

may have
change career
never changed
my mind

~~Dr~~ Hitchcock
President Scott
REMARKS

VICE PRESIDENT HUBERT HUMPHREY

AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION

WASHINGTON, D.C.

APRIL 4, 1966

Miss Williams

Your Program -

Let me give you some
Guidance - Takes rest!!

4 children
sense of
humor!!

My message today is this: We are entering an
exciting new age; The age of opportunity.

And those who do not understand this fact do not
understand the most important fact today of American
life.

In fact, The age of opportunity is already upon us -- in
the corridors of our schools . . . on the campuses of
our universities and colleges . . . in the personnel
offices of our corporations. Everywhere.

Old barriers are being torn down. Old struggles
are being won.

The day is near when the future will lie open
ahead -- open to every American child who will make
the most of it.

└-- A thirty-year fight for a program of health
insurance has been ~~concluded~~ won.

└-- A hundred-year struggle to obtain federal assistance
for elementary and secondary schools has been won.

└-- A century-long struggle to implement the words
of the Emancipation Proclamation is being won.

└-- Root causes of poverty are being attacked.

└-- A new immigration policy has been established to
make the words on the Statue of Liberty honest words.

└-- Tremendous breakthroughs in medical science
mean that most of us will live longer, in better health,
than any people at any other time.

└-- A host of programs to improve the quality of
our physical and cultural environment have been enacted.

Toynbee - our generations can be
remembered not for our crimes
nor even for our ~~act~~ astonishing
innovations, but as the first
generation which dared
to make possible the fruits
of human progress for the
whole human race.

∠ -- Our quest into outer space has brought us new discoveries
new knowledge, new technology, and a great adventure
into the future.

∠ -- And the whole sum of our progress -- the whole
fact of our stronger and better America -- gives hope for a
better day to the two-thirds of mankind living in hunger and
darkness. ~~that there may be a share of something better~~
ahead for them, too.

∠ I, for one, am determined that the hopes of mankind
shall not be in vain -- that their faith in the strength
and goodness of America shall not be misplaced.

∠ The good old days were never that good, believe me.
The good days are today! And ^{the} better days are coming
tomorrow.

As I travel around America, I see a people on the move . . . full of enthusiasm and idealism . . . and wanting to participate fully in this new age of discovery and opportunity. *America on the move - as on TV*
Pop's Generation -

Sometimes I wonder whether we fully grasp the changes which have taken place in America in the past few years ^{and} -- changes for the better! -

I am privileged to serve as a member of the Advisory Council of Plans for Progress -- the voluntary organization of major business corporations pledged to promote equal opportunity in employment.

In my meetings with these leaders of American business, *I am told that great corporations now*
compete ~~I am told that competition among companies is~~ fierce to hire competent Negroes and other minority group members. Where just a few years ago most Negro college graduates could only look forward realistically to careers as

teachers or preachers, the picture now has changed dramatically and the doors of opportunity in the business world are swinging open.

(N.C. Mutual Insurance
Durham - ASA Spaulding)

Many of America's finest colleges are now searching for qualified minority group members to enroll as freshmen each year.

These institutions learned it was not sufficient merely to sit back and wait for Negroes and other minorities to apply. Years of discrimination and exclusion dictated that initiative had to be exercised by the colleges and universities.

Each summer, ^{the Program} ~~program~~ "Upward Bound", sponsored by the Office of Economic Opportunity, seeks to expose talented young people from deprived areas to the challenge and excitement of educational excellence so that they will be motivated to enter college after high school.

Under the recent reorganization of civil rights responsibilities of the federal government, the Civil Service Commission has developed a comprehensive new program to attract minority talent into the federal service, and to make sure that every effort is made to promote and advance persons who are now federal employees.

President Johnson recently met with the principal personnel officers of every federal agency to emphasize the federal government's commitment in this regard.

*Be ingenious
in getting info.
as in denying!*

In occupation after occupation, on American street and farm, the story is the same: We are entering the age of opportunity.

How will we meet this age? - *What will we do about it?*

First, we must make sure our young people understand that new opportunities are, in fact, opening up every day.

*This is Particularly True with
our minorities. The Negro - the
Mexican-American - the Puerto
Rican -*

✓ We must crack through generations of cynicism and despair so that our boys and girls will seek the right education and training to fill the jobs of the future.

✓ Second, we must be prepared to offer our young people the education and training they need -- as the President has said, "all the education they can take."

Education for the future.

✓ The challenge of providing quality education -- education of and for excellence -- is a massive and difficult job.

Man competes with machines - automation -

and ✓ Quality education is not being provided in many school systems.

✓ But it must be provided lest we cheat both our young people and our nation of the chance for full productivity.

✓ We know the need ^{*of*} ~~to continue~~ eliminating obsolete and outmoded teaching methods and curricula -- methods and curricula which stunt the development of creative thinking and understanding.

↳ We have begun to emphasize the importance of understanding the basic structures of mathematics, languages, and the physical and biological sciences.

↳ And we know our young people have astounding capacity for learning when they are truly challenged and excited by the process of education. *Here is the answer to the Drop-out Problem*

↳ We must, of course, recognize one overwhelming task among the great challenges facing education: What about education for the poor and deprived?

↳ Despite the recent efforts to improve the lives of those persons consigned to live in the slums and ghettos of our cities, we must ^{frankly} recognize that little has changed in their daily lives.

↳ We still find the poorest schools ^{in the slum} ~~there~~ -- not the best. ↳ In those areas where young people are usually denied broad exposure to culture, the arts and society

generally, we find schools that often do little to compensate for it.

∠ And in those areas where children come from a home environment which provides this exposure, we usually find schools which also offer a wide variety of special courses, exciting cultural programs, and the latest teaching techniques and equipment.

∠ ~~It is time to see that educational excellence~~ exists *should exist* everywhere -- but especially in those areas where it is needed most urgently.

✓
✓
✓ We must espouse what Franklin Roosevelt called "that broader definition of liberty" under which the fortunate make an extra effort on behalf of those lacking good fortune so that, in the longer run, all may benefit.

∠ A few months' experience with Project Headstart is enough to excite our imagination to the possibilities for

lifting young minds in families and communities left
far behind the rest of us. And this opportunity must
extend throughout the elementary and secondary years
and not come to an abrupt halt as youngsters enter first
grade.

As we concern ourselves with the problem of school dropouts, let us remember that many of these youngsters are, in fact, push-outs -- persons whose unique talents are never developed or recognized by the schools -- persons to whom education has been a deadening and defeating experience.

