

Foreign Students - Representative of Foreign Countries

SPEECH SCRIPT

American Association of School Administrators

February 18, 1964

New Jersey

I have been asked tonight to talk about the issues facing Congress in 1964.

This is easy enough to do in an age when America is bursting with problems and issues. But I wonder if the concentration on the year 1964 isn't a ~~mistake~~ ^{too limited}.

~~I know there are great issues facing us today - none any greater than civil rights, for example - but~~

I think we should be looking ^{parents} to the future in this fast-moving world.

Sen. Mundt

Mr. Freedman

Dr. Connors

Mrs. Jenkins - Int PTA

President Burbank (Colo)

(This audience - Demo Com)

Therefore, ~~I say to you that~~ ^{the} a real issue facing

the American people this election year is: Which political party has the vision to look ahead ^{yes ahead} to the year 1975, or indeed, the year 2000, and make plans to meet the challenges this country will face then.

One of the main reasons we have so many problems today is that this country didn't do enough planning ⁱⁿ ~~the~~ 1950's. ~~We just sort of let everything gather under~~

~~the rug.~~ ^{Planning was in the Dog House}
^{Should have been in the White House}

But don't misunderstand me. I am not here to

criticize and harangue. I don't want to waste my time

denouncing the sins of the past. I am a positive

liberal. The liberalism of complaint and denunciation

does not satisfy my sense of public duty nor my progressive

spirit. I believe in the liberalism of advocacy and action.

The liberalism of democratic achievement and advance for The People.

We have problems, yes, but ~~I say~~ these problems also can mean opportunity - the opportunity to ~~live~~ *achieve* a better life ~~to~~ *for* all our people.

These are just some of the more immediate tasks we face:

--We must secure civil rights for all our citizens. We must correct what has become a "citizenship gap" in this country - the gap between the promise and the fulfillment of our Constitution and the Emancipation Proclamation. *We shall*

~~It is our~~

Three | Protection
Human Rights
Economic Growth
National Security & Peace

can't do it alone

← --We must ^{eradicate} ~~destroy~~ poverty. President Johnson

has declared an all-out war on poverty in this country and we can win it. As he said in his State of the Union address, the richest nation on earth can afford to win this war - ^{But} "we cannot afford to lose it."

← --Our economy must grow in all parts of the country. It must develop not only on the already overcrowded shores of our sea coasts and Great Lakes, but also in the great heartland between the Appalachians and the Rockies.

← --Automation and technology must create new jobs, not more jobless. It can be a blessing and not a curse.

can't be done alone!

Talent
AFSA

∠ --Old age must be welcomed with serenity and lived in dignity. It's disgraceful that the richest nation on earth should provide the least security for its elderly.

∠ --We must rebuild our cities, revitalize our rural areas and broaden the base of our economy.

∠ --We must provide for wholesome leisure-time activity and recreation and make it available to all.

∠ --We must conserve our natural resources.
The press of population and industrialization places
a new, even more urgent emphasis on conservation.

We must Preserve the peace, or all of our hopes and opportunities are lost.

Take poverty and unemployment - and here I want to recite some facts to you. Two out of three of the unemployed today do not have a high school education.

2 out of 3

Or let me put it another way - one out of ten workers who did not finish grade school are unemployed. But only one out of 50 who finished college are unemployed.

Educ
is
wealth

All of these are obvious facts. We know we must keep our young people in school longer. But let's

not blame the young people for dropping out of school.

School
Drop
outs!

Let's look a little deeper at the question and ask:

Are they dropping out because what they're learning can't be related to the world they know outside the classroom.

Also, on the question of school dropouts are we recognizing the problem before the ^{student} ~~child~~ actually leaves school? We do know that one out of three students now in the fifth grade will drop out before graduation from high school. Doesn't this tell us that the problem of the dropout begins long before the child becomes a teenager?

CIVIL RIGHTS

The question of civil rights is ~~also~~ closely linked to education. And I'm not just talking about the immediate problems of school desegregation or integration.

We have a long way to go in this country to overcome the tragic results of segregated education and the lack of opportunity for higher education we have given the Negro.

This Congress will pass a civil rights bill, I can promise you that, and we can guarantee the constitutional rights of every American, but it will be a hollow victory unless we add to it a successful effort to provide an education to all Americans that will ~~let~~ ^{permit to} them participate fully and creatively in American life.

This means an education that will reach out to the dropouts, the illiterates, the slum child and the bewildered child brought from a sharecropper's farm to the pressure-cooker atmosphere of the big city.

To do this we must explore new ideas and new proposals in education so we can reach these children.

I'm afraid that too many educators have been content with the methods used back in Dickens' day. We must begin thinking about education as a process that lasts throughout a person's life - not just his first 18 or 20 or 22 years.

