

~~What made the~~  
Dr John Gardner

Sect Celebreze

Dr Frank Keppel  
Young People

REMARKS BY

VICE PRESIDENT HUBERT HUMPHREY

WHITE HOUSE CONFERENCE ON EDUCATION

JULY 21, 1965

Protocol  
introduction

the best of a  
Baruch  
Refugee from  
a classroom

I am honored to participate in this historic White House Conference on Education. ~~I am told your discussions have been productive and stimulating.~~ <sup>and</sup> I am confident that your efforts will provide ideas and insights into a great and exciting task: the task of educating young minds.

For education is the keystone in the arch of man's freedom.

I suspect every person in this room shares

the opinion of Thomas Jefferson, expressed when he sought support for his University of Virginia:

" . . . What service can we ever render to our country equal to promoting education? . . . The exertions and mortifications are temporary; the benefit eternal."

President Johnson has left no doubt concerning the exertions this Administration is willing to make to provide every American child entering life with an unfettered opportunity for education and training -- an opportunity limited only by the capacities and initiative of that child.

And in the 88th and 89th Congresses the mortifications have been remarkably few. We have passed historic legislation for education, and we will pass even more before adjournment this fall --

including the Higher Education Act and the President's proposed, new Teaching Professions Act of 1965.

↳ Yet, despite our successes, we cannot be wholly satisfied with the condition of education in this country.

↳ Today, we see great ferment and tumult in American education -- students rebel against faculty . . . faculty rebels against school administration . . . and school administration calls down a plague on both houses.

↳ Parents demand rearrangement of school boundaries . . . other parents protest what they feel are threats to the neighborhood school . . . and local elected officials and school administrators find themselves squarely in the middle. — Storm Tossed &

occasionally beached! —

⊕ I want to pay tribute to the thousands of Local School Bd members Administrators

Our era sometimes appears to be one of walk-outs, sit-ins, sit-outs, teach-ins, picketing, threats, and a general debate over educational policies and practices in all sections of the United States.

The American people have made the schoolroom a focal point of controversy, debate, and commotion.

The essence of the situation is this: Parents *- all Parents -* want greater educational opportunity for their children.

The Poor, the underprivileged minorities - the Slum dwellers - the Negro - now realize that Education is the Key that can unlock the prison door of their poverty, their humiliation, their inadequacy.

↳ Our young Americans, too, have greater goals and ambitions.

↳ These go beyond education.

Today's young Americans seek opportunity, ~~in~~ opport  
~~general,~~ to lead more meaningful and productive lives

-- not just for personal gain, but also to pursue the goal of a  
more peaceful and just world.

~~Today,~~ the American people realize that the  
future of our democracy -- and perhaps the future  
of mankind -- is related directly to the quality & quantity of  
education  
available to the people of this country and the  
world.

yet, How can we <sup>obtain</sup> quality with  
Quantity - Challenges with  
expansion is the challenge  
the need - ~~the~~ <sup>is</sup> our mission!

Quality & Quantity Challenges!

over 8 billion of Fed Aid to Educ  
in all its types, AEC, NASA, NSF  
USPHS. Uto its

- 6 -

now < We need not agree with the form some of today's  
educational ferment has taken.

< No responsible person condones violence or the  
violation of laws. No responsible person advocates  
actions which endanger the civil peace of our local  
communities or our college campuses. And no one should  
support forms of irresponsibility and immaturity which  
foster dissension and chaos for their own sake.

< The processes of debate and re-examination of  
our educational policies cannot escape from our common  
obligations to preserve the processes of democracy and  
the rule of law.

↳ But let us be honest with ourselves and recognize this: Despite the dedication and hard work of American educators, there are <sup>serious</sup> deficiencies in American education.

↳ We must correct them.

We must, ~~for example~~, continue eliminating obsolete and outmoded teaching methods and curricula -- methods and curricula which stunt the development of creative thinking and understanding.

↳ We have begun to emphasize the importance of understanding the basic structures of mathematics, languages, and the physical and biological sciences.

~~As you know far better than I,~~ <sup>N</sup> new approaches in these subjects show that our young people have astounding capacity for learning when they are truly challenged and excited by the learning process.

Let us make the learning process exciting ~~in~~  
in teaching of the humanities, the social sciences,  
and the arts.

↳ For these are the disciplines at the heart of  
creative expression and, indeed, of free political  
institutions.

↳ These are the disciplines which perpetuate the  
priceless value of our civilization and guarantee that  
men will remain the masters of science.

↳ We must have the courage and foresight to use  
new mechanisms and devices to help the learning process.

↳ We cannot afford to waste educational research and  
development because we are timid or lack the imagination  
to use what is new.

There has been great progress in the  
use + development of Educational T.V.  
Expansion of its potential should  
and will receive our further  
intensive support. This is a  
powerful educational resource  
It is in its infancy - but  
it can + should be a fundamental  
part of the Educational System.

↳ Visual aids, ~~educational TV~~, and teaching machines,  
for instance, have not yet been used to their full  
potential. (Ed. T.V.)

↳ We must, of course, balance and integrate these  
approaches with the experience that only a skillful  
teacher can provide. But ample evidence exists to  
suggest that such balances can be achieved in almost  
every subject area.

↳ We must also accelerate our attempts to improve  
the training and preparation of teachers . . . to explore  
more efficient patterns of local school organization . . .  
and to develop additional sources of money available  
to our states and localities to pay for better education.

↳ ~~Yes, we have an obligation to adapt our educational  
system to meet the challenges and demands of a  
changing world.~~ In the past few years we have

come a long way toward meeting these challenges and demands. But we still have ~~great~~ <sup>much</sup> ground to cover.

For example, there is one overwhelming task among the great challenges facing <sup>American</sup> education -- a task in which I have personal responsibility:

What about education for the poor and deprived?

↳ How can we muster greater courage and imagination in ~~confronting~~ <sup>solving</sup> this most difficult problem? How can we halt this tragic waste of human resources?

