

Address by
Honorable Hubert H. Humphrey
Vice President of the United States
Before
Southern Conference on Education
Richmond, Virginia
December 2, 1965



"The American people have always believed in education and have seen in it the hope of a new day. This has been particularly true of the South."



Let me open with a prediction: This conference will be remembered in the history of Southern education and of Southern progress.

There are two reasons.

First, the far-reaching legislation passed in the last session of Congress clearly marks 1965 as the threshold of a new era for all American education.

And second, the South itself is clearly in the opening phases of a new cycle of productive development—a new development which will in large measure be fostered and sustained by its educational resources.

The American people have always believed in education and have seen in it the hope of a new day. This has been particularly true of the South.

But while there has been great ambition for good education in the South, the economic realities have limited educational opportunity.

This no longer must be so.

Great Progress in the South

During the last three years the per capita income for the South has risen to almost 2,000 dollars—20 per cent below the national level, but a far higher figure than ever before for the South.

The transition from an agricultural to the urban economy is rapidly changing the South, and the gap is closing between the region and the nation.

The economic gap is closing. There must be, too, a closing of the educational gap.

The "Education Congress"

The last Congress has been called the Education Congress because of its many major new programs of federal assistance to education. We have all been staggered by President Johnson's tremendous accomplishment in breaking log-jams accumulated for twenty-five years and longer.

Taken together, these new laws will make for profound changes, not only in the educational world, but in the nature of our future economic and social life. New programs will offer tremendous stimulus to people and communities previously left behind.

The Strength of Education

Under these new circumstances you, as leaders in education, will occupy pivotal roles in your communities. Education's financial worries are not over—they never will be—but for the first time many of you will be able to "think big."

You will find that, in the councils of government, the educator will no longer be sitting below the salt. His chair will be moving closer to the head of the table.

The educator will cease to be regarded as the humble mendicant in the state house. Tomorrow the educator will be seen as the man who brings wealth into the community—and not just federal money for aid to education. For education attracts and holds business and industry, and creates new resources.

The voice of education will carry new weight in your communities and in your states.

I am here today to congratulate you upon it. And if I were to offer one word of advice I would say this: Let no false modesty dissuade you from pressing your advantage.

Youth's Opportunity and Challenge

The young people in your care are in some respects the luckiest generation in American history. Across the board, rich and poor, they will have opportunities for life preparation and self-development such as no previous generation ever enjoyed.

But if these young people are blessed with advantages, we should remember that in the years ahead they will also be confronted with challenges which will test every ounce of their new-found strength. For every Theseus that we raise up there will certainly be a Minotaur to slay.

Let us look at some of the challenges which face this new generation:

World Realities and Need

We are challenged first and foremost by the need to insure that history's mightiest instruments of destruction will never be used. We are challenged to pursue the cause of a just and enduring peace.

We are challenged by our need to comprehend and to master the wonders of science and technology. Of all the scientists who ever lived in all the history of mankind, 95 per cent are now alive and working. We must channel scientific revolution toward the creation of a better life for ourselves and for our children.

We are challenged to lift the yoke of poverty from almost one-fifth of our fellow American citizens . . . to reverse that tragic equation which has too often decreed that poor shall beget poor and ignorance shall beget misery.

We are challenged to make our cities decent places in which to live and learn, to work and play. A vast sprawling motorized population—living impersonally with computerized institutions—must somehow again become a community.

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

The alternative is mechanized, dehumanized chaos.

We have not yet begun to scratch the surface of this problem of retraining essential humanity in a vast new cybernetic wonderland of efficiency.

The American Promise

And, finally, we are challenged to make good the promise of our Constitution—to insure that all Americans shall, as citizens, have equal opportunity to enjoy the blessings of our Republic.

Education will help us broaden our productivity, should give the rising generation the tools to achieve a better life and should free it from burdens which have oppressed its parents: Burdens of social disability and poverty and of self-defeating prejudice.

To meet these great challenges of our time, the Congress has laid the foundations of magnificent new educational programs. Members of Congress from the Southern states have played a leading role in the struggle to enact this legislation. Under the formulas which Congress has promulgated, the Southern states will, as a group, gain most from this legislation.

The New Education Law

The Elementary and Secondary Education Act will help approximately 5 million educationally deprived children from low-income families. It authorizes grants to school districts in approximately 95 per cent of the nation's counties.

As you know, this act includes several important programs. It provides aid to low income districts—that is, districts with a substantial number of families with incomes of less than 2 thousand dollars. Some 775 million dollars this first year is earmarked for this type of grant.

