

REMARKS

VICE PRESIDENT HUBERT HUMPHREY

FREEDOM HIGH SCHOOL AND EAST HILLS JUNIOR HIGH SCHOOL

DEDICATION

BETHLEHEM, PENNSYLVANIA

OCTOBER 15, 1967

*Cong. Fred  
Rooney  
Sen. Clark*

∟ This is a proud day for you, Dr. Khouri, and  
for all the officials and staff, faculty, students, and  
citizens of the Bethlehem school district. I am happy to  
be able to share it with you. !

*Proud  
day.*

∟ When your Congressman, my very good and  
dear friend, Fred Rooney, first conveyed your invitation to  
participate in this dedication, he described your new school  
in glowing terms. ∟ I thought at first he was simply using his  
well-known persuasive powers on me, but I can see now that  
he was not exaggerating at all.

*Fred  
Rooney*

I started my public career as a teacher. I have maintained an active interest in education, and these two schools are just about the finest I have ever seen.

I know that quality education in Bethlehem is not a new departure. Mrs. Humphrey and I have known for some time about the wonderful work you are doing with handicapped children at the Spring Garden school. They need help more than any other children if they are to lead productive lives, and it is good to know that they are getting it.

mentally  
Retarded

Mrs H

I also know that this is one of the most progressive school districts in the country. The fact that you have 10 full-time specialists doing nothing but curriculum planning testifies to that, as well as your success with the Initial Teaching Alphabet.

Reading, writing and arithmetic are not what they used to be, even in the recent "good old days" when my own children were in school.

The communications center in this new complex proves that you are on the educational frontier more than ever. It is a courageous investment which will vastly broaden the resources available to your students.

The fact that we are now able to combine television and homework reflects the ultimate triumph of youth, it seems to me.

The only question is how you are going to keep them from switching channels during the commercials!

In all seriousness, it seems to me that the most important thing about these two schools which we are dedicating today is that they represent a decision by you -- the citizens of the five townships they serve -- to join together and provide the very best in education for your children.

*Local Initiatives*

↳ You have decided to equip those children for success -- successful employment, successful college careers, successful participation in American society.

↳ You have, on your own initiative and out of your own resources, made an investment which is going to pay enormous dividends, not only for the students themselves, but for America.

↳ In the words of Thomas Jefferson, "What <sup>we</sup> service can / ever render to our country equal to promoting education? ... The exertion and mortification are temporary; the benefit eternal."

↳ Never was the name of freedom better served than here. *(Can't be both free & ignorant)*

↳ ~~I regret to say, however, that what you have done here is a notable exception in the United States today.~~ The opportunities you have provided for your children should be available to every American child -- ~~and usually they~~ *but unfortunately in*

~~are not~~ too many areas, They are not,

Most of all, they should be available to the  
deprived children of urban and rural slums, the children  
for whom education may offer the last real chance in life.

Yet in too many communities they are not.

Why not?

It is not as if we had to wait for new techniques  
and new discoveries to make better education possible for  
all. You are using those new techniques right here --  
and they work.

It is not as if it would take forever to build the  
schools and train the teachers we need. I understand the  
bonds which financed this school were sold only 30 months  
ago. And how long does it take to train a first-rate teacher?

If we started today, every one-year old in the  
country could have access to the best in education by the  
time he reaches first grade. And there is no reason why we  
could not have the best high schools man knows how to build

ready for those same children when they need them.

*yes*

Good education is expensive.

But it is not nearly as expensive as a lifetime

on welfare.

└

It is not nearly as expensive as crime and

juvenile delinquency.

└

It is not nearly as expensive as the waste of

human resources which poor education implies.

└

When are the citizens of this country -- people

just like you -- going to decide to get the whole education

job done?

└

The federal government can help and it is helping.

└

But it cannot and should not provide the initiative

required to give every child in every community access to

a top-notch school.

*Elementary  
Secondary*

↳ This country faces grave problems today. We have a backlog of decaying housing in both urban and rural America. We have 2 million potential producers and consumers confined to the bitter world of the hard-core unemployed. We have people among us whom poverty afflicts with illness rates from 4 to 6 times the national average.

