

REMARKS

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My fellow students, I always welcome the opportunity to speak on a college campus.

President Truman ~~has often~~ said that college audiences are the best audiences. They listen intently -- weighing each word with a scholarly mixture of skepticism and objectivity -- and then ask questions that make you wish you had stayed in Washington. And, he is right.

There is another thing about college audiences: They are not concerned with old and tired-out ideas.

Edgar Harden

University - Reflection
University - Community Participation

College students have their lives ahead of them. They look to the future. And that is as it should be.

Today we are joined at this convocation by a group of people who had the horse sense to find an abbreviation for their organization: The Upper Peninsula Committee for Area Progress. UPCAP is much easier -- certainly for any public speaker.

The good citizens of UPCAP -- just as the students of this university -- look to the future. Specifically, they look to ~~the~~ ^{It is here that} the future of the Upper Peninsula, which is where most of the students of this university will live and work in the years ahead.

Education sep. Nov 1964
Today let me talk in very practical terms about the future of the Upper Peninsula, about your future.

Our federal government has helped support UPCAP.

EDA

↳ We have worked with UPCAP -- through the Economic Development Administration -- on the Lake Superior fisheries study, the forest resources inventory, iron ore research, and the study still going on of the Upper Peninsula's potential for tourism and recreation.

↳ ~~We have helped because these have been sound~~ These are sound and practical projects, which have already yielded real economic dividends, and will bring in more.

↳ The Office of Economic Opportunity, ~~too~~, has helped with 100,000 dollars for technical assistance and 96,000 dollars for small business development.

↳ Last summer almost a thousand children took part in your Head Start program. I know that you plan to expand Head Start this summer. And you have broken new ground with your program to provide new opportunity to young people not so fortunate ^{things} as you who attend this university.

- Job Corps Center for Washburn

↳ At the beginning of this year, a 1.8 million-dollar
Work Experience program, covering the Upper Peninsula
and a few nearby counties, was approved. This university
will be the site of a Women's Job Corps Center, at a
contract cost of 2 million 875 thousand dollars.

↳ You have been fortunate in the revival of your iron
ore mines. But -- if you will pardon a bad pun -- you
have rightly decided not to rest on your ores.

~~Both~~ the students of this university and the ~~community~~
leaders of UPCAP know that the future lies with more than
what already exists. ↳ It belongs to those who prepare for it.

Whenever we think seriously about the future, we
must think about education -- as the UPCAP conference has
been doing today.

One of the most practical arguments for better
education is this: Dollars and cents. — yes Economic
well-being.

Economists have determined time and again in recent years that those communities with the highest standards of education ~~also~~ become those with new industry, new investment, new jobs.

Some of you may have seen ~~not long ago~~ ^{read an} ~~an article~~ ^{read an}

article in one of the major national magazines concerning the pattern of America's postwar growth.

↳ Where had the most rapid growth occurred? ↳ Where had new concentrations of industry centered? Where had government and private contracts gone?

The areas which had benefited most were those which had invested in education: areas with good primary and secondary schools . . . with high teachers' salaries . . . with challenging curricula . . . with colleges and universities which had made special efforts to attract talented faculty and students.

educ. - the new wealth
the new power

Can + must
can + must
Today ~~the help exists for~~ every part of America can + must
upgrade its education.

Last year, under President Johnson's leadership, the Congress enacted a whole series of landmark education measures: The Elementary and Secondary Education Act, the Teaching Professions Act, the Higher Education Act, the Manpower Development and Training Act, the Vocational Education amendments, and the Economic Opportunity Act, with its substantial help for education. (And I might add that your able Congressman, Ray Clevenger, worked for passage of all of this important legislation.)

All these laws were specifically written so as to provide needed federal aid to education while encouraging local initiative and enterprise in use of that aid.

A partnership between the federal government and the community.

Programs under the Elementary and Secondary Education Act alone, by the end of this school year, will have put 1.2 billion dollars into education throughout the country. Next school year it will be 1.4 billion dollars.

↳ In terms of dollars, ~~the most substantial program~~ ^{most of this aid} ~~under the Act is that providing aid for~~ low-income school districts -- those with a substantial number of families whose annual incomes are less than 2 thousand dollars. Under this program, almost 1 million 600 thousand dollars ^{1.6} has been authorized for the Upper Peninsula for this first year.

