

PROCEEDINGS

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ADDRESS OF VICE PRESIDENT-ELECT HUBERT HUMPHREY  
at DINNER IN HONOR OF ARNOLD GRANT  
Sponsored by THE AMERICAN JEWISH COMMITTEE

November 24, 1964  
The Americana Hotel  
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REPRESENTATIVES IN PRINCIPAL CITIES

The following is an address by Vice-President Elect Hubert Humphrey at the American Jewish Committee Dinner in honor of Mr. Arnold Grant, held at the Americana Hotel, Tuesday evening, November 24, 1964.

VICE-PRESIDENT ELECT HUBERT HUMPHREY: It's a rare privilege and honor to chair this program tonight, to be a part of it, and I must say that I am particularly pleased to be here because of your Guest of Honor, Arnold Grant, one of the outstanding citizens not only of your community, but I think one of the finest and most generous, talented citizens of our country.

And, Arnold, I want to thank you for your speech this evening. I gather that the only reason that I am to be on the program at all now after what you've said, since you gave the message, is that it's printed on the program and the new administration must be frugal and prudent; therefore, we'll use it, and I'm here to speak.

Truly, it's a privilege to be with Arnold and his lovely wife, Bess, and to be here as a friend and, in a sense, as an ally and a participant in the work of The American Jewish Committee.

This Committee, this group, what it does for our country. I wish that somehow or another tonight I could speak

for every American, in fact, for every person, because then I could really adequately express the gratitude and the appreciation of this nation and a people who love freedom and who appreciate the meaning of human dignity. The American Jewish Committee says that human relations is the crucial need of our time. Human relations is the crucial need of all times, and this Committee and those of you that participate in it know it, and you act on it.

Now, I don't want to be too serious right away, and I want you to know that I am mindful of all of the admonitions that have been given. I'm even mindful of some that haven't been given tonight. I know that a Vice President is supposed to be occasionally seen and seldom heard; that will be the test of character for Hubert Humphrey, I gather. [Loud laughter and applause]

I also want you to know that I am mindful of the admonition that was related once again that is attributed to my wife--and I think she did really think that one up all by herself--that my speeches need not be eternal to be immortal. I seek no immortality tonight, and I do not intend to keep you here eternally.

I have, however, just a few things I want to say about the Toastmaster, because he deserves to be worked over a

little bit (laughter); he's just a refugee from the political wars. He has a few wounds yet to be healed; others that could be scarified a bit, and I shall try to do that. The Senator from California says how long do we call him Senator. Well, Senator, as one that's served in that body for sixteen years, I can assure you that you will be called Senator from here on out. You will have every prerogative of the United States Senate save two--or three, I should say: the right to speak, the right to vote, and the right to get paid.

[Laughter] Other than that you have all of the privileges: You have the privilege of coming into the Senate chamber at any time and being addressed as Senator. You have the privilege of occupying a seat in the Senate chamber when there is room and the seats when others are not there. [Laughter] You have the privilege of attending joint meetings of the Congress, special meetings. You have the privileges of free haircuts. [Laughter] You have the privileges, may I say, of the reducing formula in the Senate baths. You have every privilege; in fact, you have all the privileges of a vice president. [Laughter]

I don't know what you're complaining about; I thought I'd won. It seems to me like <sup>Pierre</sup> the hair came out just as well as I did, only he's now have a little more opportunity for what I

Atenlock

would call personal freedom than the Vice-President Elect.

I might add that a vice president does do one or two things that you may not be given the opportunity to do. I preside over the Senate, and I will be permitted to vote in case there's a tie, which, of course, is a dubious honor.

[Laughter] A nice way to lose every friend you have.

[Laughter]

I, too, get free haircuts; they expect me to tip a little better than you do. [Laughter] And all these other little gratuities and privileges and pleasures that come along with being a Senator.

But you tell your children that even at the age of 21 that you insist upon having the honored title of United States Senator. And I wonder how many of you realize that Senator Salinger not only has that title but I can say once again from this podium that he not only had the title but he wore it with honor and distinction, and it is, without trying to be too political or partisan--it is a real sad moment in my life that he was not returned to the United States Senate. Disaster did strike, but not for you, Senator; for many others.

But I want to give you a word of encouragement. You said disaster struck. Well, it hit old Hubert a couple of times too, you know; but live to rise again, Pierre!!

