

Rev Jackson
Capt Davis
Mr. Briggs
Mr. Diggs

Mr. McNamee

Sousa
Jr High Carallens
Sousa for Hi
Orchestra

REMARKS

of

VICE PRESIDENT HUBERT H. HUMPHREY

Before the

DISTRICT OF COLUMBIA CONGRESS OF PARENTS AND TEACHERS

Sousa Junior High School

March 11, 1967

The Welfare of Youth - The Time of opportunity

Motivation
Self-Help!

Problems -

Faith in ourselves

Role of Schools, Teachers Parents, Police,
Community

Environment

Propaganda

1
L-- We must ask our schools to teach our children
the English language in all its variety;

L-- We must ask them to teach our children ~~computational~~
skills for this electronic age;

L-- We must ask our teachers to explore the techniques
developed in our age -- programmed learning being developed
in schools, universities and by private industry;

L-- We must ask them to examine and experiment with
their curriculums to innovate programs enlisting the services
of resource persons from the outer community -- parents as
teacher aides, as consultants to teachers and students in
the classrooms;

L-- We must ask our schools to teach our children to
care for their physical beings;

L-- We must ask our schools to help youth to use his
leisure time wisely so that the adventure of the street
does not come in conflict with the adventure of the mind

L-- We must teach him that his street is not the world;

L-- We must teach him that he cannot retreat from
responsibility to himself, that he must weigh honestly
his strength and deficiencies, his skills and lack of
skills.

L We have come to this meeting place because of the heroic dreams we have for the youth of America. 14

L Our children are our future, We must impart to them our creed as ~~men~~ ^{people} under God, our creed as ~~men~~ ^{people} in a democracy, to prepare ~~him~~ ^{them} for what lies before ~~him~~ ^{them} in adulthood.

We take him as a child and prepare him for the future. Having no memories of the past, he has no doubts with which to criticize the spectacle of this modern world. He looks forward into it with confidence and belief. We must help him to see the world in all its realness. We must help make him ready for what lies ahead.

All this we cannot do as parents. We must look to our schools, to our teachers who are in fact the carriers of our culture.

Influence of Schools, Teachers, Police
community -

Problems

What concerns and disturbs me is the picture of gloom and doom that has been painted of certain areas. We read of the fatal hopelessness of the slums . . . of the unchangeable destiny of thousands and thousands of youngsters of color . . . of disadvantaged youths who live across the track. There are all kinds of studies and reports which tell us, in so many words, that our problems are too complex to be solved . . . that there will always be poverty and misery . . . and delinquency and crime . . . and wasted lives.

Well, I, for one, don't believe all of this. I believe a nation mighty enough to put a man on the moon, also has enough resources to put a man on his feet.

As a young man, I saw this nation at its blackest hour. I saw my neighbors and people in South Dakota losing their farms, their businesses, their health, their hope.

The important thing is hope . . . and united effort. We must not lose faith in ourselves or our government or our young people. We need the active support of every parent . . . every church . . . every social service organization . . . and every leadership group in the community. We must learn to trust people who are interested and willing to help us.

man
on
moon

Faith
Hope
+
united
effort.

The 1963 Vocational Education Act, together with the other educational legislations of the past 10 years -- including Manpower Development and Training Act, the Area Redevelopment Act, the Economic Opportunity Act, the National Defense Education Act, and others represent the mobilization of great resources to improve the possibility of moving education forward in our time and in our technological society.

Educ & Income
Every study of the relation between earnings and education shows that the more highly educated the man, the greater his earnings. Men who start high school but do not graduate receive an average income of about \$800 more per year than men who left after the 8th grade. High school graduates, however, receive about \$900 more of annual income per year than high school dropouts. *Dropouts*

(X) of
The facts are these: 73 percent of our highschool students leave school without significant occupational training gained through a formal school program. 30 percent of our school dropouts occur in the 7th, 8th and 9th grades before they have even reached the point where education can serve as a bridge between their aspirations and reality.

But We cannot expect our schools -- remarkable and continuing though their effort has been -- to take up society's task in its totality.

✓ We must address ourselves to the problems of youth with all the resources at our command -- teachers, guidance counselors, social workers, law enforcement officials, clergymen, psychologists, physicians, parents and legislators. Local community, State and Federal government must make an assault upon the total problem.

✓ *Youth Prog* L The President's Message to the Congress on America's Children and Youth calls for the strengthening of existing programs and building on experience already gained. ✓ Such programs as the Peace Corps, the Job Corps, VISTA, HEADSTART, the Neighborhood Youth Corps, the Manpower Development and Program have offered up a vein of ore which must be mined to help us with critical areas in education and in family relations.

L The President's message seeks the investment of private agencies, institutions and universities in a joint effort with Federal government to develop and administer programs. He asks for the initiating of pilot studies to further research and experimentation on problems concerning our youth.

L He asks for legislation to help us "carry forward our attack on mental retardation," on juvenile delinquency, to diagnose the diseases that affect and handicap children. He asks for day care centers for working mothers. L He asks us to "pledge our continuing stewardship of our greatest wealth -- our young people."

Here, in this place, where we are bound together with a common interest -- a common investment -- let us forge another link in that living chain and see that our children are given all the benefits and opportunities that this nation has to offer so that they can grow to their fullest height and breadth and in turn be able to give back to this country the best that is within them.

ADDENDUM

1. Judge Aubrey E. Robinson, Jr. is now in the United States District Court.
2. Mrs. Rosa DeSousa, Supervisor of Special Education, D.C. Public Schools, will be a consultant for topic number X.
3. Mr. Stanley Anderson, Supervisor of Roving Leaders, D.C. Recreation Department, will be a consultant for topic number XVII.
4. Mr. Addison Hobbs, Supervising Director of Vocational Education, D.C. Public Schools will be a consultant for topic number IX.
5. Mr. Carl Selsky, Project Director, Youth Group Homes, will be consultant for topic number XII.
6. Registration for workshops will take place in these rooms with the room registrars.
7. Complete the registration card in a workshop room and leave it with the registrars who will be assigned there.
8. The morning and afternoon sessions will be broadcast to the classrooms for the convenience of persons who cannot be seated in the auditorium.
9. Rooms numbered in the one hundreds are located on the first floor, those numbered in the two hundreds are located on the second floor and those numbered in the three hundreds are located on the third floor of the building.
10. Plans have been made to begin and end the workshop sessions promptly.
11. If a workshop room becomes crowded beyond capacity, the room registrar will advise others to go to another room in which there may be available space.



Minnesota Historical Society

Copyright in this digital version belongs to the Minnesota Historical Society and its content may not be copied without the copyright holder's express written permission. Users may print, download, link to, or email content, however, for individual use.

To request permission for commercial or educational use, please contact the Minnesota Historical Society.



www.mnhs.org