We surely have a job to do here, It is estimated that if the rate of school dropouts continues at its present pace, we will have some 32 million adults in the labor force without a high school diploma by 1975. - *an intolerable condition!*

Waste | L During this past year we faced the prospect of 750 thousand dropouts. Although this estimate has been reduced by the intensive efforts of many persons in this room -- including my own -- we still have not succeeded in halting this tragic waste of human resources!

L But today we have the tools to accomplish this objective -- especially if local school systems and the states make full and imaginative use of new resources at their disposal.

L Last year the Congress enacted the Elementary and Secondary Education Act, the Higher Education Act, the Teaching Professions Act, and amendments to the Economic Opportunity Act, the Vocational Education Act and the Manpower Development and Training Act. ^{and} Just last week, the House of Representatives voted funds to launch the National Teachers Corps. — Senate soon to Act.

But we must
L We have the resources. What we must concentrate
use
upon now is using these resources in creative and *constructive*
ways. We must dare to experiment - to try.
~~innovative ways.~~ This is primarily a job for the states and
localities.

L This summer the national Youth Opportunity Campaign
-- under the chairmanship of the Vice President -- will
again seek to provide our young people with meaningful
and ~~exciting~~ *helpful* job experiences. As many of you know, last
year the private and public sectors provided more than
one million additional summer jobs for *Young People* youngsters
between 16 and 21. Besides providing money, these jobs were
vitaly important in introducing many boys and girls to
the world of work -- and helped them see the need to
complete their education and training before seeking a
permanent job.

↳ We hope the Youth Opportunity Campaign for 1966 will be even more successful, ↳ We have again established the goal of one million jobs -- with emphasis placed upon hiring young people whose lack of skill or experience insulates them from the normal forces of the job market.

↳ We are especially counting upon your cooperation and support in helping deprived youngsters experience a rewarding and challenging summer. ↳ But this will not happen naturally -- each of us will have to make a special effort to see that it does.

↳ Perhaps more than any other profession, the members of the American Personnel and Guidance Association hold the keys which can unlock the door of opportunity for our young people this summer -- and for the rest of their lives.

~~You stand at the threshold of this new age of opportunity. And so your response to these challenges is critically important.~~

↳ You can touch the lives of ^{our} /young people at that critical moment when they decide whether or not to leave school.

↳ You can help them pursue courses of study to develop their individual potential to the fullest -- thereby making the process of education an exciting and joyous experience.

↳ You can direct them towards jobs to challenge and develop further their particular aptitude and skills -- thereby continuing the development of their unique capacities.

↳ At so many crucial periods in our young people's lives you provide the ^{vital} ~~crucial~~ link between the individual and society -- between his preparation as a citizen and his entrance and participation in the processes of democracy.

Let us, then, heed the words of John Stuart Mill:

"The unwise are those who bring nothing constructive to the process, and who greatly imperil the future of mankind, by leaving great questions to be fought out between ignorant change on one hand, and ignorant opposition to change, on the other."

Today all of us have the chance to be constructive.

Let us have the chance to make change a force for good and enlightenment -- to include everyone in this new age of opportunity.

~~Let us recognize that the true source of national~~
It is the source
power is our power of intellect . . . of our wealth, ~~our~~
as much as the ~~wealth of ideas . . . of our resources, our resources of~~
We are as strong as
human skill and energy.

~~Let us accept the challenge of our time.~~

Let us fulfill the promise of a people blessed
as none have ever been blessed before.

Let us fulfill what the author Thomas Wolfe -- in
the despair of the 1930's -- called the promise of America.

"To every man his chance, to every man regardless
of his birth, his shining golden opportunity -- to every
man the right to live, to work, to be himself and to
become whatever thing his manhood and his vision can
combine to make him -- this . . . is the promise of
America."

I ask you to join in making that promise come true.

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REMARKS OF VICE PRESIDENT HUBERT H. HUMPHREY BEFORE THE
AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION,
WASHINGTON, D.C., APRIL 4, 1966

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And in those areas where children come from a home environment which provides this exposure, we usually find schools which also offer a wide variety of special courses, exciting cultural programs, and the latest teaching techniques and equipment.

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You can help them pursue courses of study to develop their individual potential to the fullest -- thereby making the process of education an exciting and joyous experience.

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At so many crucial periods in our young people's lives you provide the crucial link between the individual and society -- between his preparation as a citizen and his entrance and participation in the processes of democracy.

Let us, then heed the words of John Stuart Mill:

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Today all of us have the chance to be constructive. We have the chance to make change a force for good and enlightenment -- to include everyone in this new age of opportunity.

Let us recognize that the true source of national power is our power of intellect . . . of our wealth, our wealth of ideas . . . of our resources, our resources of human skill and energy.

Let us accept the challenge of our time.

Let us fulfill the promise of a people blessed as none have ever been blessed before.

Let us fulfill what the author Thomas Wolfe -- in the despair of the 1930's -- called the promise of America.

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ORIGINAL

PRESENTATION BY
THE VICE PRESIDENT OF
THE UNITED STATES OF AMERICA

THE HONORABLE HUBERT H. HUMPHREY

Before the
AMERICAN PERSONNEL
and
GUIDANCE ASSOCIATION

International Ballroom
Washington Hilton Hotel
Washington, D. C.
10:00 o'clock, a.m.
April 4, 1966

PRO-TYPISTS, INC.
PROFESSIONAL TRANSCRIPTION SERVICE

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THE VICE PRESIDENT OF
THE UNITED STATES OF AMERICA

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PRO-TYPISTS, INC. DL-7-5395

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P R O C E E D I N G S

DR. HITCHCOCK: Thank you very much.

Dr. Scott, Mr. Vice President, ladies and gentlemen, it is indeed a great honor to introduce our speaker this morning. There are some unusual situations of coincidence, I guess -- I'm not exactly sure, but this Association happens to have been founded at just about the middle of the first Senatorial term of the Vice President, and this Association and its members have been interrelated with him during the years because of our mutual human interests and concerns.

He has been the instigator and a major supporter of virtually every legislative act affecting education and the disadvantaged during these past years; these interests being so similar to ours and ones in which we also have been very much involved.

Well, Mr. Humphrey would in some ways be the pride of a councillor and in some other ways he would be quite baffling. He graduated in pharmacy, a field of study he had entered from work experience in his father's pharmacy, and I guess that that's good guidance. Then he became a student of political science at a later time -- Bachelor's degree and Master's degree -- and soon thereafter entered a career in politics.

He has been able to change his career a number of times illustrating long before the studies were completed that it is true that a person changes his career several times during his

1 lifetime.

2 (General laughter.)

3 Well, the Vice President is many things to many people and
4 to us I think that some, but certainly only some, of the meanings
5 that he has to us are found in his chairmanship of the Summer
6 Youth opportunities, in his chairmanship of the Economic Oppor-
7 tunity Council, in his chairmanship of the task force on the
8 drop out, these elements that are so very closely related to all
9 of us.