[Laughter and applause]

And I noticed tonight, and I took it down because I thought this was the big news of the evening, as far as a politician is concerned--he says, "I'll go back to California and try again!" Now, if there's a newsman in the house, you ought to get that one. [Applause]

I am really quite amazed that the evening has been so successful. I've been sitting over here alongside of my friend Frank Libian and Harry Gould and they both said to me, "Every time we eat with you it costs more and more and more, Hubert!" But I didn't know that we'd missed anybody, and I want Newt [unintelligible word] to know that we'll be around to see you. We have a deficit.

But you've set a mighty fine example for others that may have forgotten, and I thought I ought to get that plug in, too. [Laughter]

As I proceed in my remarks this evening, may I assure you that if you wish to interrupt, if you forgot to respond to the call, to the clarion call of Andrew Goodman, don't you hesitate to stand up if the spirit moves you and make a contribution during the remarks of Hubert Humphrey. [Laughter]

I don't quite know how to conduct myself tonight,

because I'm really a Senator, and yet I'm not. The Governor went ahead in Minnesota and appointed a Senator-designate. I told the gentleman out there that was appointed that I wanted a ruling from the Attorney General of my State as to whether or not I could be Senator and Vice President at the same time. And since he was the Attorney General, he said "No," since he got the nomination to be United States Senator.

I'm not the Vice President, and apparently nobody really thinks I'm the Senator. I guess that I'm just here, as an old friend. [Applause]

But after hearing Judge Rifkind present and introduce--really not introduce; just present Arnold Grant, I know that the best men don't run for office. And, Judge, if you ever want a head-shrinker--and that's what you were talking about--why don't you go see Mrs. Humphrey? She knows how to do it on me whenever I get out of hand [laughter], and I don't even have to wait to have myself become the honored guest of an evening; it can just happen any time, and it does.

[Laughter]

This is an opportunity for us, in a few moments now, to think through why we are really here. I'm here for two or three reasons. First of all, I told you I'm here because I applaud the work of this Committee. I can't imagine

what America would be like had this Committee, through its many years--I think it's 58 years of activity--had this Committee not been with the American people. Because this Committee has put life and meaning into the words "human dignity." It's really been in the vanguard of the fight to make human dignity more than a phrase. So I know why I'm here, because really the central issue of our day is not productivity, not automation; it's not even war or peace. The central issue of the day is whether or not, with all that we have and all that we hope to be, that we can give meaning to our lives so that this concept of human dignity, which is essentially a spiritual concept, becomes a reality to all the millions and millions of God's children.

I'm here tonight, too, because friends asked me to come, and, quite frankly, I had not intended to be on any public platform for several weeks. I had made a commitment to speak to some of the people in rural America, and I did. I kept that commitment about a week ago, less than a week ago, and I spoke then on the new Emancipation Proclamation of our time, freedom from hunger, physical hunger.

Tonight I think we could speak on freedom from another kind of hunger--freedom from intolerance, and freedom from bigotry, and freedom from prejudice.

And I'm here because I believe that that freedom, or this freedom of dignity, can be realized and not only do I think it can be, but let me tell you quite frankly that while Mrs. Humphrey and I were vacationing in the Virgin Islands--and Morris knows this to be true, because I had once sent a message that said I couldn't come; I was tired--a little bit, anyway, after some work for the last couple of months. I heard from others on this platform--my friend, Ralph, here, Frank, Morris, Marvin Rosenberg down the line here, and several wrote to me. And I said, "I don't think I can come."

And then let me tell you that none other than the President of the United States said, "Hubert, I wish you would go, because this is a very, very important meeting, and they're doing the work that we talk about doing and that we want to do in the fulfillment of the great society." I don't think you could have a greater honor paid to you than the man, whoever he may be--and in this instance one of your dear friends and one whom you've supported generously--that the President of the United States thought this meeting was important enough so that he made a personal request that at least his running mate and his friend and his partner and his Vice-President Elect come here. And so I come because I wanted to, I come because I believe, and I come because the President of the United States

thinks this is important business. [Applause]

When I have listened this evening to the generous response of so many; so many of you here I should like to select, select out for a word of thanks. Can I just quickly say it for myself--thank you for all you've done for so many of us. Thank you for what you've done for those of us in public life. Thank you for what you're doing now for the education of the American people.

This is a moment of victory. Arnold told us tonight of many of the great victories. Everybody seems to be going around nowadays--not everybody but many, and with a note of despair, they think things are going from bad to worse. I want to say that in the past fifty years--or can I make it even in the last generation, this past generation--surely since the 1930's we've made amazing progress both in the economic and social frontiers. Only within these last few years, as was cited here tonight, when you can get over a hundred nations trying to ban nuclear testing, when you can have a great republic such as this with many different peoples, with many prejudices that are engrained deeply, to stand up and say as almost one people that we'll have only first-class citizenship; there will be no second-class citizenship. And to be a citizen of America is the highest honor that can be

paid to anyone, and we don't need to describe it any further-- just citizen.