↳ This Administration ~~is working hard to provide~~ <sup>is</sup> providing our states and localities with some of the tools needed to accomplish this mission.

↳ The Elementary and Secondary Education Act, the Economic Opportunity Act, the vocational education

amendments, and the Manpower Training and Development Act have opened new horizons for young people who most need them.

a former Fox  
Gaylord  
Nelson  
+  
Sen Edward  
Kennedy.

Now, the President has called for a Teaching Professions Act which would create a National Teachers Corps to provide outstanding teachers "with a sense of mission" to serve in both urban and rural slums. Those who enlist in this Corps will be sent to schools that most teachers regard as bad assignments -- where children tend to be undisciplined . . . poorly dressed . . . and too often poorly taught, as well.

Here is the chance to dispell forever the myth that children from deprived areas are just unable to learn -- that schools can only provide some form of custodial care for them until they drop out and become unemployed or delinquent.

Here is the chance to prove that children --  
regardless of their immediate environment -- do respond  
to determined and creative efforts to illuminate their  
lives.

Our schools can rescue millions of youngsters  
caught in the downward spiral of second-rate education,  
functional illiteracy, delinquency, dependency, and  
despair.

Our schools can also help demolish the slums and  
ghettoes themselves. But must rebuild <sup>create</sup> neighborhoods

For each child is an adventure into a new tomorrow --  
a chance to break the old pattern and make it new.

Today we have the chance to make that new pattern  
one of self-esteem, self-respect, ambition, and  
responsibility.

↳ We have the chance, through education, to transform decayed and decaying neighborhoods into places where people can live and work in safety and health, and lift themselves to something better.

Urban Decay

↳ ~~at~~ all levels of the American educational system -- federal, state, and local; public and private -- <sup>must</sup> join hands to make slum schools centers of educational excellence in our country.

Isn't it time, for instance, for our great universities -- many located in or near these decaying urban neighborhoods -- to seek cooperative arrangements with local school systems in these areas?

Get in the battle!

↳ And isn't it time, too, for universities to do more in service for the local community, state government and nation?

The Higher Education Act of 1965 will place new emphasis on community service programs. And it will also assist in raising the academic level of colleges -- colleges with desire and potential -- which have been held back for lack of money or other reasons. Passage of this act will carry them beyond the year-to-year struggle for survival and bring them within the main currents of academic life -- so that they can, in turn, better serve their home communities.

The tools which the federal government has provided to assist in this process of education, and in this struggle against poverty, rely on the initiative of our states and localities. They seek, too, to take full advantage of the intellectual resources of the private sector.

*Talent  
need.*

~~For~~ <sup>OW</sup> we realize that no amount of federal money or federal direction will provide either better education or win the war against poverty -- unless there is determination at local level to do better than is being done.

Do better

↳ If we need -- as we do -- to avoid the conflagrations that could consume our society, we need hearts afire with the adventure of teaching all pupils -- in all neighborhoods -- and at all academic levels.

↳ If we need -- as we do -- new techniques, new instruments, and new methods to assist in the process of education, we also need something old -- something eternal -- the spirit of personal commitment!

↳ Personal commitment will be needed, too, for tasks in education which go beyond those in our own country and which serve more than our own purposes.

↳ We Americans face, and must defeat, ignorance,  
illiteracy and hunger existing in the midst of our  
own rich society. ↳ But we must equally face -- and,  
~~usually~~, must help defeat -- these same enemies where  
they exist in other, less-fortunate places.

↳ This conference has dealt ~~most~~ <sup>mainly</sup> largely with improvement  
of education here at home, in the United States. ↳ This  
is the immediate task before us.

↳ But we must recognize the truth in the words of  
H. G. Wells:

"Civilization is a race between education and  
catastrophe."

↳ As our American wealth and American energy are  
turned to the important work of education in this nation,  
they must also be turned to the work of education where

it is even more needed -- in the two-thirds of the  
world waiting on the outside for a chance, ~~to~~, for  
something better.

↳ As we develop our American human resources,  
those resources must be used for greater good than  
our own.

↳ The American educator and American citizen must *needs to*  
think in larger terms . . . more ambitious terms than  
we have even yet begun to contemplate.

↳ The lessons we learn at home must be applied  
in other places.

↳ We of this American generation have the chance to be  
remembered, as Toynbee says, "not for crimes or even  
for astonishing inventions, but as the first generation  
to dare to make the benefits of civilization available to  
the whole human race.

And the surest way to that goal is the way of education. Through investment in education we can begin to close the gap between rich and poor.

Insert  
Insert!

↳ Yes, we can be remembered for our generosity, for our humanity, for our sense of commitment to our fellow man.

↳ Our weapons can be schoolhouses and books.

↳ Our soldiers can be teaching volunteers. ↳ Our victory can be the victory of the human spirit over hopelessness and despair. ↳ Our monument can be a society of free and creative peoples, living at peace and with the knowledge that each new day can be a better day.

Let us proceed, then, to let quality in education enhance the quality of life. Let opportunity in education lend opportunity to all mankind.

↳ We shall be known as teachers not warriors;  
as educators not conquerors. Our legacy will not  
be the wealth of our treasury, but the richness of  
man's culture.

↳ For, man cannot be both ignorant and free. There  
is little doubt in my heart -- or mind -- that this  
nation can, as in the past, lead the way to freedom.

NOTES BY

VICE PRESIDENT HUBERT HUMPHREY

OPENING OF THE DEPARTMENT OF COMMERCE

"FAIR EMPLOYMENT IS GOOD BUSINESS" EXHIBIT

JULY 21, 1965

4:00 PM

I am delighted at this chance to visit the Equal Employment Opportunity exhibit, and to pay tribute to the Equal Employment Opportunity Commission. My thanks to Secretary Connor and the Department of Commerce for making this occasion possible.

A lot has been written and said about the important task that Chairman Roosevelt and the other Commissioners will perform. It is a challenging job

and they will need all the help we can give them.