Then there is an item of 100 million dollars for school libraries and textbooks.

Another program provides for grants for supplementary education.

There is a program for regional education libraries, and there is a program for grants to strengthen state departments of education.

Taken together, we expect the programs in the Elementary and Secondary Education Act to bring 1.3 billion dollars to education throughout the nation during the first year of its operation.

Roughly a half billion dollars will be channeled into the elementary and secondary educational systems of the states represented at this conference.

Your states will benefit handsomely from this act. You will receive more than your proportionate income tax contributions.

This is as it should be.

It is our national goal to achieve a general and even prosperity. And I think we should pay tribute here to legislators from high-income states who have consistently, over the last twenty-five years, worked to enact programs based on this kind of formula, even though they knew that it would cost their taxpayers more than the programs would bring into their states.

The South's Share of Federal Funds

Now let us look at the sums which Congress has made available for higher education. The United States government will make about a half-billion dollars in grants during Fiscal Year 1966—the present fiscal year—under the Higher Education Act, 1965.

Under this Act, the South will receive a total of almost 115 million dollars out of a national total of 501 million.

Other federal programs directly related to education will bring a total of almost 1.2 billion dollars to education during the present fiscal year.

And more than a third of that total will come to your states.

Given this new assistance—and this new momentum—how can your educational institutions better discharge their responsibilities?

I have some strong opinions on that subject.

The School's Role in the Community

I think that the educational institution must move back into the community. It must abandon some of its aspirations for isolation. It must be not a tower of ivory, but a tower of strength in the daily life of the people.

We must go back to the early European ideas of the university as part of the city, and away from the English idea—so prevalent here in the 1800's—that the institution of higher learning must be isolated from life by acres and acres of well-tended lawn.

You have a great deal to give to your cities, and your cities have a great deal to give you.

There are many community problems which would benefit more from research than from argument, and the university should be in the midst of all of them.

The learning of its faculty should always be at the service of the community. University expertise is urgently

needed for the solution of dozens of complex problems—problems of transportation, of housing, of management, of law enforcement, of urban and area planning, of public welfare—yes, and of human relations. (The Higher Education Act, I might add, authorizes aid to colleges and universities entering into community service programs).

The college or university can become an integral, catalytic part of the growing partnership for constructive action increasingly seen today in America among government, business, labor, finance.

And, in participating in community affairs, the faculty will broaden its viewpoint and its sense of responsibility.

Technical Service to Business

We have learned a great deal from our agricultural colleges, which have been closely related to the work-a-day needs of rural America for many years. We now have a State Technical Services Act which points toward greater usefulness to all parts of the community.

President Johnson has called it the “sleeper” of the 89th Congress.

Under this act, government will put into the hands of private enterprise the latest fruits of research and development.

This new information will be made available to private business through 250 colleges and technical schools throughout the country.

This program will be administered by state and local officials close to the problems of their own areas.

As the President has said, if we had passed this legislation 25 or 30 years ago, we might have prevented the economic problems of Appalachia today.

Here certainly is a creative opportunity for American education.

This is the direction in which we must continue to move.

Innovations for the Poor

We need infusion, too, of more and more talented professors and teachers into schools where they are most needed. And this year's education legislation provides assistance toward this end.

For those in our society who most need education are too often today those least likely to receive it. Students whose home environment is drab and dulling are, most likely than not, in educational environments equally drab and dulling. What hope for them in a world demanding excellence?

The Elementary and Secondary Education Act provides grants for innovations in our school system, for new and effective teaching techniques which can lift these children . . . challenge them . . . stimulate them, before it is too late in their lives to do so.

In addition, the adventure of learning itself should be more broadly shared. The concept of clearly demarked school years—with the gates tightly shut after the graduate receives his diploma and returns his rented robes—is long outmoded. It does not fit into a way of life in which so many people have so much leisure, and so much interest in learning.

It does not fit in an era when so much of the subject matter of learning is also the subject matter of life. The relationship of the school to the individual must be a continuing one.

Education for Every Age Bracket

And this is true at the low end of the educational scale as well as the post-graduate end. The doors of the elementary schools, too, should always be open to everyone who can benefit by educational opportunity.

We are helping older people who want to achieve literacy and improve their job skills.

We are helping pre-school youngsters from deprived homes to receive additional training so they can start their school years on the same level as children from more prosperous homes.

