

From the Office of  
Senator Hubert H. Humphrey  
140 Senate Office Building  
Washington 25, D.C.  
CApitol 4-3121, Ext. 881

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GIFTED YOUTH VITAL 'SHOCK TROOPS' IN FREEDOM'S STRUGGLE: HUMPHREY

The United States has not yet faced up to the implications of the new competition with the Soviet Union, Senator Hubert H. Humphrey (D., Minn.) declared this afternoon.

"It is time we realized that the Soviet is waging all-out war on us, and that we are locked in a struggle which will demand every resource of our intelligence and our spirit if we are to survive," Senator Humphrey told the Minnesota State Association of Student Councils in an address at Thief River Falls, Minnesota. "We are in a one-game world series," he told the Minnesota student leaders, "and we cannot afford to lose any more innings!"

"The two Sputniks are signs in the sky that the race between the Soviet world and the West has entered a new, a deeper, a more profound dimension," he said. "We have been shocked into a realization that we must engage the Soviet in every area in which human intelligence can be brought to bear, but our own leaders have not yet charted the way for our nation to pull itself out of the spiritual and psychological doldrums of the past weeks."

Senator Humphrey said that "what we need in Washington are more eggheads and fewer fat heads!"

"It was Soviet 'eggheads' who got the Sputniks off the ground, and it will be American eggheads who get our nation off the ground -- if we but give them the support they need," the Minnesota Democrat declared.

"Anti-intellectualism -- the fear and distrust of thinking people - is a disease we simply must stamp out, just as we've stamped out small pox and typhoid and polio," Senator Humphrey said. "We cannot afford any longer the luxury of laughing at 'eggheads', as too often some have done, or of suggesting there is something treasonable about being an intellectual."

"Frankly," he told his audience of Minnesota high school leaders, "I am on an egghead search. I am looking for more scientists and engineers, more gifted young people in every field of American effort."

"For several years I have been striving to bring to the attention of our Executive Department the growing and now desperate shortage of scientists and engineers as compared with the Soviet Union."

Last January, he said, he began introduction of a series of legislative measures designed "to provide broad new educational opportunities for gifted young people, and to encourage a radical increase in the output of American scientists, engineers and other professionally trained workers."

"Every time I think about those Russian satellites sailing over our heads every ninety minutes, the thought is brought home hard to me that some 150,000 top-notch young Americans this year, and last year, and the year before, did not go on to college -- just because of financial difficulties," Senator Humphrey said.

"We cannot any longer afford to look on the losses among our budding intellectual leadership as something that isn't our personal business, and our nation's business."

"Every time a gifted young man or woman fails to go on to college, or has to drop out of college because of a lack of financial support, we lose a battle in the cold war," Senator Humphrey said. "In this total struggle between systems of life, we must engage the enemy in depth. We must have reserves. We must look far into the future."

(over)

"Make no mistake about it," he warned. "It is not only Soviet missiles and rockets that face us. Nikita Krushchev has thrown down the gauntlet across the board. He boasts that the Soviet will be supreme in nuclear power, in consumer goods production, in cultural activities, in agricultural production, in education.

"If we continue to sit complacently while the Soviet machine moves out ahead of us in these areas as it has in the field of missiles and rockets, then we shall inevitably see the majority of the world's population swinging into the Soviet orbit. For the new nations of Asia and Africa, representing the great uncommitted weight of the world's manpower and resources, are watching intensely the onrushing Soviet drive in science and technology.

"We should not fear this competition in itself," he said. "What we must fear is that we will not be intelligent enough, not determined enough, not organized enough, to bring our superior potential to bear in this competition."

"Citing the growing Soviet superiority in terms of numbers of scientists and engineers graduated each year, the growing emphasis within the secondary schools in science and mathematics, and the increasing prestige of Soviet scientists in the Soviet hierarchy, Senator Humphrey said that his "youth Opportunity program" was only "a first step in the path our nation must take to regain the respect of the world."