When things like that can happen in our time, I say there's a lot of good news. And then, as was indicated tonight, when the Ecumenical Council can in a sense really affirm or ratify a decree relating to Christian-Jewish, Catholic-Jewish relationships--yes, Christian-Jewish relationships, such as has been cited here tonight, this is not only good news, but it's a new day, a whole new epoch, because as has been said, you don't win this battle against prejudice and discrimination and against the distortion of history by swatting the mosquitoes but by rather attacking the swamp. And that's what's been done.

Now we have just gone through a day, about two days ago, a great sorrow again. I think America will never be quite the same because of the tragedy that befell this Republic a year ago November 22nd. There are people here who were very close to that. I tried to, in my own way, my own life--have tried to identify for myself what this tragedy meant to me, to my country, to the world, and what the life of the man that was the victim of this tragedy, what that life meant. And maybe I've been able to identify at least a few facets of it, some of the meaning, and I'd like to just share

them for a moment, some of my thoughts.

Surely this is a time for rededication; surely it's a time for a reaffirmation of the obligations that we bear as a people to achieve our greatness--not our bigness, our greatness, as the late and beloved President Kennedy wanted us to achieve. He fought greatly, for lack of a better word. Young people were inspired by his being, his words, his philosophy. I couldn't help but think that so many of us tried to discuss this meaning of immortality, and when you lose someone that's dear to you, or when a great leader is struck down, or when some catastrophe befalls us that is either personal or public relating to a human being, we wonder has it all come to an end. Does it stop? Does the world stop? Does the life stop? Do these deeds, do these programs stop? And I think we've again had another reaffirmation of the fact that there is immortality to all that is good.

There's an immortality for the good works of good men; there's an immortality for the good name of good men. And I happen to believe that the deeds and the works and indeed the words and the hopes of John Kennedy live today even more so than they lived during his earthly existence. I'm one that believes that this world is a better place because he was here, and I'm one that believes that it's a safer place

because of our President. And I think that the cause of peace was given new life and new meaning by our late President. The ancient Prophet's plea for compassion and for justice-- and I don't think anyone can ever even think in terms of compassion or justice until he studies and reads the writings of the Prophets, the beautiful writing that penetrates right to your soul. Well, that plea of justice and compassion found a new champion in the late President, just as the hope of freedom and equal opportunity found in him a valiant and courageous advocate.

The presidency of this man was the springtime of a new America. It truly was. The America of the young, the America of the moving and the unafraid of the daring and the America of deep conviction and idealism. And those of us who worked with him, like Pierre, many here--this room is filled with them--and those of us who were privileged to live with him, I think we have an additional responsibility to make the dreams, not of a man alone, but the dreams of a great public figure, public spirit--to make those dreams come true.

Now, we always have the critics, and many times I've heard the critics say, "Well, the trouble with some of these visionaries is they're too visionary. They're always outlining great deeds and noble purposes." That's true. Great deeds and

noble purposes--they must be recited, they must be stated. When will they be accomplished? God only knows. But I do think it is man's duty to at least recite God's work. I think those of us that are privileged to occupy positions of leadership, private life or public life, in the world of materialism or in the world of spiritual truth, that those of us who are privileged to occupy some position of leadership, we must state the ideals and the objectives and the goals of our people, because if we fail to do so the people have nothing to live for.

Now, your organization, The American Jewish Committee, has a mighty goal. What more meaningful goal could there be? And yet you've been at it a long time, and you surely know that the goal hasn't been realized, the goal of better human relations, the goal of eliminating from not only our actions and our practices, but from our thoughts, prejudice, fear, bigotry, because truly, prejudice and bigotry are the end product of ignorance and fear.

Now, this fight will have to be carried on for generations, and each one of us on each year or each day, whenever the occasion arises, we have the duty of doing our part in the battle. That's what I said in the beginning of my remarks, and that's why I feel that an occasion like this

is more than just gathering in the contributions, even though you can't win this war without that help. What it is, it's a time for personal rededication, personal commitment.

The Communists, you know, always seem to have people that are committed to their way of life. Our problem is to get people and our challenge is to get people who are committed to the ideal that we say we believe in, brotherhood, dignity, justice, freedom of conscience--these are real commitments, or real ideals, I should say, that require total commitment on the part of the people that mouth these ideals or enunciate them.