Project Head Start, in fact, will go down as one of the most successful educational programs ever undertaken in this country. For experience shows that children coming from homes of poverty and illiteracy are often too far behind to catch up in life even *before* they enter school. Intensive pre-school programs can at least give them a more equal start.

People who, for one reason or another, have dropped out of school are encouraged to come back and resume their education.

And let me say that both President Johnson and I have very special feelings about programs of this kind, because both of us as young men found it necessary to drop out of school, to later return.

So let us stop thinking of schooling as a product packaged in tidy little three- or four-year cellophane-wrapped packages. Education is experience and experience is life. The school that lives in isolation is doomed to sterility and irrelevance.

Southern Contributions of the Past and Future

Finally, may I say this: In the past and present, the South has given to America, and to the world, men and women of leadership. We must see to it that *all* the people of the South have a chance to obtain education that will allow them to develop their potentials for leadership.

There is a tremendous transition taking place in the South today. No other region of America has a greater opportunity.

The South has long led the nation in a regional approach to graduate education. Is this not the time when a regional approach in *all* Southern education might literally lift your states by their bootstraps?

We would welcome proposals or initiatives toward greater use of regional efforts in education, working with federal programs.

We would welcome, in fact, any initiatives you might undertake for better education.

State and Local Responsibility

The great new federal education programs enacted by the Congress do not mean federal control of education. In fact, each act and title was written with the objective of stimulating state and local responsibility in education. For this is where it must come—locally and in the states.

Know the new laws. Then use them so that they best may fit the needs of your own schools, your own children.

Constructive Change

Let us heed President Franklin Roosevelt who 32 years ago, in Savannah, Georgia, quoted the words of John Stuart Mill:

“The unwise are those who bring nothing constructive to the process, and who greatly imperil the future of mankind, by leaving great questions to be fought out between ignorant change on one hand, and ignorant opposition to change, on the other.”

Today all of us have the chance to be constructive. We have the chance to make change a force for good and enlightenment.

Let us recognize that the true source of our national power is our power of intellect . . . of our wealth, our wealth of ideas . . . of our resources, our resources of human skill and energy.

Let us accept the challenge of the time and prove ourselves to be among the wise people.



Mr. Mayor

Dr. Templeton
So. Asia

REMARKS

Dr. Rose

VICE PRESIDENT HUBERT HUMPHREY

SOUTHERN REGION CONFERENCE ON EDUCATION

RICHMOND, VIRGINIA

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DECEMBER 2, 1965

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↳ And second, the South itself is clearly in the opening phases of a new cycle of productive development -- a new development which will in large measure be fostered and sustained by its educational resources.

↳ The American people have always believed in education and have seen in it the hope of a new day. This has been particularly true of the South.

But while there has been great ambition for good education in the South, the economic realities have limited educational opportunity.

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Prosperity and Education -

change

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and inspired ~~staggered~~ by President Johnson's tremendous accomplishment in breaking ^{legislative} log-jams accumulated for twenty-five years and longer.

↳ Taken together, these new laws will make for profound changes, not only in the educational world, but in the nature of our future economic and social life.

↳ New programs will offer tremendous stimulus to people and communities previously left behind.

The gates of opportunity for all, are being opened.

Under these new circumstances you, as leaders in education, will occupy pivotal roles in your communities.

to be sure, Education's financial worries are not over -- they never will be -- but for the first time many of you will be able to "think big" *and act accordingly.*

You will find that, in the councils of government, the educator will no longer be sitting below the salt. His chair will be moving closer to the head of the table.

The educator will cease to be regarded as the humble mendicant in the state house. Tomorrow the educator will be seen as the man who brings wealth into the community -- and not just federal money for aid to education. For education attracts and holds business and industry, and creates new resources. -

It is the magnet for industry + commerce.

↳ The voice of education will carry new weight in your communities and in your states.

↳ I am here today to congratulate you upon it. And if I were to offer one word of advice I would say this: —

Let no false modesty dissuade you from pressing your advantage.

This is your hour - use it!

↳ The young people in your care are in some respects the luckiest generation in American history. Across the board, rich and poor, they will have opportunities for life preparation and self-development such as no previous generation ever enjoyed.

↳ But if these young people are blessed with advantages, we should remember that in the years ahead they will also be confronted with challenges which will test every ounce of their new-found strength. ✓ For every Theseus that we raise up there will certainly be a Minotaur to slay.

M.M.-U-TOR

Let us look at some of the challenges which face this new generation:

We are challenged first and foremost by the need to insure that history's mightiest instruments of destruction will never be used. We are challenged to pursue the cause of a just and enduring peace.