Chief among his several bills upon which the Minnesota Democrat announced he would press for Senate attention early in the next session, are the following proposals:

1. A program of 40,000 Federal scholarships annually, involving grants up to \$1000 a year, on the basis of need and merit. Senator Humphrey said that the present need is for "at least three times as many scholarships" as are now available in American colleges and universities. He said that an adequate scholarship program "ought to be getting into college three out of four of the top 25% of our high school graduates - instead of two out of four which we are now getting."
2. Long-term, low-interest loans, insured by the Federal Government just as housing loans are insured, providing a delayed first repayment until four years after completion of full-time education.

A special incentive to encourage graduates to enter the teaching profession would be included with a loan "write-off" feature for each year of teaching, Senator Humphrey said.

3. A new type of work-study program based on the highly successful National Youth Administration, which helped more than two million American students to continue through college in the thirties by working at academic and semi-academic projects with college faculty and staff members. Senator Humphrey pointed out that a work-study program would also "help relieve the crushing work-load now being imposed on our college staffs and faculties."
4. A specialized scholarship program to produce "grass-roots ambassadors" -- young people, Senator Humphrey said, "who can speak the language of the region and who understand the customs and mores of the people with whom they are working," in technical assistance programs throughout the have-not areas of the world.

(next page)

Page two  
Gifted Youth Vital 'Shock Troops' In  
Freedom's Struggle: Humphrey  
November 8, 1957

Senator Humphrey emphasized that "not everything can be done through the Federal Government", and stressed the pressing need for higher teachers salaries to be provided by local taxpayers and school boards, as a means of upgrading the quality of our national education.

He also urged the student leaders to join in an effort "to develop systematic procedures to steer promising students into college," and suggested that they "mold student-body opinion into a more favorable climate for the eggheads in your midst.

"You student leaders have a real challenge," Senator Humphrey said, "to help mold public opinion into a realization that many American high school students can take a richer diet of education -- seasoned considerably more heavily with the physical sciences.

"In the generations of struggle which face us and our friends of the non-communist world, it will not be me, but you and your children, who will decide the issue. It will be your faith and your dedication and your intelligence that will determine whether the world will be free or slave.

"Let us hope and pray that my generation will have the foresight and the courage to decide now, before it is too late, to provide you with the opportunity and the training to carry on the battle on at least equal terms." Senator Humphrey declared.

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Address  
Before  
Minnesota Association of Student Councils  
by  
Senator Hubert H. Humphrey  
November 8, 1957

Every time I think about those Russian satellites sailing over our heads every ninety minutes, the thought is brought home hard to me that some 150,000 top-notch young Americans this year, and last year, and the year before that, did not go on to college -- just because of financial difficulties. One hundred and fifty thousand youngsters out of the top echelon of their classes in high school did not <sup>go onto</sup> ~~study~~ study in college -- just because of a lack of means to pay for college!

How many of those who did not go to college ten years ago, for that same reason, would now be available to help our country in its desperate shortage of scientists and engineers -- had they had the chance?

Everytime I get a briefing from the State Department specialists on the Middle East, or India, or any other part of the Asian-African

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world where the United States' vital interests are increasingly concerned, I am appalled once again by the fact that only a handful of Americans can talk the language of the peoples of Asia and Africa -- let alone of Europe. The lack of a common language is an almost unsurmountable barrier at times to the transmission and exchange of ideas. Yet how few American students today are preparing through language and area studies for the challenge of America's growing role in these vast, underdeveloped areas of the world?

The last ten years have seen almost incredible changes in our world.

Atomic energy -- with all its shattering dangers and unlimited opportunities -- is intruding into our lives more each month. We have a bear by the tail, a locomotive that threatens to run away downhill with us. We have to tame this great power before it enslaves us, or destroys us.



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The beep-beep-beep -- of the first Russian satellite told us that we have crossed another threshold -- into the age of space flight. No longer is it idle speculation that man may some day reach the moon and the planets. The new speeds today -- of a revolutionary nature -- are destroying all our old ideas of space and distance, revolutionizing military strategy, revealing new concepts of communication and travel.

These profoundly important technological breakthroughs have made almost desperate the problem of providing enough scientists and technicians of sufficient quality to regain, and hold, world leadership in the technological race.

