

~~Dr~~ Hitchcock  
President Scott  
REMARKS

VICE PRESIDENT HUBERT HUMPHREY

AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION

WASHINGTON, D.C.

APRIL 4, 1966

*Miss Williams*

*may have  
change career  
never changed  
my mind*

*Your Program -  
Let me give you some  
guidance - Take a rest!!*

*4 children  
sense of  
humor!!*

My message today is this: We are entering an exciting new age; The age of opportunity.

And those who do not understand this fact do not understand the most important fact today of American life.

*In fact,* The age of opportunity is already upon us -- in the corridors of our schools . . . on the campuses of our universities and colleges . . . in the personnel offices of our corporations. *Everywhere.*

Old barriers are being torn down. Old struggles are being won.

The day is near when the future will lie open ahead -- open to every American child who will make the most of it.

↳ -- A thirty-year fight for a program of health insurance has been ~~concluded~~ won.

↳ -- A hundred-year struggle to obtain federal assistance for elementary and secondary schools has been won.

↳ -- A century-long struggle to implement the words of the Emancipation Proclamation is being won.

↳ -- Root causes of poverty are being attacked.

↳ -- A new immigration policy has been established to make the words on the Statue of Liberty honest words.

↳ -- Tremendous breakthroughs in medical science mean that most of us will live longer, in better health, than any people at any other time.

↳ -- A host of programs to improve the quality of our physical and cultural environment have been enacted.

Toynbee - our generations can be  
remembered not for our crimes  
nor even for our ~~act~~ astonishing  
inventions, but as the first  
generation which dared  
to make possible the fruits  
of human progress for the  
whole human race.

∟ -- Our quest into outer space has brought us new discoveries  
new knowledge, new technology, and a great adventure  
into the future.

∟ -- And the whole sum of our progress -- the whole  
fact of our stronger and better America -- gives hope for a  
better day to the two-thirds of mankind living in hunger and  
darkness. ~~that there may be a share of something better~~  
~~ahead for them, too.~~

∟ I, for one, am determined that the hopes of mankind  
shall not be in vain -- that their faith in the strength  
and goodness of America shall not be misplaced!

∟ The good old days were never that good, believe me.  
The good days are today! And the better days are coming  
tomorrow.

As I travel around America, I see a people on the move . . . full of enthusiasm and idealism . . . and wanting to participate fully in this new age of discovery and opportunity. *America on the move - as on TV*  
*Pop's Generation -*

Sometimes I wonder whether we fully grasp the changes which have taken place in America in the past few years <sup>and</sup> -- changes for the better! -

I am privileged to serve as a member of the Advisory Council of Plans for Progress -- the voluntary organization of major business corporations pledged to promote equal opportunity in employment.

In my meetings with these leaders of American business, *I am told that great corporations now* ~~I am told that competition among companies is~~ *compete* fierce to hire competent Negroes and other minority group members. Where just a few years ago most Negro college graduates could only look forward realistically to careers as

teachers or preachers, the picture now has changed dramatically and the doors of opportunity in the business world are swinging open.

(N.C. Mutual Insurance  
Durham - ASA Spaulding)

Many of America's finest colleges are now searching for qualified minority group members to enroll as freshmen each year.

These institutions learned it was not sufficient merely to sit back and wait for Negroes and other minorities to apply. Years of discrimination and exclusion dictated that initiative had to be exercised by the colleges and universities.

Each summer, <sup>the Program</sup> ~~program~~ "Upward Bound", sponsored by the Office of Economic Opportunity, seeks to expose talented young people from deprived areas to the challenge and excitement of educational excellence so that they will be motivated to enter college after high school.

Under the recent reorganization of civil rights responsibilities of the federal government, the Civil Service Commission has developed a comprehensive new program to attract minority talent into the federal service, and to make sure that every effort is made to promote and advance persons who are now federal employees.

President Johnson recently met with the principal personnel officers of every federal agency to emphasize the federal government's commitment in this regard.

*Be ingenious  
in getting jobs  
as in denying!*

In occupation after occupation, on American street and farm, the story is the same: We are entering the age of opportunity.

How will we meet this age? - *What will we do about it?*

First, we must make sure our young people understand that new opportunities are, in fact, opening up every day.

*This is Particularity Time with our minorities. The Negro - the Mexican-American - the Puerto Rican -*

✓ We must crack through generations of cynicism and despair so that our boys and girls will seek the right education and training to fill the jobs of the future.

✓ Second, we must be prepared to offer our young people the education and training they need -- as the President has said, "all the education they can take."

*Education for the future.*

✓ The challenge of providing quality education -- education of and for excellence -- is a massive and difficult job.

*Man competes with machines - automation -*  
and ✓ Quality education is not being provided in many school systems.

✓ But it must be provided lest we cheat both our young people and our nation of the chance for full productivity.

✓ We know the need *of* ~~to 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.

↳ And we know our young people have astounding capacity for learning when they are truly challenged and excited by the process of education.

*Here is the answer to the Drop-out Problem*

↳ We must, of course, recognize one overwhelming task among the great challenges facing education: What about education for the poor and deprived?

↳ Despite the recent efforts to improve the lives of those persons consigned to live in the slums and ghettos of our cities, we must <sup>frankly</sup> recognize that little has changed in their daily lives.

↳ We still find the poorest schools <sup>in the slum</sup> ~~there~~ -- not the best. ↳ In those areas where young people are usually denied broad exposure to culture, the arts and society

generally, we find schools that often do little to compensate for it.

∠ And in those areas where children come from a home environment which provides this exposure, we usually find schools which also offer a wide variety of special courses, exciting cultural programs, and the latest teaching techniques and equipment.

∠ ~~It is time to see that~~ educational excellence ~~exists~~ <sup>should exist</sup> everywhere -- but especially in those areas where it is needed most urgently.

✓  
✓  
✓ We must espouse what Franklin Roosevelt called "that broader definition of liberty" under which the fortunate make an extra effort on behalf of those lacking good fortune so that, in the longer run, all may benefit.

∠ A few months' experience with Project Headstart is enough to excite our imagination to the possibilities for

lifting young minds in families and communities left  
far behind the rest of us. (And this opportunity must  
extend throughout the elementary and secondary years —

*and* not come to an abrupt halt as youngsters enter first  
grade.

(As we concern ourselves with the problem of school dropouts, let us remember that many of these youngsters are, in fact, push-outs -- persons whose unique talents are never developed or recognized by the schools -- persons to whom education has been a deadening and defeating experience.

(We surely have a job to do here, It is estimated that if the rate of school dropouts continues at its present pace, we will have some 32 million adults in the labor force without a high school diploma by 1975. — *an intolerable condition!*

Waste | L During this past year we faced the prospect of 750 thousand dropouts. Although this estimate has been reduced by the intensive efforts of many persons in this room -- including my own -- we still have not succeeded in halting this tragic waste of human resources!

L But today we have the tools to accomplish this objective -- especially if local school systems and the states make full and imaginative use of new resources at their disposal.

L Last year the Congress enacted the Elementary and Secondary Education Act, the Higher Education Act, the Teaching Professions Act, and amendments to the Economic Opportunity Act, the Vocational Education Act and the Manpower Development and Training Act. <sup>and</sup> Just last week, the House of Representatives voted funds to launch the National Teachers Corps. — Senate soon to Act.