We are challenged by our need to comprehend and to master the wonders of science and technology. Of all the scientists who ever lived in all the history of mankind, 95 per cent are now alive and working. We must channel scientific revolution toward the creation of a better life for ourselves and for our children.

We are challenged to lift the yoke of poverty from almost one-fifth of our fellow American citizens . . . to reverse that tragic equation which has too often decreed that poor shall beget poor and ignorance shall beget misery.

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

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

The alternative is mechanized, dehumanized chaos.

We have not yet begun to scratch the surface of this problem of retaining essential humanity in a vast new cybernetic wonderland of efficiency *and automation*,

And, finally, we are challenged to make good the promise of our Constitution -- to insure that all Americans shall, as citizens, have equal opportunity to enjoy the blessings of our Republic.

Education will help us broaden our productivity, should give the rising generation the tools to achieve a better life and should free it from burdens which have oppressed its parents: burdens of social disability, and poverty and of self-defeating prejudice.

↳ To meet these great challenges of our time, the Congress has laid the foundations of magnificent new educational programs. | Members of Congress from the Southern states have played a leading role in the struggle to enact this legislation. Under the formulas which Congress has promulgated, the Southern states will, as a group, gain most from this legislation.

↳ The Elementary and Secondary Education Act will help approximately 5 million educationally deprived children from low-income families. It authorizes grants to school districts in approximately 95 per cent of the nation's counties.

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Title 3 - Help

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I have some strong opinions on that subject.

~~I think that~~ the educational institution must move back into the community. It must abandon some of its aspirations for isolation. It must be not a tower of ivory, but a tower of strength in the daily life of the people.

↳ We must go back to the early European ideas of the university as part of the city, and away from the English idea -- so prevalent here in the 1800's -- that the institution of higher learning must be isolated from life by acres and acres of well-tended lawn.

↳ You have a great deal to give to your cities, and your cities have a great deal to give you.

There are many community problems which would benefit more from research than from argument, and the university should be in the midst of all of them.

↳ The learning of its faculty should always be at the service of the community. University ~~expertise~~^{competence} is urgently needed for the solution of dozens of complex problems -- problems of transportation, of housing, of management, of law enforcement, of urban and area planning, of public welfare -- yes, and of human relations. (The Higher Education Act, I might add, authorizes aid to colleges and universities entering into community service programs).

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Good Business

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↳ Here certainly is a creative opportunity for American education.

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↳ We need infusion, too, of more and more talented professors and teachers into schools where they are most needed. And this year's education legislation provides assistance toward this end.

Title 3 of Higher Educ Act + Teacher Corps.

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Educ upside Down!

Propants - youth unemploy

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• must
• keep
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Start
Parents

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Let us recognize that the true source of national
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REMARKS OF VICE PRESIDENT HUBERT H. HUMPHREY BEFORE THE
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The alternative is mechanized, dehumanized chaos.

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And, finally, we are challenged to make good the promise of our Constitution -- to insure that all Americans shall, as citizens, have equal opportunity to enjoy the blessings of our Republic.

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Roughly a half billion dollars will be channeled into the elementary and secondary educational systems of the states represented at this conference.

Your states will benefit handsomely from this act. You will receive more than your proportionate income tax contributions.

This is as it should be.

It is our national goal to achieve a general and even prosperity. And I think we should pay tribute here to legislators from high-income states who have consistently, over the last twenty-five years, worked to enact programs based on this kind of formula, even though they knew that it would cost their taxpayers more than the programs would bring into their states.

Now let us look at the sums which Congress has made available for higher education. The United States government will make about a half-billion dollars in grants during Fiscal Year 1966 -- the present fiscal year -- under the Higher Education Act, 1965.

Under this Act, the South will receive a total of almost 115 million dollars out of a national total of 501 million.

Other federal programs directly related to education will bring a total of almost 1.2 billion dollars to education during the present fiscal year.

And more than a third of that total will come to your states.

Given this new assistance -- and this new momentum -- how can your educational institutions better discharge their responsibilities?

I have some strong opinions on that subject.

I think that the educational institution must move back into the community. It must abandon some of its aspirations for isolation. It must be not a tower of ivory, but a tower of strength in the daily life of the people.

We must go back to the early European ideas of the university as part of the city, and away from the English idea -- so prevalent here in the 1800's -- that the institution of higher

learning must be isolated from life by acres and acres of well-tended lawn.

You have a great deal to give to your cities, and your cities have a great deal to give you.

There are many community problems which would benefit more from research than from argument, and the university should be in the midst of all of them.