By "we" I mean all of us in this country.

There is no such thing as "the Negro problem" or "the minority group problem." We have an American problem, and all Americans are working today to help solve it.

That is why, Secretary Connor, I was particularly pleased to hear you say that "the business of American business is America."

It has been my experience that the business community is more than willing to volunteer its resources to help solve problems of national concern.

We have seen this recently, for instance, in The President's Summer Youth Employment Program and in the voluntary steps toward the solution of the balance of payments situation.

We have also seen it in Equal Employment Opportunity. In a recent meeting of some of the Plans for Progress companies in San Francisco, I reported the fact that companies with the highest productivity and profits have also provided great leadership in the field of merit employment.

I was also glad, Mr. Secretary, to hear you refer to the need to use education and training programs as a part of equal employment. Not only must we offer equal job opportunities, but we must

be sure that all Americans have the chance to build a better life through equal opportunity for education and training. This is another great area where labor, business and government work together for the benefit of all.

The headlines that bring us news of unrest ignore the silent accomplishments of countless communities, companies, unions and schools. The accomplishments of the past give us optimism that we will do still more in the future. "Fair Employment is Good Business" because it is "good sense."

REMARKS OF VICE PRESIDENT HUBERT H. HUMPHREY,  
AT THE WHITE HOUSE CONFERENCE ON EDUCATION  
JULY 21, 1965

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President Johnson has left no doubt concerning the exertions this Administration is willing to make to provide every American child entering life with an unfettered opportunity for education and training -- an opportunity limited only by the capacities and initiative of that child.

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Today's young Americans seek opportunity, in general, to lead more meaningful and productive lives -- not just for personal gain, but also to pursue a more peaceful and just world.

Today, the American people realize that the future of our democracy -- and perhaps the future of mankind -- is related directly to the education available to the people of this country and the world.

We need not agree with the form some of today's educational ferment has taken.

No responsible person condones violence or the violation of laws. No responsible person advocates actions which endanger the civil peace of our local communities or our college campuses. And no one supports forms of irresponsibility and immaturity which foster dissension and chaos for their own sake.

The processes of debate and re-examination of our educational policies cannot escape from our common obligations to preserve the processes of democracy and the rule of law.

But let us be honest with ourselves and recognize this: Despite the dedication and hard work of American educators, there are deficiencies in American educations. We must correct them.

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halt this tragic waste of human resources?

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Here is the chance to dispell forever the myth that children from deprived areas are just unable to learn -- that schools can only provide some form of custodial care for them until they drop out and become unemployed or delinquent.

Here is the chance to prove that children -- regardless of their immediate environment -- do respond to determined and creative efforts to illuminate their lives.

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We have the chance, through education, to transform decayed and decaying neighborhoods into places where people can live and work in safety and health, and lift themselves to something better.

Let all levels of the American educational system -- federal, state, and local; public and private -- join hands to make slum schools centers of educational excellence in our country.

Isn't it time, for instance, for our great universities -- many located in or near these decaying urban neighborhoods -- to seek cooperative arrangements with local school systems in these areas?

And isn't it time, too, for universities to do more in service for the local community, state government and nation?

The Higher Education Act of 1965 will place new emphasis on community service programs. And it will also assist in raising the academic level of colleges -- colleges with desire and potential -- which have been held back for lack of money or other reasons. Passage of this act will carry them beyond the year-to-year struggle for survival and bring them within the main currents of academic life -- so that they can, in turn, better serve their home communities.

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and localities. They seek, too, to take full advantage of the intellectual resources of the private sector.

For we realize that no amount of federal money or federal direction will provide either better education or win the war against poverty -- unless there is determination at local level to do better than is being done.

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Personal commitment will be needed, too, for tasks in education which go beyond those in our own country and which serve more than our own purposes.

We Americans face, and must defeat, ignorance, illiteracy and hunger existing in the midst of our own rich society. But we must equally face -- and, equally, must help defeat -- these same enemies where they exist in other, less-fortunate places.

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But we must recognize the truth in the words of H.G. Wells:

"Civilization is a race between education and catastrophe."

As our American wealth and American energy are turned to the important work of education in this nation, they must also be turned to the work of education where

it is even more needed -- in the two-thirds of the world waiting on the outside for a chance, too, for something better.

As we develop our American human resources, those resources must be used for greater good than our own.

The American educator and American citizen must think in larger terms . . . more ambitious terms than we have even yet begun to contemplate.

The lessons we learn at home must be applied in other places.

We of this American generation have the chance to be remembered, as Toynbee says, not for crimes or even for astonishing inventions, but as the first generation to dare to make the benefits of civilization available to the whole human race.

And the surest way to that goal is the way of education. Through investment in education we can begin to close the gap between rich and poor.

Yes, we can be remembered for our generosity, for our humanity, for our sense of commitment to our fellow man.

Our weapons can be schoolhouses and books. Our soldiers can be teaching volunteers. Our victory can be the victory of the human spirit over hopelessness and despair. Our monument can be a society of free and creative peoples, living at peace and with the knowledge that each new day can be a better day.

Let us proceed, then, to let quality in education enhance the quality of life. Let opportunity in education lend opportunity to all mankind.

We shall be known as teachers not warriors; as educators not conquerors.

Our legacy will not be the wealth of our treasury, but the richness of man's culture.

No, man cannot be both ignorant and free. There is little doubt in my heart -- or mind -- that this nation can, as in the past, lead the way to freedom.

SPC

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OFFICE OF THE VICE PRESIDENT

# STENOGRAPHIC TRANSCRIPT

WHITE HOUSE CONFERENCE ON

EDUCATION

ADDRESS BY THE HONORABLE HUBERT H. HUMPHREY

VICE-PRESIDENT OF THE UNITED STATES

21 July 1965

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Washington, D. C., 20002

Telephone:  
547-6222

NATION-WIDE COVERAGE

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WHITE HOUSE CONFERENCE ON

EDUCATION

21 July 1965

ADDRESS BY THE HONORABLE HUBERT H. HUMPHREY

VICE-PRESIDENT OF THE UNITED STATES

THIS TRANSCRIPT WAS PREPARED FROM A TAPE RECORDING.  
THE PRESENTATION WAS NOT COVERED LIVE.

