

REMARKS OF SENATOR HUBERT H. HUMPHREY

FOURTH NATIONAL CONFERENCE
of
EXECUTIVE HIGH SCHOOL INTERNS

Quality Inn
Washington, D.C.

February 8, 1977

I am happy to have this opportunity to speak to you today.

You are among the brightest students in the United States and you have had an opportunity -- a unique opportunity -- to spend the last few months working with executives in the public and private sector. You have had the rare opportunity to see government and industry from the inside. You know about some of the strong points of those institutions.

This valuable "inside education" should prepare you -- perhaps better than most young people -- for participation and leadership in community and governmental affairs.

As those who have been "on the inside," you are somewhat better equipped to challenge the way things are done than people who have not had the benefit of your special experience. That is why I challenge you to make this a foundation for future accomplishments.

The great scientist Albert Einstein once observed that we as a people are "always becoming, never being" -- "always dynamic, never static." His remarks might be taken as an appropriate motto for you as you complete your internships.

Today I have been asked to speak about youth -- in particular about youth unemployment.

We Americans always have had our eyes fixed on the future. And the key to our future is our youth.

However, the Federal Government has not, especially during the last eight years, focused upon the rapid changes that are taking place, and how these changes are affecting our young people.

This is a particularly difficult time for a young person to be planning a career and looking for work in this country.

From any point of view the job needs of our youths have been seriously neglected and it has been a big mistake.

What we need is a coordinated Federal policy concerning youth unemployment.

Unemployment among youths is one of the most distressing economic problems facing our country today. Teenagers and young adults suffer from higher unemployment rates than any other group of workers.

During 1976, almost 20 percent of our Nation's youth were unemployed at any one time. This is triple the rate for adults over 25 years old.

For black youths, the unemployment rate averaged a staggering 40 percent. This doesn't even count the large number of blacks who have become so discouraged that they have just given up looking for work.

Economic recovery alone will not solve the problem of youth unemployment. Much of it is structural, and too many young people would be jobless even if the Nation's economy were at full employment. Many youths, and minority youths in particular, live in inner cities and rural areas where the job situation is so depressed that unemployment can become the only way of life a young person knows.

There has been a relative decline in the number of small businesses, that part of the economy which traditionally has provided youths with the entry level jobs that teach them good work habits, responsibility and punctuality.

An ever-deepening gulf has developed between our schools and the world of work, which leaves many young people unprepared for work.

Many youths face artificial barriers, such as the requirement of a high school diploma for even the lowest-level jobs.

And all of this has been aggravated by the recent rapid growth in the number of youths in the labor force who find the competition for existing jobs growing more and more fierce.

These structural aspects of youth unemployment must be dealt with directly through enactment of specially-targeted youth employment programs.

There is overwhelming support in this country for a youth employment program. Last month, for example, a nationwide Gallup poll showed that 85 percent of those surveyed favor having Congress enact a youth employment program. The most enthusiastic supporters were youths themselves, who favored enactment of a jobs program by a margin of 93 to 5 percent.

I have a few suggestions on what should be considered in developing a federal youth employment program. Many of these proposals are contained in the Comprehensive Youth Employment Act, which I recently introduced in the Senate.

First, each youth in this country has a different job problem and we can't depend on just one program to help all of them. Youth unemployment is a variety of problems, and an effective remedy will have to include a variety of approaches.

At one end of the spectrum are a number of youths who have completely failed in, or been failed by, our educational and training system.

-- Youths who have no hope of becoming productive members of our economy without substantial help in the way of remedial education, extensive job training, job counseling and the individual support of someone who cares.

At the other end of the scale are a large number of youths who have succeeded in the educational system, who have used their educations to develop good work skills, and who only need effective job counseling or placement services to get a good entry-level job.

In between are in-school youths who need part-time work to give them the money or interest they need to stay in school:

-- Youths who need special job training programs to gain the special job skills needed for their chosen occupation.

-- Youths who need work experience to test different occupations and to gain the information needed to make an intelligent occupational choice.

-- And, youths who are out of work and simply need a job during a cyclical downturn or until they gain the experience needed to become eligible for a regular private or public job.

Second, we have to remember that most jobs in this country are in the private sector. That is where most young people eventually will spend most of their lives working. To the fullest extent possible, we should look to the private sector for a significant number of the jobs in a youth employment program and we should bring the private sector in as a full-scale participant.

Third, most teenagers don't have the work experience or information needed to make life-long career choices. They shouldn't be forced into sophisticated job training programs.

A youth employment program should give them the chance to learn what it means to hold a job. It should provide some basic work skills. It should give some information about different occupations. And it should provide decent pay.

Young people deserve the opportunity to obtain useful and productive jobs. Youths don't like "make-work" jobs any more than the rest of us do. They want their product to be valuable to somebody and they want to feel they are contributing. We have to be very sensitive to this as we put together a youth employment program.

Finally, any new program should be fully integrated with the work and training programs which already exist under the Comprehensive Employment and Training Act. It would be foolish to duplicate what we already have, so that the result is a diminished effort in areas we currently neglect.

We no longer can fail our youth.

We must develop a Federal policy which will signal a new commitment to developing and using the talents of our young people and a new dedication to the goals and needs of our nation's youth.

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QUALITY INN
WASHINGTON, D.C.
FEBRUARY 8, 1977

I AM HAPPY TO HAVE THIS OPPORTUNITY TO SPEAK TO YOU TODAY,

YOU ARE AMONG THE BRIGHTEST STUDENTS IN THE UNITED STATES
AND YOU HAVE HAD AN OPPORTUNITY -- A UNIQUE OPPORTUNITY -- TO
SPEND THE LAST FEW MONTHS WORKING WITH EXECUTIVES IN THE PUBLIC
AND PRIVATE SECTOR. / YOU HAVE HAD THE RARE OPPORTUNITY TO SEE
GOVERNMENT AND INDUSTRY FROM THE INSIDE / YOU KNOW ABOUT SOME OF
THE STRONG POINTS OF THOSE INSTITUTIONS.

THIS VALUABLE "INSIDE EDUCATION" SHOULD PREPARE YOU --
PERHAPS BETTER THAN MOST YOUNG PEOPLE -- FOR PARTICIPATION AND
LEADERSHIP IN COMMUNITY AND GOVERNMENTAL AFFAIRS.

AS THOSE WHO HAVE BEEN "ON THE INSIDE," YOU ARE SOMEWHAT
BETTER EQUIPPED TO CHALLENGE THE WAY THINGS ARE DONE THAN PEOPLE
WHO HAVE NOT HAD THE BENEFIT OF YOUR SPECIAL EXPERIENCE. THAT IS
WHY I CHALLENGE YOU TO MAKE THIS A FOUNDATION FOR FUTURE ACCOMPLISH-
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{ TODAY I HAVE BEEN ASKED TO SPEAK ABOUT YOUTH -- IN PARTICULAR
ABOUT YOUTH UNEMPLOYMENT.

WE AMERICANS ALWAYS HAVE HAD OUR EYES FIXED ON THE FUTURE,
AND THE KEY TO OUR FUTURE IS OUR YOUTH,

HOWEVER, THE FEDERAL GOVERNMENT HAS NOT, ESPECIALLY DURING
THE ~~LAST SEVEN~~ recent YEARS, FOCUSED UPON THE RAPID CHANGES THAT ARE
TAKING PLACE, AND HOW THESE CHANGES ARE AFFECTING OUR YOUNG
PEOPLE.

THIS IS A PARTICULARLY DIFFICULT TIME FOR A YOUNG PERSON TO
BE PLANNING A CAREER AND LOOKING FOR WORK IN THIS COUNTRY.

FROM ANY POINT OF VIEW, THE JOB NEEDS OF OUR YOUTHS HAVE BEEN
SERIOUSLY NEGLECTED AND IT HAS BEEN A BIG MISTAKE.

WHAT WE NEED IS A COORDINATED FEDERAL POLICY CONCERNING
YOUTH UNEMPLOYMENT.

L UNEMPLOYMENT AMONG YOUTHS IS ONE OF THE MOST DISTRESSING
ECONOMIC PROBLEMS FACING OUR COUNTRY TODAY. L TEENAGERS AND YOUNG
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OF WORKERS.

L DURING 1976, ALMOST 20 PERCENT OF OUR NATION'S YOUTH WERE
UNEMPLOYED AT ANY ONE TIME. THIS IS TRIPLE THE RATE FOR ADULTS
OVER 25 YEARS OLD.