↳ Things have, of course, been much worse in the past, but our failure now is totally unacceptable because it is unnecessary.

President Johnson said recently that "education is not a problem. Education is an opportunity."

↳ It is an opportunity this nation has just begun to fully grasp. - Key to opportunity

↳ Perhaps I have made this speech to the wrong audience. But Freedom High School and East Hills Junior High place you among the education leaders of America,

and America has only begun to meet its educational responsibilities.

*you lead the way -*

*" One Nation, under God, Indivisible  
with liberty + Justice for all ,*

# # #

Dedication Program for Freedom High School and East Hills Junior High School  
Bethlehem, Pennsylvania, October 15, 1967

ADDRESS

VICE-PRESIDENT HUBERT H. HUMPHREY

Thank you, thank you, thank you! Thank you very much.

Dr. Khouri, the Reverend Schleifer, Reverend Colver, Monsignor Burns, Senator Clark, Congressman Rooney, these two distinguished and able principals. Principal McIntyre of the Freedom High School and Principal Shunk of the East Hills Junior High School. And this wonderful choral group, the choir that is here, and Miss Cicarelli -- I could sing for you too, my dear. You're very pretty. And this splendid band, or should I say two bands that we have with us today and my friend, the little dog, wherever he is. I must say that dog has political instincts. He's meeting everybody, or is it she that's meeting everybody? But I'm sure that this makes it all the more a very pleasant and happy occasion for all of us.

Can I, first of all, express my very sincere gratitude to all of you that are here today for joining us on this occasion. It's turned out to be a beautiful day. This morning in Washington I wondered if we'd have a program at all because it was foggy and rainy and anything but a pleasant day. But the closer I came to Bethlehem -- and by the way, I noticed that, as we drove in here, I was practically in Nazareth and Bethlehem at the same time, and I wondered when am I getting to Jerusalem -- the closer that I came here, the better the weather became and I was told by Congressman Rooney that this was due to his influence. I thought you'd like to know that this man does have considerable influence.

One or two other observations I should like to make. The introduction that was given to me was very flattering. My old friend and a very great American, Adlai Stevenson, used to say that flattery is all right if you don't inhale it, but I was breathing deeply all the time that Dr. Khouri was speaking. You know the office of Vice President at times has some shortcomings and, when on a beautiful Sunday like

this you can have a distinguished Superintendent of Schools who is to be known for truth and veracity and integrity, get up and say such nice things about one as he said about me, I accept it without question or doubt, and I do want to thank him.

I should say to my young friends that are here that they will be somewhat tortured because they have to stand, that I have been a teacher -- now don't you hold that against me. I enjoyed it immensely, once serving as a professor of Political Science in the field of American Government, and I always mention that on an occasion like this because, ladies and gentlemen, I've been told a bit about the political complexion of this area and, since I am an elective officer, you never can tell when a fellow will need a new job and new work, and I'd like to renew my application, Dr. Khouri. I am a good teacher, just in case, and the surroundings look very very lovely here today. This is a happy occasion.

I want to commend the School Board in particular, the Board of Directors, and indeed, the President of the Board, the Reverend Harry Colver, because an effort such as you've made here is one that cannot help but take tremendous energy and sacrifice, and I know that every member of this board has given whole-heartedly of themselves for this day. And may I just say this is a proud day -- a proud day for you, Dr. Khouri, for the principals, for the officials, the staff, and the faculty and the students and the citizens of the Bethlehem School District. And as one who has always been involved, at least in all of his adult life, in education, I'm so proud to share this day with you. But I must let you in on a secret -- when your congressman, my very good and dear friend Fred Rooney, first conveyed your invitation to me to participate in this dedication, he described your school in such glowing terms that I could hardly believe it. I thought at first that he was simply using his well-known persuasive powers, his eloquence upon me -- whoops, there's a bee -- but I can see now that he was not exaggerating at all. At least I've had the opportunity to visit one of the schools and hopefully to step foot at least in the other.