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VICE PRESIDENT HUMPHREY: Thank you very much.

Dr. Gardiner, Secretary Celebrezze, our illustrious  
Commissioner of Education, Dr. Frank Keppel, members of the  
President's Cabinet, distinguished educators, citizens --  
and a special reference to our young people who are here in  
such abundance today, in such large numbers: I'm so pleased.

Already two things have happened at this gathering  
that pleased me: Dr. Gardiner has given an entirely new  
temperament to the teaching profession, the temperament of  
a barracuda -- (laughter). I'm not sure whether this is an  
improvement or not, but it's a change.

(Laughter)(Applause)

Secondly, I trust that those who are  
responsible for protocol will take note of the manner in  
which the Secretary of Health, Education and Welfare has  
violated protocol today, and make that violation now the  
standard from here on out.

(Laughter)

That was the nicest non-protocolish introduction  
I've ever had.

(Laughter)

And lest this turn into a mutual admiration  
society, may I quickly, and yet most sincerely, say that our  
great national has been indeed very fortunate to have during  
these recent years as the Secretary of the Department of

1 Health, Education and Welfare a gentleman who truly under-  
2 stands the deep aspirations of the American people and the  
3 needs of the American people; and I salute this fine gentle-  
4 man -- public servant, good citizen, father, educator ---  
5 Anthony Celebrezze.

6 (Applause)

7 I should tell you that when he came to Washington  
8 one of the first things he told me was what a frugal and  
9 prudent mayor he had been of Cleveland.

10 (Laughter)

11 He really watched the pennies and the nickels.  
12 We'll, we've sure changed Tony Celebrezze, I'll tell you that.

13 (Laughter)

14 I just saw the Secretary of the Treasury last  
15 night, and he said, "I don't know," he said, "One of us has  
16 to go. We can't afford both.

17 (Laughter)

18 I have reason to feel that one of the real reasons  
19 that the President permitted me to be on that ticket with  
20 him was that he just didn't figure he could afford to have  
21 me in Congress and Tony Celebrezze as head of that department.

22 (Laughter)

23 But I salute you, Mr. Secretary.

24 And I also wish to take this moment to pay my  
25 respects to -- and I'm sure I speak for every person in this

1 audience, and every person interested in education -- to pay  
2 my respects to a truly great educator and one who has  
3 dedicated a lifetime of service to the cause of American  
4 education: Dr. Frank Keppel, Commissioner of Education.

5 (Applause)

6 If you can make a barracuda out of Frank you're  
7 doing something. He's the kindest man I've ever known.

8 I'm truly honored to participate in this historic  
9 White House conference on education. ~~And this~~ <sup>This</sup> subject matter  
10 of education deserves that high standard and that recognition  
11 of a White House conference. For education, as we so well  
12 know, is the keystone in the arch of man's freedom.

13 I suspect that every person in this room shares  
14 with me the opinion ~~of~~ Thomas Jefferson expressed when he  
15 sought support for his great University of Virginia. You  
16 remember his words:

17 "What service can we ever render to our  
18 country equal to promoting education. The exertions  
19 and the mortifications are temporary: the benefit  
20 eternal."

21 Only a Jefferson could put it so succinctly and  
22 so meaningfully.

23 ~~Now~~ President Johnson has left no doubt concerning  
24 the exertions of his Administration to make, and to provide  
25 every American child with an unfettered opportunity for

1 education and training, an opportunity limited only by the  
2 capabilities and the capacities and the initiative of that  
3 child.

4 In the 88th and the 89th Congress the mortifications  
5 have been remarkably few. We have passed historic legislation  
6 for education. Some people have said that the 88th Congress  
7 should have been known as the Education Congress. The only  
8 reason that I would deny it that unique title is because  
9 the 89th Congress is even doing better.

10 And we intend to pass even more significant  
11 legislation pertaining to educational excellence and advance-  
12 ment before adjournment this fall, including-- (Applause)  
13 --including the Higher Education Act, and the President's  
14 recently proposed new Teaching Professions Act of 1965.  
15 These items are on the agenda with top priority from the  
16 nation's No. 1 schoolteacher, the President of the United  
17 States.

18 (Applause)

19 Despite these successes, we cannot be wholly  
20 satisfied with the condition of education in this country.  
21 And it's because of this known fact that we gather here at  
22 this White House Conference.

23 Today we see great ferment and tumult in  
24 American education. Students rebel against faculty; faculty  
25 rebels against school administration; and school administra-

1 tion calls down at times "a plague on both houses." Parents  
 2 demand rearrangement of school boundaries; other parents  
 3 protest what they feel are threats to their neighborhood  
 4 schools; and local elected officials and school administrators  
 5 find themselves squarely in the middle, sometimes storm-  
 6 tossed and occasionally even beached.

7 I want at this moment to pay my respects to -- and  
 8 I am sure, the thanks of the Government of the United States  
 9 <sup>to</sup> ~~for~~ the thousands and thousands of local school board members  
 10 and school officials serving, most of them, without any  
 11 compensation or any material reward throughout this land, to <sup>I am confident</sup>  
 12 <sup>They will</sup> maintain an educational structure worthy of the American  
 13 people.

14 Our era is a turbulent one. I have already  
 15 referred to the pattern of change; change is the continuing  
 16 dimension in fact of our times. This era sometimes appears  
 17 to be one of walk-outs and sit-ins and sit-outs and teach-ins  
 18 and picketing and threats, and a general debate over educational  
 19 policies and practices in all sections of the United States.