I hope, my friends, tonight, if the press will bear with me, the hour is late, I want to just briefly paraphrase what I had as a message, release to these good men of the media, because as was said here on the platform this evening, there's a race going on in the world between education and catastrophe, and that race isn't being fought only in Asia or Africa, oh, no, right here, right here. And I'm not speaking only of the education of the sciences. I'm speaking of education in terms of a better understanding of the values of life. We've witnessed some of the fruits of ignorance and illiteracy. Some of us in these past months have witnessed in our country, in this beautiful America where we talk about one nation under

God, indivisible, with liberty and justice for all; where every schoolboy and every schoolgirl has been taught these words, we saw right before our own eyes naked ugliness, bigotry, prejudice and hate, the likes of which I never thought I'd live to see in America. The rise again of the Ku Kluxers, the Burchites, the Minute Men, people who breathe, literally, from their nostrils like a dragon the fire of hate.

Now, that kind of dogma and doctrine and talk and action must be met by the commitments, yes, to the high ideals of democracy, of the Judaic-Christian faith, and of the whole philosophy of our spiritual life. But it also must be met by education, education, because ignorance breeds slavery, ignorance breeds fear, ignorance breeds ultimately disaster, and no nation even as rich as ours can afford to have ignorance, can't afford it.

I could demonstrate this in dollar terms. One of the men that works for me was doing a little research here the other day on education, and he said, "Senator, do you realize that for the cost of one year of unemployment you could have twelve years of education for a young person in a public school or in a parochial school where people give generously either through gifts or through taxes or through both?"

But we don't need to put education down in terms of

dollars and cents. I want to say that the highest priority in the Johnson-Humphrey Administration, dedicated to the fulfillment of the goals of the great society, the top priority is excellence in education, or education for the purpose of excellence. [Applause]

And we need to establish in this country of ours, unequivocally, the moral obligation of providing the means whereby every American, regardless of race or color or creed or religion or income or educational achievement, has an equal opportunity for education and an equal opportunity for training limited only by his own capability and his own initiative.

Now, ladies and gentlemen, there are vast areas of deficit in this country. How many in this audience tonight realize that our universities in this last month of October were turning away thousands of trained young people because there was no room in the classroom? And yet there will be editorial after editorial written about the waste of government. And, indeed, there ought not to be anyone that condones waste of any form. Waste is wrong in government, private life, natural resources, and in human life. But, my fellow Americans, one university, one state university only a month ago turned away five thousand qualified freshmen because there was no room. Another turned away fourteen

thousand because there was no room. Plenty of room, if you please, at the houses of commercial recreation; plenty of room, if you please, in many of the activities of economic life; but no room in the university. And, my fellow Americans, the wealth of the future is brain power, not gold, not silver; it is not even industry or banks. The wealth of the future is brain power and the power of the future is brain power, and we seem bent upon wasting it. So, what I'm saying is, we need massive investment in education, massive investment; and I can say to you that we're going to call upon the people to make that massive investment, not in the hope that we can end the problem over night, no. There's a tremendous growth, we heard tonight here, of increased population. But by the year 1974 or ten years from now, or 1975, we have to be prepared literally to double our educational facilities in higher education. And the nation that refuses to do that is a nation that is in retreat. And you can't win the war for human relations through inadequate education. You cannot win the struggle for a prosperous society through a country that ignores or doesn't invest adequately into the mainsprings of a prosperous society in educated people.

And you can't win the struggle for peace by having more and more of your young people becoming school dropouts.

I saw a figure that was so staggering that I must share it with you. I could hardly believe it. But one of the advantages of research is that you find things that you can hardly believe, and when you find them it sometimes motivates you into some action.

Let me just give you one figure. Today nearly 40 per cent of all of our youth entering high school are dropping out before graduation. Six stay, four leave. Today only 43 per cent of the educated America, the America of wealth, the America of promise, has completed high school. And only 8 per cent college, and only 16 per cent of our presently educated young people have ever entered a college. And in America less than 1/2 of 1 per cent of our school-age generation has achieved a PhD.

Ladies and gentlemen, a great nation that bears the responsibility for world peace, for social justice in this world, for freedom in this world cannot win that struggle with only 1/2 of 1 per cent of its people being trained to maximum capacity.