L FOR BLACK YOUTHS, THE UNEMPLOYMENT RATE AVERAGED A STAGGERING
40 PERCENT. L THIS DOESN'T EVEN COUNT THE LARGE NUMBER OF BLACKS
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✓ THERE HAS BEEN A RELATIVE DECLINE IN THE NUMBER OF SMALL

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PROVIDED YOUTHS WITH THE ENTRY LEVEL JOBS THAT TEACH THEM GOOD

WORK HABITS, RESPONSIBILITY AND PUNCTUALITY.

L AN EVER-DEEPENING GULF HAS DEVELOPED BETWEEN OUR SCHOOLS
AND THE WORLD OF WORK, WHICH LEAVES MANY YOUNG PEOPLE UNPREPARED
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L MANY YOUTHS FACE ARTIFICIAL BARRIERS, SUCH AS THE
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L AND ALL OF THIS HAS BEEN AGGRAVATED BY THE RECENT RAPID
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L THESE STRUCTURAL ASPECTS OF YOUTH UNEMPLOYMENT MUST BE
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ENACT A YOUTH EMPLOYMENT PROGRAM. THE MOST ENTHUSIASTIC SUPPORTERS
WERE YOUTHS THEMSELVES, WHO FAVORED ENACTMENT OF A JOBS PROGRAM
BY A MARGIN OF 93 TO 5 PERCENT.

I HAVE A FEW SUGGESTIONS ON WHAT SHOULD BE CONSIDERED IN
DEVELOPING A FEDERAL YOUTH EMPLOYMENT PROGRAM. MANY OF THESE
PROPOSALS ARE CONTAINED IN THE COMPREHENSIVE YOUTH EMPLOYMENT
ACT, WHICH I RECENTLY INTRODUCED IN THE SENATE.

First, each youth in this country has a different job
problem and we can't depend on just one program to help all of
them. Youth unemployment is a variety of problems, and an
effective remedy will have to include a variety of approaches.

At one end of the spectrum are a number of youths who
have completely failed in, or been failed by, our educational
and training system.

There are
-- Youths who have no hope of becoming productive members of
our economy without substantial help in the way of remedial
education, extensive job training, job counseling and the
individual support of someone who cares.

At the other end of the scale are a large number of youths who have succeeded in the educational system, who have used their educations to develop good work skills, and who only need effective job counseling or placement services to get a good entry-level job.

In between are in-school youths who need part-time work to give them the money or interest they need to stay in school:

-- Youths who need special job training programs to gain the special job skills needed for their chosen occupation.

-- Youths who need work experience to test different occupations and to gain the information needed to make an intelligent occupational choice.

-- AND, YOUTHS WHO ARE OUT OF WORK AND SIMPLY NEED A JOB

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16
SECOND, WE HAVE TO REMEMBER THAT MOST JOBS IN THIS COUNTRY

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FULLEST EXTENT POSSIBLE, WE SHOULD LOOK TO THE PRIVATE SECTOR

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46 THIRD, MOST TEENAGERS DON'T HAVE THE WORK EXPERIENCE OR
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A YOUTH EMPLOYMENT PROGRAM SHOULD GIVE THEM THE CHANCE
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YOUNG PEOPLE DESERVE THE OPPORTUNITY TO OBTAIN USEFUL
AND PRODUCTIVE JOBS. YOUTHS DON'T LIKE "MAKE-WORK" JOBS ANY
MORE THAN THE REST OF US DO. THEY WANT THEIR PRODUCT TO BE
VALUABLE TO SOMEBODY AND THEY WANT TO FEEL THEY ARE CONTRIBUTING.
WE HAVE TO BE VERY SENSITIVE TO THIS AS WE PUT TOGETHER A YOUTH
EMPLOYMENT PROGRAM.

Youth Conservation Corps Job Corps, 12- Public Service Jobs.

FINALLY, ANY NEW PROGRAM SHOULD BE FULLY INTEGRATED WITH
THE WORK AND TRAINING PROGRAMS WHICH ALREADY EXIST UNDER THE
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TO DUPLICATE WHAT WE ALREADY HAVE, SO THAT ~~IN~~ THE RESULT IS A
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WE NO LONGER CAN FAIL OUR YOUTH.

WE MUST DEVELOP A FEDERAL POLICY WHICH WILL SIGNAL A NEW
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Youth
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2/8/77 HHH address Executive High School Interns. DRAFT of Q.A.
session - Washington, D. C.

Well, I don't know how you want to work it, maybe you'll want to be rather informal, and then maybe some of you ^{WOULD} like to ask some questions in the period of time that we have.

[First of all, I guess you know that you are pretty lucky young people, and I hope you ^{THINK YOU'RE LUCKY}, because that is the first thing you ought to understand. All of ^{us} are young once in our life. Sometimes it is hard to remember. But I am fortunate since I have 9 grandchildren, 3 sons and a daughter ^{WHO} keep reminding ^{ING ME} of my transgressions and my youth because I told them too much about my self, or if I didn't, the ^{IR} Mother did! They are very well informed as too my limitations. [But the opportunity that you have had represent ^{ING} so many thousands of young people is a rare one, and I want to compliment you and at the same time it imposes quite a responsibility upon you. [You are sort of like elected representatives. I represent a state of almost 4 million people in the Congress of the United States and I feel that I have a special responsibility in representing them and you represent 2500 or more students that are in your Executive High School Internship program.

[Now, I ^{HAVE} many notes here, — I'm not sure how many of them I will pay attention to, but ^{FIRST} I would like to just visit with you and let you know of my interest in the Program. I grew-up as a young man, in the period of the great depression. That has left upon me memories that to this very day are very vivid. For example, when I see an extremely cold winter and I see extensive drought as we have it ~~in the~~ West of the Mississippi, I remember ^{CAN} ^{IDENTICAL} conditions. ~~that are identical~~ ^{THERE} isn't an iota of difference. It's almost like a replay, as if they have turned the pages of history back. [Out ^{IN} my State of Minnesota, the land of

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10,000 lakes, known for its ~~wind~~ country side, it is bone dry.

~~MANY OF THE~~

~~the~~ lakes ~~many of them~~ have dried up. The Mississippi river is no longer navigable. ~~We~~ cannot ship out our grain. We have communities that are without water. ~~We~~ have seen this once before. I mention this to you for only one reason. During those times I tried to attend school off and on. ~~My~~ education was ~~interrupted~~, I had one year in the University and then I had to check-out because there was absolutely no money, no jobs, no-way. And there ~~was~~ ^{were} no youth programs, no loans, there was no student fellowship, there wasn't anything. ^A Little later I was able to borrow some money so I could go to Pharmacy [^] school and I graduated in what we called a short course in Pharmacy. Trying to complete four years work in one year. Which I did! ~~which~~ ^{THIS} meant you started in the morning at 8:00 and you went to school until 10:00 every night, five days a week, and you only went to school at 7:00 on Saturday. ^(?)

And you studied from 10:00 until midnight. ^I I had no time and little money and I graduated from Pharmacy and competed with those who took a four year course in Pharmacy. I then was home for a period of six years and then the greatest thing happened ^E in my life. I married, Muriel Buck was her name and then Muriel Humphrey and the two of us pooled our resources, after, we worked a little while; she was getting \$40 a month as a chief bookkeeper for Public Utility and I was ^{PAID} \$15 a week as a registered Pharmacist. ^I We then went back to the University of Minnesota. ^A At that time ~~I~~ I tried to borrow a little money for a student loan. And I did, I was able to borrow some money.

^{HAVE} I never forgotten it because they pounded the living daylights out of me to get it back. It was only \$200, but if ~~it was as I was~~ ^{IT WAS AS I WAS} going to bankrupt the University. ^{AND} I resolved that if I ever got into public life, ~~and~~ I did get into public ^{OFFICE} as Mayor of Minneapolis, I resolved that I would get

more young people into Public Affairs, ~~AND~~ I did ^{AND} they called this first group Humphrey's diaper brogade. They were very young. [I was a young man myself of 33 years of age but all the people ^{WHO} were working for me were much younger and then I had High School interns. One of the first programs in the United States to bring in High School Interns into the city government. And I can tell you that the Old Timers thought that this was the end of the ^{WORLD} of all good things.

