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Thursday PM's

OFFICE OF THE VICE PRESIDENT

REMARKS

VICE PRESIDENT HUBERT HUMPHREY
SALUTE TO HIGHER EDUCATION
JACKSON, TENNESSEE
APRIL 25, 1968

Today, I would like to talk to you not just about higher education, but about all education...for all our children... and the national goals we need to provide both quality of education...and equality of educational opportunity.

Jefferson was right: Men cannot be both free and ignorant.

We Americans have always known this in our marrow.

Today 3 Americans out of 10 are studying or working professionally in our educational system.

The federal government alone has invested twice as much in education in the last four years as in the previous century.

We have added new words and phrases to our vocabulary:

--The Elementary and Secondary Education Act of 1965:
The most massive and most comprehensive federal aid to education programs ever passed;

--Head Start;

--Teacher Corps;

--Upward Bound;

--New higher education acts;

--The brand-new Education Professions Development Act.

* * *

But what we have done only points up what still needs to be done.

We know now, for example, that half a child's IQ is formed by the age of four, and another 30 per cent is acquired by the time he is seven years old. Yet of the almost 9 million four and five-year-old children in the United States, only a small fraction are receiving the benefits of pre-school and kindergarten experiences.

For the children of the poor -- children whose mothers must work...whose public school starts in first grade, and is not very good even then...whose parents can't afford private school -- the effects of this deprivation are catastrophic.

A big city school superintendent recently described the educational experience of an average unemployed or underemployed high school drop-out in these words:

"Pre-school or nursery school was out of the question when he was four, and when he was five he was placed on a kindergarten waiting list.

"At six he entered school; but could only attend for half a day because of the big enrollment.

"During his six years in elementary school, he attended four different schools because the family moved often, seeking more adequate housing for the six children. When he got to high school he wanted vocational training but none was available...."

A million young persons drop out of high school every year. Many of them move into unemployment, delinquency, and crime.

Education like this not only is a ticket to poverty; it breeds failure and frustration. It crushes ambition.

And for those who doubt it, I point out these facts:

-- Poverty is the fate of two-thirds of the families in which the family head had 8 years of schooling or less.

-- Of young people 18 to 24 with an eighth grade education or less, 20 percent are unemployed, five times the national average.

-- Nearly half the young people rejected by the Selective Service have fathers who are unemployed or working in unskilled, low-income jobs. And fathers of more than half of the draft rejectees had not completed the eighth grade.

* * *

But not all of our educationally-deprived children are from the 15 percent of American families that are poor.

Despite our progress, there is an alarming and growing disparity in American education -- between educational haves and have nots at all income levels:

--between children who have pre-school and kindergarten, and those who do not;

--between boys and girls with modern counseling, health nutrition and psychological services, and those without;

--between youngsters with an opportunity for vocational training or work experience -- and those with none;

--between young men and women who get into good colleges, and those left behind.

No matter how good it looks on the average, the American educational establishment does not treat a large number of children equally.

It does not equip them equally to develop their full human potential.

It wastes human resources.

I firmly believe we as Americans must now raise our sights to this goal: To guarantee every American child an educational minimum wage.

What can that minimum include? At least the following:

- Kindergarten and pre-school training for every child;
- health and nutrition services to insure that hunger and disease do not impair any child's opportunity to learn (and I praise the "Hunger USA" report released this week for calling our attention to the grim fact that, despite our efforts over the last eight years, Americans still go hungry in this prosperous land);
- a high national standard for teachers' salaries;
- year-around schools for all who want and need them;
- greater community involvement in the affairs and management of our schools -- nationwide;
- an overhaul of our vocational education by enacting the Partnership for Learning and Earning Bill. And, after that, an even broader program of work experience and training for both high school and college youngsters -- especially those who need financial help.

We have already made a good start toward many of those goals.

Our educational system has opened doors to more and more American youngsters every year, particularly in recent years.

We do know many of the techniques that will be required to achieve these higher goals.