10 And here is a man who has four children and who has kept
11 his sense of humor.

12 (General laughter.)

13 And now, with four -- at the last time of the press release --
14 grandchildren somewhat less pressing, we hope that the council-
15 lors of these grandchildren are up to our expectations and ideals
16 as well as to his.

17 Well, Mr. Humphrey has become a belief in life for people,
18 especially the young of heart all over the world and he is to
19 many people many great things. His accomplishments are indeed
20 an inspiration to anyone, but above all else that he is and that
21 he has done, he is, above all else, a man of ideals and of
22 human greatness.

23 Ladies and gentlemen, the Vice President of the United
24 States.

25 (Applause.)

PRESENTATION BY

THE HONORABLE HUBERT H. HUMPHREY

VICE PRESIDENT

UNITED STATES OF AMERICA

MR. HUMPHREY: Thank you very much.

Thank you Dr. Hitchcock, President Scott and the members of
The American Personnel and Guidance Association. First, Dr.
Hitchcock, I want to thank you for fulfilling one of the prime
requisites of a counselor, of one who gives guidance, to build
self confidence.

(General laughter.)

You've made me feel secure.

(General laughter.)

You even made me feel wanted.

(General laughter.)

So, we have a good beginning. Now, Dr. Hitchcock has
stated to you that I have from time to time changed my career,
but I want you to know something, Doctor. I never changed my
mind. I knew exactly what I wanted to do.

(General laughter.)

And he's, this distinguished officer of yours, has said
that I have four children and a sense of humor. That's neces-
sary with four children. It's doubly necessary if you have
eight and we do have four grandchildren and believe me, if you
don't have a sense of humor, they'll bring it to you. So,

1 everything is going fine. I have no complaints this morning at
2 all except I must say that it's rather difficult to follow such
3 a distinguished artist as Miss Williams. That's a hard act to
4 follow. Wasn't she great? Just marvelous.

5 (Applause.)

6 I've known Miss Williams for some time. Our paths have
7 crossed on occasion. She just reminded me back stage here a
8 moment ago that the last time we were together was when she was
9 the guest star at a meeting of The International Lady Garment
10 Workers when I was speaking in New York and she was singing and
11 guess who won. She did.

12 (General laughter.)

13 Now, I've looked over your program this morning. In fact,
14 I spent two or three days looking over your program.

15 (General laughter.)

16 I want to give you a little guidance.

17 (General laughter.)

18 After you've gone through this program, you better take a
19 week off for a much needed rest. There hasn't been this much
20 work projected in this Capital since the New Deal.

21 (General laughter.)

22 Well, if you get through it, let me know.

23 (General laughter.)

24 This is exactly the kind of a blueprint for action that
25 President Johnson wants. He's been looking for the personnel to

1 fulfill it.

2 (General laughter.)

3 If you find a sort of a security guard around every entrance
4 as you seek to leave, you'll know it's just John Macy and the
5 Civil Service Commission recruiting outside.

6 (General laughter.)

7 By the way, I want to thank those who made arrangements for
8 this program. When I came in this morning there were a number
9 of your members outside waiting there. They'd been carefully
10 placed there. I could see that there wasn't a place one could
11 turn but what President Scott or Dr. Hitchcock had another little
12 group to make me feel that this was going to be the biggest
13 meeting of all time, and I kept saying, "Well, why --" I'd look
14 at the badge and it says "American Personnel and Guidance Asso-
15 ciation. I'd say, "Well, why don't you come in?" They said,
16 "There's no room. No room"

17 (General laughter.)

18 Well, this was, of course, just to make me feel good.
19 There's still room up here.

20 (General laughter.)

21 I want to talk very seriously with you today about your
22 work and about my work. I do appreciate the introduction that's
23 been given to me and I want to say to Dr. Hitchcock, you have
24 made me feel very good. All too often in my new position as
25 Vice President somebody get hold of the State Department and the

1 State Department says, "Oh, the way you introduce him is just
2 say 'The Vice President of the United States' and put him on.
3 This is fine except I just like to hear those nice things that
4 people like Dr. Hitchcock say before you get on.

5 (General laughter.)

6 But he didn't let that stand in his way. He broke through
7 those old barriers and I'm going to talk a little bit about
8 that.

9 This past weekend was a very rich one for me. Mrs. Humphrey
10 and I journeyed to Memphis, Tennessee, where I was privileged to
11 address the Tennessee Education Association and to see the
12 amazing development in that State, to see a great and thriving,
13 prospering, glowing city of Memphis with fine industry, new
14 industrial development and some of the best of human relations
15 and race relations in the South, and indeed, in the land.

16 (Applause.)

17 That's fine, you Tennesseans can applaud, and then we
18 journeyed from there to Cape Kennedy where in my capacity as
19 chairman of the Space Council we met for a full evening with a
20 number of the industrialists of our Nation that are engaged in
21 space work along with top technicians of our Government, men of
22 great competence, and discussed this whole new era of discovery,
23 the research and exploration in space, in outer space, and
24 believe me it surely brings to bear upon one's mind the tremen-
25 dous changes that are taking place today in science and industry;

1 indeed, in education.

2 Then Saturday morning we journeyed to North Carolina where
3 it was my privilege to address a college and university and to
4 dedicate a new building for the North Carolina Mutual Insurance
5 Company, headed by a great American, by the name of Asa Spalding --
6 a little company that 67 years -- a big company that 67 years
7 ago started out with just three or four officers seeking to
8 provide insurance for the poor, for the uneducated, in a sense
9 the unwanted, people who could get no help from anybody else,
10 the Negro people of the South; and today that company has assets
11 of \$400 million and serves well over 1,200,000 families, one of
12 the top ten insurance companies in America.

13 I mention this because my theme today is that we're entering
14 a new and exciting age and you are an integral part of it. The
15 age? Not the nuclear age, not the space age, but the age of
16 opportunity. In fact, the age of opportunity is already upon
17 us. It's upon us in the corridors of our schools, on the campuses
18 of our universities and colleges, in the personnel offices of
19 our corporations. Like spring it's breaking out all over and
20 old barriers, old barriers of centuries of duration are being
21 torn down and old struggles are being won. The day is near when
22 the future will lie open ahead, open to every American child
23 who will make the most of it.

24 Just look at what's happened. In just these few, few
25 months a 30 year fight for a program of health insurance for the

1 elderly has been won. At least a crucial battle has been won --
2 the breakthrough.

3 A hundred year struggle to obtain Federal assistance for
4 elementary and secondary schools has been won, and might I add
5 that in four years Federal assistance to education has grown
6 from four billions of dollars to ten and one half, the most
7 amazing breakthrough in education resources, financing that any
8 nation has ever known.