[Why be bothered with these kids? Nevertheless, they did a marvelous job and we recruited hundreds of them later on into the political

~~PARTIES.~~ ~~In the political parties, and~~ ^{process.} ~~one of the reasons that the State of Minnesota has a very vibrant and I think at times ^{AN} exciting political environment,~~ ^{OF} is because ^{AND} the constant flow of young people into the political process. And this is very true. [The man that is

today Vice President of the United States was my campaign manager when he was 20 years old. ~~He~~ ^H He was a student of mine when I was teaching at Macalester College. He was working for me when I was running for Mayor when he was 18 years old. ~~So, and he is~~ ^{Today} ~~HE IS~~

Vice President of the United States. [The former Secretary of Agriculture, Orville Freeman, was 23 years old when I appointed him Chairman of the Civil Service Commission of the city of a half a million people. You ^{IT} can imagine what they thought. ~~The man~~ ^{THE} ~~that was my Administrative~~ ^{AND}

Assistant was a teaching ~~Administrative~~ Assistant in the University of Minnesota at age of 21. ^H His name was Arthur ~~Nash~~ ^{FTALIN}. Today he is a full

^H Professor at the University of Minnesota served ^{AND} as Mayor of the city of Minneapolis for 3 terms. [Donald Fraser, Congressman from the 5th

district of Minnesota worked for me. ~~He~~ ^H He was 15 years old. ~~We~~ ^N We had an early program of interships in political processes and government, so I don't speak to you from theory.

[When I became a Senator, one of the first bills that I sponsored was the Student/ Scholarship/ Program, which is a part of the National Defense Education Act. And under that bill, billions of dollars have been made available, not millions, but billions of dollars have been made available to students. Because I resolved that I would never ever permit students again to go through the incredible humiliation and misery that I went through trying to get a \$200 loan from the University of Minnesota. [I thought I would have to sell my family, my life and my future. And after I got it, they could hardly wait to get it back. In fact, I entered every contest that I could, to earn some money in order to pay off my student loan.

[That is the beginning. ~~I mentioned this to you~~ I have always been interested in trying to ^{HELP} ~~young people, since I was once young myself~~ ^{AS OTHER} ~~I~~ wanted the same opportunity ^{WHERE} young people involved in the work-a-day life in the real world. I was fortunate. I grew up in a family ^{WHERE} that was possible. I don't know how many of you ~~are~~ are sons or daughters of ~~independent retail merchants~~, but I was. I learned Pharmacy as an apprentice. I knew more about Pharmacy at age 18 than most young people did at age 22 that had had four years in college. ^{BE} Because I was an apprentice under tutorship of my father. I learned the retail drug business—How to take inventory, how to do the job of running the store, when I was a boy. [Now, none of my boys have had that same opportunity because I am a public man and I never could bring ~~a~~ a son or daughter of mine into my office lest I be accused of nepotism. Even if they came in to help free, they wouldn't believe it. The suspicion that permeates public life just prevented that. So it was a very difficult thing for me as a Father to have a good day to day relationship

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with my three sons or my daughter, like I had with my father. [My father was my tutor, my teacher, my best friend, my guiding light. I learned ~~that I every know~~ ^{EVERYTHING} that was worthwhile from him. And I'll never forget it as long as I live.

[Now, today is an entirely different ballgame, than when I grew-up. For example, 35 or 40 years ago most of the young people learned work on a farm, or an independant merchant store, the corner grocery store, the mom⁺ ~~a~~ ⁺popo store, or in the blacksmith shop, or working on the railroad or doing something. ~~There is~~ ^{NOW, F} For all pratical purposes, ^{there is} not very much available. ^A All you can get is ^A a job as a check-out at the Safeway or you can haul out bags, but nothing like there was. ^{There is} nothing like the kind of individual guidance that you recieve from somebody ~~who~~ ^{WHO} was expreienced, and there is no substitute for experience.

[No matter how much you read, or how many documents you have absorbed it isn't ^{PO} worth a hoot until you have played the game. ^Y You could read about football from know until kingdoms come, but until you have played you won't know whether you know anything about football. ^A And that is true of everything you can think of. I would hate to have a Doctor that only read the books on medicine. I want him to have a little practice, you know! ! And that is why they call them practicing physicians. ^T They are practicing. ^{IT} They really are!! ^{ET} [The same thing ~~is~~ is true in government. ~~I~~ I have been a professor of Political Science. I've ^A taught thousands of young people in courses in American Government. I hate to tell you this, but I think I owe most of them a refund! Because what I taught them from the book, as compared to what it really is, if there ~~is~~ any similarity, ~~is~~ is only accidental. Because you have to be here, to understand government. I don't mean to be in Washington, but in the city council, county commission, or in a state legislature or working for a departmental head etc.

Likewise business. You could read all the books you want to about business, and there are many prejudices in America today about business, but if you really want to know what goes on, in the stockbroker's office, or a bank, or in a corporate office, you must be there. Now you can read it, and it is important to read it, just like it is important to read the instructions on how to repair the vacuum cleaner, but until you have repaired it, you won't know what it is all about. ~~Now~~ I have read all the instructions you know, even on how to put the kids bike together for Christmas, and until you have pinched your hand and cussed a little bit and said you will never go through a thing like this and wondered why you have had children and why you had Christmas, you really never know what it is like to put a bike together. So, the simple truth is you have to experience it, and that is what the intern programs are about. That is why they are so incredibly valuable. You will have an opportunity to work with executives, and, might I say, that it isn't only necessary to work with executives, but you should have a broad internship. That is why I have introduced legislation and we have passed it in the Senate several times for the Federal Internship Program so that we can have young people that can work in city governments, ~~and~~ county governments, state governments, and federal governments, that could work in Chambers of Commerce, labor unions, etc. ~~Now~~ Now, we have done some of this by the way of our foreign services, the State Department. ~~Let~~ Let me just digress a minute, a foreign service officer spends a lot of time over here in Foggy Bottom, or overseas. They seldom get a chance to go on out to Topeka, ~~or~~ or Beloit, or Denver or some other town and see what goes on in their America that they are to represent, because the America that they knew when they

went to college, is not the America ten years later. The ^{RAPIDITY} ~~repitty~~ of change is almost like an avalanche and one of the problems today that you have to face, and ~~which~~ which I have to face, is the incredible movement of change. ~~More~~ happens in a day than used to happen in a year and more happens in a year than used to happen in a decade. Whether more happens or not, more is reported, and you get this constant flood of information.

Imagine, you've got television and radio stations that give you constant news 24 hours a day. ~~Now, of course, I'm of the opinion that you will~~ ^{NOW, I'M OF THE OPINION, THAT YOU MAY LISTEN} ~~get my prejudice that means you don't listen to any thing you may~~ ^{TO SOMETHING BUT NOT REALLY HEAR IT.}

~~hear it, but you don't miss it.~~ Because if you fill up a table with food 24 hours a day, and sit ~~at~~ at this table 24 hours a day, I gurantee you that you won't eat. ~~There~~ ^T is just too much, and one of our problems today is knowing how to sort it out. ~~Many~~ ^M people today are the victims of a mental breakdown or nerv^{ous} disorder because they are trying ~~disparantly~~ ^{DESPERATELY} to sort ~~it~~ out this mass of information that hits them.

Or this wave of activity that hits them and they are incapable of doing it. ~~Their~~ ^T computer breaks down, they can't make it. This is part of the ~~nervouses~~ ^{NEUROSES} of the American public today. ~~Don't~~ ^{be} too critical of people if you ~~see~~ see them crack-up, or that they ~~tuned-out~~ ^{HAVE} ~~or~~ ^{THEY} turned-off, because many people have turned-off because ~~they~~ simply ~~can't~~ can't handle it. It is too much. ~~It~~ ^I is a fact, that it is too much. ~~We~~ ^W are ~~gluttons~~ ^{GLUTTONS} in the use of natural resources, in the use of food, in the volume of information. ~~We~~ ^W are hoggish, and we are an obese people. ~~We~~ ^W ~~over eat~~ ^{AND HAVE} poor nutrition, and yet have piles of food.