As I indicated, I started my public career as a teacher, and I've maintained an abiding and an active interest in education. I love to be with the young people, they do something for you -- they're better than Geritol, may I say to my older friends -- they keep you young, keep you feeling that way and, I can say as one who has visited literally hundreds of schools in America and elsewhere, that these two schools are just about the finest that I've ever heard of or ever visited. And I'm glad the students feel that way too.

Dr. Khouri, I have in the last three years visited almost 600 American communities as the Vice President of the United States. Without exception in every one of these communities I have worked with, talked with, visited with young people. I either go to a high school or a college or some community activity in which young people are the active participants or the motivating force. I believe it's the only way that you sense the spirit of this country and so, when I compliment this community on its schools, I do not do so lightly nor do I do so theoretically. As I say, I've been there.

Now I know that quality education in Bethlehem is no new departure. I know that this entire area is known for its colleges and universities and for its schools -- elementary and secondary, public and parochial. And what a testimonial to the character of the people that they put education at the top of their list of priorities! Mrs. Humphrey and I have known for some time about the wonderful work that you're doing right here with handicapped children in the Spring Garden School, and might I add that at this very hour Mrs. Humphrey is in Mansfield, Ohio, where she's participating in another education program.

I think you know that we have a deep interest in and a very personal interest in the mentally retarded, the handicapped, In fact, one of the projects to which we give a great deal of our time and our limited resources is to them in our home state, to the handicapped young people and handicapped people of all ages -- helping to build a camp, helping to build a training center, and only recently to help the construction

of a fine new institution of education for the mentally retarded. And I'm pleased to see that this community understands that those who need this education the most are getting it. They need help more than any other children, if they're to lead productive lives, and it's good to know here that they're getting it. Remember the Scriptures speak of "the least of these," and those who need public and private help the most are frequently those who are the handicapped.

I've often felt that there were just really three areas of life in which public and private endeavor ought to be basically concentrated: those who are in the dawn of life, our children; those who are in the twilight of life, our elderly; and those who are in the shadows of life, our handicapped. The rest of us ought to be able to get along pretty well on our own momentum. But we need to give young people a good start, an even start, and we need to make sure that those who have lived out three score and five or ten are at least treated with dignity and respect and given a chance for a fruitful and productive life in the latter days of their lives, and those -- whoever they may be that are the crippled, the maimed, the mentally disturbed, the mentally retarded, the sick -- they really deserve the compassion and that extra care which a good people ought to extend.

I also know that this is one of the most progressive school districts in America, and that speaks well for you. The fact that you have ten, and I believe I'm correctly informed of this, ten full-time specialists concentrating their attention on curriculum planning testifies that you understand the importance of an education that is relevant to life and understand the importance of new techniques and new methods in teaching. And I am well aware of your success with the initial teaching alphabet. This is a community that looks to the future, that has geared its education not to the days of yesterday but to the decade and, I think, to the generation yet ahead. After all, we are now in the last third of the twentieth century. Every one, with few exceptions, of these young people, will see this century, the year 2000 -- everyone. They will be into the 21st century and what happens between now and the

year 2000 is almost beyond man's comprehension. One thing for sure -- in America we'll have over 100 million more people in this country between now and 2000. And those 100 million must have the benefits of education, of decent communities. The door of opportunity must be open to them.

But what's going to happen in technology and science is just unbelievable. I was happy today that Dr. Khouri mentioned that I was Chairman of the National Aeronautics and Space Council that coordinates all of our space endeavor. Only last week I was visiting in California in one of our tremendous space laboratories, and I'm also chairman of our Marine Resources Council probing the depths of the seas, discovering underground rivers, discovering vast resources in metal and fuels in the bed of the ocean, discovering unbelievable quantities of food in the sea, to feed God's children.