We must begin thinking about education as a process that demands greater flexibility in training opportunities - the kind of flexibility that relates education to the needs of a rapidly changing society.

I think we have to do more research in the fundamentals of education. How many different ways do children learn? How do we relate teaching techniques to these different ways? Have we done enough with the new techniques available to us in the new audio and visual aids?

I believe the federal government can do much to help in this field by making a bigger investment in education. The government can underwrite some of the research and it can step up its activities as a clearing house for this research.

The federal government also can do more to provide greater opportunities in higher education. The education bills we enacted last year broke new ground for aid to colleges and the college student. But we must do more.

Last spring 400,000 high school seniors graduated in the upper half of their classes and failed to go on to college. More than half of them were in the upper 30 percent of their class. Lack of money was the major reason. There also was inadequate guidance and lack of incentive.

But in any case, I say, what a tragic waste.

What an irreplaceable loss to the nation.

I believe the federal government can do more to help students through their local banks just as home mortgage loans are backed now by the Federal Housing Administration.

We must not limit college education to just the children of the well-to-do and the children of the college-educated. This nation needs all the talent it can get. But I also say something more than just a national talent pool is at stake. Democracy itself is at stake.

The development of "brainpower" must be the chief national product of America and from here on out Education must become America's chief national ~~industry~~ *objective*.

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EDUCATION - THE MAIN CHALLENGE OF THE NEXT DECADE

American Association of School Administrators

Atlantic City

February 18, 1964

It is easy to list all the problems facing America today. But when we draw up that list we have to be careful that we don't lose sight of the forest by merely counting all the trees.

This nation has many individual problems that must be solved but we must not lose sight of the fact that one large root feeds all of our major problem areas. That root is education. And we are not meeting our responsibilities to it:

- the Federal government is not fully meeting its responsibilities to Education.
- State and local communities are not fully meeting their responsibilities to Education.

-- Educators - and you school administrators -
are not fully meeting your responsibilities to
Education.

I know you people here tonight are concerned and
are hard at work. I realize, too, that state and local
communities have taxed themselves to the hilt in a major
effort in recent years. On the federal level, a Russian
sputnik shocked the Congress in 1958 to pass the National
Defense Education Act. That nudged us off dead center,
and last year Congress made the first major moves to meet
the Federal responsibility since the Morrill Act of 1862.

But all this is not enough. We cannot be pleased with
ourselves because we still face an unprecedented challenge
in education. We are only beginning to assess the full
dimensions of it.

Let me itemize the major problem or "issue" areas and illustrate simply with each, how education lies at the base of any responsible handling of them.

There is far too much unemployment in America today. In spite of a growing economy and growing employment, we have too many unemployed. Automation and technology will have knocked out 22 million jobs in this decade. In this decade 12.5 million more persons will come into the labor force for the first time. From here on out we have to create 300,000 jobs a month just to keep up with lay-offs from automation and new workers coming of age.

Oh yes, we have been adding new jobs - 2.5 million of them in the last three years. Two million of those were in the white collar sector, which requires education. We can add more. As President Johnson has well said, the brains that can make the machines can see to it that they are a boon not a bane.

We can create new jobs, not jobless with our technology - but we can't do it for people who don't have an education. Two out of every three persons on today's unemployment rolls do not have a high school diploma. Unless we do something about it, this trend will get worse and the number of unskilled persons without jobs will grow larger. This trend can be reversed if we see to it that our young people are kept in school longer.

President Johnson has declared all-out war on poverty in this, the richest nation on the face of the earth. His administration is pledged to help the 20 million Americans who live in abject poverty and the 26 million who live on the outskirts of poverty with just the barest minimum of essentials.

These figures add up to one out of every four Americans - fellow citizens who ~~have~~ been left in the backwash of our economic life because, for the most part, they were never equipped with the proper education.

Expanded public works and other measures may be necessary to help ease the plight of the parents and alleviate the poverty conditions. But our major concern must be with the children. We must make sure they are trained to take an active role in our society and not be left to drift into the hopeless pattern of their parents who have been ground down by poverty.

Our population is increasing by three million a year. When I came to the Senate 15 years ago there were 150 million people in this country. In those 15 years we have added more people than the total population of Great Britain. By 1980 we will have 250 million people. And by then 75 percent of them - more than our present population - will be living in giant cities rimming our sea coasts and the Great Lakes.

Think of all the problems this will bring - transportation, housing, crime, traffic, air pollution, sanitation. But at the top of the list is the problem of education in the core cities. It is not good enough. The educational systems are staggering with their problems and they need help.