Doesn't it tell you something about us? ~~Doesn't~~ ^N it tell you that the time has come to be a little more selective. ~~To~~ ^T think not in terms of quantity, but in terms of quality. ~~I~~ ^I think that is your biggest task ahead. How do you make qualitative analysis? [?] There are two kinds of

chemistries-quantitative and qualitative. ^{it} ~~and~~ there is another organic and inorganic, but when you studied chemistry as I did, qualitative chemistry is the important chemistry. ^A And qualitative analysis is the important analysis. ^E How do you separate out the wheat from the chaff? ^e How do you separate the basis from the ~~manusha~~ ^{MINUTIA?} You can go stark raving mad if you just take the ~~manusha~~ ^{MINUTIA}. ^E Let me give you an example of my life. ^{We} average 1500 letters a day in my office. ^N Now there is no way that one man as the United States Senator could read 1500 letters a day. So I am over-whelmed by correspondence, therefore, I read very little correspondence. I used to get 200 letters a day. I would read 100 of them a day. ^T Today, with 1500, I'm lucky if I see 25. ^{It's impossible.} ^{Now,} ~~this~~ this is one of the problems today in governing, ^{THERE ARE} tremendous pressures that are brought to ~~b~~ ^{EAR.} Therefore, your work, or your experience as interns ^{is} designed to refine your techniques and your capacities for analysis. ^T To train ^{you} not only to do your job, but how to do your job in a qualitative, sensitive, selective manner. ^E Once you have learned that you have got the key. That is the difference between being healthy and having a break-down. It is the difference between being turned-down and being turned-off. It is the difference ^{BETWEEN} being the participant ^{NT} or being a cop-out, because remember the people that are cop-outs turn ~~a~~ off the people that ^{WANT} to participate. ^T These are only people that simply cannot master the volume of activity that hits them. ^I It is too much. ^T They have lost any capability ^{OR SENSITIVITY} of what is going on. ^E And it is understandable. I am not critical of people like that at all. There are many days that I throw up my hands with despair and say that it is just too much, I just don't think that we can handle it. ~~and I see~~ ^E ~~people~~ that is why people run away from their work. ^T That is why they

run away from their families. **T**hat is why they run away from home,

That is why they run away from their responsibilities, ~~it is more~~

~~than what they have been able to do~~, **I** It is more than what they can do

with the training that they have. **E** Therefore, in our system of education

we have got to try to bring young men and women into the real work

world where they get an opportunity to learn early, because what you

learn early, **i**s what counts. **I** It isn't what you learn late. It is

still true that you cannot teach ~~an~~ ^{AN OLD} dog, new tricks. **I** It is an old

phrase, but a lot of truth to it. What you learn early, how you learn

to differentiate between that which is important, and that which is

unimportant, how you develop value systems, early, is what is going to

count. Because those will stick with you the rest of your life, and

all the other that you learn later on is just an add-on. **I** It is ~~an~~

what you can go to the latest cocktail party and talk about for three

minutes ^{FOR IT} doesn't really amount to a hoot. **E** Work habits which you learn

in your ~~formative years~~ ^{HELP} ~~they are the most important~~ which you ~~learn~~ in your

high school years ^{OR LATER} as a young man or woman in a college or an institution

of higher learning. ^{OK} **E** if you don't go to college, if you move on in

what ever your life is, that period of time between the ages let's say

14 and 22 or 23 those are the years that are the most important to the

developing of your capabilities ^{TO} **E** handle yourself to do what you need

to do and to be able to figure out how you are going to develop your life.

Those are the years that really determine what is going to happen to

you. Therefore, guard them, and use them well. **E** Now, I've been asked to

comment a little on youth employment and then **N** I'm not going to stay

with you much longer because I'm going on over to a session of **F** the

Let me back up a little more. I got interested in politics as a boy riding in an automobile with my father. I became convinced that if I ^{WENT} ~~go~~ to college and get some education and ^{DID} ~~do~~ some reading that I could ⁹⁰ ~~places~~. ~~The ones that were listening~~ ^T the people that I was listening to, in many instances, were only the living expressions on illiteracy and ignorance, and I thought that if a man ^{GOES TO COLLEGE AND} ~~learns~~ ¹ something he would be so far ahead. ~~It is sort of like a person that~~ learns how to swim well, as compared to the kid that has been swimming in the local mud hole. ^I I decided that I would go back to the University, after years ~~that~~ that I had spent at the Pharmacy, and study in the field of Political Science and Economics, ^W which I did. I got my B.A. degree, I was always in a hurry, I did fours years in three years and went and got my Masters Degree in 9 months and then I went ahead and got my Ph.d. ~~I~~ I gave up on the thesis, I got married and had kids. ^I It was a choice between whether I was going to starve or be a scholar and I decided that I preferred not to starve. ~~Then~~ ^T I moved ~~into~~ into the world of politics and world affairs. ^{But} I gained my experience in politics from a father that was a city councilman and mayor, state legislator and party official, ^{HE} ~~he~~ was also a businessman and church man who was a good father and who was a companion. ~~that is all~~ ^I I have written this up by the way and the book will be in your library. ^I It is called "THE EDUCATION OF A PUBLIC MAN." I feel that whatever I am, or whatever I hope to be, I owe very much to my father and ~~indeed~~, indeed, to my mother who gave some ^{SEMBLANCE} ~~balance~~ of balance in the family. ~~My dad would have had us~~ ^{PEPPED-UP} ~~peppered~~ all the time on the political life. ^M Mother occasionally reminded us that we had to eat, and that there was such a thing as protecting your health, ^{THAT WAS} ~~there~~ ^{1A} such a thing as good manners and there were such

things as ~~social ability~~ ^{SOCIABILITY}, and so forth. [But again, my experience in politics, I have people say to me "Mr. Humphrey how did you ever get interested in civil rights?" [I came from South Dakota. I grew up in a town of 606 people, the only black person I ever saw in my life worked on a dump truck on building a highway. But I went ~~every~~ ^{AFTER} every night ~~school~~ ^{TO} ride on the dump trucks with the fellows that were working out there. [I saw my first KKK burning cross when Al Smith ran for President. My father was campaign manager for Al Smith and I saw people come to my father's home and threaten him physically because he was backing a Catholic. — ^{HE} My father was a Protestant and ~~that my father~~ ^{ET} was sympathetic to people of minorities. ^{PE} People that were black, Jews, — ^W We had one Jewish family in the whole town. ^(?) [So I have always had all the airy people come to me and say "Well, Senator, where did you get your involvement in civil rights?" ^{was} Was it when you at the University? ^{"N"} Did you live in a Black community? ^{"N"} And I say ^{"N"} No, I got my involvement very simply. I was brought up by a man that said that everybody had a worth. ^E Everybody was worthwhile, worth something, there was a real/human ^{meaning TO} dignity. [I was brought up in the belief of the Democratic tradition with the small "d" so that when I became a public official, the first thing that I did was to start ^a Mayor's council ^{ON} Human relations. ^T The first ^{IN} in the United States. The next thing I did was to train my police department in human rights. ^S Sent them to the University and if they did not abide by it, they got fired! And the third thing that I did was to pass a Fair Employment Practice's Ordinance. ^T The first in the United States, so that there would be equal opportunity in the

employment. [Now I didn't do that because I got that information out of a schoolbook, I did it because it was a part of my life, I grew up that way. I was brought up by parents who taught me to believe that everybody had something good about them, that there was something worthwhile. And it was a kind of religious experience even though we weren't the most formal religious family. We ~~had~~ ^{WERE INSTILLED WITH} definite religious qualities.

[All of this has been transmitted into my public life, I have made a lot of mistakes in my public life, including losing elections. I know who's fault it was! You cannot claim credit for the victories if you are unwilling to take the blame for the losses. [But I'm interested in Youth Unemployment for two reasons: First of all, the youth as you know, represent the future, it's just that simple. It isn't that you're so hot, you know, I don't go around bragging on you all the time, you're not kidding me one bit, I mean that I have been around, and I know what I did, and I know something about what my boys have done,

[I remember when people used to ask me "How are ~~your~~ ^{your} boys?" and I'd say "Fine, they're not in jail!" But, there by the grace of God though I have had to say one hundred times, so [I don't go around telling young people, you know, you're the greatest generation of all times!

That is a lot of nonsense. I'm not at all sure that you are at all!

