has been participating in a technical assistance project designed to increase the agricultural productivity of northeast India. In 1961, Quinton Kinder, poultry specialist from the University of Missouri, created a modern demonstration poultry unit. With 450 Missouri White Leghorns and some Rhode Island Reds, he produced a flock of 175 layers in 1962. Last year, these hens produced more than 15,000 hatching eggs.

Meanwhile, the University of Missouri was training Professor Bora, from India, to return to Assam Agricultural College, India, to carry on Professor Kinder's work. Not long ago, Professor Bora wrote:

The unique services of Professor Kinder to our poultry unit, and the US-AID cooperation and dedication of the fine buildings to us, will be written in the letters of gold in our heart of hearts.

Floyd E. Rogers, another professor from the University of Missouri, helped the farmers of Ankhola village triple their crops by improved irrigation. The villagers expressed their gratitude by writing:

We like to assure you that we shall make the best use of your so generous and sincere help and would always feel proud to speak about you and your countrymen. Our * * * children will also remember in the future this kind of help from Americans.

Other Missouri universities have AID missions abroad. St. Louis University, through AID, is assisting the Catholic University of Ecuador to improve its training operations in education, foreign languages, basic sciences, nursing and social sciences.

Washington University, in St. Louis, is helping South Korea improve its business management education curriculum.

At the same time, many AID technical assistance projects in less-developed countries are calling on Missouri firms for everything from fertilizer to refrigeration equipment.

Mr. President, I am proud of the role Missouri is playing in our technical assistance program. We have seen over the years the quietly dramatic change the efforts of men and ideas can make. We have felt the warm responses of

thankful people in less-developed countries.

Eventually our part in the total aid program will have brought India and several other countries far along the road toward self-sustained growth.

It is not enough to see how great the need is for our technical assistance. We must continue to come face to face with the daily problems of meeting that need if we are to say we are bearing our responsibility to the world.

Their growth and development is no less than a keystone to a world of peace and prosperity. At present the turbulence of independence, poverty, and backwardness has left many of these countries to be unstable members of the international community. The possibility of crises—such as in the Congo and Malaysia—continue. Until we have completed our role in the growth of less-developed areas, we can expect new crises. Some countries, of course, are directly threatened by Communist subversion or aggression. To these countries our national interest impels us to continue supporting and military assistance.

But foreign aid is not just an anti-Communist program. To countries where the threat is the constantly widening economic gap between them and us, we must do all we can to avert the dangers this gap is bringing.

We are a Nation whose great goal is to use our vast democratic, economic, political, and military power for the purposes of world peace. Any substantial cut in the foreign aid bill would be a step away from our goal. Every human contribution is a reaffirmation of our humble ability to respond to the most desperate needs of the world. In this response, we are preparing countries to stand on their own—strong and ready to continue the international construction of world peace.

To me, the foreign aid question is very simple. We are in a cold war with communism. The question is: Do we fight this war with dollars or do we fight it with our boys?

The principle of foreign aid is right. We have heard reports of some mismanagement in this cold war program. But we also know there have been examples of mismanagement in hot wars. I would like to point out that mismanagement in a cold war usually means loss of just dollars. In a hot war, it means loss of lives. Certainly, we must strive to tighten up our cold war aid program as much as possible.

While it may be necessary in certain instances, such as Vietnam, to commit limited military forces, I believe our foreign aid program remains an effective weapon in today's struggle between freedom and communism.

Mr. President, I wish to make it absolutely clear that as long as I am in the U.S. Senate I will vote to send our dollars to fight a cold war before I will vote to send our boys to fight a hot war.

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

The ACTING PRESIDENT pro tempore. The clerk will call the roll.

The legislative clerk proceeded to call the roll.

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

The ACTING PRESIDENT pro tempore. Without objection, it is so ordered.

FLIGHT SERVICE STATIONS—INDEPENDENT OFFICES APPROPRIATIONS, 1965

Mr. PEARSON. Mr. President, it is my understanding the Senate will soon be considering the independent offices appropriation bill, the number of which bill is H.R. 11296.

Last January, the Federal Aviation Agency, which is one of the independent agencies within the purview of this particular appropriation bill, announced its intention to consolidate 42 of the 296 manned flight service stations located in the contiguous 48 States.

Some of these consolidated stations were to be placed on a remote rather than a manned operating basis, the stations to be operated by remote control rather than by personnel at the stations.

This move by the Federal Aviation Agency was protested vigorously by most segments of aviation as a serious blow to flight safety and as being unjustified by the alleged economies to be effected thereby.

Flight service stations have been reduced in numbers continually since World War II. Immediately following the war, 464 stations were in operation. Now there are 296. The Federal Aviation Agency has proposed to reduce these stations by 42 as a first step in consolidating additional units of these facilities.

The flight service stations which are affected by this order are vital to the safety of all aviation, but to general aviation in particular. The private pilot and the business pilot use these facilities regularly, and they depend upon them for navigation and safety. The continuous reduction of these services is a serious blow to a constantly expanding segment of aviation; namely, general aviation.

The financial justification offered in connection with this move is indeed questionable. The Federal Aviation Agency contends that its action would result in savings of \$1,470,000. In my State of Kansas, the proposal would affect four stations, at Russell, Dodge City, Goodland, and Manhattan. The annual saving is said to be \$153,000. However, the personnel costs included in this figure are not, in fact, savings, because the personnel would be offered other positions without loss of grade or income. At the same time the Federal Aviation Agency will be required to spend at least \$120,000 to remote the consolidated stations and maintain these remote facilities at an unannounced cost.

In effect, the Federal Aviation Agency has proposed a reduction of flight services and safety at a dollar saving which is, at least, questionable.

When this matter was considered by the House, the House inserted language