But the vast political changes in the world, in the relationship between nations, the breakup of the old colonial empires, the creation of a new Soviet empire headed by ruthless and tenacious leaders, the birth of new nations and the rising tide of nationalism in Asia and Africa -- these political-social changes in the world ~~post our respect and to the~~

pose an equal challenge to American leadership.

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They dramatize the imperative need to find among our young people, not only brilliant research and technical workers, but also leaders for the next generation in every area of our social and economic life.

If we needed more scientists and technicians ten years ago, we need them doubly now. If we needed then more young people trained to deal with the peoples of other nations, and to lead our own, we need them doubly now.

If we needed in 1947 to seek out and encourage creative, industrious, intelligent men and women for every field of American effort, that need is more imperative, more desperate than ever before.

For the truth of the matter is that the backward peasant nation that was the Soviet Union even thirty years ago has raised itself -- (at what cost in human suffering and the loss of human dignity we can only estimate) -- to a high level of technological accomplishment. This remarkable feat cannot help but attract

the young nations of the world who are themselves now taking  
their first faltering steps out of their age-old poverty and  
domination by colonialism. The Sputnik merely dramatizes  
the whole broad field of Soviet accomplishments.

It is not only Soviet missiles and rockets that face us.  
There is, indeed, a formidable Soviet military challenge, in  
the form of intercontinental ballistics missiles, in a vast  
fleet of missile-equipped submarines, and in its huge standing  
army. We do face a shrewd and ruthless Soviet leader -- not at  
all adverse to the use of threats and of force, if need be. And  
it is literally true that we have, through the most incredible  
kind of complacency, permitted the Soviet Union to leave us  
some months, and perhaps years behind in rockets and missiles.

But Make no mistake about it. It is not only Soviet missiles and  
rockets <sup>we</sup> ~~that~~ face. Nikita Khrushchev has thrown down the  
gauntlet across the board. He boasts that the Soviet will be  
supreme in nuclear power, in consumer goods production, in



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in cultural activities, in agricultural production, in education.

If we continue to set complacently while the Soviet machine moves out ahead of us in these areas as it has in the field of missiles and rockets, then we shall inevitably see the majority of the world's population swinging into the Soviet orbit. For the new nations of Asia and Africa, representing the great uncommitted weight of the world's manpower and resources, are watching intensely the onrushing Soviet drive in science and technology.

It is time we realized that the Soviet is waging all-out war on us, and that we are locked in a struggle which will ~~require~~ **DEMAND** every resource of our intelligence and our spirit if we are to survive. We are in a one-game world series and we cannot afford to lose any more innings!

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The two Sputniks are signs in the sky that the race between the Soviet world and the West has entered a new, a deeper, a more profound dimension. We have been shocked into a realization that we must engage the Soviet in every area in which human intelligence can be brought to bear, but our own leaders have not yet charted the way for our nation to pull itself out of the spiritual and psychological doldrums of the past weeks.

We should not fear this competition in itself. What we must fear is that we will not be intelligent enough, not determined enough, not organized enough, to bring our superior potential to bear in this competition.

First of all, we must decide to compete.

That is a decision which must be taken by the President,

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specifically, but ultimately it must be taken by us all, as a people, as a nation. I am not sure that either the President or our people have yet actually made up their minds that we actually must compete. We have not yet faced up to the implications of this competition. We have not really assayed the costs in energy, in money, in worry, in sacrifice, to compete effectively with the Soviet Union, across the board.

A second great decision we must make, if we are to compete effectively, is that there must be a fundamental change of attitude in the Administration, yes, and among our own people, toward the intellectual in our midst.

The other day my dear friend, Congressman John Blatnik, said: "What we need in Washington is more eggheads and fewer fatheads!"

I agree.

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Anti-intellectualism -- the fear and distrust of thinking people -- is a disease we simply must stamp out. We cannot afford any more the luxury of laughing at "eggheads" as too often some have done, or of suggesting there is something treasonable about being an intellectual.

It was Soviet eggheads who got the Sptniks off the ground, and it will be American eggheads who get our nation off the ground -- if we but give them the support they need!