~~There~~ have been other generations that are better than you, but you're the generation that is here now, and that's what we have got to work with, I'm the generation that was a couple of generations back, and you have to put up with me too! We have to learn how to put up with one another. But I do know this, that the fact that you are here is important. And the fact that tells me that 20 years from now you are

going to be running things, and ten years from now you'll be running things. [When I talk to anyone that is 16,18,14,22 years of age, I know that I am talking to people that are going to be in charge. It's just a matter of time! Many of them are already in charge, there ~~are~~ *are* a lot of young people today in their 20's that are in key position's right over here in the Federal Government, many of them in industry and the labor movement and education. [So without trying to brag on you, or make you feel that you are the chosen people, and that somehow or another the Good Lord just selected you out to be better than any other generation, which I don't believe a bit, I think you are good, I think you have had a lot of fun, I think you have a lot of opportunity but you have had a lot of challenge. Your life ~~is~~ very different than mine. [My children grew up in an entirely different environment than mine. They went to Chevy Chase High School out here in Bethesda, There were more kids in the first grade of high school, than there were in the whole town where I grew up! [We didn't know anything about drugs. I grew up in the age of prohibition. When I got a little older, we used to try to find something that we could nip on, but the early years I didn't because it was just unthought of. I grew up in a small rural community. It was a very different society. We didn't have television to give us rising expectations. [We had people that were poor, but we didn't know really what it was to have poverty. There is a lot of difference. Just being poor of the purse is one thing, but poverty of the spirit, poverty of denial, poverty of rejection, poverty of segregation that's an entirely different thing than just being somebody that was just poor. We were poor, we didn't have any money at all. As a matter of fact, the

Sheriff was only one step away. ^H He would have caught us if he hadn't been our friend. We couldn't pay our bills, nobody had any money. The banks were all closed, everybody was poor, so you had kind of a community of interest. [So I'm saying to you that you are here, and you represent the future, and ~~because you~~ you have a lot of things you ought to be thinking about. Now one of the things you should be thinking about is the fact that 20% of all the people in your age group, in the United States, 20% of them that are white, have been unemployed for several years. I mean doing nothing. 40% of the blacks ^H ~~and~~ ^{HAVE BEEN UNEMPLOYED} and if you add in the Chicanos and Puerto Ricans and the American Indians it would even be higher. [Now if you think you can continue that kind thing, in this country and have this country be what it is supposed to be your ^{OF} ^{DEAD} ~~idea~~ wrong. This violates ^A ^E every tradition ^{OR} ~~of our every idea and every~~ ~~tradition~~ of this country. [I believe in the work ethic. I believe work has something to do ^{WITH} ~~is~~ your mental health. I believe it has something to do with your happiness. I believe that having a job means that society has made a place for you. I believe that not ^{ING} ^A able to get a job, if you want it, means that you have been rejected and it tells me that there is something wrong with the political and social system that does that. [And therefore, I believe in trying to remedy the social system and political system so that the gates of opportunity are open. Now I would never believe that some ^{OR} ~~how~~ ^{OR} I should just make it easy for you. I don't want it to be easy for you. I had it too ^{TOUGH} ~~easy~~ for me to want it to be easy for you. I tell my own boys that, ~~and~~ ^V When they come to me with some problem, I say, Look old buddy, I want to tell you something, you're old ^{DAD} ~~and~~ sweat it out. You try it, it'll be good for you." [Once you get something you'll

appreciate it. I don't believe in making it easy for anybody. But I do believe that you ought to have an opportunity. I think that the door ought to be open and you ought to have a chance to walk through and you ought to have an opportunity to make something out of your life.

~~Q~~ Youth unemployment in this country, not only denies a person a job which is ^{his} income, but it denies a nation the product of what you could do ~~if~~ you were employed. It denies you the development of work skills and work habits. And more significantly, it contributes to a way of life which I call living in the shadowy economy. ~~Now~~ ^{Now} remember, youth unemployment never gets unemployment compensation, because they never had a job, you don't get unemployment comp. unless you have had a job. So what you get, is the trickle-down of welfare in a welfare family. ^F Food stamps that you get legally and others that you can rip off. ^P Possibly a little part-time job but most of all living off the street. ~~1.3~~ ^{1.3} and a half million of the 7 million people unemployed today in America are between the ages of 16 and 24. That is an unpardonable, ^N unexcusable social disaster and an economic liability. The consequences that few people realize. ~~Therefore~~ ^{Therefore} we have got to ask ourselves what we are going to do about it. Well #1, let's assume we get general recovery in the economy, ^N Now I have have been Chairman of the Joint Economic Committee and if I may say so, I have really put a lot of time into this and so I'm going to be very firm with you, I know what I'm talking about. I'm not here just blabbering with you, I have spent a lot of time ^{ON IT.} ~~ON IT.~~ ^{ON IT.} If you get general recoverage so that the gross national product ^{is} is increasing at the rate of 7% a year which would be ¹ ~~1~~ high rate, on the average, you still would have

large numbers of youth unemployed. Because youth unemployment is structure unemployment, it's ghetto unemployment, it's rural youth unemployment, where there are ^N~~at~~ jobs it's youth unemployment of school drop-outs. There are one-hundred and one different things that stand in the way of that young person that never got a job, in ~~getting a job~~.

~~What~~ [What do you do about this? Well this is where the Federal Government ~~stands~~ and other levels of government ^{stand in.} ~~By~~ the way, don't just get hung-up in Washington government. ^T There are several levels of government and they all have their responsibilities. ^W We all like to pass the buck. There is local government, state government, federal government. In fact, federal government means just what I said national, state and local. We have a federal system. Responsibilities divided by state and local governments and the national government.

^T ~~That is~~ ^{WHAT} federal government means. We speak of the federal government like it is in Washington. ^B But it is really, in ~~Washington, D.C.~~

^{IN} St. Paul, Waverly, Minnesota and Mayorsville Township. That is the Federal government as far as Hubert H. Humphrey is concerned and Wright County. All of those represent the Federal Government for Hubert H. Humphrey. For you, you can go down your own name, Washington, your town, your county, your state, your city/village, your township. That's Federal Government. [But let's just simplify it, Government has a

responsibility. ^{NOW} ~~most~~ most of the jobs people have ^{ARE} going to be in the private sector. ~~That's~~ That's where they belong. ^T That's where we want

them and we ought to gear our programs to see to it that those jobs are in the private sector. But, it maybe, for a period of time, the private sector cannot, or will not absorb ^{them.} ^T The private sector is in

business, not to run a social welfare program. ^T That is wh~~y~~ you have the county officers, ^{PRIVATE INDUSTRY IS} ~~in~~ business to make profit, to provide a service. ^T They have people that have invested, that want return on their investment. ~~Some~~ ^S Sometimes they cannot afford to hire unskilled, untrained, illiterate young men and women that have no work habits, or work skills. ^B Because they are not sufficiently productive. ~~Here~~ ^{is where} ^{our} youth comprehensive employment program ^{CAN BE HELPFUL.} ^I I've offered with several Senators such as Senator Javits of New York, Senator Percy of Illinois; there are a dozen Senators that are on this youth Comprehensive Employment Program. ^{What} ^{is} ^{to} provide public service jobs for a number of young people. ^{NOW} ~~those~~ those are jobs that require very little skill, that local governments can make available. ^T There are one hundred and one things to do, includ^{ING} streets to be cleaned, parks to be rehabilitated, filing to be done in offices. ^A All kinds of work in local government institutions, non-profit organizations, hospitals, clinics, just a host of things ~~that~~ that need to be done. ^{Those} ^{are} ^{things} ^{that} ^{we} ^{call} ^{Public} ^{Service} ^{Jobs.} Now, those jobs pay about \$8000 a year. ^{It} costs more than \$8000 a year to have a juvenile delinquent on your hands. For every juvenile delinquent that is federalized, that is in a federal institution, ^{THAT} ~~costs~~ ^{costs} \$12,000 a year. For every juvenile delinquent that is in ^{DETENTION BY THE} ^A County ^{OR} State it runs between \$6000 and \$9000 a year. Just to keep them incarcerated, ~~and~~ ^A as you know, most of these jails and these so called reformatories, prisons, there are really colleges and institutions for higher education ^{IN} ~~the~~ crime. That is really what they are. ^{We} We really haven't developed our prison system in this country to be reh^Aabilitative as yet.