20 The American people have made the school room  
 21 a focal point of controversy, of interest, of debate, of  
 22 commotion, and of conviction. The essence of this situation  
 23 is this, as I see it: parents, all parents, of every group  
 24 and every child in our community, want greater educational  
 25 opportunity for their children. The poor, the underprivileged

1 minorities, the slum-dweller, the American Negro <sup>who</sup> (that) for  
 2 the first time is getting his chance -- now realize that  
 3 education is one of the important keys that can unlock that  
 4 prison door of their poverty, their humiliation, and their  
 5 inadequacy.

6           And it is this realization that burns in the  
 7 hearts and the minds of so many people today and therefore  
 8 calls upon the Nation to do better.

9           Our young Americans, too, have greater goals and  
 10 ambitions than ever before. And these goals and ambitions  
 11 go beyond education. Today young Americans of every walk of  
 12 life, of every region, every ethnic group, seek opportunity.  
 13 They want to be a part of the great forward thrust of this  
 14 nation. They want to be included (in), not excluded. They  
 15 want to lead more meaningful and productive lives; and not  
 16 just for personal gain, but also to pursue the goal of a  
 17 more peaceful and a more just world.

18           I think it can be said that this generation of  
 19 young people, so well represented here today, is a generation  
 20 with conscience, with conviction, a generation of involvement  
 21 in the issues of our day. They do not want to look inward;  
 22 they wish to extend their minds to new horizons, and to the  
 23 problems that beset mankind everywhere.

24           The American people realize, as never before,  
 25 that the future of their country, of their democracy -- yes,

1 of their enterprise system; perhaps the very future of  
2 mankind <sup>is</sup> if related directly to the quantity and the quality  
3 of education available to the people of this country and of  
4 the world.

5 Dr. Gardiner, I wish to salute you (once again) for  
6 your emphasis on this term "Excellence." Excellence in  
7 American life. Excellence in education. My friend Jim Webb  
8 knows better than anyone the importance of excellence in  
9 the great programs that NASA undertakes. The astronaut cannot  
10 be half-way good. That Gemini capsule, or whatever it may  
11 be, cannot be just sort of good: it has to be well nigh  
12 perfect. And the astronaut has to be a man that is mentally  
13 alert, physically fit, morally straight; he has to be an  
14 unusually gifted person.

15 Excellence. -- which, by the way, permeates the  
16 whole structure of education, of industry in our country.  
17 <sup>T</sup> Yet the problem ~~that~~ we face as educators -- and I'd like  
18 to include myself in, if you don't mind, <sup>because</sup> I was sort of a  
19 refugee from a classroom: I mention this because of the  
20 precarious nature of elected public life--

21 (Laughter)

22 The problem that we face is, How can we attain  
23 quality with quantity: excellence with expansion? This is  
24 the challenge, this is the need; and, in fact, that is the  
25 purpose of this conference. This is our mission.

1 I couldn't help but note, as I was sitting here  
2 today looking over this wonderful audience, the variety of  
3 participation, the many disciplines that are represented here  
4 in the educational area. Also I couldn't help but think for  
5 a moment how many controversies we have had here in the  
6 government of the United States, in Congress, in the Executive  
7 Branch, over what we call "Aid to Education." One of the  
8 very first bills I ever voted on when I came to the Senate  
9 in 1949 was Federal Aid to Education: (voted on it,) it passed  
10 the Senate, and died, time after time, time after time.

11 But I think I should let you in on a secret.  
12 While we were carrying on this controversy over Federal Aid  
13 to Education and everybody was enjoying the opportunity to  
14 give vent of their particular prejudice, we were just going  
15 right ahead extending Federal aid to education.

16 (Laughter)

17 Actually, my good friends and fellow Americans,  
18 your government today in all of the many agencies and  
19 instrumentalities -- National Science Foundation, AEC,  
20 NASA, Department of Defense, United States Public Health  
21 Service, Office of Education, many, many other agencies --  
22 these agencies today expend over \$8 billion in Federal aid  
23 to education. And I saw no reason to stop the argument as  
24 long as we were getting the job done.

25 (Laughter)

1           Now the argument has been won, and the commitment  
2 of the nation has been made. Thank goodness we have passed  
3 that barrier.

4           Now we need not agree with the form that some  
5 of today's educational ferment has taken. No responsible  
6 person condones violence or violation of the laws; no  
7 responsible person advocates actions which endanger civil  
8 peace of our local communities or of our college campuses.  
9 And no one should support forms of irresponsibility and  
10 immaturity which fosters dissension and chaos for their own  
11 sake.

12           The processes of debate and of re-examination of  
13 our educational policies cannot escape from our common  
14 obligations <sup>if we are</sup> to preserve the processes of democracy and the  
15 rule of law.

16           But let us be honest with ourselves and recognize  
17 this: despite the <sup>i</sup>deducation and the hard work of American  
18 educators, despite all that has been done locally, state-wise  
19 and federally, there are at this very hour serious glaring  
20 deficiencies in American education. And we are gathered  
21 here to find the way to correct them. ~~That is the barracade~~  
22 ~~bite that we are talking about to get this job done.~~

23           We must, for example, <sup>✓</sup>not <sup>✓</sup>only continue but step  
24 up the process of eliminating obsolete and outmoded teaching  
25 methods and curricula. And this can only be done by the

1 educators who <sup>can</sup> (need to) cast off any characteristic of timidity,  
2 (and for once and for all to) inhale the ozone of courage, and  
3 be willing to take <sup>all</sup> the steps that are necessary. <sup>Let us</sup> Cast out  
4 those methods and curricula which stunt the development of  
5 creative thinking and understanding.

6 This will not be easy. Change never is.

7 We have begun to emphasize the importance of  
8 understanding the basic structures of mathematics, languages,  
9 physical and biological sciences. New approaches to these  
10 subjects show that our young people have astounding  
11 capacities for learning when they are truly challenged and  
12 excited by the learning process.

13 So let us make the learning process exciting.  
14 I can think of no graver sin for a teacher than to (leave  
15 the classroom and) find that the students were uninterested  
16 in the subject. A teacher should make it his or her business  
17 to inspire, make it his or her business to lift (just a little  
18 bit the temperament,) the spirit of the student.