Those goals are within reach,

--If we are willing to make the additional investment -- which we will quickly recover in dividends of human resources... of earning power...of tax revenues;

--and if we are willing to make some fundamental advances in our established educational concepts.

An educational system that is excellent in terms of averages, medians and means -- as ours already is---is not enough today if it still leaves hundreds of thousands of our children without the prospect of an open future.

In a society pledged to equality of opportunity, a minimum standard -- a guaranteed floor -- of education for all is the logical and necessary next step.

Earlier this year a distinguished group of American Senators, Congressmen, Mayors, Governors, and state and county legislators -- members of the Advisory Commission on Intergovernmental Relations -- reported to President Johnson that our American political system "was on trial as never before in the nation's history with the sole exception of the Civil War."

It is on trial not only because of our fast-changing times, but because we are awakening to a new vision of what our free society can truly mean.

What can full and equal educational excellence mean to America?

It can mean the difference in whether or not we are finally able to meet the clear and present challenges of our time:

--To insure that history's mightiest instruments of destruction will never be used and that peace may prevail;

--To use and master science and technology for man's benefit, and not his peril;

To lift the yoke of poverty from our fellow American citizens...to reverse that tragic equation which has too often decreed that poor shall beget poor and ignorance shall beget misery.

--To make our cities decent places in which to live and learn, to work and play. A vast sprawling motorized population -- living impersonally with computerized institutions -- must somehow again become a neighborhood.

People must know each other by name, respect each other and care for each other, as people, as neighbors.

The alternative is mechanized, dehumanized chaos.

--To retain essential humanity in a vast new cybernetic wonderland of efficiency;

--And, finally to make good the promise of our Constitution -- to insure that all Americans shall, as citizens, have equal opportunity to enjoy the blessings of our Republic -- these are not tasks for a weak or frightened or divided society.

But if we are strong...if we have faith in ourselves and in each other...if we have the courage to give more to our country than to our personal selfish interest...we can do it.

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Fish Fry at Paroo
Strawberry
Festival at Humboldt

- Sen Baker
- Gov Ellington
- Mayor Conger
- Cong Blanton
- Cong Everett

REMARKS

Judge Harney

VICE PRESIDENT HUBERT HUMPHREY

SALUTE TO HIGHER EDUCATION

JACKSON, TENNESSEE

APRIL 25, 1968

Sen Gore
+ Pauline
Gov Gordon
Browning
Communes
Way

Sen Kefauver
Sen Hurt Watters
Albert Gore

This is a splendid occasion, and I am honored to
be with you today in your "Salute to Higher Education."

Tennessee can and should be proud of its educational
commitment.

And no one has worked harder to fulfill it than
your great governor -- my good friend Buford Ellington.

Professor, Educator

U of Miss
Marshall U

∟ This year the average salary of school teachers in this state is over 6 thousand dollars. ∟ Governor Ellington and your legislature made that possible as part of the largest single increase in educational investment in your state's history.

∟ And surely it is an investment -- which will produce a return in industrial expansion and prosperity worth many times more than what you put into it. *(Good living)*

The educational institutions we honor here today are the best testimonial to the wisdom of your educational policy.

∟ Jackson State is fresh, new and beautiful. We need schools like this in every community in the nation.

~~And I say to you today: we should have them.~~

But let us not forget the contributions of the other three institutions we are honoring. Lambuth and Lane Colleges and Union University add up to more than 350 years of educational service to this area, and that is a record which deserves a 21-gun salute at least. *Congratulations*

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-- New higher education acts;

NDEA

Vocational Educ

Manpower Training

-- The brand-new Education Professions Development

Act.

*"Catalyst a Race Between Education
& Catastrophe"*

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Future

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grade, and is not very good even then....whose parents can't

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Pre-School

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"At six he entered school; but could only attend for half a day because of the big enrollment.

"During his six years in elementary school, he attended four different schools because the family moved often, seeking more adequate housing for the six children. ↳ When he got to high school he wanted vocational training but none was available...."

↳ A million young persons drop out of high school every year. ↳ Many of them move into unemployment, delinquency, and crime.