So I speak to the people that are the moulders of public opinion. Tonight I'm not talking to just an audience; I am talking to the audience. I'm talking to men and women in this audience that can move mountains, and you have. I'm

talking to people that appreciate possibly more than any other group the value of trained people, skills; but more importantly, I'm talking to a people that appreciates the value of the enrichment of life, and that's what education is for, not just to make more money, not just to get more physicists or chemists--even though that's very important--but to make life more meaningful, to make it more beautiful, to make it richer.

I'm also talking to people that live in a city where there are many, if you please, that are culturally deprived, the minorities, through whose fault, who knows? Why try to assess blame? The important thing for us to know is the fact that a culturally deprived person is a poor credit risk, has little or no economic value, and, above all, is a sick person. They've lost faith in themselves. And when you lose faith in yourself, then, in whom can you believe?

[Lack of education] is the ally of bigotry. Educational deprivation and inadequacy is the firm ally and satellite of intolerance. And so as we wage this struggle--and you've been waging it well--we must redouble our efforts, and I think we need to do just exactly what John Kennedy said in that great inaugural address; you remember those words? I love them, because I think that when you have a job to do you ought to repeat these words: I do not shrink from this

responsibility; I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it and the glow that that fire can truly--from that fire can truly light the world. So, my fellow Americans, ask not what your country can do for you; ask what you can do for your country.

And these words were given new meaning, new affirmation by our President Lyndon Johnson in his stirring essay, "My Hope for America" when he expressed the principal reasons why he as a teacher and now as a President wants to give special emphasis to the education of the American people. Here's what he said: The ultimate test of our civilization, the ultimate test of our faithfulness to our past is not in our goods or in our guns, but it is in the quality of our people's lives and in the character of the men and the women our society produces.

The American Jewish Committee is trying to produce a better society, a society that rids itself of the toxic poisoning of hate, a society that cleanses itself from the filth of fear and prejudice, a society that is beautiful and one in which we can honestly say that the recitation of the

Pledge of Allegiance is more than memory, it is a personal commitment--one nation, under God, indivisible, with liberty and with justice for all.

I compliment you. Thank you very much.

[Loud applause]

VOICE: Senator Humphrey, on behalf of all of the audience, may I express our grateful appreciation for that inspiring talk. No matter what the Attorney General says, as far as we're concerned, you're elected.

Senator Salinger, you've been a marvelous toastmaster. We certainly all appreciate your coming from California, and I feel pretty sure among all this theatrical talent, you're going to get a job. Thank you very much.

Ladies and gentlemen, that concludes the program. God bless you and good night. [Applause]

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Committee  
American Jewish ~~Message~~ Speech

Human Dignity

EXCELLENCE IN EDUCATION:

FOUNDATION OF THE GREAT SOCIETY

④ Public officials  
Should be here

LB5

Last Sunday America observed a day of rededication  
to the ideals, beliefs, and faith of John Fitzgerald  
Kennedy.

Upon the proclamation of President Johnson, we observed  
the first anniversary of John Kennedy's death in a most  
fitting and appropriate fashion: a reaffirmation of the  
obligation we bear as a people to achieve the greatness our  
late President sought for America.

④ must

Who can ever forget John Kennedy's vision and courage  
as he spoke to America and the world on the occasion of his  
Inauguration:

"... I do not shrink from this responsibility; I welcome  
it. I do not believe that any of us would exchange places

with any other people or any other generation. The  
energy, the faith, the devotion which we bring to this  
endeavor will light our country and all who serve it,  
and the glow from that fire can truly light the world.

↳ "And so, my fellow Americans, ask not what your  
country can do for you -- ask what you can do for your  
country..."

↳ These words will last as long as America endures.  
They will inspire generations yet unborn with the energy --  
the faith -- the devotion which characterized the life of  
President Kennedy. And so they inspire this generation.

↳ This evening I want to consider with you one especially  
important area of national concern -- an area of particular  
interest to President Kennedy -- an area of highest priority  
with President Johnson: the pursuit of excellence in  
American education. —

Education is the  
foundation of better Human  
Relations.

Key  
L Education is the keystone in the arch of democracy.

L Ignorance breeds only slavery. Enlightenment liberates  
the human mind and spirit. As a free people -- as a  
democratic people -- we must accept the moral obligation  
of providing the means whereby every American -- regardless  
of race, color, age, religion, income or educational  
achievement -- has an equal opportunity for education and  
training limited only by his own capability and initiative.

~~and~~ L We cannot achieve this goal totally during this  
forthcoming Congress or in the next four years of the  
Johnson-Humphrey administration. But we must establish  
this goal for America -- without qualification and without  
hesitation -- and we must begin immediately to take  
meaningful and constructive steps toward this goal.

and To the extent we move forward boldly now in a compre-  
hensive program of massive investment in the educational



our goal



resources of America, we will be taking the single most important step toward building the Great Society.