9 A century long struggle to implement the works of the
10 Emancipation Proclamation is being won. The promise of 1863
11 100 years later with the passage of the Civil Rights Act became
12 the fact of 1964.

13 The root causes of poverty are being attacked no longer
14 just to make poverty tolerable, but to get at the cause of it,
15 to dig deep and to find out why.

16 A new immigration policy has been established to remove
17 the shame from American public law and to make the words on the
18 plaque at the base of the Statue of Liberty honest words.

19 Tremendous breakthroughs in medical science and more to
20 come mean that most of us will live longer, in better health
21 than any people, anywhere, at any time.

22 A host of programs to improve the quality of our physical
23 and cultural environment have been enacted. Would you have ever
24 dreamed five years ago that your Federal Government would take
25 the lead in a program in the arts and the humanities? I remember

1 when I used to introduce this legislation. May I say that if
2 I looked a bit scarred up from time to time, it's because I
3 walked through many a legislative minefield, many of them.

4 (Applause.)

5 Then, our quest into space -- into outer space -- has
6 brought us new discovery, new knowledge, new technology, new
7 cooperation between government and industry and the academic
8 community and a great adventure into the future. This is the
9 most fascinating of programs. I wish you could know what an
10 exciting experience it is even for a layman, one that just learns
11 from those who are so deeply involved in it.

12 And the whole sum of our progress, the whole fact of our
13 stronger and better America gives hope for a better day for
14 two-thirds of mankind that lives in hunger and sickness and
15 illiteracy and darkness.

16 You know, Toynbee -- Arnold Toynbee -- gives us so much to
17 think about these days. He, more than any other in our time,
18 seems to be able to capsule both the past and the present and
19 with some indication of the future, and I believe it was Toynbee
20 who said something like this, and I'm never very good on the
21 quotes, but I paraphrase for you. Our generation can be remem-
22 bered not for our crimes nor even for our astonishing inventions
23 but as the first generation which dared to make possible the
24 fruits of human progress for the whole human race.

25 There it is. With all of our limitations, with all of our

1 doubts, with all of our evil, nevertheless, we are the first
2 generation that has it within our means and who dares to make
3 possible the fruits of human progress for the whole human race.

4 I might add that that's the key to peace. That's the only
5 hope for peace because there can be no peace in a world that
6 has an ever increasing gulf between the rich and the poor, and
7 regrettably, even as of today, that is the sad fact.

8 Now, I for one am determined that the hopes of mankind that
9 I've talked of here shall not be in vain. That's why a man
10 ought to be in public life. To see what little he might be able
11 to contribute. That's why you're on your job. So, together we
12 should be determined that the faith of those persons who are
13 denied, that the faith in the strength and goodness of America
14 shall not be misplaced.

15 I guess I'm an old sentimentalist. I do believe with
16 Lincoln that America is the last best hope on Earth, and I might
17 add that a little solid belief and faith in that truism would do
18 a great deal to give Americans the proper perspective as to
19 their role in the world in the generations that lie ahead.

20 Now, the good old days really were never so good and you
21 know it, or maybe I'm just speaking for myself. I like each
22 new day and each new election just a little better.

23 (General laughter.)

24 I happen to think that the good days are today and that the
25 better days are coming tomorrow. What's more is, there isn't

1 anything I can do about those yesterdays, nor is there anything
2 you can do about them except to profit from your experience.
3 We need to think about this hour that's given to us to live and
4 then to plan for the hour tomorrow.

5 As I travel around our America, I see a people on the move.
6 I see a strong people full of enthusiasm and idealism. Oh, yes,
7 I know, you can find those that don't have that and many people
8 spend all of their time looking for the rotten peanut in the
9 barrel, and you can always find it, but I for one prefer to
10 look for that which is encouraging and good and not in any way
11 to ignore that which may be difficult and bad.

12 But I see a people full of enthusiasm and wanting to par-
13 ticipate fully in this new age of discovery and opportunity.
14 As they say on the TV, "This is the Pepsi generation." and I
15 like to be where the action is.

16 (General laughter.)

17 That's why I'm here. Sometimes I wonder if we fully grasp
18 the changes that have taken place in America in the past few
19 years, and changes for the better. Now, I don't need to list
20 out here for you, to detail the changes industrially, scientif-
21 ically. You know those changes. At least you have sensed them,
22 but may I say that whatever sense you have of those changes,
23 just multiply it by a factor of ten because it's much more than
24 you think -- much, much more.

25 But there are other changes which are to me even more

1 significant than the changes in technology or science or in
2 government or in political institutions, changes in the world
3 where nations have gained their independence. The most impor-
4 tant changes are the changes happening to people because it is
5 in people that we have our trust and we place our emphasis.
6 We must because people are the basic resource of this Nation
7 and others.

8 And the relationships between peoples has changed. I'm
9 privileged to serve, for example, as a member of the Advisory
10 Council of Plans for Progress. Now, this is a voluntary organi-
11 zation of the major business corporations of this country
12 pledged to promote equal opportunity in employment.

13 Imagine, if you please, ten years ago the National Associa-
14 tion of Manufacturers conducting seminars and training courses
15 in fair employment practices. They are today in every State in
16 the land. No longer is this considered radical doctrine. I
17 can remember when it was. Take a look at it right now. I
18 remember very well when those of us who introduced fair employ-
19 ment practices legislation were denounced, but it's good to be
20 denounced at the right time. It makes you feel good, know you're
21 right, makes you know you're right.

22 But today there's a whole new attitude and the leading
23 business firms of America are taking the lead, not dragging their
24 feet. They're exemplifying civic leadership. I'm told, for
25 example, as I meet with these leaders of American business, and

1 I do regularly, that the great corporations now literally have
2 fierce competition to hire competent Negroes and other minority
3 group members.

4 Where just a few years ago most of the Negro college
5 graduates could look forward only, realistically, to careers as
6 teachers or preachers, the picture has now changed dramatically,
7 and the doors of opportunity in business, in industry, in our
8 great laboratories, our institutes, are swinging wide open. This
9 is why I opened my remarks today by telling you of that remarkable
10 remarkable dedicatory service at Durham, North Carolina, where
11 literally thousands of people, white and Negro, people from every
12 walk of life, were gathered there to pay tribute to and justifi-
13 fied honor to men and women who had led and who had seized
14 opportunity.

15 Many of America's finest colleges are now searching for
16 qualified minority group members to enroll as freshmen each year,
17 and these institutions learned that it was not sufficient merely
18 to sit back and wait for the Negroes or the other minorities
19 to apply. Equal opportunity is not merely saying that the door
20 is open.