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JACKSON, TENNESSEE, APRIL 25, 1968.

INTRODUCTION OF HUBERT H. HUMPHREY BY
GOVERNOR BUFORD ELLINGTON:

I want to express our thanks for the enjoyable day he have had here visiting with our university student bodies, and the faculties and presidents. It is true that today in Tennessee, and I am so happy that the Chamber of Commerce of the City of Jackson has seen fit to let our own colleges and universities know how very much we appreciate them and how anxious we are to work with them.

There is much that could be said about the man who today brings to Tennessee the honor and prestige of the United States Government. But I would prefer to tell you just briefly, based on first hand knowledge, what I know of his philosophy of government and his belief in this great nation.

The man who currently occupies the chair of the Vice Presidency has, throughout his career, been dedicated to education, not just wanting a better educated society, but working constantly for better education for all our citizens.

And that philosophy of working on behalf of all our citizens is really the keynote to his man's belief in what this nation is all about.

Hubert Humphrey symbolizes the American leaders who believe in recognizing problems for the sake of doing something about them, as opposed to those who recognize problems, and

sometimes create problems, merely to talk about them or to use them in an attempt to divide and fragment this nation.

We are paying tribute today to four institutions of higher learning. Each institution makes its individual and specialized contribution, but what is most important is the combined contribution and the total impact on this community, this state and this nation.

We are here today from all walks of life in America, industrialists and labor leaders, farmers, city dwellers, Negroes and white, educators and students, representatives of every level of government, but all of us are here as American citizens charged with the constant responsibility of trying to make the world's greatest nation an even better nation.

We cannot do this by tearing the nation apart and placing the various fragments against each other.

Instead, we must follow the leadership of men who can bring our people together in a strong cohesive force.

In this critical period, I know of no greater commitment to be paid any American than to say that he believes in a whole and wholesome America and that he is working constantly on behalf of the total American effort.

Such a man is here today. We welcome him back to Tennessee, and we hope he will be returning time and time again.

Ladies and gentlemen -- the Vice President of the United States:

VICE PRESIDENT HUMBERT H. HUMPHREY

"Thank you very much. Thank you. Thank you very much, Governor Buford Ellington.

I'm sure everyone in this audience must know how I feel after such a generous introduction.

Adali Stevenson used to say, 'Flattery is all right if you don't inhale it'. I must say while you were speaking of me I was breathing rather deeply.

It's good to see you and Mrs. Ellington again and to come to a state where your Chief Executives are doing so much for your people. Senator Baker and, indeed, Congressman Blanton, Congressman Everetts and other distinguished public officials, we are so touched by your welcome and by your presence here today. There are so many that I should like to pay tribute to, but may I just say to each and everyone what a beautiful experience it has been for the Humphreys today to come first from Oxford, Mississippi where we were greeted with such warmth and cordiality and enthusiasm by thousands of university students, faculty members, citizens of the great State of Mississippi on this beautiful day.

Then we come here to Jackson, Tennessee, coming to a city that salutes education, higher education, and does it with such dignity and pride. This is a memorable experience, and I hope people will take note of it, not because of the participation

of the Vice-President or his wife, but because there is something good happening in America, something very good. When people will gather together by the thousands to salute education, to pay their respect to the educators and to acknowledge the work of our students and to commit themselves to even greater contribution to education. I say this is the highest tribute to our civilization and our nation and I want to thank the people of Jackson, Tennessee for what you're doing today for America.

Mr. Rainey, we're indebted to you for your leadership in this matter, and I was so happy that a dear old friend who's already been introduced to you, Governor Gordon Browning, could be with us today. And, how good it is to see my old friend of Senate days, former Senator Walters. And, can I say how much I miss another dear Senator who brought fame to his name, fame to his state, glory to his nation, and honor for politics, Senator Estes Kefauver.