What a fascinating experience, as I came into the auditorium today, to see the audio-visual aids. Let me make a prediction to you -- in less than 15 years, most likely in 10 years, that auditorium will have piped into it through closed circuit television from international communication satellites the best of teaching all over the world. The teachers will be from different countries, and the students of this area will listen to the finest minds that mankind has been able to produce -- with instantaneous translation of language, instantaneous, most likely, by mechanical means. This is on the drawing board now, as we say; it has in fact been already done. It is inevitable. The world community becomes a smaller neighborhood every hour, every day, but just one single development, the communication satellite, will make this one world whether people like it or not. And for those that think it's a pretty messed up world, I'm sorry to tell you we can't stop it and let you off; you're hooked. We're just going to have to keep on going and try to do the best that we can.

Now speaking of modern education, reading and writing and arithmetic -- yes, essential, vital, but they're not what they used to be, are they? Even in the

recent good old days when my boys and daughter went to school, they had changed. I don't understand this new math and I want to say most of the parents are of this same mind. I remember when my youngest son came home from high school a few years ago and he had this new math and he said, "Dad, could you help me?" And I said, "Son, there's one thing you always told me, that you were a little smarter than your dad. Now prove it." It was far beyond me.

The communications center in this new complex, the one that I just witnessed, proves that you are on the educational frontier, on the front burner not the back burner. You're out there in front, and it is indeed a courageous investment which will vastly broaden the resources available to your students. The fact that we are now able to combine television and homework reflects the ultimate triumph of youth. This is what they wanted for years. The only concern I have and the only question is how are you going to keep them from switching channels during the commercials?

The television has changed the world. Wars are fought today in your home on television; the strife of our cities is in your peaceful neighborhood in home on television; the reality of life is in that tube. It has changed everything -- there is no place to hide. No longer can you hide either your affluence, your prosperity or your poverty. No longer can you hide your violence, your crime. No longer can we hide our achievements.

I might make an innocent plea here today. I want our men of the media to give as much attention to our achievements as our failures. I do not happen to think that America is what it is today because everybody has been bad. I do not think that American youth are what they are today because they're evil. I do not happen to think that this nation is as rich and prosperous today because everybody was a fool or was committed to making mistakes, and yet all too often that is what gets the emphasis. No, we are what we are because we have experimented and tried and because we have achieved.

This is a great thing right here, much more important this occasion than an act

of delinquency. Much more important, may I say, than somebody that just decides to have himself a protest or have himself a demonstration. This is the demonstration of the building of America, and this nation is known as a building nation, a nation of builders. And can I say that it seems to be that the most important thing about these two schools, which you are dedicating today, is that they represent not just concrete and mortar and brick and facilities, but they represent a decision by you, a decision by you, the citizens -- is it of five townships? -- to join together and to provide the very best in education for your children. This is local government; this is what we mean by initiative. It was done by you. You decided to equip those children, your children, for success, successful employment, hopefully a successful college career, but above all successful participation to American society.

My mind wanders as I speak to you. I'm remembering in my days when I use to teach the political philosophy. John Stuart Mill once said, the great English political economist of the mid 19th century, he said, "If a man has nothing to do for his country, he will not love it." I think that's so relevant today. We need people today that have some involvement in America, that have something to do for their country, that feel part of it and not removed from it. I think most of the troubles that we have today come because some people no longer feel that America needs them or wants them, that they have no place in America, no involvement in it. Just remember for a man to love his country, he must have something to do for it.

And when I said here that you are preparing your young people for participation in American society, that's the highest act of patriotism, the finest act of citizenship. You have on your own initiative and out of your own resources made an investment which is going to pay enormous dividends not only for the students themselves and this community, but for all of America, because America is the sum total of thousands and thousands of little areas. America is a mosaic, not a monolith. America is many nations and many peoples and many many communities added together making one nation, as these young people sang to us. In the words of Thomas Jefferson

(and he was the great educator of our history) -- "What service, said Jefferson, can we ever render to our country equal to promoting education? The exertion and the mortification are temporary, the benefit eternal." May I say to the Board of Directors, I hope that those words are consoling to you. The exertion and the mortification are only temporary, the problems you've gone through; the benefits are eternal, and who knew better than Jefferson, the truly educated man of America?

