

OPENING REMARKS  
VICE PRESIDENT HUBERT HUMPHREY  
NATIONAL SCHOOL BOARDS ASSOCIATION'S URBAN SCHOOLS  
CONFERENCE

WASHINGTON, D. C.  
SEPTEMBER 21, 1967

Paul Carlisle

Man Kew-Sō  
Mrs Mancuso  
from Glasboro  
N.J.  
(Went to USSR)

(X) Tomorrow  
Schedule  
Commissioner of  
Educ. Haine

MADAME PRESIDENT, <sup>Humphrey</sup> DR. WEBB, COLLEAGUES,

AND DELEGATES TO THE NATIONAL SCHOOL BOARDS ASSOCIATION'S  
URBAN SCHOOLS CONFERENCE.

L DURING THE YEAR AND A HALF SINCE I ADDRESSED  
YOUR ANNUAL CONVENTION IN MINNEAPOLIS, I HAVE FOLLOWED  
WITH A VERY SPECIAL INTEREST THE ACTIVITIES OF THE  
ASSOCIATION AND ITS FAR-REACHING DECISION TO OPEN A  
WASHINGTON BRANCH OFFICE. (Paul Carlisle)

THROUGHOUT THIS PERIOD I HAVE BEEN ESPECIALLY  
IMPRESSED WITH THE GROWING LEADERSHIP IN EDUCATION  
WHICH THE NATIONAL SCHOOL BOARDS ASSOCIATION HAS ASSUMED.

FROM LONG PERSONAL EXPERIENCE WITH OTHER ORGANIZATIONS, I KNOW THAT A VIABLE ORGANIZATION DOES NOT JUST HAPPEN.

INSTEAD, IT IS THE RESULT OF CONTINUED AND EFFECTIVE LEADERSHIP BY THE ORGANIZATION'S OFFICERS, DIRECTORS, AND STAFF.

MRS. MANCUSO, PLEASE ACCEPT MY WARMEST PERSONAL CONGRATULATIONS FOR THE VERY EFFECTIVE JOB THAT THE NATIONAL SCHOOL BOARDS ASSOCIATION IS DOING.

FEDERAL SUPPORT FOR EDUCATION HAS GROWN RAPIDLY IN THE LAST FEW YEARS. THAT GROWTH, CONTRARY TO DIRE PREDICTIONS, <sup>ENHANCED</sup> HAS/LOCAL CONTROL OF EDUCATION, INCREASED THE ABILITY OF LOCAL SCHOOL BOARDS TO PROVIDE THE BEST POSSIBLE SCHOOLING FOR THE CHILDREN OF THEIR COMMUNITIES, AND HELPED COMBAT THE PERENNIAL LACK OF LOCAL FUNDS FOR EDUCATION.

↳ BUT IT HAS ALSO MADE IT VITALLY IMPORTANT  
TO BUILD A CLOSE PARTNERSHIP BETWEEN FEDERAL AGENCIES  
AND EDUCATION AUTHORITIES AT ALL LEVELS -- A PARTNERSHIP  
OF THE KIND PRESIDENT JOHNSON HAS CALLED "CREATIVE  
FEDERALISM."

↳ THE ASSOCIATION HAS DONE A GREAT DEAL TO  
DEVELOP SUCH A PARTNERSHIP BY KEEPING EDUCATORS  
ACROSS THE NATION INFORMED OF THE FEDERAL PROGRAMS  
WHICH ARE AVAILABLE TO THEM.

↳ THE VARIETY OF SUCH PROGRAMS IS ENORMOUS  
BECAUSE THERE HAS BEEN A CONSCIOUS EFFORT TO PROVIDE  
AN AMPLE SELECTION FROM WHICH LOCAL COMMUNITIES CAN  
CHOOSE THE KIND OF SUPPORT THAT BEST SUITS THEIR  
PARTICULAR NEEDS.

↳ OUR PURPOSE HERE TODAY IS TO GIVE YOU ANY  
ADDITIONAL INFORMATION WE CAN ABOUT AVAILABLE PROGRAMS,  
AND EQUALLY IMPORTANT, TO HEAR WHAT YOU HAVE TO SAY  
ABOUT EXISTING PROGRAMS AND OTHERS YOU WOULD LIKE TO SEE  
ESTABLISHED.

BEFORE I TURN THE ROSTRUM OVER TO THE MEN WHO CAN GIVE YOU THE ANSWERS, LET ME ADD A FEW OBSERVATIONS OF MY OWN ABOUT EDUCATION IN AMERICA TODAY.

I HAVE HAD QUITE A LOT TO DO WITH EDUCATION OVER THE YEARS. I WAS A TEACHER MYSELF. AND, IN A SENSE I'M STILL TEACHING AND BEING TAUGHT.