21 Years of discrimination, of the closed door, years of being
22 told to get to the back of the bus, years of exclusion dictated
23 that initiative had to be exercised by colleges and universities.

24 Each summer the program called "Upward Bound", sponsored by
25 the Office of Economic Opportunity, seeks to expose talented

1 young people from deprived areas to the challenge and the
2 excitement of educational excellence so that they will be moti-
3 vated to enter college after high school; the emphasis on moti-
4 vation to a group of people, if you please, that have been for
5 years cast aside, told to stay in their place, in many instances
6 said that they were not wanted, were rejected, and I submit to
7 you that those of us who have not gone through those experiences
8 have an obligation to those who have.

9 Under the recent reorganization of the civil rights respon-
10 sibilities in the Federal Government, the Civil Service Commis-
11 sion has developed a comprehensive new program to attraact
12 minority talent into the Federal service and to make sure that
13 every effort is made to promote and advance persons who merit
14 it who are now Federal employees.

15 President Johnson recently met with the principal personnel
16 officers of every Federal agency. I was with him on that day
17 about two or three weeks ago when he emphacized the Federal
18 Government's commitment in this regard, of promotion, of recruit-
19 ment on the basis of merit. And I want to tell you my friends,
20 if we're half as ingenious getting people jobs who are in the
21 minority groups as some of us have been in preventing them from
22 getting jobs, oh, there will be a success story written. And
23 I've gone up and down through this Government and this land and
24 simply said, "I ask you to be no more ingenious doing what you
25 ought to do than you were in doing what you ought not to do.

1 Just reverse it. Same amount of effort, same amount of ingenu-
2 ity and the results will be amazing."

3 In occupation after occupation on the American street and
4 the farm, the story is the same. There's a new day and we need
5 to proclaim it. There's an age of opportunity that's right here
6 at our doorstep.

7 Well, how are we going to meet this age? What will we do
8 about it? Well, first, it's my view that we must make sure
9 that our young people understand that the new opportunities are
10 in fact opening up every day. Now, this is particularly true
11 to our minorities: the Negro, the Mexican-American, the Puerto
12 Rican, yes, and others. We must crack through generations of
13 cynicism and despair, not based upon idle theory but upon the
14 facts of life so that our boys and girls will seek the right
15 education and training to fill the jobs of the future.

16 And second, we must be prepared to offer our young people
17 the education and the training they need; not what you have
18 already learned how to offer, but what they need. As the
19 President has said, "All the education that they can take."
20 Education for the future. The challenge of providing quality
21 education is one that is with us, education of and for excel-
22 lence, and I know that this is a massive and a difficult job.

23 The truth is that man has to compete with machines. The
24 average man has to compete with the machine that was created by
25 the exceptional man. The exceptional man has made it more

1 difficult for the average man or for the person of limited
2 educational experience, and quality education is the answer
3 but quality education is not, I repeat, not being provided in
4 many, many school systems throughout America.

5 You know, we learn so much from tragedy or from shock.
6 The Soviet Union when it launched sputnik jarred this Nation
7 into a recognition that we were way behind in our education,
8 in our science, and particularly in science information. I
9 held hearings in this Government as a Senator for ten years on
10 the improvement of information retrieval. I could have bored
11 a hole in the Earth coming through one side and going out the
12 other sooner than to get an agency of Government to finally put
13 in computers to do something about information retrieval. You
14 would have thought it was contrary to the laws of nature, a
15 violation of theology.

16 (General laughter.)

17 At long last we are able to get something done, but I want
18 to credit most of it to Sputnik. Sputnik scared the living
19 daylights out of people in America. The Russians shouldn't have
20 given it so much publicity. But we learned from Sputnik just as
21 we learned from Hitler. He taught us that we had to have col-
22 lective security. He emphasized what Woodrow Wilson had tried
23 to say 25 years before, that there needed to be a League of
24 Nations if you were going to prevent tyranny from taking over
25 the world.

1 And my dear friends, we're learning from Vietnam too,
2 tragic as it is. We're learning that a nation that is a world
3 leader cannot have a half world knowledge. We're learning that
4 it isn't good enough just to be acquainted with the literature,
5 the music, the culture, the politics and the geography of
6 Western Europe and Latin America. We're learning the hard way
7 through pain and death that you need to have information and
8 knowledge about the rest of the world, Asia and Africa, because
9 it's there that our future may be decided. It is there where
10 over 2 billion of the children of this earth live, and it is
11 there where we're abysmally ignorant.

12 We need a little guidance. Plenty of it before it's too
13 late and the door of opportunity has been blasted open by pain
14 and death and suffering and even humiliation. So, out of this
15 will come some good, but what a price to pay.

16 So, I repeat that we must advance this cause of education
17 and we must make it excellent. Anybody can do well in this day
18 and age. The difference between a great nation and an ordinary
19 nation, between a great people and an ordinary people is any-
20 body can do what's possible. Great people do what's impossible.
21 An impossibility is conquered by excellence. So, when I say
22 that quality education is not being provided in far too many
23 schools, I also say that it must be provided lest we cheat both
24 our young people and our Nation and indeed the world of the
25 chance for full productivity.

1 Now, we know the need of eliminating obsolete and outmoded
2 teaching methods and curricula. We know the need -- methods in
3 curricula which stunt the development of creative thinking and
4 understanding -- but having known the need does not mean that we
5 always do what we know needs to be done. There are still far
6 too many areas in this great land of ours that our teaching
7 methods and our curricula is related to another age. Is it any
8 wonder that some people lose interest in education, particularly
9 if you're not paid to be in it? Remember, the student doesn't
10 get paid.

11 We've begun to emphacize the importance of understanding
12 the basic structures of mathematics and languages and physical
13 and biological sciences. These are constructive changes. And
14 we know that our young people have an astounding capacity for
15 learning when they are truly challenged and excited about the
16 process of education. We don't really need to take as long to
17 teach as we do. We learned in World War II that you can learn
18 languages -- we can learn languages so much more rapidly than
19 anybody dreamed possible that it frightened the language teachers.

20 It is possible to learn. We must of course recognize that
21 one overwhelming task among the great challenges facing educa-
22 tion is that what about education for the poor and the deprived.
23 They're the ones that need it above all. Despite recent efforts
24 to improve the lives of those persons that are consigned to live
25 in the slums and the ghettos of our cities and in the poverty

1 stricken rural areas, we must frankly recognize that little has
2 changed in their daily lives. Oh, yes, we've passed the laws
3 that give legal protection, passed laws that give the additional
4 guarantees of what the Constitution originally provided, but
5 until their lives are changed, until there's work, decent
6 housing, places to live, open spaces in which to walk, and above
7 all, an acceptance, a social acceptance of one another, there
8 will not be the change that is required for a peaceful nation.