19 So let's make this learning process, particularly  
20 in the humanities, the social sciences, and the arts, an  
21 exhilarating and inspiring experience. For these are the  
22 disciplines that are at the very heart of the creative  
23 expression and, indeed, of free political institutions.  
24 These are the disciplines which perpetuate the priceless value  
25 of our civilization and guarantee in this age of technology

1 and discovery that men will remain the masters of science.  
2 Never before has it been more important that the teaching  
3 of the humanities and the social sciences and the arts be  
4 an exciting and exhilarating experience.

5 Now we must have the courage and the foresight  
6 to use new mechanisms, new devices in the learning process.  
7 We cannot afford to waste (the) educational research and  
8 development because we are timid or lack the imagination  
9 to use what is new. Visual aids -- you've heard a lot about  
10 them: teaching machines, for instance -- frankly have not  
11 been used to their full potential.

12 And then a word about educational TV. There has  
13 been great progress in the use and development of educational  
14 TV. But expansion of its potential should, and will, receive  
15 our further intensive support. This is a powerful educational  
16 resource. It is in its infancy. But it can and it should be  
17 a fundamental part of the educational system.

18 My fellow educators, if the commercial market of  
19 America, if the industries of this nation find <sup>television</sup> education to  
20 be the most powerful penetrating force of advertising or  
21 propaganda or salesmanship, then why hasn't the educator also  
22 embraced it and insisted that this mechanism be put to use  
23 for the education of vast parts of the American audience and  
24 the American constituency.

25 (Applause)

1           Now we must, of course, balance and integrate  
2 these approaches with the experience that only a skillful  
3 administrator and teacher can provide. But ample evidence  
4 exists to suggest that such balances can be achieved in almost  
5 every subject area.

6           We must also accelerate our attempts to improve  
7 the training and the preparation of teachers. <sup>We have</sup> Now we've talked  
8 about this a long time. It's time to get at it. We have  
9 tough educational problems today just as we have different  
10 problems on the battlefields of the world. <sup>And</sup> we changed  
11 the training of our troops to meet <sup>new</sup> the problems. We need to  
12 change the training and step up the training of our teachers  
13 to meet <sup>new</sup> the problems, to explore more efficient patterns of  
14 local school organization, and to develop additional forces  
15 of money available to our states and localities to pay for  
16 better education; because you can't have it unless you can  
17 pay for it.

18           In the past years we have come a long way towards  
19 meeting these challenges and demands. I'm not one to say that  
20 we have made little or not progress: we've made giant steps,  
21 taken giant steps. But we still have much ground to cover.

22           For example, there is <sup>our</sup> (the) overwhelming task, among  
23 the great challenges facing American education, a task <sup>in</sup> with  
24 which I have some personal responsibility. What about the  
25 education for the poor, for the deprived, for those who feel

1 a sense of hopelessness, of helplessness? -- and, my ~~dear~~  
2 fellow-Americans, there are <sup>many</sup> people like that in our midst, in  
3 large numbers.

4 How can we muster greater courage and imagination  
5 in solving this most difficult ~~a~~ problem?

6 You know, in this war on poverty that you hear  
7 so much about, I want to make it crystal-clear we're not  
8 engaged in an effort to try to make poverty more tolerable;  
9 we do not need any economic aspirin to alleviate pain tem-  
10 porarily: we are trying to find ways and means, through this  
11 program and that, through experimentation, of getting at the  
12 root causes of poverty.

13 We're going to have to experiment. We're going  
14 to make some mistakes. And we're going to be criticized for  
15 those mistakes. But I've never forgotten what Harry Truman  
16 once said, "If you can't take the heat, get out of the kitchen."

17 (~~Laughter and applause~~)

18 We know today that there is a tragic waste of  
19 human resources, <sup>a</sup> much greater waste than any waste of federal  
20 revenues or state or local revenues, ~~this waste of human~~  
21 resources. And ~~we~~ we have to ask ourselves, "How can we halt  
22 this tragic waste?" And once having halted it, how do we  
23 turn it around and make it a positive productive force for  
24 the common good?

25 This Administration is providing our states and

1 localities with some of the tools needed to accomplish this  
 2 mission. The Elementary and Secondary Education Act, the  
 3 Economic Opportunity Act, the Vocational Act amendments, the  
 4 Manpower Training and Development Act, amongst many other  
 5 programs, have opened new horizons for young people who most  
 6 need them.

7 <sup>to the United States</sup> Now the President has called for a teaching  
 8 professions act, which could create a national teachers corps  
 9 to provide outstanding teachers with a sense of mission. And  
 10 I pause to underscore the importance of <sup>this</sup> that commitment.

11 The educator, like the spiritual leader, like the doctor, like  
 12 the good public official, must have a sense of mission. If  
 13 you don't feel this sense of mission you ought to get out of  
 14 <sup>education</sup> the business. Because we are dealing with God's most precious  
 15 entity, a human being <sup>with</sup> the mind, <sup>and</sup> the spirit, the soul, of man.  
 16 <sup>This sense of mission</sup> And it requires a dedication, it requires a fiber, a fire and  
 17 a fervour, that makes you like a missionary with a mission and  
 18 an advocate with an advocacy.

19 Those who enlist in this corps, this national  
 20 teachers corps, must know what they are doing. They will be  
 21 sent to schools that most teachers regard as bad assignments,  
 22 where children tend to be undisciplined, poorly dressed, too  
 23 often poorly taught; where they come from homes that are not  
 24 homes, they are houses, or slums, or they come from environments  
 25 that, regrettably, are not conducive to a disciplined and

1 orderly lives.

2 But it's here that we need the teacher with a  
3 sense of mission. Here is the chance to dispel forever the  
4 myth that children from deprived areas are just unable to  
5 learn. And I've heard it so many times, and so have you, *that*  
6 ~~That~~ schools can only provide some kind of custodial care  
7 for <sup>these kinds of children</sup> them until they drop out and become unemployed or  
8 delinquent.