*But we must*  
L We have the resources. ~~What we must concentrate~~  
~~upon now is using~~ *use* these resources in creative and *constructive*  
*ways. We must dare to experiment - to try.*  
~~innovative ways.~~ This is primarily a job for the states and  
localities.

L This summer the national Youth Opportunity Campaign  
-- under the chairmanship of the Vice President -- will  
again seek to provide our young people with meaningful  
and ~~exciting~~ *helpful* job experiences. As many of you know, last  
one million additional summer jobs for *Young People* youngsters between  
16 and 21. Besides providing money, these jobs were  
vitaly important in introducing many boys and girls to  
the world of work -- and helped them see the need to  
complete their education and training before seeking a  
permanent job.

↳ We hope the Youth Opportunity Campaign for 1966 will be even more successful, ↳ We have again established the goal of one million jobs -- with emphasis placed upon hiring young people whose lack of skill or experience insulates them from the normal forces of the job market.

↳ We are especially counting upon your cooperation and support in helping deprived youngsters experience a rewarding and challenging summer. ↳ But this will not happen naturally -- each of us will have to make a special effort to see that it does.

↳ Perhaps more than any other profession, the members of the American Personnel and Guidance Association hold the keys which can unlock the door of opportunity for our young people this summer -- and for the rest of their lives.

~~You stand at the threshold of this new age of opportunity. And so your response to these challenges is critically important.~~

↳ You can touch the lives of <sup>our</sup> /young people at that critical moment when they decide whether or not to leave school.

↳ You can help them pursue courses of study to develop their individual potential to the fullest -- thereby making the process of education an exciting and joyous experience.

↳ You can direct them towards jobs to challenge and develop further their particular aptitude and skills -- thereby continuing the development of their unique capacities.

↳ At so many crucial periods in our young people's lives you provide the <sup>vital</sup> essential link between the individual and society -- between his preparation as a citizen and his entrance and participation in the processes of democracy.

Let us, then, heed 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.

Let us have the chance to make change a force for good and enlightenment -- to include everyone in this new age of opportunity.

~~Let us recognize that the true source of national~~  
power is our power of intellect . . . <sup>It is the source</sup> of our wealth, ~~our~~  
<sup>as much as the</sup> wealth of ideas . . . <sup>We are as strong as</sup> our resources, our resources of human skill and energy.

~~Let us accept the challenge of our time.~~

Let us fulfill the promise of a people blessed as none have ever been blessed before.

Let us fulfill what the author Thomas Wolfe -- in the despair of the 1930's -- called the promise of America.

"To every man his chance, to every man regardless of his birth, his shining golden opportunity -- to every man the right to live, to work, to be himself and to become whatever thing his manhood and his vision can combine to make him -- this . . . is the promise of America."

I ask you to join in making that promise come true.

# # # # #

REMARKS OF VICE PRESIDENT HUBERT H. HUMPHREY BEFORE THE  
AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION,  
WASHINGTON, D.C., APRIL 4, 1966

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-- And the whole sum of our progress -- the whole fact of our stronger and better America -- gives hope to the two-thirds of mankind living in hunger and darkness that there may be a share of something better ahead for them, too.

I, for one, am determined that the hopes of mankind shall not be in vain -- that their faith in the strength and goodness of America shall not be misplaced.

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This summer the national Youth Opportunity Campaign -- under the chairmanship of the Vice President -- will again seek to provide our young people with meaningful and exciting job experiences. As many of you know, last year the private and public sectors provided more than one million additional summer jobs for youngsters between 16 and 21. Besides providing money, these jobs were vitally important in introducing many boys and girls to the world of work -- and helped them see the need to complete their education and training before seeking a permanent job.

We hope the Youth Opportunity Campaign for 1966 will be even more successful. We have again established the goal of one million jobs -- with emphasis placed upon hiring young people whose lack of skill of experience insulates them from the normal forces of the job market. We are especially counting upon your cooperation and support in helping deprived youngsters experience a rewarding and challenging summer. But this will not happen naturally -- each of us will have to make a special effort to see that it does.

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You can help them pursue courses of study to develop their individual potential to the fullest -- thereby making the process of education an exciting and joyous experience.

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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 our time.

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ORIGINAL

PRESENTATION BY  
THE VICE PRESIDENT OF  
THE UNITED STATES OF AMERICA

THE HONORABLE HUBERT H. HUMPHREY

Before the  
AMERICAN PERSONNEL  
and  
GUIDANCE ASSOCIATION

International Ballroom  
Washington Hilton Hotel  
Washington, D. C.  
10:00 o'clock, a.m.  
April 4, 1966

**PRO-TYPISTS, INC.**  
PROFESSIONAL TRANSCRIPTION SERVICE

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THE VICE PRESIDENT OF  
THE UNITED STATES OF AMERICA

THE HONORABLE HUBERT H. HUMPHREY

Before the
AMERICAN PERSONNEL
and
GUIDANCE ASSOCIATION

International Ballroom  
Washington Hilton Hotel  
Washington, D. C.  
10:00 o'clock, a.m.  
April 4, 1966

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P R O C E E D I N G S

DR. HITCHCOCK: Thank you very much.

Dr. Scott, Mr. Vice President, ladies and gentlemen, it is indeed a great honor to introduce our speaker this morning. There are some unusual situations of coincidence, I guess -- I'm not exactly sure, but this Association happens to have been founded at just about the middle of the first Senatorial term of the Vice President, and this Association and its members have been interrelated with him during the years because of our mutual human interests and concerns.

He has been the instigator and a major supporter of virtually every legislative act affecting education and the disadvantaged during these past years; these interests being so similar to ours and ones in which we also have been very much involved.

Well, Mr. Humphrey would in some ways be the pride of a councillor and in some other ways he would be quite baffling. He graduated in pharmacy, a field of study he had entered from work experience in his father's pharmacy, and I guess that that's good guidance. Then he became a student of political science at a later time -- Bachelor's degree and Master's degree -- and soon thereafter entered a career in politics.

He has been able to change his career a number of times illustrating long before the studies were completed that it is true that a person changes his career several times during his

PRO-TYPISTS, INC. DI-7-5395

1 lifetime.

2 (General laughter.)

3 Well, the Vice President is many things to many people and  
4 to us I think that some, but certainly only some, of the meanings  
5 that he has to us are found in his chairmanship of the Summer  
6 Youth opportunities, in his chairmanship of the Economic Oppor-  
7 tunity Council, in his chairmanship of the task force on the  
8 drop out, these elements that are so very closely related to all  
9 of us.

10 And here is a man who has four children and who has kept  
11 his sense of humor.

12 (General laughter.)

13 And now, with four -- at the last time of the press release --  
14 grandchildren somewhat less pressing, we hope that the council-  
15 lors of these grandchildren are up to our expectations and ideals  
16 as well as to his.

17 Well, Mr. Humphrey has become a belief in life for people,  
18 especially the young of heart all over the world and he is to  
19 many people many great things. His accomplishments are indeed  
20 an inspiration to anyone, but above all else that he is and that  
21 he has done, he is, above all else, a man of ideals and of  
22 human greatness.

23 Ladies and gentlemen, the Vice President of the United  
24 States.

25 (Applause.)

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PRESENTATION BY

THE HONORABLE HUBERT H. HUMPHREY

VICE PRESIDENT

UNITED STATES OF AMERICA

MR. HUMPHREY: Thank you very much.

Thank you Dr. Hitchcock, President Scott and the members of  
The American Personnel and Guidance Association. First, Dr.  
Hitchcock, I want to thank you for fulfilling one of the prime  
requisites of a counselor, of one who gives guidance, to build  
self confidence.