And I miss my friend Albert Gore. Albert and Pauline are good friends of ours, as you all know, and Albert -- Senator Gore and his wife -- I've got to be more formal now, as you know -- they're on a very important visit for our country. He serves as chairman of an important sub-committee on African Affairs and he happens to be away.

But, you're very privileged in this state to have such a brilliant representation, now, as in the past, and I want to salute this state that gives to American statesmanship

and leadership.

I know there are many things happening here in your state I ought to take note of. I wish we could stay a little longer. I'd like to go to that Fish Fry in Paris. They tell me it's quite an occasion. And since I am one of those Americans who like strawberries, I wouldn't mind taking that one over at Humboldt in too.

I know what you're up to and what you're planning on. Vice-Presidents are not permitted to have all those pleasant experiences. Vice- Presidents are supposed to do what I told an audience this morning, they said 'What is a Vice-President' and I said ' He is a man who spends his time answering anonymous letters'. Today I found myself in a much more happy situation.

Four colleges and universities here today with their citations, as I noticed on the wall in this great auditorium.

By the way, Jackson, Tennessee, is an up-coming city with an auditorium like this wonderful, wonderful place.

Already the presidents of these universities and colleges have been presented and I think it is something unusual and deserves special recognition when you have Union University and Lane College and Jackson State Community College and that you have Lambuth College all represented, not only on the platform, but to have them represented throughout this vast audience and their presidents here. How I noticed the audience respond to the names -- well, it made my heart warm to know that there was this much respect and appreciation for

education.

Tennessee can be very proud of what it's doing. Of course I would expect Tennessee to do a good job. When I heard my friend Senator Baker speak of Jackson, Madison County, you won't mind if I say how Democrat those two names sounded, and I have selected a text for today, one that is familiar to me and I hope to you.

Education -- the Plowing and the Planting of Human Thought produces the universal food of human progress. Ladies and Gentlemen, that is why this audience today of educators, businessmen, laborers, of spiritual leaders, students, of every walk of life.

I was impressed when I heard there were a number of your industrialists here and leaders of great corporations. Of course they are here. The first thing that a modern business manager does before he locates a business today is to look into the community to see the quality of its education. Modern business cannot afford to be in an area of illiteracy. Educational backwardness is a cost an American modern industry cannot afford to pay, so industrialists look to communities that have placed a priority on educational progress and on educational excellence.

I know of no person that has worked harder for a better education for the people, for educational excellence; I know of no public leader in American that has given more attention to this matter of education than a very

dear personal friend of mine, a man that I have worked with and have known as a friend, the Governor of this State, Buford Ellington, and I salute him.

I learned that the average salary of school teachers in this state is over \$6,000 per year. Needless to say, every teacher that's ever been a teacher, feels that we ought to have more and I am a refugee of the class/^{room}myself and I have a little understanding of what it means to be a teacher, but I must say, this is a very singular achievement and Governor Ellington and your legislature made that possible as a part of the largest single investment in education in your state's history.

You can just about tell what states are going to be moving ahead by looking at their education budget, by looking at their commitments in investments in education. You can tell with an industry what it's going to do in the years ahead, by looking at what it's doing in research and marketing. It isn't so much what you have now, what you're planning for tomorrow and if ever there was an investment which will produce a return in industrial expansion and prosperity as well as the good life and return far more than you put in it, it's this investment in education. And, let me say to my friends who may be here from the legislature and all you taxpayers, and I want to make a statement that is not subject to any contradiction based on facts -- there's never been a nation or state, a county or a municipality that has spent itself into insolvency with an investment in education. To the contrary the country, the states, the counties, and the municipalities

and the districts that invest in education are the best prospects for the future any time, any place, so you've made the right decision.

I was thinking of these four colleges, I noted that two of them alone, Lambuth and Lane -- I should say three -- Lambuth, Lane and Union add up to more than 350 years of educational service in this area. That's a lot of time! That's a good deal of effort, and if any group ever deserved a 21-gun salute, I think it's those colleges and universities, along with your own Jackson State Community College. By the way, that Community College program is marvelous. This is the new effort in education. I notice a large number of Community College faculty members over here and students and I want to salute you, because you represent one of the great new developments in educational excellence in America.