9 Let me give you an example. We still find the poorest
10 schools in the poorest areas, and in those areas where young
11 people are usually denied broad exposure to culture, to the arts,
12 and society generally, we find that schools often do little to
13 compensate for it. And in those areas where the children come
14 from a home environment which provides this exposure, in the
15 middle income and the upper middle income, we usually find the
16 best schools which also offer a variety of special courses:
17 counseling, guidance, psychiatric treatment, medical care,
18 intermural sports, all sorts of activities, exciting cultural
19 programs, and the latest teaching techniques and equipment.

20 This is education upside down. Now I don't mean to say
21 that those who come from the upper income groups shouldn't have
22 good education or good schools. They should. But the others
23 should have it too, only in larger doses. Educational excellence
24 should not be the prerogative of some. It should be the right
25 of everyone, and it should exist everywhere, and especially in

1 those areas where it is needed most urgently. I would suggest
2 that we espouse what Franklin Roosevelt called that broader
3 definition of liberty, under which the fortunate make an extra
4 effort on behalf of those lacking good fortune so than in the
5 longer run all may benefit. And in a country like ours where
6 there is such mobility, in which there are truly representative
7 institutions, it is not only desirable that there be educa-
8 tional equality, educational excellence for all, it is mandatory.

9 There is no way that people can break out of their past.
10 There is no way that we can break the chains of poverty that
11 literally enslave hundreds and thousands and millions of our
12 people until we break out of the stratification of education,
13 which gives some a splendid education and all too many a poor
14 education. I'll put it very simply. The poorest district in
15 the biggest city should have the best schools. The Humphrey
16 family, for example, can afford to pay for an education for
17 their children. The government provides me with that income.
18 You do, as tax payers. Many people in this country that earn
19 good money, and the incomes are going up and up, they can
20 afford good education even if they have to go to private educa-
21 tion. But where the good schools are really needed and where
22 they are all too few are in the ghettos and the slums and the
23 poverty areas. And you're not going to defeat the slum and the
24 ghetto and the poverty precincts by just pouring out money, or
25 even sending out specialized workers.

(Applause.)

1
2 I saw this in my own city of Minneapolis. I know there's
3 some folks here from Minnesota. When I was mayor of my city,
4 I was surprised to find that in the most -- in the newest areas,
5 the well-to-do areas, the finest of schools, the best of com-
6 munity centers, large parks, everything wonderful. And then
7 I'd -- go up into certain areas of our city over on the east
8 side and up in North Minneapolis in some areas where many of
9 the low income group were living, and there would be broken
10 down old schools that had been condemned for 20 years as a
11 menace to health -- been condemned by the fire department and
12 the fire marshall. I'm here to tell you that you can go
13 through America and find thousands of them like that, but you
14 can never find a night club like that. They're going to keep
15 those things safe at least, if not the school. So every time
16 I get an audience of this size I lay it on, because I have
17 never known a nation that spent itself into insolvency by
18 investing in education. I've known many throughout history
19 that have become total failures by the failure to invest in
20 education.

(Applause.)

21
22 Now, I've just told you that it's my view that some of our
23 young people have an amazing capacity for learning, people
24 that you wouldn't think would have it. And a few months exper-
25 ience with Project Head Start has taught us more about education,

1 its possibilities, its prospects, and also what we didn't know,
2 than any other experience in our national history. And it's
3 enough to excite our imagination of the possibilities for
4 lifting young minds in families and communities left far behind
5 the rest of us. And this opportunity must extend not just up
6 to the first grade, but throughout the elementary and secondary
7 years and not, I repeat, come to an abrupt halt as youngsters
8 enter that first year.

9 As we concern ourselves with the problem of school drop
10 outs, and this is one that has been close to me, the President
11 asked me some months ago to concentrate some attention upon
12 this matter and I have. Let me remind you that many of these
13 youngsters are in fact not drop outs at all. They're push
14 outs, persons whose unique talents are never developed and
15 never been recognized by the schools, persons to whom educa-
16 tion has been deadening and defeating experience. Now, we
17 surely have a job to do here. It is estimated that if the
18 rate of school drop outs continues at its present pace, and
19 this is one pertinent figure for personnel officers and
20 guidance counselors, that we'll have some 32 million adults
21 in our labor force without a high school diploma by 1975.

22 This is an intolerable condition for our country. I
23 don't say that a high school diploma is a guarantee of a job
24 and a well paying job, but I say that in a competitive labor
25 market if you're without one the chances of you getting a job,

1 as compared with getting one if you have one, will tell you
2 the sad truth that you're last on the list. During the past
3 year we faced the prospect of 750,000 more school drop outs.
4 That was the estimate given by people like yourself. Now,
5 fortunately this estimate has been reduced by the intensive
6 efforts of many persons in this room, and I would hope that I
7 made some contribution to it, but we still have not succeeded
8 in halting this tragic waste of human resources.

9 I read many an article about waste. Somebody wastes a
10 chair or two. Somebody wastes a few government dollars. Some-
11 body wastes something at the mayor's office or the city council
12 or the state house, and there is a big human cry about it.
13 Now, no one ought to condone waste. Waste is not something to
14 be proud of, but the greatest waste is the waste of human
15 resources. And the only way that I know to prevent the waste
16 of human resources is to invest in human resources, and you
17 don't call that an expenditure. I have yet to find a parent
18 that thought that the education of their child is a costly,
19 wasteful expenditure.

20 You and I have found parents that have literally worked
21 themselves to the bone, as they say, to see to it that their
22 children receive an education through their investment. Today
23 we have the tools to accomplish this objective of eliminating
24 the waste of human resources, especially if the local school
25 systems and states will make full and imaginative use of the

1 new resources at their disposal. I am beginning to find --
2 I have found out that most people don't even know what's avail-
3 able. I've been meeting with the mayors and the state govern-
4 ment officers, the county commissioners. I've been put in
5 charge of liaison with local government by this Federal Govern-
6 ment, by the President. I've met with every mayor of every
7 city from the size of New York down to 30,000. And we're
8 starting now on the 30,000 to 15,000 group in regional meetings.
9 And I'm amazed to find out the lack of understanding and
10 knowledge of what is available to combat the problems that
11 beset our communities.

12 It's not the fault of the mayors particularly. It's our
13 fault at the Federal level as well. We've had sort of a super-
14 market of Federal programs, but we forgot to put any labels on
15 the cans or the boxes. People walk through in a daze, and we
16 don't even have a good floor walker. Well, I've been
17 appointed.

18 (Applause.)