(General laughter.)

You've made me feel secure.

(General laughter.)

You even made me feel wanted.

(General laughter.)

So, we have a good beginning. Now, Dr. Hitchcock has  
stated to you that I have from time to time changed my career,  
but I want you to know something, Doctor. I never changed my  
mind. I knew exactly what I wanted to do.

(General laughter.)

And he's, this distinguished officer of yours, has said  
that I have four children and a sense of humor. That's neces-  
sary with four children. It's doubly necessary if you have  
eight and we do have four grandchildren and believe me, if you  
don't have a sense of humor, they'll bring it to you. So,

1 everything is going fine. I have no complaints this morning at  
2 all except I must say that it's rather difficult to follow such  
3 a distinguished artist as Miss Williams. That's a hard act to  
4 follow. Wasn't she great? Just marvelous.

5 (Applause.)

6 I've known Miss Williams for some time. Our paths have  
7 crossed on occasion. She just reminded me back stage here a  
8 moment ago that the last time we were together was when she was  
9 the guest star at a meeting of The International Lady Garment  
10 Workers when I was speaking in New York and she was singing and  
11 guess who won. She did.

12 (General laughter.)

13 Now, I've looked over your program this morning. In fact,  
14 I spent two or three days looking over your program.

15 (General laughter.)

16 I want to give you a little guidance.

17 (General laughter.)

18 After you've gone through this program, you better take a  
19 week off for a much needed rest. There hasn't been this much  
20 work projected in this Capital since the New Deal.

21 (General laughter.)

22 Well, if you get through it, let me know.

23 (General laughter.)

24 This is exactly the kind of a blueprint for action that  
25 President Johnson wants. He's been looking for the personnel to

1 fulfill it.

2 (General laughter.)

3 If you find a sort of a security guard around every entrance  
4 as you seek to leave, you'll know it's just John Macy and the  
5 Civil Service Commission recruiting outside.

6 (General laughter.)

7 By the way, I want to thank those who made arrangements for  
8 this program. When I came in this morning there were a number  
9 of your members outside waiting there. They'd been carefully  
10 placed there. I could see that there wasn't a place one could  
11 turn but what President Scott or Dr. Hitchcock had another little  
12 group to make me feel that this was going to be the biggest  
13 meeting of all time, and I kept saying, "Well, why --" I'd look  
14 at the badge and it says "American Personnel and Guidance Asso-  
15 ciation. I'd say, "Well, why don't you come in?" They said,  
16 "There's no room. No room"

17 (General laughter.)

18 Well, this was, of course, just to make me feel good.  
19 There's still room up here.

20 (General laughter.)

21 I want to talk very seriously with you today about your  
22 work and about my work. I do appreciate the introduction that's  
23 been given to me and I want to say to Dr. Hitchcock, you have  
24 made me feel very good. All too often in my new position as  
25 Vice President somebody get hold of the State Department and the

1 State Department says, "Oh, the way you introduce him is just  
2 say 'The Vice President of the United States' and put him on.  
3 This is fine except I just like to hear those nice things that  
4 people like Dr. Hitchcock say before you get on.

5 (General laughter.)

6 But he didn't let that stand in his way. He broke through  
7 those old barriers and I'm going to talk a little bit about  
8 that.

9 This past weekend was a very rich one for me. Mrs. Humphrey  
10 and I journeyed to Memphis, Tennessee, where I was privileged to  
11 address the Tennessee Education Association and to see the  
12 amazing development in that State, to see a great and thriving,  
13 prospering, glowing city of Memphis with fine industry, new  
14 industrial development and some of the best of human relations  
15 and race relations in the South, and indeed, in the land.

16 (Applause.)

17 That's fine, you Tennesseans can applaud, and then we  
18 journeyed from there to Cape Kennedy where in my capacity as  
19 chairman of the Space Council we met for a full evening with a  
20 number of the industrialists of our Nation that are engaged in  
21 space work along with top technicians of our Government, men of  
22 great competence, and discussed this whole new era of discovery,  
23 the research and exploration in space, in outer space, and  
24 believe me it surely brings to bear upon one's mind the tremen-  
25 dous changes that are taking place today in science and industry;

1 indeed, in education.

2 Then Saturday morning we journeyed to North Carolina where  
3 it was my privilege to address a college and university and to  
4 dedicate a new building for the North Carolina Mutual Insurance  
5 Company, headed by a great American, by the name of Asa Spalding --  
6 a little company that 67 years -- a big company that 67 years  
7 ago started out with just three or four officers seeking to  
8 provide insurance for the poor, for the uneducated, in a sense  
9 the unwanted, people who could get no help from anybody else,  
10 the Negro people of the South; and today that company has assets  
11 of \$400 million and serves well over 1,200,000 families, one of  
12 the top ten insurance companies in America.

13 I mention this because my theme today is that we're entering  
14 a new and exciting age and you are an integral part of it. The  
15 age? Not the nuclear age, not the space age, but the age of  
16 opportunity. In fact, the age of opportunity is already upon  
17 us. It's upon us in the corridors of our schools, on the campuses  
18 of our universities and colleges, in the personnel offices of  
19 our corporations. Like spring it's breaking out all over and  
20 old barriers, old barriers of centuries of duration are being  
21 torn down and old struggles are being won. The day is near when  
22 the future will lie open ahead, open to every American child  
23 who will make the most of it.

24 Just look at what's happened. In just these few, few  
25 months a 30 year fight for a program of health insurance for the

1 elderly has been won. At least a crucial battle has been won --  
2 the breakthrough.

3 A hundred year struggle to obtain Federal assistance for  
4 elementary and secondary schools has been won, and might I add  
5 that in four years Federal assistance to education has grown  
6 from four billions of dollars to ten and one half, the most  
7 amazing breakthrough in education resources, financing that any  
8 nation has ever known.

9 A century long struggle to implement the works of the  
10 Emancipation Proclamation is being won. The promise of 1863  
11 100 years later with the passage of the Civil Rights Act became  
12 the fact of 1964.

13 The root causes of poverty are being attacked no longer  
14 just to make poverty tolerable, but to get at the cause of it,  
15 to dig deep and to find out why.

16 A new immigration policy has been established to remove  
17 the shame from American public law and to make the words on the  
18 plaque at the base of the Statue of Liberty honest words.

19 Tremendous breakthroughs in medical science and more to  
20 come mean that most of us will live longer, in better health  
21 than any people, anywhere, at any time.

22 A host of programs to improve the quality of our physical  
23 and cultural environment have been enacted. Would you have ever  
24 dreamed five years ago that your Federal Government would take  
25 the lead in a program in the arts and the humanities? I remember

1 when I used to introduce this legislation. May I say that if  
2 I looked a bit scarred up from time to time, it's because I  
3 walked through many a legislative minefield, many of them.

4 (Applause.)

5 Then, our quest into space -- into outer space -- has  
6 brought us new discovery, new knowledge, new technology, new  
7 cooperation between government and industry and the academic  
8 community and a great adventure into the future. This is the  
9 most fascinating of programs. I wish you could know what an  
10 exciting experience it is even for a layman, one that just learns  
11 from those who are so deeply involved in it.

12 And the whole sum of our progress, the whole fact of our  
13 stronger and better America gives hope for a better day for  
14 two-thirds of mankind that lives in hunger and sickness and  
15 illiteracy and darkness.