Today, I would like to talk to you not just about higher education, but about all education -- about education for all our children, and about the need to provide not just more education, but quality education -- excellence is also an absolute necessity of equality of educational opportunity.

I always look to this great, remarkable American, Jefferson, for inspiration, and every American would do well to do so. Jefferson said: "Men can not be both free and ignorant. It requires you to make your choice, and if you're going to be free, and have any need for freedom, then you must be enlightened. You must have, today, and education.

Today three Americans out of ten are studying or working professionally in our educational system. There is no nation on the face of the earth that is doing that well.

The Federal Government alone has invested twice as much in education in the last four years as in the previous century. Let that figure seep in for just a minute, because when I hear so many say we ought to do more, with which I agree, I like to remind them what already has been done. We are spending twice as much; we are investing twice as much in education in the last four years as in the preceeding one hundred. That represents progress.

We have added new words, and we have added new phrases to our educational vocabulary:

The very first bill that I voted on when I came to Congress in 1949 was Federal Aid to Education. We passed it in the Senate; they killed it in the House. Two years later they passed it in the House; we killed it in the Senate. It was sort of like a Tennis Game -- it was always about every other shot, you net the ball, and Federal Aid to Education was destroyed or killed on one of two things -- race or religion.

Finally a President who was a school teacher himself, who taught in a little school that taught Mexican-American children, and had that brave and glorious salary of about \$60.00 a month, became president of the United States, and that man made up his mind that he was going to see to it, in so far as was humanly possible, on his part, that every boy and girl in

America would have all the education of which they were capable of absorbing, and he started out to do the job, and he had to reconcile people of every walk of life. He had to be able to overcome all prejudices. Remember, Federal Aid to Education was nothing but a phrase, nothing but a hope, nothing but an aspiration until just a few years ago. It was always coming up, and always being knocked down.

Today your Federal Government is investing in all forms of education, in the year 1968, almost thirteen billion dollars. That's quite an investment.

What are those new words in the vocabulary of education?

The Elementary and Secondary Education Act and Title 1, alone that permits so much to happen. Head start. Ladies and Gentlemen, if we had never done anything else except to get a start on Head Start, the last few years we would have made a singular achievement in American education. It is a wonderful program, not only for the little ones, but for the parents.

You find out more about America and Americans in a Head Start Class than all -- any other place -- it is a real laboratory of America -- it is the x-ray of our society. You can look at those little children and you can tell what is happening back home, if there is a home, and if you will follow that child, as the scriptures say: 'A child shall lead you' -- if you will follow that child you will find

out what is wrong in America, because he will lead you right back to the source of the trouble, and if you really help that child you will find out what is right in America, because every child is, in a very real sense, God's commitment to the future, because the child represents that future.

So, listen to the new terms: Teacher Corps; Upward Bound; Vista; Higher Education; National Defense Education Act -- I happen to be it's co-author; National Science Foundation, -- I happen to be it's author; Vocational Education; Man Power Training -- we're pouring billions into this, and there are more adults in Man Power Training Programs today than in all of our history put together.

Six years ago there wasn't a hundred; as I speak to you now there is one million, four hundred thousand adults in Adult Education, Man Power Training Programs. This is why America has the great productivity; this is why we are the leading nation of the world, in goods and services, and we have new a program called the Education and Professional Development Act.

What we have done only points up what still needs to be done, because I think we now know that H. G. Wells was right-- civilization is a race between education and catastrophe, and believe me, we better win that race.