19 Now, we're putting on the labels. We're even putting up
20 signs that say, "This is for housing. This is for water and
21 sewage disposal. Here's for education and health. And here
22 are the different sized packages, the super package." If we
23 spent as much time talking about the opportunities or the tools
24 that are available to combat the problems that beset our people
25 as we do about the new soaps that will keep your linen white,

1 super-duper white. Just one little notice once in a while,
2 I think would do much more to cleanse the community than all
3 the soap ads put together.

4 Now, last year the Congress enacted the Elementary and
5 Secondary Education Act. Listen to what we did in just one
6 year in the Congress: the Higher Education Act, the Teachings
7 Profession Act, the amendments to the Economic Opportunity Act
8 that relate to a dozen educational programs, the Work Study
9 Program, the Adult Education Program, the Job Corps, the
10 Neighborhood Youth Corps, the Vocational Education Act, the
11 Manpower Development and Training Act, education, education
12 programs one after another. And just last week the House of
13 Representatives voted funds to launch the National Teachers
14 Corps, and the Senate will soon follow.

15 We have the resources. We have a tool kit jam packed to
16 get at the problems. The need is to use these resources, and
17 use them in creative and constructive ways. And the resources
18 are there. Much of the money that has been appropriated hasn't
19 even been touched in state after state. Projects go unused,
20 resources untapped. Now, we must dare to experiment. We must
21 dare to try. I say to the educators and to the guidance
22 counselors that if the rate of school drop out is as large as
23 you know it to be, then you ought to ask yourself this
24 question, "Who's fault is it?" I want to say that if a merchant
25 finds out that the customers come in his store and walk out and

1 do not buy anything, there's one or two things wrong. Either
2 the merchandise he's carrying is not good or it's over priced
3 or the clerks are no good and over paid. And I think that
4 school administrators, counselors, people in personnel guidance
5 ought to sit down together and figure out why is it that such
6 a large number of our students leave high school when they
7 have freedom of choice.

8 It could be that they're not interested in ancient history.
9 Now, you may have to force a little of it down them like you
10 give a child a vitamin. But it could be that they may want to
11 be trained for life. It could be that they'd rather make
12 some history rather than to study it. It could be that the
13 courses of studies are uninteresting. It could be that the
14 teaching methods are not what they ought to be. It could be
15 that we just haven't, as the kids say, "got with it." And if
16 that's the case, then we have to do something about it. And
17 everyone of us in every walk of life had this same problem.

18 This is why in your great retail establishments of today
19 they spend a fortune remodeling, a fortune in training pro-
20 grams. Why? So they stay in business and don't lose the
21 customers. This is why colleges trade -- change coaches when
22 they start losing the ball games. People don't like to lose
23 football games as a regular habit, and the alumnae association
24 does something about it. And teachers and personnel, guidance
25 counselors ought not to like to lose students, particularly at

1 an increasing rate, when there is something that can be done
2 about it.

3 So, we're working on it. And, we're finding out some
4 answers because people are finding those answers at their local
5 level.

6 Now, this summer, the National Youth Opportunity Campaign,
7 which I'm privileged to chair, will again seek to provide our
8 young people with meaningful and helpful job experiences. As
9 many of you know, last year the private and public sectors
10 provided more than one million additional summer jobs for the
11 young people between 16 and 21.

12 When we set out on this endeavor, the President said
13 500,000 jobs, over and above the estimates that had been made
14 as to gainful employment. We approached the 500,000 figure,
15 he didn't want us to be without something to do, and then he
16 said, Mr. Vice President, let's make it 750,000. We got to
17 750,000, that is, you did, private industry did, state and local
18 government did, Federal Government did some of it, a small part
19 of it, and then the President said make it a million. And, by
20 the last week of August, the most conservative estimates, in-
21 cluding taking off 20 percent for duplication in statistical
22 information, deducting 20 percent, we had a million additional
23 employees at work, young people, over and above the most opti-
24 mistic estimate of June 1. It can be done. We're going to
25 repeat it this year.

1 Besides providing money, these jobs are vitally important
2 in introducing many young people to the world of work. That's
3 a new experience for some of them. And, I have said, with some
4 criticism, that that world of work is not only needed for the
5 poor. As a matter of fact, that world of work is really needed
6 for some of those that are quite well off and live in families
7 where they're pampered and where there seems to be little or no
8 time for these young people, or little or no effort to get these
9 young people to really experience what it means to work, to fol-
10 low a schedule, to know what it means to be on the job.

11 And, this program helped them to see the need, thousands
12 of them, to complete their education and training before seek-
13 ing a permanent job. I wish you could have read the letters
14 that came into us. Oh, I know you read some of the criticisms
15 of this program, where some Congressman got his favorite con-
16 stituent's son a job. And that did happen. There's always
17 something that happens. Somebody always puts their finger in
18 the jelly. There's always something goes wrong. But, I am here
19 to tell you that there were thousands and thousands of young
20 people that had the first chance of their lives. And, I would
21 hope that someday, somebody might want to know about that.

22 I would hope that someday good news would make the news.
23 I would hope that someday somebody would be given a pat on the
24 back because they hired ten young people, and of the ten that
25 they hired, all school drop outs, that eight of them went on to

1 high school and five of them went on to college. That's good
2 news. And, we'll try to eliminate the other problem. We'll
3 see that they get their finger out of the cookie jar and the
4 jelly.

5 But, I must say that it's not an easy task and we're depend-
6 ing on you a great deal for your cooperation and support in
7 helping these particularly deprived youngsters experience a re-
8 warding and challenging summer this summer, because this whole
9 program will be renewed and expanded. But, it isn't going to
10 happen accidentally. Each of us will have to make a special
11 effort to see that it does.

12 Now, perhaps more than any other profession, the members
13 of the American Personnel and Guidance Association hold the keys
14 which can unlock the door of opportunity for our young people
15 this summer and for the rest of their lives.

16 You have the chance of a lifetime because you can touch the
17 lives of our young people at that critical moment when they de-
18 cide whether or not to leave school. They're going to look to
19 you, or to someone like you. And, may I suggest that you look
20 for them. If this Government and this Nation was half as inter-
21 ested in finding out and retrieving the school drop out as they
22 are the traffic violator, we'd do a much better job.

23 We'll assign five officers to bring you in if you get two
24 tickets that you haven't paid, and maybe send you direct to a
25 driver's training course besides, and take back your license, if

1 you violate the traffic laws. But, I ask you quite frankly,
2 because you're the ones that have done so much about it already,
3 and I speak to friends, how much human effort do we put into re-
4 trieving the push out or the drop out? What kind of retraining
5 do we give that family, that youngster? How many people do we
6 assign to help him get back into normal living? If he commits
7 a big enough crime, we'll find him. But, if he's just on the
8 fringes, we're too busy. I hope not.