9 May I say to those whose lives are tied into this  
10 great cause of education, here is a chance to prove, to  
11 prove to ourselves and to the doubters that children, regard-  
12 less of their immediate environment, do respond to determined  
13 and creative efforts to illuminate their lives; do respond to  
14 love, to attention, to personal attention.

15 Now <sup>our</sup> schools can rescue millions of youngsters  
16 caught in the downward spiral of second-rate education:  
17 functional <sup>illiteracy</sup> illiterates, delinquency, dependency, and despair:  
18 these are the enemies. And we need to train <sup>educational</sup> the forces to  
19 combat these enemies.

20 These are the guerillas on the home front, in  
21 the jungles of our cities, in the unbelievable poverty of  
22 some of our rural areas: these are the enemies that gnaw  
23 at the vitals of this country.

24 Now <sup>our</sup> schools can help. They can also help  
25 demolish the slums and the ghettos themselves.

1 But we <sup>first</sup> must, I repeat, rebuild and restore neigh-  
 2 borhoods. I have often thought ~~so~~ many times as we have <sup>developed</sup> this  
 3 Project Head Start, would it end up being a false start  
 4 because the little ones <sup>are forced to</sup> go back into the same miserable  
 5 environment.

6 And <sup>So</sup> I want to join up in the battle to destroy  
 7 this environment, to eliminate it, and to rebuild and restore  
 8 the kind of an environment in which mankind was supposed to  
 9 live.

10 (Applause)

11 For truly each child is an adventure in a new  
 12 tomorrow. Each child represents a chance, a brand new chance  
 13 to break the old pattern and make it new.

14 Today we have the chance to make that new pattern,  
 15 one of self-esteem, self-respect, ambition, and responsibility.  
 16 And I submit that those must be the characteristics of a  
 17 people that have the responsibility <sup>in the cause of</sup> leadership of freedom,  
 18 responsibility for the protection of the great achievements  
 19 of civilization. We have the chance through education to  
 20 transform decayed and decaying neighborhoods into places  
 21 where people can live and work, not merely exist and die. <sup>To</sup>  
 22 <sup>live</sup> and work in safety and in health, <sup>to</sup> and seek and pursue  
 23 happiness, and lift themselves to something better.

24 And if you remember nothing else that I've said  
 25 to you, I say with great conviction that unless we stop this

1 erosion and corrosion of our urban centers which gnaws at  
2 the very fiber and spirit of man, unless we can do something  
3 to make the city a city of hope, <sup>and</sup> the city beautiful, and <sup>and</sup>  
4 America beautiful, that all of the wealth and all of the  
5 power that this nation represents will be for naught. History  
6 will record that we went down into defeat and into destruction  
7 in wealth, in arrogance, in luxury and, in a sense, debauchery.

8 I know and you know that what we have to do is  
9 to rebuild, restore the kind of social and economic ~~and~~  
10 ~~natural~~ institutions that permit a man to be emancipated, <sup>and</sup>  
11 to free himself, to live, and to express himself.

12 Now all levels of the American educational system,  
13 federal, state, local, public and private, must join hands to  
14 make this dream come true of a more beautiful city, a more  
15 beautiful and a more perfect union; to make slum schools --  
16 I repeat, slum schools, --centers of educational excellence  
17 in our country.

18 Educational opportunity in this country is upside-  
19 down, my fellow Americans. The better schools are in the  
20 very areas where the better homes are to be found, where the  
21 better libraries, the private libraries, the better music,  
22 the better of everything is to be found. And the poor schools  
23 are in the areas where the people are the poor, where <sup>and</sup> they have  
24 so little.

25 I remember when I was Mayor of Minneapolis, I would

1 go to <sup>many</sup> the areas of my city -- and it's a beautiful city, and  
 2 yet it had its ugliness. And I would go into some areas and  
 3 I would see a school where there was no room for an orchestra,  
 4 where there were no counselors, where there was no room for  
 5 extracurricular activity, where there were far too few of the  
 6 services and social services necessary for the students.

7 <sup>These</sup> That would be the low income areas of Minneapolis.

8 And then I would go to southwest Minneapolis where  
 9 the income was the highest -- one of the highest in the  
 10 nation, where the people of wealth lived. And there would be  
 11 a magnificent educational center, the finest of everything --  
 12 playgrounds, auditoriums, musical instruments, libraries,  
 13 teaching aids -- for the children <sup>of</sup> from families, <sup>whose</sup> the homes <sup>had</sup>  
 14 <sup>everything</sup> of these young people having all of these things, in their  
 15 ~~homes; educated parents, magnificent homes, fine neighborhoods.~~

16 Upside down. The ~~very~~ people that needed help  
 17 the most received the least. Those who needed help the least  
 18 received the most.

19 ~~Now~~ I'm not asking that those on top receive  
 20 less: I'm simply saying that a nation that says it believes  
 21 in justice must see to it that those on the bottom receive  
 22 more; and we're going to see to it.

23 (Prolonged applause)

24 Now isn't it time, for instance, for our great  
 25 universities -- and I see my friends of the university life

*to do something concrete about this deplorable situation*

1 ~~represented here so well today -- the President of my own~~  
2 ~~great university, Dr. Wilson: so happy to see him. Many of our~~  
3 ~~these great universities are located in or near these decaying~~  
4 ~~urban neighborhoods that I speak of.~~ *about which* ~~Isn't it time~~ *for them* ~~to seek~~  
5 ~~cooperative arrangements with the local school systems in~~  
6 ~~these areas?~~

7 ~~These universities shouldn't be built on mountains;~~  
8 ~~they ought to be down in the valley of the battle.~~

9 ~~The better teachers are at the universities. The~~  
10 ~~people who have done the most experimentation and research~~  
11 ~~in the field of educational techniques are at the universities.~~ *our*  
12 ~~Let them quit playing games and go to battle, get down in this~~  
13 ~~battle.~~

14 (Applause)

15 Now, lest I overly generalize and be misunderstood,  
16 *let me say that* ~~many universities are doing this; many universities today are~~ *taking leadership in the solution of this problem*  
17 ~~beginning to understand that they are partners with the~~  
18 ~~business and the economic and the social community. But I~~  
19 ~~repeat, the best talent in education is to be found in our~~  
20 ~~universities.~~

21 We need these field generals on the battleground.  
22 We need them doing their experimentation, their research, in  
23 the practical laboratory of the misery and of the inadequacy  
24 of many of our slum areas and our underprivileged areas.