Let's take a look at some of the facts that we know today. We know, for example, that half a child's IQ is formed by the age of four. Those are the formative years. Another 30 per cent is acquired by the age of seven. Seventy per cent of that child's intellectual capacity is formed in the first

seven years. Yet of the almost 9 million four and five-year-old children in the United States, only a fraction are receiving the benefits of pre-school and indergarden experiences. Now, there isn't a businessman in this room who would let that much tangible material go undeveloped -- corporation directors would fire him -- say, "What kind of a business manager is that?" -- any yet, seventy per cent of the human being's capacity for Intellectual Quotent -- his IQ is formulated by the age of seven, and it is effected by diet and habit; it's effected by training and education. For the children of the poor -- whose mothers frequently must work, many times will never know what it is to have a real home-- whose public school starts in the first grade, and is not even very good then, in many instances -- whose parents can't afford private school-- the effects of this educational deprivation can be catastrophic.

A big city school superintendent recently described the educational experience of an average unemployed and underemployed high school drop-out in these words:

By the way, if things continue the say they have been, we will have about thirty-five million drop-outs in this Country by the year 1975 --we're running at the rate of about a million a year now, which is a challenge to the whole educational structure. You know, when people turn away from your businesses, Mr. Businessman, you say "there must be something wrong with the merchandise.

or with the service" -- and when young people turn away from the schools it is time for we educators to ask ourselves "why". Is our education relevant to their needs? Is it what they have to have to make a living? Has it some real meaning to their life and life tomorrow? Or, are we just in the business of education, selling old wares, old goods, and hopefully thinking we can do it, because they have to attend school. That is a question I think each of us can answer in his own way, but here is what this school superintendent had to say about the underemployed, unemployed high school drop-out:

He said: "Pre school or nursery school was out of the question when that boy was four, and when he was five he was placed on a kindergarden waiting list.

At six he entered school, but could only attend for half a day because of the big enrollment.

During his six year in elementary school, he attended four different schools because the family moved so often, seeking more adequate housing for the six children, and when he got to high school he wanted vocational training but none was available ---"

My fellow Americans, I have been in over 600 cities of this Nation; I have visited almost that many schools; I have been today to the 50th. State of this Nation, in my visit to Mississippi. I have visited in every state in America, and I can tell you that while we have made tremendous advances in education, we need to make more, because it is people we are talking about -- people, this great resource that means

everything.

Now many of these that are the under-employed, and the drop-outs, move into unemployment, and into delinquency and often into crime. There is no way to stop the crime wave in America by just more police, any more than you can stop a flood by just another dike, or another levee; you have to control it upstream. The answer to the crime problem in America is not just better law enforcement techniques; it is better family living, better neighborhoods, better communities, better education, better opportunity, less bitterness, no hate and much more love among our fellow citizens and much more understanding.

Poor education is not only a ticket to poverty, but it breeds failure, frustration, and it crushes ambition.

And, to those who doubt me, let me point out these observations:

"Poverty is the fate of two-thirds of the families in which the family head had 8 years of schooling or less.

Now, that is conclusive evidence -- Poverty is the fate of two-thirds of the families in America where the head of the family has 8 years schooling or less.

Oh, I know there are many people who say "I know somebody who made a million dollars who never got through the fourth grade" that's true -- he might have made ten million dollars if he had been able to get

through high school. I don't think an exception proves the rule.

"Of the young people 18 to 24 with an eighth grade education or less, 20 per cent of those young people are unemployed, -- five times the national average." Five times the national average, so I say to the young people of Tennessee, learn and earn -- go from protest to progress. Get an education and if you get an education you will have the key to the door of opportunity. If you get that education there is no force on this earth that can stop you from gaining your rightful place in this society. That's the answer.

"Nearly half the young people rejected by the Selective Service have fathers who are unemployed or working in unskilled and low-income jobs. And fathers of more than half the draft rejectees had not completed the eighth grade."

There is an abundance of evidence my friends. I guess what I am really saying to you is: As rich as America is, it can not afford illiteracy; as rich as America is it can not afford ignorance; as rich as America is, it can not afford to do a job half way.

The only way that I know to make America a continuing prospering mation that can afford social justice for everybody is to invest in what you are saluting today here in Jackson, Tennessee. --Invest in the human mind -- in the human spirit. Invest in that way to get at that human mind and spirit: Education in your colleges, in your high schools, your junior

high schools, and your elementary schools.