Frankly, I am on an egg-head search.

I am looking for more scientists and engineers, more gifted young people in every field of American effort.

And I predict that since the launching of the two Sputniks, the whole country will be out looking for eggheads before long. We have them. They are here. We have quite a collection right

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here in this auditorium. But one needs to find them all, to encourage them, to help them.

Not all egg-heads are geniuses. Not all egg-heads are potential scientists and engineers. An egg-head is simply a thinking, reflecting person, who may well have a strong streak of creativity in him -- or her. The basic hallmarks of the egghead are concern primarily with ideas, a restless, inquiring mind; a dedication to something higher and outside himself.

Some are hard-boiled and some are soft-boiled -- but we need them all, and it is high time that the American people and our United States Government decided to make it possible for a far higher percentage of young eggheads to move up into positions of leadership!

I have indicated my distress over the fact that 150,000 bright young Americans every year do not even go on to college after high school graduation because of financial difficulties of one kind or another. But how many thousands more promising

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young people have to drop out of college after a year or two, for the same reason? We know it is the leading cause of drop-outs after the freshman year. How many truly brilliant scholars find it necessary to forego post-graduate work because they have to get out and make a living for their families?

I just don't think we can any longer afford to look on these losses among our budding intellectual leadership as something that isn't our business and our nation's business. We can no longer view these drop-outs and failures to proceed educationally as simply personal tragedies. They are -- each and every one -- a loss to us all, a loss to our society, a loss to the Free World.

Every time a gifted young man or woman fails to go on to college, or has to drop out of college because of a lack of financial support, we lose a battle in the cold war. In this total struggle between systems of life, we must engage the enemy



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in depth. We must have reserves. We must look far into the future.

There are many, many things we can do to cut our losses of this nature, and to make sure that we are using effectively all the vast creative forces that lie within the ranks of our young people today. I shall outline for you in a moment some of the things I believe our Federal Government can and should do, through new legislation, to prevent this tremendous waste of good brainpower.

But I want to emphasize that not everything can be done through the Federal Government. The task of providing genuine educational opportunity for our young people must inevitably fall largely to our local communities and school districts, our school boards, and the local taxpayers who provide the salaries for teachers, and the classrooms and the books.

This also a very real challenge to student councils.

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We must have more teachers, and we must have better teachers. That means higher teachers' salaries, so that a teacher can afford to work at only one job, so that he or she can afford to take further training during the summer months. An average salary of \$4,420 is unthinkable low!

Industry's higher salaries are bidding away our teachers -- particularly our science and mathematics teachers. Just to cite one figure - only about half of the chemistry and biology teacher graduates in 1956 actually went on into the teaching profession!

Last week at Chicago, at a conference of more than a thousand educators and laymen interested in education, the point was made over and over again that high school students are capable of handling much more solid intellectual fare than many are now receiving.

I think that you will agree with that. The quality and

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*higher*  
the intensity of our ~~high~~ education can be rather sharply increased, by changes in the curricula. This would have two important effects: to give those who are going on to college a running start, and to interest and motivate many young people who perhaps would not otherwise seriously consider going to college.

For several years I have been striving to bring to the attention of our Executive Department the growing and now desperate shortage of scientists and engineers as compared with the Soviet Union. Just to show you the calibre of the opposition, and the degree to which the Russian high school graduate is being "force-fed" with scientific education -- a recent estimate indicates that such a graduate will have had ten years of mathematics, four of chemistry, five of biology, five of physics. . . . and one

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of astronomy! Shades of the sputnik! This is all before they go on to college.

Here again, student bodies themselves, through their student councils could make a real contributing, in terms of expressing student sentiment for a more challenging curriculum.

Again I want to emphasize that we should not put all our eggs in one basket by concentrating on the education of scientists and engineers to the exclusion of all other professions. But the Russian data surely demonstrates that many American high school students could take a considerably richer diet of education, with a strong seasoning of the physical sciences.

Now what can the Federal Government do to help in this gigantic national effort which our people must make to provide the "yeast of opportunity" for the gifted young people among us?