16 You know, Toynbee -- Arnold Toynbee -- gives us so much to  
17 think about these days. He, more than any other in our time,  
18 seems to be able to capsule both the past and the present and  
19 with some indication of the future, and I believe it was Toynbee  
20 who said something like this, and I'm never very good on the  
21 quotes, but I paraphrase for you. Our generation can be remem-  
22 bered not for our crimes nor even for our astonishing inventions  
23 but as the first generation which dared to make possible the  
24 fruits of human progress for the whole human race.

25 There it is. With all of our limitations, with all of our

1 doubts, with all of our evil, nevertheless, we are the first  
2 generation that has it within our means and who dares to make  
3 possible the fruits of human progress for the whole human race.

4 I might add that that's the key to peace. That's the only  
5 hope for peace because there can be no peace in a world that  
6 has an ever increasing gulf between the rich and the poor, and  
7 regrettably, even as of today, that is the sad fact.

8 Now, I for one am determined that the hopes of mankind that  
9 I've talked of here shall not be in vain. That's why a man  
10 ought to be in public life. To see what little he might be able  
11 to contribute. That's why you're on your job. So, together we  
12 should be determined that the faith of those persons who are  
13 denied, that the faith in the strength and goodness of America  
14 shall not be misplaced.

15 I guess I'm an old sentimentalist. I do believe with  
16 Lincoln that America is the last best hope on Earth, and I might  
17 add that a little solid belief and faith in that truism would do  
18 a great deal to give Americans the proper perspective as to  
19 their role in the world in the generations that lie ahead.

20 Now, the good old days really were never so good and you  
21 know it, or maybe I'm just speaking for myself. I like each  
22 new day and each new election just a little better.

23 (General laughter.)

24 I happen to think that the good days are today and that the  
25 better days are coming tomorrow. What's more is, there isn't

1 anything I can do about those yesterdays, nor is there anything  
2 you can do about them except to profit from your experience.  
3 We need to think about this hour that's given to us to live and  
4 then to plan for the hour tomorrow.

5 As I travel around our America, I see a people on the move.  
6 I see a strong people full of enthusiasm and idealism. Oh, yes,  
7 I know, you can find those that don't have that and many people  
8 spend all of their time looking for the rotten peanut in the  
9 barrel, and you can always find it, but I for one prefer to  
10 look for that which is encouraging and good and not in any way  
11 to ignore that which may be difficult and bad.

12 But I see a people full of enthusiasm and wanting to par-  
13 ticipate fully in this new age of discovery and opportunity.  
14 As they say on the TV, "This is the Pepsi generation." and I  
15 like to be where the action is.

16 (General laughter.)

17 That's why I'm here. Sometimes I wonder if we fully grasp  
18 the changes that have taken place in America in the past few  
19 years, and changes for the better. Now, I don't need to list  
20 out here for you, to detail the changes industrially, scientif-  
21 ically. You know those changes. At least you have sensed them,  
22 but may I say that whatever sense you have of those changes,  
23 just multiply it by a factor of ten because it's much more than  
24 you think -- much, much more.

25 But there are other changes which are to me even more

1 significant than the changes in technology or science or in  
2 government or in political institutions, changes in the world  
3 where nations have gained their independence. The most impor-  
4 tant changes are the changes happening to people because it is  
5 in people that we have our trust and we place our emphasis.  
6 We must because people are the basic resource of this Nation  
7 and others.

8         And the relationships between peoples has changed. I'm  
9 privileged to serve, for example, as a member of the Advisory  
10 Council of Plans for Progress. Now, this is a voluntary organi-  
11 zation of the major business corporations of this country  
12 pledged to promote equal opportunity in employment.

13         Imagine, if you please, ten years ago the National Associa-  
14 tion of Manufacturers conducting seminars and training courses  
15 in fair employment practices. They are today in every State in  
16 the land. No longer is this considered radical doctrine. I  
17 can remember when it was. Take a look at it right now. I  
18 remember very well when those of us who introduced fair employ-  
19 ment practices legislation were denounced, but it's good to be  
20 denounced at the right time. It makes you feel good, know you're  
21 right, makes you know you're right.

22         But today there's a whole new attitude and the leading  
23 business firms of America are taking the lead, not dragging their  
24 feet. They're exemplifying civic leadership. I'm told, for  
25 example, as I meet with these leaders of American business, and

1 I do regularly, that the great corporations now literally have  
2 fierce competition to hire competent Negroes and other minority  
3 group members.

4 Where just a few years ago most of the Negro college  
5 graduates could look forward only, realistically, to careers as  
6 teachers or preachers, the picture has now changed dramatically,  
7 and the doors of opportunity in business, in industry, in our  
8 great laboratories, our institutes, are swinging wide open. This  
9 is why I opened my remarks today by telling you of that remarkable  
10 remarkable dedicatory service at Durham, North Carolina, where  
11 literally thousands of people, white and Negro, people from every  
12 walk of life, were gathered there to pay tribute to and justi-  
13 fied honor to men and women who had led and who had seized  
14 opportunity.

15 Many of America's finest colleges are now searching for  
16 qualified minority group members to enroll as freshmen each year,  
17 and these institutions learned that it was not sufficient merely  
18 to sit back and wait for the Negroes or the other minorities  
19 to apply. Equal opportunity is not merely saying that the door  
20 is open.

21 Years of discrimination, of the closed door, years of being  
22 told to get to the back of the bus, years of exclusion dictated  
23 that initiative had to be exercised by colleges and universities.

24 Each summer the program called "Upward Bound", sponsored by  
25 the Office of Economic Opportunity, seeks to expose talented

1 young people from deprived areas to the challenge and the  
2 excitement of educational excellence so that they will be moti-  
3 vated to enter college after high school; the emphasis on moti-  
4 vation to a group of people, if you please, that have been for  
5 years cast aside, told to stay in their place, in many instances  
6 said that they were not wanted, were rejected, and I submit to  
7 you that those of us who have not gone through those experiences  
8 have an obligation to those who have.

9 Under the recent reorganization of the civil rights respon-  
10 sibilities in the Federal Government, the Civil Service Commis-  
11 sion has developed a comprehensive new program to attraact  
12 minority talent into the Federal service and to make sure that  
13 every effort is made to promote and advance persons who merit  
14 it who are now Federal employees.

15 President Johnson recently met with the principal personnel  
16 officers of every Federal agency. I was with him on that day  
17 about two or three weeks ago when he emphacized the Federal  
18 Government's commitment in this regard, of promotion, of recruit-  
19 ment on the basis of merit. And I want to tell you my friends,  
20 if we're half as ingenious getting people jobs who are in the  
21 minority groups as some of us have been in preventing them from  
22 getting jobs, oh, there will be a success story written. And  
23 I've gone up and down through this Government and this land and  
24 simply said, "I ask you to be no more ingenious doing what you  
25 ought to do than you were in doing what you ought not to do.

1 Just reverse it. Same amount of effort, same amount of ingenu-  
2 ity and the results will be amazing."

3 In occupation after occupation on the American street and  
4 the farm, the story is the same. There's a new day and we need  
5 to proclaim it. There's an age of opportunity that's right here  
6 at our doorstep.