~~Now, there~~ ^{WHICH IS} on top of the public service jobs ~~which~~ for the person
 that has very little training, we have advocated a program of on-the-
 job-training in school. ~~When~~ ^{ARE} you ⁱⁿ ~~in~~ school, part of your education
 is training on the job working in private industry, working in governmental
 agencies and other institutions, ^{THIS WOULD BE} ~~part~~ part of your education for which
 you are paid. ~~This~~ ^{is} is nothing new. ~~We~~ ^{had} had this when I was a
 youngster. ~~We~~ ^{called} called the National Youth Program. Practically every
 person of your grandfathers age that went to school in the 1930's
 received ^{some} some aid under the National Youth Administration. We maybe
 worked for a Professor, we maybe worked in cleaning up the building,
 or we worked on the grounds, or we worked in the cafeteria, ^{OR}
 God only knows what else. But there were jobs. ~~I~~ ^I am advocating
 a much more responsible program giving you a chance to work in
 offices and banks, industry and government as a part ^{OF} ~~of~~ your education
 and being paid for it. ^{A #3} part of the program is what we call
 training people for what we call upgrading young people under the
 CETA program, ^{THIS IS} the Comprehensive Education Training Act, where you get
 advanced training that is designed and directed towards a type of
 industry or service that is available in your communities so that
 when you are out you are at least equipped. ^A ~~at~~ at least when you
 have finished your training you are at least equipped ^{to} to apply for
 the job, that you have got the skills that are necessary for ^{THE} ~~the~~ job
 and that the employer has been contacted about your skills and
 that there is counselling all the way through. ^{THUS} ~~so~~ you are
 being counseled ^{about} about the potential job that is there. ^{You} ~~are~~ are
 working with the potential employer so that the kind of training
 that you get, is the kind of training that you need. ~~You~~ ^{are}

know we have got these vocational training schools and a lot of them are excellent by the way. ~~Some~~ ^Some of them are superb. ~~●~~ ^IIn years past we put a lot ^t of kids through vocational training and we trained them for things that have never exisited. ~~y~~ ^We just had them drilling holes, and cutting up wood and making things for Grandpa and Grandma and we called it vocational training. ~~Today~~ ^{Today}, the modern Vo-Tech School is related directly to the industrial and technological and product needs of modern industry and commerce. ~~Finally~~ ^{Finally} in our Comprehensive Youth Employment Program, we have a job corps ^{ps} which is a Government operation, where young men ^{en} and women are taken out into training camps where they learn to use heavy machinery ^E, for example. ~~I~~ ^IIn the instance of women, ~~they~~ they learn certain trades. ~~Then~~ ^Then we have the final, the National Youth Convservation Corps ^{ps} which is the old CCC camps. ~~These~~ ^These are not necessarily in camps. ~~We~~ ^We had to get away from the camps idea. ~~What~~ ^What you do with the National Youth Conservation Camp is ~~you go to~~ ^{TO ENLIST THE HELP OF THE} state Forestry Service. ~~Every~~ ^Every state, with a few exceptions, has a park service or a Forestry Service. ~~Go~~ ^{Go} to the Federal Forestry Service or the Department of the Interior Park Service and you say "How many young people can you use?" ~~For~~ ^For example, today the National Forestry Service can use 500,000 young people right now in ^{THEIR} reforest station. And ~~they're~~ ^{THEY'RE} not hired by anybody else but by the National Forest Station. ~~I~~ ^IIn other words, you ^{ALL} hired just like a professional forestry person but you are ~~an~~ an intern and you learn forestry. ~~But~~ ^But more importantly, you will have a job. ~~you~~ ^X you work under the same conditions as the forest ~~er him~~ ^{ER HIM} self does, you are out in the National or State Forest. Or you work in the park ^{K.Y} you are an intern in the park service. ~~These~~ ^These are jobs

designed to take care of the public domain, the natural resources of our country.

Now, I'm not sure that all of these and there are other things,

I am not sure that all these things that I have mentioned to you will do the job. But they will make a dent. They will get at it.

The important ^{THINK} to keep in mind ^{IS} that three and half million young men and women ~~have~~ have gainful employment aids, that ~~had~~ ^{HAD} absolutely no work. ^{TO REALIZE} The other important thing is that the ~~the~~ duration

of unemployment is longer than anybody else's. Some of them have ^A duration of unemployment of 5 or 6 years. ^{THIS} ~~which~~ means that they have been living off the street or living off the shadowy economy.

^A As we say, the rip-off. ^I I can most honestly say that the most recent studies made by the United ~~States~~ ^{STATES} and by the Joint Economic Committee ^W We hired the best experts in the world we made a five year

^{study} ^{PROVES} ~~a study~~ beyond a shadow of a doubt that there is a direct correlation between the high rate of youth crime drug addiction and alcoholism, suicide, and youth unemployment. ~~it's~~

~~there, you know that if you take cyanide or arsenic poison~~ ^W We know that as a chemical fact, ^W we know as a social fact, that as ~~a high of~~ youth unemployment increases and as it's duration extends, that you will have an increase in youth crimes, youth addition to alcohol and drugs, and you also have an increase ^{'IN'} youth suicide and youth homicide.

^I It is right there, and today regrettably 80% of all the crime in this country that is committed are with youth between the ages of 16 and 20. Ten percent of the crime in America is committed by people above 30 years of age. ^I The United States of America's crime problem is the young people's problem now. ^T There are a lot of reasons for that. Young

people are restless. ^T This is a mobile society. ^W We have had a break-down in the family structure. ^B But, more significantly, we have had the highest rate of youth unemployment in the last six or seven years in the history of our country. ~~_____~~ It is getting worse instead of better and more significantly it is not only in America that is happening but it is happening in other industrialized countries. ^B

The problem is severe in France, in Britain, in the Scandinavian countries and in Germany, Belgium, and Luxembourg, and Netherlands, Italy, all of the industrialized countries are beginning to have a rise in youth unemployment. So it becomes not only a matter of national concern, but one that is ^{an} international concern. So those are some ^{OF THE} problems.

^E We must get people interested and involved and to participating financially and personally at the local levels, or these programs cannot work.

(QUESTION AND ANSWER PERIOD WITH STUDENTS)

Q: You are talking about the National Forestry, if they ^{can} alone employ over 500,000 youths ^{AND} we have the funds ^{AND} we have the facilities to employ these youths, are they just not responding to the need?

A: Well, quite honestly, we have not yet appropriated the funds. ^B But we have to make up our minds ^{AS TO HOW} ~~that~~ we ^{WILL} ~~use~~ use these funds. ^{What} ~~can~~ What is the best way to use our money? The amount of money it would take ^{to} put 200,000 young women and men to work would be such an infinitesimal part of our federal budget, that the money could be made available. ^I It is a question of priority. ^W What do you want to do first? ^E It is like in your own life. ^{Every} family has only so much money. ^{Each} business has only so much money. ^{You} have to make up ~~your~~ your mind

what's more important. ~~we~~ ^{HAVE TO} we are going to ^{make up} our mind whether or not the question of youth unemployment is of sufficient significance so that it will be given priority importance. ^I Is it as important as one Trident Submarine? ^{FOR A SUBMARINE} ¹ [At first, they said it would cost \$800,000 ¹ now, they have it up to 2 billion for each one, I want to tell you that ^{IF} ¹ you give me \$2 billion, ~~we~~ I'll put every young girl and boy in the United States to work. I would do that. [If the President of the United States would call on me right now, and say, ^{"A"} as a United States Senator, ~~we~~ I want you, Hubert H. Humphrey to come on over here and put these young people to work, ~~we~~ I'll give you \$2 billion to work with, ~~we~~ we can do it. Now that doesn't mean that that is all the money that it would take, but you would ^{GET HELP} ¹ ^{FROM} ~~the~~ local government, ~~the~~ state government, ¹ private industry. ^{THERE WOULD BE A} Tremendous amount of good will among private industry. Private ¹ industry is willing to walk the extra mile. [When I was your Vice President, we had the Youth Employment Opportunity Program. ^I It was a summer program basically, and it was during the sixties when there was lots of tension, as you know. ^W We employed ~~every year~~ ¹ through that program, with little or no government funds, over a million young men and women, most of them employed by private employers. I organized private employers across this country, urged upon them their social responsibilities. ^W We put 10 million young people in recreation programs, ^W we built 7000 parks that never cost the government one nickel. ¹ They were built by department stores and private corporations we can do it, all we have to do is call upon them. We have to organize them, We have to appeal to them. ^T There is a lot of goodwill in this country. ¹ [But I regret to tell you that with the change in the Administration, when Mr. Nixon came in,

they abolished the youth employment. ^W We lost all that emp^{NASIS} and the whole programs fell apart. ^W We had police departments and fire departments all over the United States sponsoring the Youth recreation programs. I organized the Olympics stars, the football stars, the swimming stars. ^T They gave of themselves, completely free, no charge, at all to the government. And they would go to Detroit, Cleveland, Baltimore, St. Louis, New York, Newark — they would go all over, and they would bring the young people, and they would sponsor these programs for them, and all they ever got out of it was room and board. Never ever paid a dime.