AND I HAVE BEEN CONCERNED FOR A LONG TIME ABOUT A SERIOUS UNDER-UTILIZATION OF AMERICA'S EDUCATIONAL RESOURCES.

AS YOU MAY KNOW, THERE IS ONE THING ESPECIALLY CLOSE TO MY HEART: WE CLOSE UP MOST OF OUR SCHOOLS FOR THREE MONTHS EACH SUMMER. THEY ARE CLOSED EVENINGS AND WEEKENDS.

I DON'T HAVE TO TELL YOU THAT THERE IS A WEALTH OF EDUCATIONAL OPPORTUNITY IN THOSE CLOSED LABORATORIES, CLASSROOMS, LIBRARIES, SHOPS AND GYMNASIUMS WHICH COULD MAKE A CRITICAL DIFFERENCE TO OUR CHILDREN, ESPECIALLY THOSE FROM DISADVANTAGED BACKGROUNDS.

MOREOVER, THE NATIONAL COUNCIL OF EDUCATION  
FOR DISADVANTAGED CHILDREN FOUND THAT SUMMER PROGRAMS  
AWAY FROM THE IMPERSONAL AND SOMETIMES THREATENING EVERYDAY  
CLASSROOM ENVIRONMENT, HAD REAL ADVANTAGES FOR  
UNDERPRIVILEGED STUDENTS.

L AS YOU KNOW, THE ELEMENTARY AND SECONDARY  
MORE THAN ONE  
EDUCATION ACT PROVIDED / BILLION DOLLARS THIS YEAR  
WHICH COULD BE USED FOR SUCH PROGRAMS. I HOPE YOU  
THIS SUMMER  
HAVE BEEN ABLE TO USE SOME OF THAT MONEY/IN YOUR OWN  
COMMUNITIES.

L I SUBMIT THAT OUR SCHOOLS AND ALL OUR OTHER  
EDUCATIONAL RESOURCES SHOULD NOW BE CONVERTED INTO  
FULL-TIME CENTERS OF OPPORTUNITY IN EVERY COMMUNITY.

L LET ME ALSO MENTION THE INTENSIVE STAY-IN-  
SCHOOL CAMPAIGN WHICH IS BEING SPONSORED BY OUR  
PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY.

L WE ARE ASKING LOCAL OFFICIALS IN EVERY PART OF THE  
COUNTRY -- AND NOT ONLY SCHOOL OFFICIALS -- TO TAKE  
PART IN THIS VITAL EFFORT. L WE ARE URGING THEM TO USE  
PUBLICITY, BUT ALSO TO COMBAT THE CONDITIONS WHICH  
MAKE A STUDENT DECIDE THAT HE IS JUST AS WELL OFF IN  
THE STREET AS IN SCHOOL. L WE ARE URGING SCHOOL OFFICIALS  
TO TAILOR THEIR CURRICULA SO THAT THEY WILL LEAD  
POTENTIAL DROP-OUTS TOWARD A LIFE OF PRODUCTIVE  
PARTICIPATION IN THEIR COMMUNITIES.

L THE CHALLENGE OF EDUCATION IN THE UNITED  
STATES TODAY GOES FAR BEYOND WHAT HAPPENS TO CHILDREN  
DURING THEIR SIX HOURS IN THE CLASSROOM. IT INCLUDES  
THE WHOLE PATTERN OF CULTURAL, RECREATIONAL AND  
EMPLOYMENT OPPORTUNITIES AVAILABLE TO EVERY AMERICAN  
YOUNGSTER.

THIS CHALLENGE REQUIRES A COMPREHENSIVE  
EFFORT BY SCHOOL BOARDS WORKING NOT ALONE, BUT IN  
CLOSE COOPERATION WITH MAYORS, COUNTY OFFICIALS, PARK  
OFFICIALS, AND ALL OTHERS RESPONSIBLE FOR USING THE  
TOTAL RESOURCES OF THEIR COMMUNITIES AS WELL AS FEDERAL  
RESOURCES. / AND THIS CHALLENGE CAN ONLY BE MET  
SUCCESSFULLY IF THERE IS A DYNAMIC AND COORDINATED  
EFFORT AT THE COMMUNITY LEVEL, FOR THAT IS WHERE  
THE PEOPLE ARE.

NOW LET ME INTRODUCE:

-- SECRETARY JOHN GARDNER OF THE DEPARTMENT  
OF HEALTH, EDUCATION AND WELFARE;

-- SECRETARY WILLARD WIRTZ OF THE DEPARTMENT  
OF LABOR;

-- SARGENT SHRIVER, DIRECTOR OF THE  
OFFICE OF ECONOMIC OPPORTUNITY;

-- UNDER SECRETARY ROBERT WOOD OF THE  
DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT.

# # #



# 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](http://www.mnhs.org)