7 Well, how are we going to meet this age? What will we do  
8 about it? Well, first, it's my view that we must make sure  
9 that our young people understand that the new opportunities are  
10 in fact opening up every day. Now, this is particularly true  
11 to our minorities: the Negro, the Mexican-American, the Puerto  
12 Rican, yes, and others. We must crack through generations of  
13 cynicism and despair, not based upon idle theory but upon the  
14 facts of life so that our boys and girls will seek the right  
15 education and training to fill the jobs of the future.

16 And second, we must be prepared to offer our young people  
17 the education and the training they need; not what you have  
18 already learned how to offer, but what they need. As the  
19 President has said, "All the education that they can take."  
20 Education for the future. The challenge of providing quality  
21 education is one that is with us, education of and for excel-  
22 lence, and I know that this is a massive and a difficult job.

23 The truth is that man has to compete with machines. The  
24 average man has to compete with the machine that was created by  
25 the exceptional man. The exceptional man has made it more

1 difficult for the average man or for the person of limited  
2 educational experience, and quality education is the answer  
3 but quality education is not, I repeat, not being provided in  
4 many, many school systems throughout America.

5       You know, we learn so much from tragedy or from shock.  
6 The Soviet Union when it launched sputnik jarred this Nation  
7 into a recognition that we were way behind in our education,  
8 in our science, and particularly in science information. I  
9 held hearings in this Government as a Senator for ten years on  
10 the improvement of information retrieval. I could have bored  
11 a hole in the Earth coming through one side and going out the  
12 other sooner than to get an agency of Government to finally put  
13 in computers to do something about information retrieval. You  
14 would have thought it was contrary to the laws of nature, a  
15 violation of theology.

16               (General laughter.)

17       At long last we are able to get something done, but I want  
18 to credit most of it to Sputnik. Sputnik scared the living  
19 daylights out of people in America. The Russians shouldn't have  
20 given it so much publicity. But we learned from Sputnik just as  
21 we learned from Hitler. He taught us that we had to have col-  
22 lective security. He emphacized what Woodrow Wilson had tried  
23 to say 25 years before, that there needed to be a League of  
24 Nations if you were going to prevent tyranny from taking over  
25 the world.

1           And my dear friends, we're learning from Vietnam too,  
2 tragic as it is. We're learning that a nation that is a world  
3 leader cannot have a half world knowledge. We're learning that  
4 it isn't good enough just to be acquainted with the literature,  
5 the music, the culture, the politics and the geography of  
6 Western Europe and Latin America. We're learning the hard way  
7 through pain and death that you need to have information and  
8 knowledge about the rest of the world, Asia and Africa, because  
9 it's there that our future may be decided. It is there where  
10 over 2 billion of the children of this earth live, and it is  
11 there where we're abysmally ignorant.

12           We need a little guidance. Plenty of it before it's too  
13 late and the door of opportunity has been blasted open by pain  
14 and death and suffering and even humiliation. So, out of this  
15 will come some good, but what a price to pay.

16           So, I repeat that we must advance this cause of education  
17 and we must make it excellent. Anybody can do well in this day  
18 and age. The difference between a great nation and an ordinary  
19 nation, between a great people and an ordinary people is any-  
20 body can do what's possible. Great people do what's impossible.  
21 An impossibility is conquered by excellence. So, when I say  
22 that quality education is not being provided in far too many  
23 schools, I also say that it must be provided lest we cheat both  
24 our young people and our Nation and indeed the world of the  
25 chance for full productivity.

1           Now, we know the need of eliminating obsolete and outmoded  
2 teaching methods and curricula. We know the need -- methods in  
3 curricula which stunt the development of creative thinking and  
4 understanding -- but having known the need does not mean that we  
5 always do what we know needs to be done. There are still far  
6 too many areas in this great land of ours that our teaching  
7 methods and our curricula is related to another age. Is it any  
8 wonder that some people lose interest in education, particularly  
9 if you're not paid to be in it? Remember, the student doesn't  
10 get paid.

11           We've begun to emphacize the importance of understanding  
12 the basic structures of mathematics and languages and physical  
13 and biological sciences. These are constructive changes. And  
14 we know that our young people have an astounding capacity for  
15 learning when they are truly challenged and excited about the  
16 process of education. We don't really need to take as long to  
17 teach as we do. We learned in World War II that you can learn  
18 languages -- we can learn languages so much more rapidly than  
19 anybody dreamed possible that it frightened the language teachers.

20           It is possible to learn. We must of course recognize that  
21 one overwhelming task among the great challenges facing educa-  
22 tion is that what about education for the poor and the deprived.  
23 They're the ones that need it above all. Despite recent efforts  
24 to improve the lives of those persons that are consigned to live  
25 in the slums and the ghettos of our cities and in the poverty

1 stricken rural areas, we must frankly recognize that little has  
2 changed in their daily lives. Oh, yes, we've passed the laws  
3 that give legal protection, passed laws that give the additional  
4 guarantees of what the Constitution originally provided, but  
5 until their lives are changed, until there's work, decent  
6 housing, places to live, open spaces in which to walk, and above  
7 all, an acceptance, a social acceptance of one another, there  
8 will not be the change that is required for a peaceful nation.

9 Let me give you an example. We still find the poorest  
10 schools in the poorest areas, and in those areas where young  
11 people are usually denied broad exposure to culture, to the arts,  
12 and society generally, we find that schools often do little to  
13 compensate for it. And in those areas where the children come  
14 from a home environment which provides this exposure, in the  
15 middle income and the upper middle income, we usually find the  
16 best schools which also offer a variety of special courses:  
17 counseling, guidance, psychiatric treatment, medical care,  
18 intermural sports, all sorts of activities, exciting cultural  
19 programs, and the latest teaching techniques and equipment.

20 This is education upside down. Now I don't mean to say  
21 that those who come from the upper income groups shouldn't have  
22 good education or good schools. They should. But the others  
23 should have it too, only in larger doses. Educational excellence  
24 should not be the prerogative of some. It should be the right  
25 of everyone, and it should exist everywhere, and especially in

1 those areas where it is needed most urgently. I would suggest  
2 that we espouse what Franklin Roosevelt called that broader  
3 definition of liberty, under which the fortunate make an extra  
4 effort on behalf of those lacking good fortune so than in the  
5 longer run all may benefit. And in a country like ours where  
6 there is such mobility, in which there are truly representative  
7 institutions, it is not only desirable that there be educa-  
8 tional equality, educational excellence for all, it is mandatory.

9       There is no way that people can break out of their past.  
10 There is no way that we can break the chains of poverty that  
11 literally enslave hundreds and thousands and millions of our  
12 people until we break out of the stratification of education,  
13 which gives some a splendid education and all too many a poor  
14 education. I'll put it very simply. The poorest district in  
15 the biggest city should have the best schools. The Humphrey  
16 family, for example, can afford to pay for an education for  
17 their children. The government provides me with that income.  
18 You do, as tax payers. Many people in this country that earn  
19 good money, and the incomes are going up and up, they can  
20 afford good education even if they have to go to private educa-  
21 tion. But where the good schools are really needed and where  
22 they are all too few are in the ghettos and the slums and the  
23 poverty areas. And you're not going to defeat the slum and the  
24 ghetto and the poverty precincts by just pouring out money, or  
25 even sending out specialized workers.

(Applause.)