Never was the name of Freedom better served than here, because that same Jefferson said that you cannot be both free and ignorant; you have to make a choice. I think you made it. You've decided to be free through education, through information, that makes possible judgment and wisdom. The opportunities that you provided for your children should be available, however, to every American child. But unfortunately, in too many areas, those opportunities are not available. I hope that other Americans will see what you've done here, and I hope that your example will rally them to do the same. Most of all, these great educational opportunities should be available to the deprived children of urban America, of the urban and rural slums, the children for whom education may offer the last real chance in life. Yet in too many communities those opportunities are not available. And why not? It is not as if we had to wait for techniques and new discoveries to make better education possible for all. -- You are using those new techniques right here, and they work. It is not as if it would take forever to build schools and train the teachers we need. I understand that the bonds that financed this school were sold only about 30 months ago. So it proves that you could do it, and do it in a hurry. And how long does it take to train a first grade teacher? It can be done in a few years. If we started today, my fellow Americans, every one-year-old in America could have access to the best in education by the time he reaches the first grade, and a great country ought to make that its highest priority. And there is no reason at all why we could not have the best high schools that mankind knows how to build ready for those same children when they need them. This nation can do it.

Might I say to our young friends in particular today, the only difference between an ordinary person and a great person is that the great person does what the ordinary person says is impossible, and the history of America is the record of doing the impossible. It was the impossible to put railroads across this country in the mid 19th century, but it was done. Abraham Lincoln said, "We're testing whether this nation or any other nation can long endure, half slave and half free." He said it couldn't -- but whether it could endure as a government of the people, by the people, and for the people. It has; we did the impossible. We did the impossible when we split the atom. We literally did the impossible when we extended equal rights, to all people, regardless of race, color, or creed, to build a society in which man can worship God as he chooses and speak out. This is the difference between greatness and mediocrity. Anybody can be mediocre; anybody can do most anything. It's the great people in the great nations that do what some people call impossible, and that's what we ought to have as our standard.

Two words ought to characterize everything in America: "excellence," "excellence" and "impossible," and then make the impossible possible. I think we can do it; I think we are doing it. I think the generation that is here represented today, the young people, will do more than we ever dreamed possible. They are doing the impossible. Modern doctors are doing the impossible. Modern scientists redoing the impossible. It was impossible to put a man in space and bring him back to earth; yet it has been done. It was impossible to transplant a human organ from one body to another; yet it has been done. The impossibilities of yesterday represent the factors of greatness today.

Now I know that good education is very expensive, and the taxpayers know it too. But I want to tell you about that expense. It's not nearly as expensive as a lifetime on welfare, and an educated person is least likely to be a welfare client. An ordinarily middle-income society can support an expensive educational system, but it takes a rich society to support a welfare system. We're not trying to be a welfare state, but we're trying to be a state of opportunity. A good education is expensive,

but it's not nearly as expensive as crime and juvenile delinquency. It costs much less to educate a boy or girl than it does to take care of him if he gets involved in crime or delinquency. It's not nearly as expensive as the waste of human resources, which poor education implies. When, therefore, I ask, are the citizens of this country, people just like us, going to decide to get the whole educational job done? Because it's wealth, it's power, it represents the hope of this land. The federal government can help. It should and it can, and it is helping. The Elementary and Secondary Education Act, the vocational school acts, the National Defense Education Act, the Higher Education Act, a dozen or more federal statutes helped. Your government today is putting billions of dollars into education, but ladies and gentlemen, it cannot, your federal government cannot, and should not, provide the initiative required to give every child in every community access to a top-notch school. This is the job of the people at home. Your federal government cannot and should not be responsible for the educational attainment of our children. This is the job for families and neighborhoods and communities and local endeavor, and your federal government cannot, should not and will not and does not dictate the terms of education, the curriculum, the standards. This is your job.

This country faces many problems today. We have a backlog of decaying housing in both urban and rural America. We have two million potential producers and consumers confined to a bitter world of hard-core unemployed, the great untapped resource of this country. We have people among us whom poverty afflicts with illness rates four to six times the national average. These are our problems. Things have, of course, been much worse in the past, but our failure now is totally unacceptable, because to me it is unnecessary. We have the tools to do better.