Q: What kind of programs now are being proposed, ²⁰ or are there any?

A: None. They are being proposed right now, we are getting it off the ground. I ^A guarantee it, that we ^{WILL} get it off the ground. ^B But we start from ^{EA} ~~the~~ center. But we do have the summer neighborhood Youth Corps ^{ps} that has been very helpful. That has been a continuing program.

Most of the time it was late getting started and that is probably do to the lateness of the Congress. Congress was late in appropriating the funds, but you need to have these funds appropriated by no later than May, so that the planning of those funds can be made to hire young people as they come out of school for June, July and August.

Q: What do you think has made the American society so nonchalant to the needs and wants of young people today?

A: Well, we have been on a binge of technology, and growth, on power, basically. ^A And, also, I hate to say it, but as our urban centers became more minority and we ¹ were left with more blacks, with more Puerto Ricans, more poor whites, there was less attention given to these Urban centers. You see I have views of my own. I happen to think

with the failure to take care of our urban centers, there a large number of our people live, is a form of discrimination. They used to say, ^H get to the back of the bus. ^Y You can't sleep in the motel. ^Y You have to drink from a different water fountain. ^{THAT HERE IS} [That is all over now. Now, what they say is if you live in the city is no money to pick-up your garbage. ^T The streets are in poor repair. ^S Sorry, we don't have any houses for you. ^A And if we do, it isn't heated. ^A And if we do it ^{it} violates the health code and the zoning code. And that is all there is. ^{BASE} [See, these great urban centers today have lost much of their tax ^{BASE} ~~base~~. The tax ^{base} ~~base~~ have moved to the suburbs. ^N Now the only answer to that is to have metropolitan areas so that the tax base is spread and that the federal government looks upon these urban centers as a critical points in the national economy. ^{It} [It is written that the poor huddle among themselves, and they do, they really do. They commit most of the crimes upon each other. ^Y You talk about the crime—most of the crime is not against people like me, ^{once} once in a while, ^{LIKE ME} a fellow gets rip-off, ^{but} but most of the crime committed that is committed by blacks, is to blacks, and most of the crime committed by poor whites, is to poor whites. ^{WE} [We just have to understand that, and it is up to you young folks ^{are} to know that we have got to learn to live together. There ^{are} some of these old bucks my age that are not going to learn it. You just have to wait for them to die. I hate to be so cruel. Or, at least wait for them to get out of policy making positions. And I have made up my mind that what time I have, I'm going to use in trying to get this country awaken to the fact that there is no place to hide. ^Y You can't run away from it any more. ^Y You run to one suburb and pretty soon you run to another.

We are going to have to learn how to live together. Now, isn't it interesting that if we put you in the Army, we see that you all get the same lousy food, ~~rather you are white or black~~, and you get the same kind of housing, and the same kind of medical care. ^TThey don't ask you when you come into the Army, ^DDoes your dad have a lot of money? ^WWhy don't you buy your own gun? ^BBring your own uniform and bring your own lunch. ^TThey say you are in the Army, old buddy, your're going to ~~wear~~ the uniform we give you, you are going to carry the gun that we provide, you are going to eat the food that we provide and prepare, whether you like it or not. Your're in the Army. [[]In many ways the Army has been more democratized than our society has. And were ^{'KE}~~we~~ going to have to learn how to live together just like we fight

together. ^{SEE ARE} Those ~~are~~ very strong views that I hold, and I started ~~them~~ them early in life, and the older that I get the more stubborn.

Q: How would you relate between ^{THE} career education program in our public vocational schools today, ⁿin value as opposed to our fathers?

A: Well, they ^Y're better. ^AAll the time, the vocational schools you are talking about and also the University's. ^TThere is much more ^{and} better counseling now, ~~and~~ ^Tthe Vo-Tech Schools, such as I've seen in my state, and I like talking about my state for example because I like speaking of what I know, are really very organized and ^{ARE} ~~are~~ closely ^galigned with the labor movement and the industry, ^{THIS MEANS THAT} ~~so that~~ the trade and the skills that are developed are the ones that are needed,

^TThey watch the job market. ~~and~~ I think career counseling is really moving up so that I 'm really quite ^{optimistic} about it. ^IIt has ⁿspread out far enough yet, ^Tthere still ^{ARE} ⁿlarge numbers of schools that ~~are~~ don't have the money, and this is why I think that as we approach

the youth unemployment problem we have to use the school system, ~~a great deal of it~~ and ~~we~~ ^W have to provide in that system, not just ~~a~~ merely the basis of reading writing and arithmetic, which are fine, but you also have to have career counseling. ^Y You may very well have to have better health care or maybe needed ~~psychiatric~~ ^{psych} care. ^T There ~~is~~ ^{are} a lot of things. The best way to get a hold of someone is when they are young. If you have got problems, hang-ups, it's a whole lot easier to deal with those things while you are in the formative years than after you have gotten to be 35 or 40 years of age. ^B Because then they are really the hang-ups, ~~and~~ no longer hang-ups, it's really you! You are just really screwed up then. So I feel that a lot of people call these fringes in education, they are not really fringes at all. ^T The fringes in education are the difference between good education and just getting a diploma. We need the fringes, very definitely.

Q: When you talk about the Public Service Jobs, maybe I misunderstood you, but you said very menial ~~and~~ ^{JOBS} and I know personally from my ~~own~~ ^{OWN} pride, I know that I would rather be unemployed than out sweeping the streets, now, how do you get all these people working when they really don't want these kinds of jobs?

A: Well, let me put it this way, If I had it my way and ~~you~~ ^Y did not want to work and take a public service job, you would ~~not~~ ^N get any money. I swept streets, I cleaned toilets, I took care of apartments, I put on storm windows, I didn't think it was beneath my dignity one damn bit. I think that is one of the things that has gone wrong around here. You're not going to do that all of your life, I just think it is better for someone to be doing something than not to be doing something,

I can't think of anything more debilitating than knowing that you would like to work, you'd like to earn your way, than having someone just hand you a check. I think that is the worst thing that could happen to you. It is easy. These ^{JOB}s are not all that bad. [Take for example, I have to hire file clerks in my office. That is not a bad job. As a matter of fact, the two most important jobs in my office, in many ways are the ^Ereceptionist and the file clerk. The person that receives the person that comes into my office, the impression that he or she makes on my constituent, and, secondly, can I ever find the paper that came into the office to look up ~~what~~ what we are trying to talk about. [So that ~~the~~ all the Public Service Jobs are not all that bad. But somebody has to do them. I go home on weekends and so what do you think I do when I go home. Well I'll tell you what I do. I go down and clean up the barn. I sweep out the garage. I clean up the yard. Hell fire! That's good for you! I mean that is what it is all about. ^{You've} got to get your hands a little dirty. ^{You've} got to smell a little bit. Get a little sweat [^] on you. Don't go around with that cologne all the time. Somebody ^{HAS} to do it! You may find out one of these days, that you might have to change diapers. And that is not the most pleasant job at all! But somebody changed yours!

Q: Do you think that it will be possible to get (portions are not audible)

A: Definitely, I think you could start very early with young people in finding out what they want to do. And helping them direct their educational experience along those lines. They may shift, and I think that they should, I don't think that they should be locked up like the old German system of education. They decided that ^{AT} age eight

you were going to be this or that. ^B But I do think that it would help young people to get career counseling early. I'll tell you why. It shows that someone is interested in you. Also, it compels you to think about what you would like to do. Also, it compels the school to arrange its curriculum so that it has some meaning to your life. You know teachers love to teach what they have been taught. ^T To teach whether you need it or not. ^N Now, that is a fact. ^A And we have problems, real serious ones. ~~problems~~ ^T The teachers are not about ready to give up what they have been trained to teach. Well, sometime what they have been trained to teach has no relevance at all to what you may want as a student. And a school system should have enough flexibility so that you are the important person. You the student. That is why teachers are right when they say you can't do a good teaching job, particularly when you are in elementary school when you have got too many children in a room because you can't give the kind of personal attention that is needed. And when you go to high school, if they would give you as much attention on your career as they do if you are going to be an athlete, ^T ~~there would be no problem.~~ ^W When that physical education department takes hold of you and they think you have talent to be on the track team, or should you be ^A sprinter or should you be a basketball player, or should you be a foot ^A ball player, ^{OR} ~~or~~ should you be a baseball player, ^{SPEND} they'll ^A hours, weeks, trying to probe you as to whether or not you are talented enough to be a football player, or baseball player, ^T There is a lot of counseling that goes on there because we like to win you know. Now, I think that the early counseling helps you. I'm just a novice you know,, I' m just giving you my point of view.