Civil Rights confronts us with another great problem. We are in the process now of writing legislation that will square the rights of our Negro citizens with the Constitution of the United States. This is a welcome beginning. But every one of us here tonight knows we have a long way to go to overcome the tragic results of segregated education, separate but unequal education, and the lack of opportunity in higher education. A massive assault upon the Negro's educational deficiencies stand between his legal civil rights and his actual entry with equality into American life.

I could go on but I do not believe I need to.

Any national issue you develop - economic or social - leads in the final analysis to the problems of education, because education lies at the heart of all the solutions.

Before we can even hope to deal with our future problems we have to deal with the immediate problems of education.

The tremendous growth of the school population is hard enough to handle by itself. Sixty-nine million children - more than one-third of the present population of the United States - were born between 1946 and 1962. Most are now in elementary and secondary schools and will hit the colleges in 1965. And in the meantime the pressures continue to mount on the elementary and secondary schools. In this decade, elementary and secondary enrollments will have increased 23 million pupils, or by 55 percent.

States and local communities have made a tremendous effort to meet this situation. They carry the brunt of it. They always will. The Federal government has given some help, as it always has since the days of the Continental Congress. It should continue. For the most part, however, Federal help has been mainly directed at the top of the educational pyramid, at higher education, and these mainly in science, engineering, mathematics, and modern languages. Yet if the base of the educational system is allowed to erode, the top eventually will wither in quality.

I see three primary areas of "national interest" and Federal responsibility to help:

First, there must be a massive attack upon the problem of upgrading the school systems and meeting the unique educational problems in the urban "core" cities. If Federally impacted areas merited attention and some Federal responsibility, these "impacted" city areas need some help too.

Second, we need much more research in the educational area. How many different ways do children learn? How do we relate teaching techniques to the different ways? How is the desire to learn motivated? What is the relationship of school, home, and society to this? What is the school's specific task?

How do we recognize the creative child? How can we help the slow learner? How do we give some kind of training for social adequacy to the mentally retarded? What kind of special training do teachers need, and what is required for competent guidance in the whole system?

Why can't more of our high schools give junior college work? What is wrong with a physical education system, if a nation that can put the biggest payload in space orbit can't get off the ground in the Olympics?

The list of separate, concrete problems on which we don't know enough could go on and on. Diagnosis is fuzzy. Theory is in disarray. Basic research is very limited and competent field-testing is thoroughly inadequate.

I believe it is time to stop asking rhetorical questions and wringing our hands and to start to work. Very little money goes into educational research. We did provide, wisely, that 10 percent of the funds in the recent Vocational Education Act be spend on research. Vocational training must also be "education." We do not dare simply to train people for jobs that are going to be obsolete in five years. Also, the program must be no dumping ground ~~for~~ delinquents, mis-fits, or drop-outs.

We have much to learn about the fundamentals of education. The Federal responsibility is not to "do" the research any more than it does the scientific research it buys. It will have to help facilitage it, and assist in being a clearing-house for it.

Lastly, we still have the democratic problem of providing greater opportunities in higher education. It is only partially solved with the loan fund assistance we give. Last Spring 400,000 high school seniors graduated in the upper half of their classes and failed to go on to college. More than half were in the upper 30 percent of their classes. Lack of money was the major reason. There also was inadequate guidance, and lack of incentive. In any case, this 400,000 student loss is a tragic, irreplaceable loss to the nation.

Further, just skimming the top of the children of upper-middle class families who can point for College Board Examinations is not providing enough of the talented students we need in this modern world.

We need more research on this too, but we also need more guaranteed loans, scholarship aid, and other measures to give equity to students of ability.

More than a "national talent pool" is at stake.

Democracy itself is at stake.

All levels of the Federal system must take a greater effort. But in the final analysis it comes down to you, the educators and the school administrators.

Money won't do everything. Spending money without ideas and action is waste. It is pretty hard to help anybody who isn't willing and able to help himself, and that goes for education from top to bottom.

I love teachers, but not their timidity. They tend to fear administrators, school boards and parents. We are not training enough teachers and we aren't holding enough of the ones we have. But why do we whisper about the exodus that leaves the profession every year for other reasons than money or getting married?

I'm afraid the reason in far too many cases is that these one-time teachers have felt they were not given the professional status they deserve, but instead were treated as petty civil servants in an uncreative atmosphere.

Teachers can help change this by standing on their own feet and demanding that the communities raise their standards.

And to you school administrators I say your standard must be much more than just an efficient business administration. Leadership in education must always have the first claim. I know there are school boards and there is such a thing as politics. But politics is more than just the art of compromise. It also is the art of getting something done. The ideal to serve - and the one "top boss" - must always be the education of the young.

This is a mighty challenge - not only today, but for all time to come. From here on out, the development of "brainpower" must be the chief national product of America.

From here on out, Education must become America's chief national industry.

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