↳ We know that the social ills of delinquency, crime, and chronic dependency are related invariably to educational failure and frustration.

↳ We know that wasted human resources, unemployment, lost productive power and purchasing power -- principal factors in economic stagnation and dislocation -- are products of inadequate education and training.

*out*

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Senator Joseph Clark's Subcommittee on Manpower and Employment documented this fact clearly: when total unemployment in America rested at 6%, it was over 10% among persons with less than four years of schooling. Yet unemployment among those persons with some college education amounted to only 1.4%.

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How much longer will we continue to save pennies by cutting educational expenses only to lose dollars through the inevitable economic and social consequences of inferior or insufficient schooling? ~~As President Kennedy noted in his education message to the 88th Congress:~~ The loss of only one year's income due to unemployment is more than the total cost of 12 years of education through high school. Failure to improve educational performance is thus not only poor social policy, it is poor economics."

(X)

Poor Economics!

But our commitment to develop an accessible  
system of public education of the highest caliber is  
grounded upon more than social or economic considera-  
tions. We believe -- above all else -- that every  
person, whatever his condition or status, possesses the  
right to achieve all of which he is capable of becoming.

*The Right*

↳ This belief -- what I call the spirit of public  
morality -- stems from the recognition of the divine  
worth of every human being. ↳ This belief testifies to  
our faith in the essential goodness of ~~man and his~~ *mans*

*Human Dignity*

desire to seek justice and establish freedom.

↳ We must, of course, recognize that many important  
steps in upgrading the educational resources of America  
were taken in the 88th Congress. Under the leadership  
of President Kennedy and President Johnson, we passed a  
major college aid bill. We expanded vocational education

*ful*

programs. We extended the National Defense Education Act. And we provided Federal funds for urban and rural libraries. In comparison to our accomplishments in earlier years, the 88th Congress surely earned the title of the "Education Congress."

But this heartening progress also served to illustrate how much remains to be done. Consider the dimensions of the task:

--Today 46 million youngsters are enrolled in elementary and secondary schools. By 1974 the total is expected to climb to 54 million.

--This year 2 million young people received high school diplomas. By 1974 the number is expected to increase by 1 million per year.

--By 1974, first year college enrollments will be 20% greater than they are today.

*but*

--By 1974 the number of students seeking degrees in our colleges and universities will have doubled -- rising to about 8 million.

Expenditures for education must be increased at all levels of government to accommodate this rising tide of young people seeking high school and college educations. But these statistics reveal only a portion of the challenge. We must also take immediate steps to remedy existing educational deficiencies which produce these alarming figures:

└--Today nearly 40% of our youth are dropping out of high school before graduation.

└--Today only 43% of our adults have completed high school.

└--Today only 8% of our adults have completed college and only 16% of our young people are presently

completing college.

↳ --And today only one-half of 1 percent of our school age generation is achieving Ph.D. degrees in all fields.

These statistics demonstrate a fundamental truth: the pursuit of excellence in American education is not simply the task of providing more classrooms, laboratories, dormitories or teachers -- important as these needs are.

↳ We must attack simultaneously the conditions which produce these alarming rates of school drop outs, low motivation, and general disinterest in the process of learning. We must pay special attention to providing resources for improving the quality, the variety, and the techniques of education to guarantee their relevancy to our contemporary economy and society.

*out*

*out*

Have we fully grasped the fact that automation, computers, and highly sophisticated industrial systems have altered radically many traditional notions concerning the heavy, repetitive, and drudging labor of an industrialized civilization? Today our machines lower the physical demands upon the average worker, but increase the intellectual requirements. Our economy is producing employment opportunities far more challenging and rewarding than ever before, but these jobs only exist for those adequately prepared to hold them.

We must, in short, make education imaginative and rewarding at all levels -- for all subjects -- and for all students. This is, of course, a job for local state and private school authorities. The appropriate Federal role is to help identify broad

national goals in education and assist our local

authorities in reaching these goals. But it is

essential to retain local control and direction of  
education.

↳ There has in fact been heartening progress in  
this direction and in certain subject areas, for  
example, physics and mathematics, in some individual  
schools and school systems. But the process is never  
complete -- and the burden of this job is yet to be  
accomplished.

but

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This vicious cycle of culturally - induced deprivation and dependency must be broken. The vision of the Great Society will only acquire real meaning as it affects the daily lives of such disadvantaged and deprived children and adults. ~~Let us never forget that government's prime responsibility is to secure the happiness of the~~  
~~people.~~ In reaching out to the less fortunate among us, we are undertaking a task worthy of a free and compassionate nation.