I would like to be able to come back to this city ten years from now. I will make a prediction that with what you are doing now, and the investments, Governor, you and your people are making in education, I predict that you will see a doubling of the wealth of this community. I know there will be many happier people.

When I think of what it means in this state to have a TVA that harnesses the resources of the rivers, and when I think of what it means now to have a great educational system that is on the move in Tennessee -- what will happen in Tennessee will literally light up this whole part of America, in more ways than one.

Right in this room today, as surely as I am here, are future great national leaders among these young, in every walk of life, but let me also point out, not all of our educationally deprived children are from the fifteen per cent of the American families that are poor. Despite our progress there is an alarming and growing disparity in American education -- between the educational haves and have nots at all income levels:

--between children who have pre-school and kindergarten -- and those who do not;
--between boys and girls with modern counselling, health, nutrition and

psychological services, and those without; You see, education today is more than reading, writing and arithmetic. As a matter of fact, one of the great needs in our educational system is counselling, proper health services, sometimes phyciatric services.

No matter how good it looks on the average, the American educational establishment has not and does not treat a large number of our children equally.

Now, my fellow adults, if we want to play rough with each other at our age, I suppose we can indulge ourselves in that kind of nonsense, but I don't think any adult has a right to cheat a child, and that's what you do when you have enequal educational opportunities. I don't think you have a right to cheat a child because of his race; I don't think you have a right to cheat him because he may be handicapped. As some of you know, Mrs. Humphreys and myself are deeply interested in handicapped children. Yes, even the mentally retarded, which is very close to our hearts. We happen to think that every child -- every child is entitled to all the education that any child can possibly absorb. A retarded one, a handicapped one, a spastic child -- any child, and it is the duty of the citizenry of this country to provide that resource, so provide it.

Poor education, unequal education, does not equip children equally to develop their full human potential, and when you deny that full human potential, you steal from him.

Do you remember those words of Shakespear-- Is of Shakespear can only paraohrase "He who steals my purse, steals trash --

but he who steals my good name, steals that which is previous unto me and has little meaning or little worth for him". Only to paraphrase it -- I don't remember all of my Shakespear, but I can tell you this: it is one thing to be able to steal a commodity, and the law punishes you. You have no right, nor do I have any right to deny -- in other words, to steal a child's potential.

The real culture --the law of culture, said Thomas Carlisle, is that we shall develop the human potential to it's utmost.

I firmly believe that we as Americans must now raise our sights to a new goal: To guarantee every American child an educational minimum wage, so to speak. A full education and one that constantly moves up, just as we guarantee every worker in America certain basic rights-- \$1.60 an hour, under the Fair Labor Standards Act, -- every child is entitled to an educational minimum wage.

Now, what do we mean by that?

Well, kindergarten and pre-school trainig-- absolutely essential. Health and nutritional services to insure that hunger and disease do not impair a child's opportunity to learn. A high national standard for teacher's salaries. And, year around schools for all who want and need them. We can't afford to close up our schools for the summer time when they are needed more than any other time. We ought to have a national way to get ride of the pad-locks on schools -- scrap metal drive, and open up these school resources of ours for children that need to

catch up on their education; open up those playgrounds for children that need a place to play; open up that gymnasium for people who need a chance for exercise; open up that swimming pool, if you have one, for the child that needs a place to swim. My fellow Americans, we have eighty five billion dollars invested in public educational facilities. We have some forty five billion of that in elementary and secondary education, and you know in many places in America they are closed up for three months a year. Can you imagine what would happen if General Motors closed up three months a year? They would not be the most successful corporation. They would be a relief client rather than a tax-payer.

My fellow tax payers we want these schools; we paid for them -- they're yours, they're mine, and when I read about children standing on the street corners with nothing to do, and they get into trouble and riots start, somebody says what we need to do is build a new Jail and hire more policemen. Well, I happen to believe in a good police force, and I believe in law enforcement, but I want to tell you something -- you may have another building that will do you more good than a jail -- it may be the school down the street, with somebody supervising that playground, with special teachers offering tutorial courses. Might I suggest to my friends from the colleges, my student friends -- volunteer to help a needy child this summer. Volunteer to be a tutor; volunteer for a playground -- this is the Volunteer State -- Volunteer a certain number of hours.