The learning of its faculty should always be at the service of the community. University expertise is urgently needed for the solution of dozens of complex problems -- problems of transportation, of housing, of management, of law enforcement, of urban and area planning, of public welfare -- yes, and of human relations. (The Higher Education Act, I might add, authorizes aid to colleges and universities entering into community service programs).

The college or university can become an integral, catalytic part of the growing partnership for constructive action increasingly seen today in America among government, business, labor, finance.

And, in participating in community affairs, the faculty will broaden its viewpoint and its sense of responsibility.

We have learned a great deal from our agricultural colleges, which have been closely related to the work-a-day needs of rural America for many years. We now have a State Technical Services Act which points toward greater usefulness to all parts of the community.

President Johnson has called it the "sleeper" of the 89th Congress.

Under this act, government will put into the hands of private enterprise the latest fruits of research and development.

This new information will be made available to private business through 250 colleges and technical schools throughout the country.

This program will be administered by state and local officials close to the problems of their own areas.

As the President has said, if we had passed this legislation 25 or 30 years ago, we might have prevented the economic problems of Appalachia today.

Here certainly is a creative opportunity for American education.

This is the direction in which we must continue to move.

We need infusion, too, of more and more talented professors and teachers into schools where they are most needed. And this year's education legislation provides assistance toward this end.

For those in our society who most need education are too often today those least likely to receive it. Students whose home environment is drab and dulling are, most likely than not, in educational environments equally drab and dulling. What hope for them in a world demanding excellence?

The Elementary and Secondary Education Act provides grants for innovations in our school system, for new and effective teaching techniques which can lift these children . . . challenge them . . . stimulate them, before it is too late in their lives to do so.

In addition, the adventure of learning itself should be more broadly shared. The concept of clearly demarked school years -- with the gates tightly shut after the graduate receives his diploma and returns his rented robes -- is long outmoded. It does not fit into a way of life in which so many people have so much leisure, and so much interest in learning.

It does not fit in an era when so much of the subject matter of learning is also the subject matter of life. The relationship of the school to the individual must be a continuing one.

And this is true at the low end of the educational scale as well as the post-graduate end. The doors of the elementary schools, too, should always be open to everyone who can

benefit by educational opportunity.

We are helping older people who want to achieve literacy and improve their job skills.

We are helping pre-school youngsters from deprived homes to receive additional training so they can start their school years on the same level as children from more prosperous homes.

Project Head Start, in fact, will go down as one of the most successful educational programs ever undertaken in this country. For experience shows that children coming from homes of poverty and illiteracy are often too far behind to catch up in life even before they enter school. Intensive pre-school programs can at least give them a more equal start.

People who, for one reason or another, have dropped out of school are encouraged to come back and resume their education.

And let me say that both President Johnson and I have very special feelings about programs of this kind, because both of us as young men found it necessary to drop out of school, to later return.

So let us stop thinking of schooling as a product packaged in tidy little three-or four-year cellophane-wrapped packages. Education is experience and experience is life. The school that lives in isolation is doomed to sterility and irrelevance.

Finally, may I say this: in the past and present, the South has given to America, and to the world, men and women of leadership. We must see to it that all the people of the South have a chance to obtain education that will allow them to develop their potentials for leadership.

There is a tremendous transition taking place in the South today. No other region of America has a greater opportunity.

The South has long led the nation in a regional approach to graduate education. Is this

not the time when a regional approach in all Southern education might literally lift your states by their bootstraps?

We would welcome proposals or initiatives toward greater use of regional efforts in education, working with federal programs.

We would welcome, in fact, any initiatives you might undertake for better education.

The great new federal education programs enacted by the Congress do not mean federal control of education. In fact, each act and title was written with objective of stimulating state and local responsibility in education. For this is where it must come -- locally and in the states.

Know the new laws. Then use them so that they best may fit the needs of your own schools, your own children.

Let us heed President Franklin Roosevelt who 32 years ago, in Savannah, Georgia, quoted the words of John Stuart Mill:

"The unwise are those who bring nothing constructive to the process, and who greatly imperil the future of mankind, by leaving great questions to be fought out between ignorant change on one hand, and ignorant opposition to change, on the other."

Today all of us have the chance to be constructive. We have the chance to make change a force for good and enlightenment.

Let us recognize that the true source of national power is our power of intellect . . . of our wealth, our wealth of ideas . . . of our resources, our resources of human skill and energy.

Let us accept the challenge of the time and prove ourselves to be among the wise people.



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