Q: (Not audible)

A: Thru the school systems. A lot of you are going to go back home and in a few years you are going to have a chance to have something to say about school boards. You know something, the biggest problem in education is School Boards! True! That is the biggest problem in education. They have a problem with money. **T**hat's always a problem. People have had problems with money since day one. But it's the attitude of the school board. And many of our school board members have regrettably never gone to the schools. The school is not just for the Superintendent, and the Principal, and the teacher, **T**he school is the Superintendent and the Principal and the teacher, and the student! And the student should be the focal point. And regrettably that has not been the case. **[**We are highly organized, we teachers, I belong to the American Federation of Teachers, National Education Association, I know how organized teachers are and the Principals are organized, the Administrators are organized, but the students, well you can't organize the students just like you can't organize the Professionals. **[**But there are student leaders and they have to make their voices heard, **(?)** Not in the rankers, or just showing how important you can be, but just by showing how thoughtful you can be and then on the School Boards. If I were to advise a young person on what office to run for, and really do something for his town, run for the School Board.

Q: What about evaluating the School Board yearly?

A: Not a bad idea. One of the best ways to evaluate, is the election box however. There's nothing better than competition. You would be surprised in how much religion you can get from competition. They scare the living devil out of you. You'll shape up in a hurry.

Q: I have heard a lot of people say that the problem lies, if we really get down to it, the family breakdown, and that can be contributed to a lot of things. ^B But, how do you think that we can bring the family back into light, so that a lot of these things, unemployment, may even lower if that happens. ^I If unemployment lowers, I think all of the other crimes will lower, so how do you feel about trying to get the family togetherness back in the American Way?

A: That is ^{THE} ^A hardest question that you could ever put to a person. I really don't have an answer to that. You are so right. The basic fundamental institution is the family, just like a cell, the first part of the body. ^{THE} ^A And when the cell breaks down you get ^a malignancy. I know, and when ^{THE} ^A family breaks down you get ^a malignancy. Now, you also have on top of the family break down, you have the [/] compressed urbanization. [[] Cities have lost some of their personality. We've got to develop cities that are a cluster of neighborhoods. Where there is a neighborhood feeling, I always felt that the big center city should be like a service institution and radiating out from it ought to be dozens and dozens of little communities. I was a Mayor of the city of Minneapolis. ^A A city of a half ^a million people. ^S Surely not one of the large ST ^A but at that time, the 14th largest city in the United States. And each of our communities, we ^{HAD} identified as a neighborhood. ^W ^{HAD} We ^{HAD} a sign up that would say you are entering the Kenwood neighborhood. ^Y You are entering the ^{Como} ~~London~~ Lake neighborhood. ^Y You entering the Columbia Heights neighborhood, so that people that lived in that neighborhood knew that they were [/] apart of a neighborhood. There were 13 neighborhoods. ^W We organized 13 community counsels that were made up of people that were representatives of that neighborhood. ^T They organized themselves into a town meeting in the neighborhood

and selected community councils. ^{ci} ~~No~~ ^N police officer was ever appointed to serve in that neighborhood that didn't get the approval of the community council. No recreation was ~~was~~ ^{was} established that didn't get the approval of the Community Council. In other words, we made the neighborhood as a part of the larger city so that there was an identification and it had a tremendously positive effect. Now, I still think that that is coming. As a matter of fact, you are beginning to see it in New York City right now. All you read about New York is their troubles. ^T There are marvelous things happening up in New York, ^P people are taking hold of themselves. ^I It's really a beautiful thing that is happening. And it is happening in other cities in the United States and sooner or later the media will catch up with the happenings of these cities. I wish our media would help us get on the positive side a little bit. To give people some encouragement. Would ^{it} ~~nt~~ ^{be} great to hear that there is some progress being made in a particular neighborhood that inspires you to try to do it some place else. Now, when the family unit because of our mobility breaks up, that doesn't mean that there has to be delinquency by a long shot. ^N We can be civilized people and have other institutions that fit in to help. ^T There are such things as social clubs, church, schools. ^S Schools can play an ~~enormous~~ ^{IMMENSE} role in this. That is why ~~our~~ ^{our} education program is so much more important than just the fundamentals of education. The school can fill in that broken family. I am not a person of ~~d~~ ^espair, I get around in this country a lot more than some of the reporters do, and I have lived 65 years going on 66 and I have more optimism right now than I ~~had~~ ^{had} 20 years ago. ^A lot more than I had 30 years ago. 30 years ago I was ready to give up. 40 years ago was the great depression. I wasn't sure that I

would do anything but live out and starve to death in South Dakota. That's what it looked like for me. And it was ~~in~~ a terrible period of my life. So when I hear people talk about those good old days, they weren't worth a damn!

Q: As up-coming young people that are soon going to have to vote, (portions not audialbe)

A: Your Congressman and your state legislators. Let me tell ^{ONE} you of the most important governing bodies in the country today is your state government. More and more is coming out of your state governments. ^H Higher quality people are going into state government and this is the place for young people to start. I'm proud to tell you that I have a son that is a state Senator. Out of my three sons, only one wanted to enter politics. I didn't think any of them would ever want to after ~~their~~ ^{THEIR} dad was in it, and because of all the problems that ~~WERE~~ ^{WERE} involved. But, he came in as a very young man, and he is a good one. ^H He is the chairman of his county delegation. I was on the telephone with him last night talking about some of the very things that we are talking about here today. But you must do something else, you have got to get your contemporaries to get out and vote. Now, I came to Congress and I introduced the very first bill for the 18 year old to vote. Jennings Randolph of West Virginia introduced the Constitutional Amendment for the 18 year old vote, but I always thought we ought to lower that voting age, and I thought it would promote greater participation. It's been a disappointment. ^A Actually fewer than 25% of the young people who are eligible to vote under the 18 year old vote, took the time to vote. And only about 40% registered, and that is understandable when you

are 18 and 19 years. ^I It isn't the most important thing for you to do in your life, ~~is~~ ^{to} to vote. I've always thought that we ~~are~~ ^{SHOULD HAVE} voting day as a ~~National~~ holiday. That you didn't put it at the end of the week so that people would be off fishing, but you would put it Tuesday or Wednesday so that you would just knock off one day of the week that you would vote. We would have a larger voter turn-out. And have it ^{AS} ^a national holiday. A lot of people don't vote because well, their jobs and ~~a~~ so on.

Q: (not audible)

A: I appreciate that very much. May I encourage a number of you to really take an interest in your own political parties. Now, every state has it's own problems. ^S Some of you might want to ^{TO} start ⁿ study the party structure of our state. ^W We think it is very good. ^I In fact, it has been written up. ^W We produce a large number of people that are very active in ^{POLITICS} ⁿ and the main reason is that I have spent all of my life ^{TO} ⁿ encourage young men and women to come into the political party. ^T That is my biggest job.

Q: There are so many people that don't vote, there are so many people that aren't even registered, young and older, and I was so surprised at that.

A: Because it is difficult for them to register. ^I In our state we have post card registration. ^W We had 80% of the eligible elected stayed in Minnesota that turned out to vote in this last election the highest in our history. We made is easy for people to register. There should not be any problem in registering. ^Y You should be able to register in the most easy way. They don't make it a problem for you to be able to come down and register and get a new Ford car,

You don't have any problems getting to a bingo-game. They make it easy for you. But when we get them to register why they say you have got to come down to the court house, and were only open from 8:00 to so and so, and were not open on Friday afternoons, Saturday or Sunday. And if you are not registered 30 days before you cannot vote nonsense. You ought to be able to walk straight up to the booth and say here I am my name is, I live at such and such a place. It's all computerized, you can run it through the computer, I'm not registered, I want to register now and give me a ballot. That is the way it ought to be done. I'll guarantee it that is the way a businessman would run it, if he was looking for customers. And we got all these old hang-ups. You know we didn't used to do it that way, and the City Clerk doesn't want to change. Well, change the City Clerk.

I got to go, listen I'm really *late*



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