From whatever perspective we view the educational challenge confronting us -- the construction of facilities, the training of teachers, the development of curriculum, or the assistance of the deprived and underprivileged -- one fact is dominant: all we hope for America -- all we seek for our children and grandchildren -- all we desire for mankind -- is dependent upon the excellence of our educational system.

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life, and to advance the quality of our American civilization."

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The President and his advisors are engaged currently in a comprehensive review and analysis of the specific legislative proposals in the field of education that will be submitted to the 89th Congress. While many details remain to be determined, the outlines of the President's program were set forth in a policy paper released on

November 1. Let me summarize the President's <sup>basic</sup> ~~principal~~

<sup>goals:</sup>  
~~recommendations.~~

1. Broaden and improve the quality of our school base by meeting needs for nearly 400,000 new public school classrooms and 800,000 new public school teachers over the next five years and for increased incentives to attract our best people to the teaching profession;

2. Concentrate our teaching resources in the urban slums and the poor rural areas;

3. Expand and enrich our colleges;

4. Recognize that education is a lifelong process and take into account the adult's need for schooling to keep up with technology; and

5. Strengthen our state and community education systems, not forgetting that schools and colleges should be ~~controlled~~ *administered* at the local level.

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President Johnson has expressed the principal reason  
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And, in so doing, we shall <sup>surely</sup>~~also~~ bring honor to  
ourselves.

Race between Education  
+ Catastrophe



## THE AMERICAN JEWISH COMMITTEE

INSTITUTE OF HUMAN RELATIONS, 165 E. 56 ST., NEW YORK, N. Y. 10022, PLAZA 1-4000

The American Jewish Committee, founded in 1906, is the pioneer human-relations agency in the United States. It protects the civil and religious rights of Jews here and abroad, and advances the cause of improved human relations for people everywhere.

MORTON YARMON, *Director of Public Relations*

HAROLD STEINBERG, *Director of Publicity*

Following is the text of the address by Senator Hubert H. Humphrey, Vice President-Elect of the United States, Tuesday evening, November 24, 1964, at the Americana Hotel, New York City, at a dinner of the American Jewish Committee honoring Arnold M. Grant:

### Excellence in Education: Foundation of the Great Society

Last Sunday America observed a day of rededication to the ideals, beliefs, and faith of John Fitzgerald Kennedy.

Upon the proclamation of President Johnson, we observed the first anniversary of John Kennedy's death in a most fitting and appropriate fashion: a reaffirmation of the obligation we bear as a people to achieve the greatness our late President sought for America.

Who can ever forget John Kennedy's vision and courage as he spoke to America and the world on the occasion of his inauguration?

"...I do not shrink from this responsibility; I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it, and the glow from that fire can truly light the world.

"And so, my fellow Americans, ask not what your country can do for you -- ask what you can do for your country..."

These words will last as long as America endures. They will inspire generations yet unborn with the energy -- the faith -- the devotion which characterized the life of President Kennedy. And so they inspire this generation.

- more -

Morris B. Abram, *President*; Jacob Blaustein, Louis Caplan, Herbert B. Ehrmann, Irving M. Engel, Joseph M. Proskauer, *Honorary Presidents*; Ralph Friedman, *Chairman, Executive Board*; Philip E. Hoffman, *Chairman, Board of Governors*; Nathan Appleman, *Chairman, Board of Trustees*; John Slawson, *Executive Vice President*.

Washington office: 1012 14th Street, N. W., Washington, D. C. 20005 • European headquarters: 30 Rue la Boetie, Paris 8, France • South American headquarters: Libertad 773, Buenos Aires, Argentina • Israel headquarters: Rehov Hashoftim 2, Tel Aviv, Israel.

This evening, I want to consider with you one especially important area of national concern -- an area of particular interest to President Kennedy -- an area of highest priority with President Johnson: the pursuit of excellence in American education.

Education is the keystone in the arch of democracy. Ignorance breeds only slavery. Enlightenment liberates the human mind and spirit. As a free people -- as a democratic people -- we must accept the moral obligation of providing the means whereby every American -- regardless of race, color, age, religion, income or educational achievement -- has an equal opportunity for education and training limited only by his own capability and initiative.