1  
2 I saw this in my own city of Minneapolis. I know there's  
3 some folks here from Minnesota. When I was mayor of my city,  
4 I was surprised to find that in the most -- in the newest areas,  
5 the well-to-do areas, the finest of schools, the best of com-  
6 munity centers, large parks, everything wonderful. And then  
7 I'd -- go up into certain areas of our city over on the east  
8 side and up in North Minneapolis in some areas where many of  
9 the low income group were living, and there would be broken  
10 down old schools that had been condemned for 20 years as a  
11 menace to health -- been condemned by the fire department and  
12 the fire marshall. I'm here to tell you that you can go  
13 through America and find thousands of them like that, but you  
14 can never find a night club like that. They're going to keep  
15 those things safe at least, if not the school. So every time  
16 I get an audience of this size I lay it on, because I have  
17 never known a nation that spent itself into insolvency by  
18 investing in education. I've known many throughout history  
19 that have become total failures by the failure to invest in  
20 education.

(Applause.)

21  
22 Now, I've just told you that it's my view that some of our  
23 young people have an amazing capacity for learning, people  
24 that you wouldn't think would have it. And a few months exper-  
25 ience with Project Head Start has taught us more about education,

1 its possibilities, its prospects, and also what we didn't know,  
2 than any other experience in our national history. And it's  
3 enough to excite our imagination of the possibilities for  
4 lifting young minds in families and communities left far behind  
5 the rest of us. And this opportunity must extend not just up  
6 to the first grade, but throughout the elementary and secondary  
7 years and not, I repeat, come to an abrupt halt as youngsters  
8 enter that first year.

9 As we concern ourselves with the problem of school drop  
10 outs, and this is one that has been close to me, the President  
11 asked me some months ago to concentrate some attention upon  
12 this matter and I have. Let me remind you that many of these  
13 youngsters are in fact not drop outs at all. They're push  
14 outs, persons whose unique talents are never developed and  
15 never been recognized by the schools, persons to whom educa-  
16 tion has been deadening and defeating experience. Now, we  
17 surely have a job to do here. It is estimated that if the  
18 rate of school drop outs continues at its present pace, and  
19 this is one pertinent figure for personnel officers and  
20 guidance counselors, that we'll have some 32 million adults  
21 in our labor force without a high school diploma by 1975.

22 This is an intolerable condition for our country. I  
23 don't say that a high school diploma is a guarantee of a job  
24 and a well paying job, but I say that in a competitive labor  
25 market if you're without one the chances of you getting a job,

1 as compared with getting one if you have one, will tell you  
2 the sad truth that you're last on the list. During the past  
3 year we faced the prospect of 750,000 more school drop outs.  
4 That was the estimate given by people like yourself. Now,  
5 fortunately this estimate has been reduced by the intensive  
6 efforts of many persons in this room, and I would hope that I  
7 made some contribution to it, but we still have not succeeded  
8 in halting this tragic waste of human resources.

9 I read many an article about waste. Somebody wastes a  
10 chair or two. Somebody wastes a few government dollars. Some-  
11 body wastes something at the mayor's office or the city council  
12 or the state house, and there is a big human cry about it.  
13 Now, no one ought to condone waste. Waste is not something to  
14 be proud of, but the greatest waste is the waste of human  
15 resources. And the only way that I know to prevent the waste  
16 of human resources is to invest in human resources, and you  
17 don't call that an expenditure. I have yet to find a parent  
18 that thought that the education of their child is a costly,  
19 wasteful expenditure.

20 You and I have found parents that have literally worked  
21 themselves to the bone, as they say, to see to it that their  
22 children receive an education through their investment. Today  
23 we have the tools to accomplish this objective of eliminating  
24 the waste of human resources, especially if the local school  
25 systems and states will make full and imaginative use of the

1 new resources at their disposal. I am beginning to find --  
2 I have found out that most people don't even know what's avail-  
3 able. I've been meeting with the mayors and the state govern-  
4 ment officers, the county commissioners. I've been put in  
5 charge of liaison with local government by this Federal Govern-  
6 ment, by the President. I've met with every mayor of every  
7 city from the size of New York down to 30,000. And we're  
8 starting now on the 30,000 to 15,000 group in regional meetings.  
9 And I'm amazed to find out the lack of understanding and  
10 knowledge of what is available to combat the problems that  
11 beset our communities.

12 It's not the fault of the mayors particularly. It's our  
13 fault at the Federal level as well. We've had sort of a super-  
14 market of Federal programs, but we forgot to put any labels on  
15 the cans or the boxes. People walk through in a daze, and we  
16 don't even have a good floor walker. Well, I've been  
17 appointed.

18 (Applause.)

19 Now, we're putting on the labels. We're even putting up  
20 signs that say, "This is for housing. This is for water and  
21 sewage disposal. Here's for education and health. And here  
22 are the different sized packages, the super package." If we  
23 spent as much time talking about the opportunities or the tools  
24 that are available to combat the problems that beset our people  
25 as we do about the new soaps that will keep your linen white,

1 super-duper white. Just one little notice once in a while,  
2 I think would do much more to cleanse the community than all  
3 the soap ads put together.

4 Now, last year the Congress enacted the Elementary and  
5 Secondary Education Act. Listen to what we did in just one  
6 year in the Congress: the Higher Education Act, the Teachings  
7 Profession Act, the amendments to the Economic Opportunity Act  
8 that relate to a dozen educational programs, the Work Study  
9 Program, the Adult Education Program, the Job Corps, the  
10 Neighborhood Youth Corps, the Vocational Education Act, the  
11 Manpower Development and Training Act, education, education  
12 programs one after another. And just last week the House of  
13 Representatives voted funds to launch the National Teachers  
14 Corps, and the Senate will soon follow.

15 We have the resources. We have a tool kit jam packed to  
16 get at the problems. The need is to use these resources, and  
17 use them in creative and constructive ways. And the resources  
18 are there. Much of the money that has been appropriated hasn't  
19 even been touched in state after state. Projects go unused,  
20 resources untapped. Now, we must dare to experiment. We must  
21 dare to try. I say to the educators and to the guidance  
22 counselors that if the rate of school drop out is as large as  
23 you know it to be, then you ought to ask yourself this  
24 question, "Who's fault is it?" I want to say that if a merchant  
25 finds out that the customers come in his store and walk out and

1 do not buy anything, there's one or two things wrong. Either  
2 the merchandise he's carrying is not good or it's over priced  
3 or the clerks are no good and over paid. And I think that  
4 school administrators, counselors, people in personnel guidance  
5 ought to sit down together and figure out why is it that such  
6 a large number of our students leave high school when they  
7 have freedom of choice.

8 It could be that they're not interested in ancient history.  
9 Now, you may have to force a little of it down them like you  
10 give a child a vitamin. But it could be that they may want to  
11 be trained for life. It could be that they'd rather make  
12 some history rather than to study it. It could be that the  
13 courses of studies are uninteresting. It could be that the  
14 teaching methods are not what they ought to be. It could be  
15 that we just haven't, as the kids say, "got with it." And if  
16 that's the case, then we have to do something about it. And  
17 everyone of us in every walk of life had this same problem.

18 This is why in your great retail establishments of today  
19 they spend a fortune remodeling, a fortune in training pro-  
20 grams. Why? So they stay in business and don't lose the  
21 customers. This is why colleges trade -- change coaches when  
22 they start losing the ball games. People don't like to lose  
23 football games as a regular habit, and the alumnae association  
24 does something about it. And teachers and personnel, guidance  
25 counselors ought not to like to lose students, particularly at

1 an increasing rate, when there is something that can be done  
2 about it.

3 So, we're working on it. And, we're finding out some  
4 answers because people are finding those answers at their local  
5 level.