Well, we have made a good start toward many of the

things I've talked about. I believe that Governor Ellington said it isn't good to talk about problems -- problems should only alert you to their solution. Our educational system has opened up doors for more and more Americans. I just want those doors to keep swinging. I want to be sure that nobody locks them up again. We do have many techniques that will be required to achieve these goals, and the goals that I have mentioned are within our reach -- not a single one of them beyond Jackson, Tennessee, if we are willing to make that additional investment which will be quickly recovered in dividends in human resources of earning power, and mind you, even increased revenues.

I noticed when I came into the Airport today, not only did I meet all the commissioner of government, but one commissioner I met was the Commissioner of Revenue, and right along side of him was the Commissioner of Education, and I want to say that the two of them go hand in hand. The commissioner of Revenue and the Commissioner of Education --- you're not going to have any revenue if you don't have any education; and you're not going to have any education unless you have revenue -- they're one and inseparable. I am glad they were standing along side of each other -- it was symbolic, when I came to your city.

An educational system that is excellent in terms of averages, median s and means -- as ours already is, is not enough today because it still leaves hundreds of thousands of children without the prospect of any open future.

In a society that is pledged to equality of

opportunity, a minimum standard -- a guaranteed floor -- of education for all is the logical and necessary next step.

There is a great lot of talk in this Country today as I travel around in my visit, about the guaranteed annual income. That's a subject of serious discussion today. After consideration, ladies and gentlemen, I suggest that guaranteed minimum annual education will relieve you of a lot of problems of a guaranteed annual income at the expense of the state.

The advisory commission on inter-governmental relations recently reported to the President of the United States that the American political system was on trial as never before in the nation's history, with the sole exception of the Civil War.

It is on trial not only because of our fast changing times, but because we are awakening to a new vision of what a free society can truly mean.

What can full and equal educational excellence mean to America?

Well, I say it can mean the difference in whether or not we are finally able to meet the clear and present challenges of our time:

To insure that history's mightiest instruments of destruction will never be used and the peace may prevail;

To use and master science and technology for man's benefit, and not his peril;

I say it would be used to lift the yoke of poverty from our fellow citizens, and to reverse the tragic equation which has too often decreed that the poor beget the poor and ignorance shall beget misery.

I say that a better education can help us make our cities decent places in which to live and to learn and to work and to play. A vast sprawling mobile, motorized population -- living impersonally with computerized institutions -- must somehow again become a neighborhood, of neighbors and not strangers. People must get to know each other by name, and respect each other and care for each other, as people, as neighbors.

The alternative is nothing but nechanized, dehumanized chaos.

We must retain the essential humanity in a vast new cybernetic wonderland of efficiency, and finally we must make good the promise of our Constitution -- to insure that all Americans shall, as citizens, have equal opportunity to enjoy the blessings of our Republic.

These are no tasks for the timid, for the weak or the cowardly or the frightened -- they are tasks for Americans, for the brave, but if we are strong and if we have faith in ourselves and in each other -- if we will but determine to unite ourselves into a mighty people, willing to understand each other and tolerate one another in a spirit of fair play, if we have the courage to give more to our Country, than to our personal selfish interests, I think that we can do what needs to be done.

I am happy to come to a state that has demonstrated by this exhibition, if no other way that it really believes in our nation, and what it stands for, How I wish that every adult would join every day with every child and remember that this nation is what we say it is, for it can be what we said it is "One nation under God, and indivisible, with liberty and justice for all."

Ladies and gentlemen, that is America. If it isn't that it is nothing. If it is that it is everything, and if we make it one nation by our sacrifice and our performance, there isn't any power on the face of this earth that can stop us from the fulfillment of our goals -- of our goals of full unity and full justice for every person that calls himself citizen of the United States.

Thank you very much."



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