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Many things can be done.

Let me touch on some of the high points embodied in legislative proposals I made and introduced in the United States Senate in January of this year -- ~~supp~~ supplemented later in the session, and to which I plan to add this coming January.

I call it my Youth Opportunity Program, and if it was vitally important before the sputnik began sailing over our heads, it is doubly important now.

## DIRECT SUPPORT OF STUDENTS

First of all, we need a really intensive program of Federal scholarships, administered on the basis of merit and need. We need to make available at least three times as many scholarships as are now available through private and industrial sources.

In my Student Aid Act of 1957, I have proposed 40,000 such

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scholarship each year -- carrying up to \$1,000 grant per academic year. My best estimates of current average annual expenses of college students are nearly \$1200 for students in publicly owned institutions and about \$1700 for those in privately-supported institutions.

With such a program alone, we ought to be getting into college three out of four of the top 25% of the high school graduates - instead of two out of four, <sup>WHICH</sup> ~~which~~ we are now getting.

In the same bill I have proposed a long-term, low-interest loan program for college students -- loans to be made by the colleges themselves and insured by the Federal Government, much as we insure housing loans through the Federal Housing Administration. Such loans could be made up to a maximum of \$1000 to any one student in any academic year, and would postpone the first repayment until four years after completion of full-time education. The total program would involve a Federal loan insurance of up to \$25 million in any one year.



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You may be interested in a special feature of this loan provision. The bill provides that a college graduate who enters the teaching profession upon graduation may write off his loan, a certain percentage of the loan being "forgiven" for each year he or she <sup>REMAINS</sup> ~~remains~~ in the teaching profession. This is an incentive that would keep many young people from taking the jump out of teaching in those first years of typically low teaching salaries.

Last March I introduced another bill with special applications for the teacher shortage, and for the upgrading of teaching quality. It would permit teachers to deduct up to \$600 per year in their federal tax reports for expenses incurred in improving their qualifications through college courses. Incredibly enough, a lawyer can deduct the cost of attending a tax or real estate institute, an insurance man may deduct for a short course in new methods of writing insurance, a doctor can write off a refresher course on the use of antibiotics, and an actor can deduct a course in physical culture for the purposes of losing

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weight and thereby keeping in good condition. But a teacher who goes to summer school or takes courses during the winter toward an advanced degree or simply to broaden her professional competence cannot deduct the cost! My bill would permit a deduction of up to \$600 each year for such extra expenses.

Getting back to direct support of students, I am a strong advocate of the GI Education Bill. This fine program gave hundreds of thousands of World War II and Korean veterans a lasting reward for their service to the country, but it was also a program of almost infinite value to our country. Since January 31, 1955, men and women who enter the Armed Services no longer have the opportunity to attend college under the GI bill. I think they deserve the opportunity. The demands of military service are as rigorous today as they were in January, 1955. As long as we are requiring young men to serve in the armed services through selective service, we ought to have the GI bill for them!

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During the last session, my bill S. 667, had extensive hearings

before the Committee on Labor and Public Welfare. Practically every

Minnesota college and university president publicly supported the

bill. Unfortunately, there has not been until now a sufficient

sense of urgency among our people as a whole to persuade Congress

to pass this bill. The Administration has opposed the bill. Per-

haps now the climate is changing for the better, and we may have

favorable committee action and passage by Congress of this legislation

at the next session.

#### Grass Roots Ambassadors

I am also preparing a different kind of scholarship program --

a specialized program to produce what I call "grass roots ambassadors".

In my observation as a member of the Senate Foreign Relations Com-

mittee, I am more and more impressed with the shortage of trained,

qualified, dedicated foreign service personnel. And we need

technicians as well as diplomats; we need young people who can

speak other languages, who have a zeal to serve the cause of

freedom by a willingness to work among other peoples anywhere

in the world.

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We need to encourage young men and women to dedicate their lives as grass root ambassadors, both in international public service and international private service for churches, foundations, and private enterprise.