6 Now, this summer, the National Youth Opportunity Campaign,  
7 which I'm privileged to chair, will again seek to provide our  
8 young people with meaningful and helpful job experiences. As  
9 many of you know, last year the private and public sectors  
10 provided more than one million additional summer jobs for the  
11 young people between 16 and 21.

12 When we set out on this endeavor, the President said  
13 500,000 jobs, over and above the estimates that had been made  
14 as to gainful employment. We approached the 500,000 figure,  
15 he didn't want us to be without something to do, and then he  
16 said, Mr. Vice President, let's make it 750,000. We got to  
17 750,000, that is, you did, private industry did, state and local  
18 government did, Federal Government did some of it, a small part  
19 of it, and then the President said make it a million. And, by  
20 the last week of August, the most conservative estimates, in-  
21 cluding taking off 20 percent for duplication in statistical  
22 information, deducting 20 percent, we had a million additional  
23 employees at work, young people, over and above the most opti-  
24 mistic estimate of June 1. It can be done. We're going to  
25 repeat it this year.

1 Besides providing money, these jobs are vitally important  
2 in introducing many young people to the world of work. That's  
3 a new experience for some of them. And, I have said, with some  
4 criticism, that that world of work is not only needed for the  
5 poor. As a matter of fact, that world of work is really needed  
6 for some of those that are quite well off and live in families  
7 where they're pampered and where there seems to be little or no  
8 time for these young people, or little or no effort to get these  
9 young people to really experience what it means to work, to fol-  
10 low a schedule, to know what it means to be on the job.

11 And, this program helped them to see the need, thousands  
12 of them, to complete their education and training before seek-  
13 ing a permanent job. I wish you could have read the letters  
14 that came into us. Oh, I know you read some of the criticisms  
15 of this program, where some Congressman got his favorite con-  
16 stituent's son a job. And that did happen. There's always  
17 something that happens. Somebody always puts their finger in  
18 the jelly. There's always something goes wrong. But, I am here  
19 to tell you that there were thousands and thousands of young  
20 people that had the first chance of their lives. And, I would  
21 hope that someday, somebody might want to know about that.

22 I would hope that someday good news would make the news.  
23 I would hope that someday somebody would be given a pat on the  
24 back because they hired ten young people, and of the ten that  
25 they hired, all school drop outs, that eight of them went on to

1 high school and five of them went on to college. That's good  
2 news. And, we'll try to eliminate the other problem. We'll  
3 see that they get their finger out of the cookie jar and the  
4 jelly.

5 But, I must say that it's not an easy task and we're depend-  
6 ing on you a great deal for your cooperation and support in  
7 helping these particularly deprived youngsters experience a re-  
8 warding and challenging summer this summer, because this whole  
9 program will be renewed and expanded. But, it isn't going to  
10 happen accidentally. Each of us will have to make a special  
11 effort to see that it does.

12 Now, perhaps more than any other profession, the members  
13 of the American Personnel and Guidance Association hold the keys  
14 which can unlock the door of opportunity for our young people  
15 this summer and for the rest of their lives.

16 You have the chance of a lifetime because you can touch the  
17 lives of our young people at that critical moment when they de-  
18 cide whether or not to leave school. They're going to look to  
19 you, or to someone like you. And, may I suggest that you look  
20 for them. If this Government and this Nation was half as inter-  
21 ested in finding out and retrieving the school drop out as they  
22 are the traffic violator, we'd do a much better job.

23 We'll assign five officers to bring you in if you get two  
24 tickets that you haven't paid, and maybe send you direct to a  
25 driver's training course besides, and take back your license, if

1 you violate the traffic laws. But, I ask you quite frankly,  
2 because you're the ones that have done so much about it already,  
3 and I speak to friends, how much human effort do we put into re-  
4 trieving the push out or the drop out? What kind of retraining  
5 do we give that family, that youngster? How many people do we  
6 assign to help him get back into normal living? If he commits  
7 a big enough crime, we'll find him. But, if he's just on the  
8 fringes, we're too busy. I hope not.

9 Now, you can help these young people pursue courses of  
10 study to develop their individual potential to the fullest,  
11 thereby making the process of education an exciting and joyous  
12 experience. And, I know that in many instances in colleges and  
13 universities and secondary schools we have very special courses.  
14 We always have special courses for the gifted. Figure out some  
15 special courses for those that aren't too gifted. There are  
16 more of the ungifted than the gifted. There's a greater oppor-  
17 tunity for employment for all of us amongst the ungifted.

18 Figure out what it is that led this young man, compelled  
19 this young man, or drove this young man to leave the path of  
20 opportunity. And, yet, time after time I read stories, articles,  
21 and hear speeches on the programs that we're designing for this  
22 extraordinary, brilliant fellow. And, I understand why, because  
23 that extraordinary, brilliant person doesn't find college or  
24 high school or elementary school very interesting, if he's so  
25 far ahead of the thinking of the rest of his class members.

1 But, what about the others? Are we to have only a stand-  
2 ard of mediocrity for them when, in fact, they may need special-  
3 ized courses? This is why vocational education is coming back  
4 into its own.

5 You know, we used to assign to the mechanics and art  
6 schools, the vocational schools, those that just couldn't make  
7 it. But, I know this Country needs philosophers and I'm all  
8 for it. And I know they need scholars. But, we need somebody  
9 that can repair a TV, too. And, we need somebody that can take  
10 care of the many machines that we develop. And, we need people  
11 that can improve those machines.

12 I was in Cape Kennedy when we launched Gemini 3. And, who  
13 do you think made that launch possible, when it was first  
14 scratched, as we say? All the big ones were standing around.  
15 I had all the big scientists, they were all there. They were  
16 great too. They had perfected the Gemini capsule, the Titan  
17 missile. It was great, and all at once it didn't work. And, a  
18 plain, ordinary mechanic, member of the Machinists Union, went  
19 out there, and he knew what it was. And, he found some little  
20 do-dad, and he fixed it. In twenty minutes the thing was off.

21 Now, I realize it took that super brain power of a scien-  
22 tist and a very special person to creat the Gemini capsule or  
23 the Titan rocket. I understand that. It took many. It took  
24 hundreds and thousands of brilliant people. But, it also took  
25 a mechanic who was able to understand the plumbing system, so to

1 speak. And, he knew where to go and what to do while all the  
2 others were standing there befuddled because it was too simple,  
3 too simple.

4 So, may I suggest that there is a dignity to labor. And  
5 there is a dignity to vocational education. There is a dignity  
6 to skill. And we must emphasize it amongst our people today as  
7 never before.

8 And, you can help direct these young towards jobs to chal-  
9 lenge and develop their particular aptitude and skills, thereby  
10 continuing the development of their unique capacities. Oh, how  
11 you touch their lives. You touch them at the point when they  
12 may be deciding whether or not they'll leave school or stay.  
13 It may be your decision. You touch them at the point where you  
14 can help them develop their potential to the fullest. And, you  
15 touch them at the point where you can discover with them their  
16 aptitudes and skills, and thereby give them direction.

17 You are indeed like an intimate member of the family, but  
18 one to be trusted. At so many crucial periods, therefore, in  
19 the lives of our young people, you provide that vital link be-  
20 tween the individual and his society. You make him feel import-  
21 ant. You bring him into contact, between his preparation as a  
22 citizen and his entrance and participation in the processes of  
23 democracy and our economic structure.