25 ~~Isn't it true, too, for universities, and isn't~~

1 it about time that universities do more in service for the  
2 local community, for state government, and the nation?

3 I know it's very important for all of us to  
4 contemplate what is wrong in the world, and how we should better  
5 meet the responsibilities of the world, and how we should win  
6 or lose someplace, or get out or stay in someplace. But I want  
7 to say right now we need some good experimentation and research  
8 on how we live here at home, and how we build a better  
9 America.

10 (Applause)

11 The Higher Education Act of 1965 will place new  
12 emphasis on community service programs, and it will assist  
13 in raising the academic levels of colleges, colleges with  
14 desire and potential which have been held back for ~~cause of~~  
15 lack of money or other reasons.

16 I shall have little or nothing to say about the  
17 administration of <sup>this</sup> that act, <sup>as</sup> but I am in the presence of those  
18 ~~who do~~ <sup>will have this responsibility. but</sup>. And I hope that in administering it you will take  
19 a look at the zest and the zeal of those who <sup>are eligible</sup> come in for  
20 assistance under it. <sup>so</sup> And, when you find somebody that wants  
21 to join the battle, that really has the zest to get the job  
22 done, that is unafraid, that is filled with optimism and  
23 courage, just kind of let them get at the head of the line,  
24 will you?

25 (Laughter and applause)

1           The passage of this act will carry them beyond the  
2 year to year struggle for survival and bring them within the  
3 main currents of our academic life, so they in turn can better  
4 serve their home communities.

5           ~~Now~~ the tools which your Federal Government has  
6 provided to assist in this process of education, and in this  
7 struggle against poverty, rely on the initiative of our  
8 states and localities. And I must say in all candor to the  
9 states and localities, you can't expect to get a first rate  
10 performer, a first rate administrator, a top rate teacher,  
11 unless you make the conditions of that service at least  
12 reasonably good; which is not only salary but also respect.  
13 They seek too to take full advantage of the intellectual  
14 resources of the private sector. We realize that no amount  
15 of federal money, or federal director<sup>ion</sup>, will provide either  
16 better education or win the war against poverty unless there  
17 is determination at local levels to do a better job than is  
18 being done. We're not going to get anyplace by blaming the  
19 other fellow.

20           If we need, as we do, to avoid the conflagrations  
21 that can consume our society, we need hearts of fire with  
22 the adventure of teaching all pupils in all neighborhoods,  
23 and at all academic levels.

24           If we need, as we do, new techniques, new instru-  
25 ments, new methods to assist in this process of education, we

1 also need something old, something eternal, the spirit of  
2 personal commitment.

3 Education is not a business. Education is a  
4 commitment, it is a mission, it is a sense of service.

5 Personal commitment will be needed, too, for  
6 tasks in education which go far beyond the shore of this  
7 country, and which serve more than our own purposes. We  
8 Americans ~~face, and we must defeat~~, ignorance, illiteracy,  
9 hunger, existing in the midst of our own rich society; ~~but~~ <sup>and</sup>  
10 we must <sup>help to</sup> ~~equally face~~ and must defeat these same enemies where  
11 they exist in other less fortunate ~~places~~ <sup>countries</sup>.

12 One of the great encyclicals of the late Pope John  
13 reminded us that there would be no peace in this world where  
14 the gap between the rich and the poor continues to expand.  
15 And that is not only a <sup>SN</sup> ~~spiritual~~ truth, it is a political  
16 fact.

17 <sup>so</sup> ~~And~~, if we believe in peace, then let us perform  
18 the works of peace. And the works of peace require the  
19 sacrifice of a soldier on the field of battle, a willingness  
20 to give up <sup>✓</sup> your life, and <sup>?</sup> of your treasurer, and of your  
21 <sup>?</sup> <sup>?</sup> sacred honor, to the cause of benefiting mankind.

22 ~~Now~~ this conference has dealt mainly with <sup>the</sup> improve-  
23 ment of education here at home. And this is, of course,  
24 the immediate task before us. But I submit we must  
25 recognize the truth in the <sup>words</sup> world of H. G. Wells, "Civilization

1 is a race between education and catastrophe."

2           And as our American wealth and American energy  
3 are turned to the important work in education in this nation,  
4 they must also be turned to the work of education where it is  
5 even more needed, in the two-thirds of the world waiting on  
6 the outside for just a chance for something a little better.

7           As we develop our American human resources, then,  
8 these resources must be used for greater good than our own.  
9 This is why we must have excellence. This is why we must do  
10 more than we contemplated.

11           My fellow Americans, if we're not going to do  
12 more than we planned on doing, you've made an unnecessary trip  
13 to Washington. The whole purpose of this conference is to get  
14 people sufficiently inspired, or at least organized or  
15 energized to do the impossible. Anybody can do what's possible:  
16 you don't need a meeting for that.

17           The American educator and the American citizen  
18 needs, therefore, to think in larger terms, more ambitious  
19 terms, than we have ever yet begun to contemplate. The lessons  
20 we learn at home, thereofre, must be applied in other places.  
21 We of this American generation have the chance -- oh, what  
22 a wonderful change to be remembered, as Toynbee said, not for  
23 crimes or even for astonishing adventures, but as the first  
24 generation that dared to make the benefits of civilization  
25 available to the whole human race.



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