We need more young people trained in diplomacy, with a broad liberal arts background, to invigorate our posts abroad. But we also need young people who go abroad armed with technical knowledge, trained to get across practical ideas on sanitation, nursing, on farming, engineering, and construction methods, to people at the neighborhood and village level. We need young people who can speak the language of the region and understand the customs and mores of the people with whom they are working.

I am convinced that we need a Foreign Service Academy to provide us with most of our professional diplomats, and I intend to introduce legislation to this effect. But we can also proceed right now, without constructing one building, to get an incentive

program underway in our colleges and universities to provide a corps of young men and women to carry out a technical assistance program and a foreign economic policy which could also accomplish wonders in winning the understanding of the peoples of Asia and Africa.

These young people should be carefully selected for their personable qualities as well as for their intelligence, for their ability to get along under unusual conditions as well as for their technical skills.

They should be drawn from all levels of our population, from all parts of the country, especially from farm families and the families of working men, from our people who have themselves known difficulties, who have had to work hard with their minds and their hands. These are the kind of young people who could make contact with the peoples of Asia, Africa, and South America, who can talk their language -- both literally and philosophically -- who have the common touch. These are the kind of people we ought

to have in India and Pakistan and Indonesia -- good, solid

American young men and women, tough-minded and practical and knowledgeable.

From these grass roots ambassadors could come future foreign service career diplomats, as well as future commercial representatives overseas. And from those who eventually return to careers in the United States will come leaders in American public life who will bring to the government and education the invaluable experience of detailed knowledge of peoples and places which are for the most part today unknown to most Americans.

#### College Work-Study Program

Another student aid proposal which I believe will merit careful Congressional study, and for which I am preparing legislation, is the establishment of a college work-study program based on the highly successful National Youth Administration program which expired in 1943.



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Between 1935 and 1943, more than two million different students

were helped to continue their college educations in useful work at American colleges and universities, under the NYA. I have found a very considerable interest among educators today in reviving some similar work-study program which would not only provide income for students in jobs which are closely allied to their studies, but would also help to relieve the crushing workload now being imposed on our college staffs and faculties.

All of these proposals can help the superior student who has made up his mind to go on to college.

But the problem of finding, identifying, and encouraging these superior young people while they are still in high school is as important a program as making it financially possible for them to go on to college.

Here I think is a real role to play for student organizations, student councils. Few persons are more qualified to judge the capacity and intelligence of a student than his fellow students,

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many of whom have known him for many years, know his family background, his integrity, his capacity for work far better than it may be possible for teachers.

There is a real challenge to student organization here. There is the challenge to develop systematic procedures to steer promising students into college. And there is the equal challenge to encourage promising students even at the freshman and sophomore levels to take courses which will help prepare them to go on to higher education.

Social pressure, as we all know, is a powerful and pervasive influence on the actions of an individual. It can be a force for good, or for bad. Too often, I am afraid, there has been a climate of disapproval in high school student bodies for those individuals who are serious about their studies. Just as our nation as a whole must reconsider its tendency to regard intellectuals as people who are somewhat odd and even suspect, I think that leaders in our high schools have a duty to mold student body opinion into a

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more favorable climate for the "eggheads" in their midst.

I said that I am on an "egghead hunt". Let me invite you to join me. Let me urge you to make it your personal business as student leaders to look for the other eggheads in your high school. Most of you are the fortunate kind of egghead -- the kind who has drive and initiative, and rises quickly to leadership. Not all eggheads, you know, have that ability. Many are shy, retiring. Many are slow starters. They need a helping hand -- and no one is better equipped to give it to them than you are.

Do your part to help find our potential leaders in science and industry, the profession, in government. And I shall try to do mine -- to provide these young people with the opportunity they deserve, and which our nation's own vital self-interest demands, the opportunity to develop their talents and faculties through higher education.

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In the generations of struggle which face us and our friends of the non-Communist world, it will not be me, but you and your children, who will decide the issue. It will be your faith and your dedication and your intelligence that will determine whether the world will be free or slave.

Let us hope and pray that my generation will have the foresight and the courage to decide now, before it is too late, to provide you with the opportunity and the training to carry on the battle on at least equal terms.

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