We cannot achieve this goal totally during this forthcoming Congress or in the next four years of the Johnson-Humphrey Administration. But we must establish this goal for America -- without qualification and without hesitation -- and we must begin immediately to take meaningful and constructive steps toward this goal.

To the extent we move forward boldly now in a comprehensive program of massive investment in the educational resources of America, we will be taking the single most important step toward building the Great Society.

We know that the social ills of delinquency, crime and chronic dependency are related invariably to educational failure and frustration. We know that wasted human resources, unemployment, lost productive power and purchasing power -- principal factors in economic stagnation and dislocation -- are products of inadequate education and training.

Senator Joseph Clark's Sub-Committee on Manpower and Employment documented this fact clearly: When total unemployment in America rested at 6 per cent, it was over 10 per cent among persons with less than four years of schooling. Yet unemployment among those persons with some college education amounted to only 1.4 per cent.

How much longer will we continue to save pennies by cutting educational expenses, only to lose dollars through the inevitable economic and social consequences of inferior or insufficient schooling?

The loss of only one year's income due to unemployment is more than the total cost of twelve years of education through high school. Failure to improve educational performance is thus not only poor social policy, it is poor economics.

But our commitment to develop an accessible system of public education of the highest calibre is grounded upon more than social or economic considerations. We believe -- above all else -- that every person, whatever his condition or status, possesses the right to achieve all of which he is capable of becoming.

This belief -- what I call the spirit of public morality -- stems from the recognition of the divine worth of every human being. This belief testifies to our faith in the essential goodness of man and his desire to seek justice and establish freedom.

We must, of course, recognize that many important steps in upgrading the educational resources of America were taken in the 88th Congress. Under the leadership of President Kennedy and President Johnson, we passed a major college aid bill. We expanded vocational education programs. We extended the National Defense Education Act, and we provided Federal funds for urban and rural libraries. In comparison to our accomplishments in earlier years, the 88th Congress surely earned the title of the "Education Congress."

But this heartening progress also served to illustrate how much remains to be done. Consider the dimensions of the task:

--Today 46 million youngsters are enrolled in elementary and secondary schools. By 1974 the total is expected to climb to 54 million.

--This year two million young people received high school diplomas. By 1974 the number is expected to increase by one million per year.

-- By 1974, first year college enrollment will be 20 per cent greater than they are today.

-- By 1974 the number of students seeking degrees in our colleges and universities will have doubled -- rising to about eight million.

Expenditures for education must be increased at all levels of government to accomodate this rising tide of young people seeking high school and college education. But these statistics reveal only a portion of the challenge. We must also take immediate steps to remedy existing educational deficiencies which produce these alarming figures:

-- Today nearly 40 per cent of our youth are dropping out of high school before graduation.

-- Today only 43 per cent of our adults have completed high school.

-- Today only eight per cent of our adults have completed college and only 16 per cent of our young people are presently completing college.

-- And today only one-half of one per cent of our school age generation is achieving Ph.D. degrees in all fields.

These statistics demonstrate a fundamental truth: The pursuit of excellence in American education is not simply the task of providing more classrooms, laboratories, dormitories or teachers-- important as these means are.

We must attack simultaneously the conditions which produce the alarming rate of school dropouts, low motivation, and general disinterest in the process of learning. We must pay special attention to providing resources for improving the quality, the variety, and the techniques of education to guarantee their relevancy to our contemporary economy and society.

Have we fully grasped the fact that automation, computers, and highly sophisticated industrial systems have altered radically many traditional notions concerning the heavy, repetitive, and drudging labor of an industrialized civilization? Today, our machines lower the physical demands upon the average worker, but increase the intellectual requirements. Our economy is producing employment opportunities far more challenging and rewarding than ever before, but these jobs only exist for those adequately prepared to hold them.

We must, in short, make education imaginative and rewarding at all levels -- for all subjects -- and for all students. This is, of course, a job for local, state, and private school authorities. The appropriate Federal role is to help identify broad national goals in education and to assist our local authorities in reaching these goals. But it is essential to retain local control and direction of education.

There has, in fact, been heartening progress in this direction and in certain subject areas, e.g. physics and mathematics, in some individual schools and school systems. But the process is never complete -- and the burden of this job is yet to be accomplished.

An aspect of this problem demanding special attention is the need for our educational system to adapt itself to the unique requirements of the underprivileged minority coming from culturally deprived backgrounds. All available evidence indicates that children from deprived backgrounds get a poor start in school due to the lack of intellectual stimulation and awareness in their home surroundings. And these are precisely the children who fall further behind the longer they remain in school. The gap between them and children from advantaged homes widens progressively.

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