9 Now, you can help these young people pursue courses of
10 study to develop their individual potential to the fullest,
11 thereby making the process of education an exciting and joyous
12 experience. And, I know that in many instances in colleges and
13 universities and secondary schools we have very special courses.
14 We always have special courses for the gifted. Figure out some
15 special courses for those that aren't too gifted. There are
16 more of the ungifted than the gifted. There's a greater oppor-
17 tunity for employment for all of us amongst the ungifted.

18 Figure out what it is that led this young man, compelled
19 this young man, or drove this young man to leave the path of
20 opportunity. And, yet, time after time I read stories, articles,
21 and hear speeches on the programs that we're designing for this
22 extraordinary, brilliant fellow. And, I understand why, because
23 that extraordinary, brilliant person doesn't find college or
24 high school or elementary school very interesting, if he's so
25 far ahead of the thinking of the rest of his class members.

1 But, what about the others? Are we to have only a stand-
2 ard of mediocrity for them when, in fact, they may need special-
3 ized courses? This is why vocational education is coming back
4 into its own.

5 You know, we used to assign to the mechanics and art
6 schools, the vocational schools, those that just couldn't make
7 it. But, I know this Country needs philosophers and I'm all
8 for it. And I know they need scholars. But, we need somebody
9 that can repair a TV, too. And, we need somebody that can take
10 care of the many machines that we develop. And, we need people
11 that can improve those machines.

12 I was in Cape Kennedy when we launched Gemini 3. And, who
13 do you think made that launch possible, when it was first
14 scratched, as we say? All the big ones were standing around.
15 I had all the big scientists, they were all there. They were
16 great too. They had perfected the Gemini capsule, the Titan
17 missile. It was great, and all at once it didn't work. And, a
18 plain, ordinary mechanic, member of the Machinists Union, went
19 out there, and he knew what it was. And, he found some little
20 do-dad, and he fixed it. In twenty minutes the thing was off.

21 Now, I realize it took that super brain power of a scien-
22 tist and a very special person to creat the Gemini capsule or
23 the Titan rocket. I understand that. It took many. It took
24 hundreds and thousands of brilliant people. But, it also took
25 a mechanic who was able to understand the plumbing system, so to

1 speak. And, he knew where to go and what to do while all the
2 others were standing there befuddled because it was too simple,
3 too simple.

4 So, may I suggest that there is a dignity to labor. And
5 there is a dignity to vocational education. There is a dignity
6 to skill. And we must emphasize it amongst our people today as
7 never before.

8 And, you can help direct these young towards jobs to chal-
9 lenge and develop their particular aptitude and skills, thereby
10 continuing the development of their unique capacities. Oh, how
11 you touch their lives. You touch them at the point when they
12 may be deciding whether or not they'll leave school or stay.
13 It may be your decision. You touch them at the point where you
14 can help them develop their potential to the fullest. And, you
15 touch them at the point where you can discover with them their
16 aptitudes and skills, and thereby give them direction.

17 You are indeed like an intimate member of the family, but
18 one to be trusted. At so many crucial periods, therefore, in
19 the lives of our young people, you provide that vital link be-
20 tween the individual and his society. You make him feel import-
21 ant. You bring him into contact, between his preparation as a
22 citizen and his entrance and participation in the processes of
23 democracy and our economic structure.

24 So, let me conclude by these words of John Stuart Mill.
25 "The unwise are those who bring nothing constructive to the

1 process and who greatly imperil the future of mankind by leav-
2 ing the great questions to be fought out, between the ignorant
3 change on the one hand, and ignorant opposition to change on
4 the other."

5 Today, all of us have the chance to be constructive, to be
6 informed and not ignorant. We have the chance to make change
7 intelligently, change a force for good and for enlightenment;
8 not a struggle between the ignorant change on one hand and
9 ignorant opposition to change on the other, but a struggle be-
10 tween intelligent change and intelligent cross-examination.

11 The true source of our National power is not our Atom bomb
12 or even our explorations into outer space. The true source of
13 our National power is the intellect, the human resource, the
14 mind, brainpower. And, it is the source of our wealth. In
15 fact, the community that puts its emphasis upon education is the
16 community that is assured a future; absolutely assured of one.

17 One of the reasons that the space program is so interesting
18 to so many people is because it brings vast resources to new
19 communities, or new resources to old communities. It ties to-
20 gether into one working operation, a system, the Government with
21 its resources, the university with its brainpower, the industri-
22 al mechanism with its management and its productive lines, its
23 skilled workers. No longer is there the old historic struggle
24 between Government and industry. Today there's a working part-
25 nership, otherwise there can be no success, either in our

1 economy, or in our great programs or research.

2 We've learned so much. We learned that it isn't either/or,
3 either the Government or industry. It isn't either industry or
4 the university. It is all, working together in a partnership
5 relationship, a creative Federalism between governments, at
6 Federal, state and local level, but more important, a creative
7 spirit of cooperation between all segments, public and private.

8 This is the power of America. America is not as rich and
9 as powerful as its Government or even as its banks. America is
10 as rich and powerful as its people, enlightened, inspired, dedi-
11 cated, trained. We are as strong as our resources of human skill
12 and energy. And, that's why, even in hours of international
13 crisis, we need to continue to build the people. We need to con-
14 tinue to upgrade the quality of our people.

15 I hear these voices that say today: oh, you cannot have
16 international commitments the likes of which we have now and
17 continue the Great Society programs. I submit to this audience
18 that if there's to be any hope for a Great Society here at home,
19 or anywhere else, it will take more than just the emphasis upon
20 our military resources. In fact, our military today depends
21 upon the intelligence and the skill and the commitment of our
22 people.

23 Dwight Eisenhower once said that our military establishment
24 is but the fine cutting edge of the great economy of America.
25 This is the blade. This is the source of strength; the economy,

1 the university, the church, the home, the community, people
2 that understand that America is only as strong as its people
3 and its faith.

4 Let us fulfill then what author Thomas Wolfe, in the
5 despair of the 1930's called the "promise of America." And, if
6 I were to select a secular line or verse as the words of inspira-
7 tion for any meeting, these would be my words, from Thomas
8 Wolfe. I think these words tell so much, state the challenge,
9 inspire us and tell us what we must do. Listen to what Thomas
10 Wolfe said in those dark and despairing days of the 30's.

11 "To every man his chance. To every man, regardless of his
12 birth, his shining, golden opportunity. To every man the right
13 to live and to work, to be himself, and to become whatever
14 thing his manhood and his vision can combine to make him. This,
15 this is the promise of America."

16 I ask you my fellow Americans to join in making that
17 promise come true, to be a living reality.

18 Thank you.

19 (Applause.)

20 (Conclusion of the presentation by the Honorable
21 Hubert H. Humphrey, Vice President of the United States of
22 America.)

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