24 So, let me conclude by these words of John Stuart Mill.  
25 "The unwise are those who bring nothing constructive to the

1 process and who greatly imperil the future of mankind by leav-  
2 ing the great questions to be fought out, between the ignorant  
3 change on the one hand, and ignorant opposition to change on  
4 the other."

5 Today, all of us have the chance to be constructive, to be  
6 informed and not ignorant. We have the chance to make change  
7 intelligently, change a force for good and for enlightenment;  
8 not a struggle between the ignorant change on one hand and  
9 ignorant opposition to change on the other, but a struggle be-  
10 tween intelligent change and intelligent cross-examination.

11 The true source of our National power is not our Atom bomb  
12 or even our explorations into outer space. The true source of  
13 our National power is the intellect, the human resource, the  
14 mind, brainpower. And, it is the source of our wealth. In  
15 fact, the community that puts its emphasis upon education is the  
16 community that is assured a future; absolutely assured of one.

17 One of the reasons that the space program is so interesting  
18 to so many people is because it brings vast resources to new  
19 communities, or new resources to old communities. It ties to-  
20 gether into one working operation, a system, the Government with  
21 its resources, the university with its brainpower, the industri-  
22 al mechanism with its management and its productive lines, its  
23 skilled workers. No longer is there the old historic struggle  
24 between Government and industry. Today there's a working part-  
25 nership, otherwise there can be no success, either in our

1 economy, or in our great programs or research.

2 We've learned so much. We learned that it isn't either/or,  
3 either the Government or industry. It isn't either industry or  
4 the university. It is all, working together in a partnership  
5 relationship, a creative Federalism between governments, at  
6 Federal, state and local level, but more important, a creative  
7 spirit of cooperation between all segments, public and private.

8 This is the power of America. America is not as rich and  
9 as powerful as its Government or even as its banks. America is  
10 as rich and powerful as its people, enlightened, inspired, dedi-  
11 cated, trained. We are as strong as our resources of human skill  
12 and energy. And, that's why, even in hours of international  
13 crisis, we need to continue to build the people. We need to con-  
14 tinue to upgrade the quality of our people.

15 I hear these voices that say today: oh, you cannot have  
16 international commitments the likes of which we have now and  
17 continue the Great Society programs. I submit to this audience  
18 that if there's to be any hope for a Great Society here at home,  
19 or anywhere else, it will take more than just the emphasis upon  
20 our military resources. In fact, our military today depends  
21 upon the intelligence and the skill and the commitment of our  
22 people.

23 Dwight Eisenhower once said that our military establishment  
24 is but the fine cutting edge of the great economy of America.  
25 This is the blade. This is the source of strength; the economy,

1 the university, the church, the home, the community, people  
2 that understand that America is only as strong as its people  
3 and its faith.

4 Let us fulfill then what author Thomas Wolfe, in the  
5 despair of the 1930's called the "promise of America." And, if  
6 I were to select a secular line or verse as the words of inspira-  
7 tion for any meeting, these would be my words, from Thomas  
8 Wolfe. I think these words tell so much, state the challenge,  
9 inspire us and tell us what we must do. Listen to what Thomas  
10 Wolfe said in those dark and despairing days of the 30's.

11 "To every man his chance. To every man, regardless of his  
12 birth, his shining, golden opportunity. To every man the right  
13 to live and to work, to be himself, and to become whatever  
14 thing his manhood and his vision can combine to make him. This,  
15 this is the promise of America."

16 I ask you my fellow Americans to join in making that  
17 promise come true, to be a living reality.

18 Thank you.

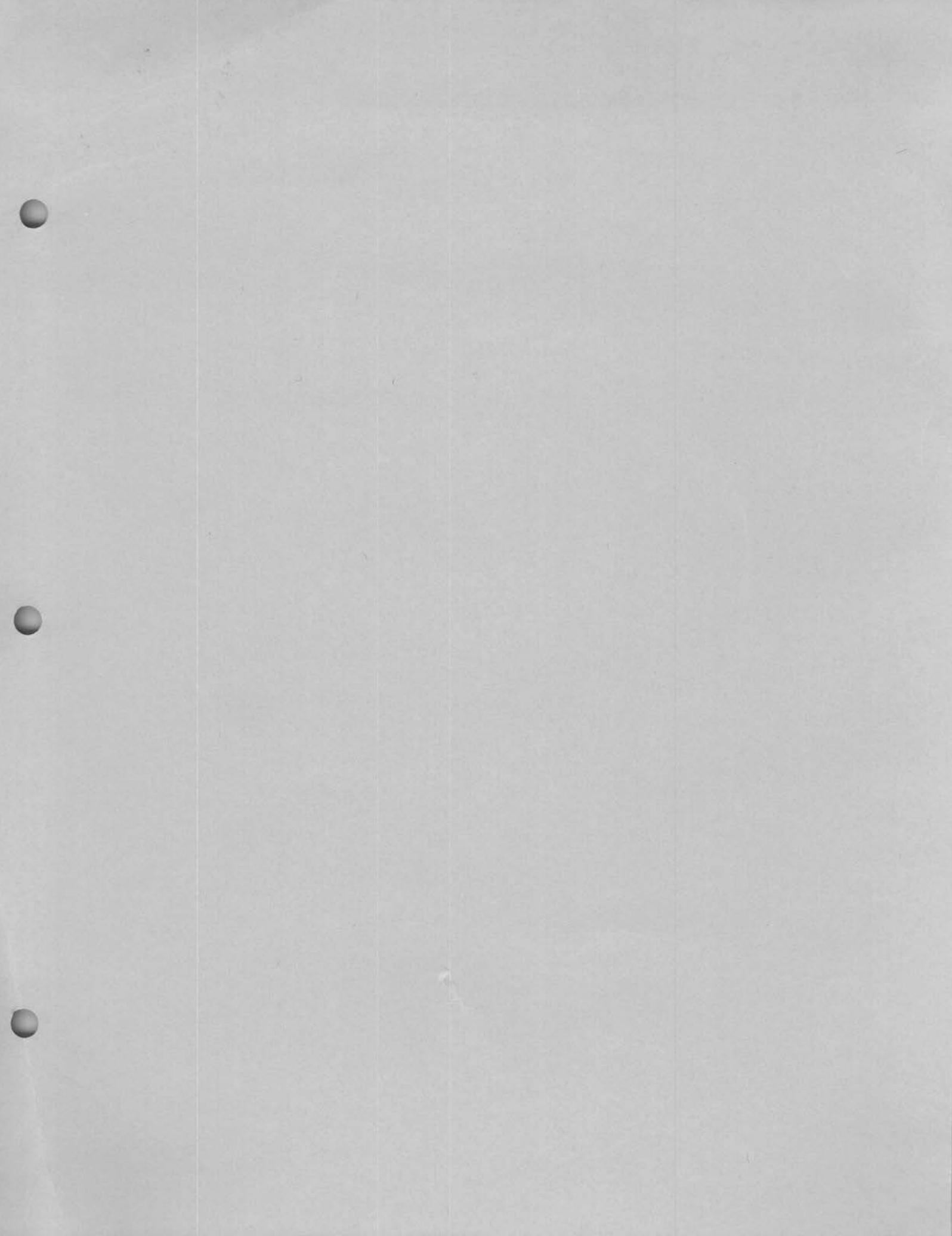
19 (Applause.)

20 (Conclusion of the presentation by the Honorable  
21 Hubert H. Humphrey, Vice President of the United States of  
22 America.)

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