President Johnson said recently that education is not a problem, and you often hear people talk about the educational problem. He said education is not a problem, education is an opportunity, and it is an opportunity that this nation must keep. It's an opportunity that this nation has just begun to fully grasp. Perhaps I've

made this speech to the wrong audience, I think I have. I generally do. Because people who will come out on an occasion like this are here because they're proud of what they've done.

And, my fellow Americans, without pride, you're nothing. We must be proud of this land of ours, proud of our communities, proud of our faiths, proud of our schools, proud of our families, proud of ourselves. Pride, pride with a sense of humility is the first essential if we're to raise ourselves to new heights. And I think Freedom School, this Freedom High School that I see here, and the East Hills Junior High School show that you have great pride and place you among the educational leaders of this state and America. But I must say that America has only begun to meet its educational responsibilities. Thank goodness for your leadership, for your precept and example. I leave you with this simple thought, and yet I hope its profound.

I was touched by the music of these young people, as I'm sure, you were. Can I say to them that you don't prove yourself to be a softie or a square or, as they used to say years ago, a sissie by being a patriot?

There's something about this country of ours that deserves attention, affection, love and admiration. It has its weaknesses, it has its limitations, but we know it and we're busily engaged in doing something about it. The only people who are afraid to admit their weaknesses are the weak. It takes a strong nation, a strong people, to ever confess limitation, and it takes an even stronger people, once having confessed it and admitted it, to do something about it. We're busily engaged in doing something about building this nation, making it a better America for more and more people, helping people make themselves better, so that they can contribute to a better America. That's what it's all about; that's what we're trying to do.

I couldn't help but reflect, as the prayer was being given here today, of what the minister in my church said one Sunday to me. He said the way you treat people is

the way you treat God, and I think that, when you provide good education, wholesome environment, you not only help people but you show that you're essentially a religious people; a people of abiding faith, great character -- and I think Americans ought to always keep that in mind because this America is what Lincoln said it was -- "The last best hope on earth." And he said we'll either meanly lose it or nobly save it, and he said that not only for his day but for ours and, I think, yet for generations unborn. Because America is an experiment in human relations -- it's an experiment in living. Can God's children live together in peace, in tranquility, in justice, in fairness, in decency? We're trying to find out. So far we've done fairly well. Occasionally we look like we don't do so well but, in the main, the progress is good.

And I think, if we keep in mind what these young people said to us today, we'll understand it can be done. You remember what they sang, "One Nation." Well, our pledge of allegiance to the flag of the United States tells us that story about as simply and directly as anybody could. That pledge says, "I pledge allegiance to the flag of the United States and to the Republic for which it stands," and then comes the charge, then comes the commitment, the pledge that every American is called upon to make -- the pledge that your children make every day with few exceptions in school but, my friends and my fellow parents, the pledge that all too often we forget. And that pledge is the secret of the whole cause of Freedom. It is the secret of the American success story. It will determine either failure or success, depending on whether we keep that pledge and keep it holy and keep it true. That pledge says, "One nation under God, indivisible, with liberty and justice for all." Not two nations, not north and south, not rich and poor, not black and white, but one nation. Not a nation that walks in arrogance, in its wealth and its power, but a nation in humility and yet pride, under God. "Indivisible," not torn by racial strife, or by religious bigotry, not torn by the differences that are inevitable, but "one nation under God,

indivisible," and finally "with liberty and justice for all." Because without liberty and justice for all, there is liberty and justice for none. I think that that simple profound pledge summarizes the promise and the hope of America, also the challenge and the opportunity of this nation, and maybe it would be better if the adults said it who have responsibility, at least they should say it in concert with their young.

Dr. Khouri, members of the Board, the officers of government, the distinguished platform guests that are here, Senator Clark, Congressman Rooney, the principals of these schools, and faculty and students, and my fellow Americans, on behalf of your country -- and I'm privileged to represent it today -- I congratulate you on a job well done. God Bless You!

# # # #

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