↳ This supplementary aid is intended to help children who most need the help -- children from homes of poverty and, too often, schools of poverty.

↳ These are rich human resources running to waste. We must find a way to engage the interest of these youngsters, to make education challenging and exciting to them.

Let me give you an idea of what can be done, through local initiative, under just one part of this new law: the program called PACE -- Projects to Advance Creativity in Education.

I have been looking over the first projects -- proposed at local level -- which have been approved under this program.

Deer Lodge, Montana plans a four-week summer field program for students in biology, chemistry, and physical science.

Sumter, North Carolina is building on the success of the Head Start approach and is setting up programs for three, four, and five-year-old children in poverty-stricken rural areas -- so they can enter the regular school system without two strikes against them.

Kennebunk, Maine is using a mobile van to bring special help to students who have serious difficulties with reading, pronunciation, or vocabulary.

↳ Orangeburg, South Carolina is beginning an annual festival of the performing arts.

↳ Eldorado, Illinois is setting up a program to determine the most effective ways for school districts with little money to take full advantage of federal and state laws.

↳ I could mention Athens, Ohio; Plaistow, New Hampshire; Astoria, Oregon; New Shoreham, Rhode Island, and many other places. I could speak of programs to counsel ^{school} dropouts; to forestall juvenile delinquency; even to better use the time students spend in school buses.

~~Anything that makes sense does have a chance of federal help.~~

↳ What we hope to stimulate -- through this law and other education laws -- is nothing less than an explosion of creative thought and action in our schools.

Thought & Action

↳ You will notice that I included no cities of any great size in my examples, although I could have done so.

↳ ~~I wanted to make the point that you~~ do not have to have a large school system and administrative staff to get into the act.

The main thing you need is an idea.

↳ I am informed that four applications under this program have been made from this area. *one already approved.*

↳ The one from Sault St. Marie has already been approved.

↳ The other three have favorably impressed the Office of Education and have been returned for sharpening and revision, which I understand is now in progress.

↳ Every area in America is potentially rich in human resources. The question -- the question facing even those who are ~~still~~ students today -- is this: What will we do with those resources? *How to upgrade -*

↳ Our federal education programs are tools waiting to be put to work by people who want to do something about their futures.

The people in UPCAP are putting those tools to good use today.

The students of this university will have the chance to do so tomorrow.

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So far today I have spoken about things immediate and practical: The efforts of the people of the Upper Peninsula to build for the future . . . the possibilities that lie open to you through the use of federal programs -- especially in education . . . and the need for your commitment and initiative in lifting yourselves.

Let me, now, put those things in a wider context.

↳ We Americans have always had a dream.

↳ The American author Thomas Wolfe, writing in the despair of the 1930's, expressed it:

"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."

↳ Today, for the first time in our history, we are within reach of that dream's fulfillment.

↳ We are reaching outward to the time when every person and every place in America may truly push away ~~to the past~~ ^{and reach out to the} the old barriers to "shining golden opportunity."

~~Yet today's course may be only the trail blaze of tomorrow.~~

Only ~~200~~³⁰⁰ years ago the French voyagers, pushing westward through the Lakes, paddled their birchbark canoes through the blue waters of the wilderness peninsula of Michigan.

Not one of them could possibly have dreamed of the path he was blazing or the breadth and power of the new civilization which would use it.

↳ I believe that our efforts today in America -- the efforts of a people striving ~~in unity~~ to create their state of opportunity -- can be ^{flagship} ~~the trail blaze~~ toward a better world than any of us today might dare dream.

↳ Today, in an age of terrifying danger, we Americans have reached the maturity to know that the strongest and weakest in mankind -- as the strongest and weakest in our own society -- live but tenuously together.

↳ We have come to know that both man's survival and his progress depend on his devising common ways to conquer sickness, ignorance, injustice, and the threat of war.

↳ ^{Voyagers} ~~Could the French couriers viewing the Michigan wilderness have imagined what is built here on this day?~~

Together?

Can we, then, have any idea of the possibilities of a world in which men might be bound together in the cause of human hope and opportunity?

~~The perception of such a world is your chance, my friends of new ideas and confident faith.~~

Yours is the chance to make the American dream ^{of Every} ~~man's~~ ^{man's} chance - his golden opportunity -- indeed the dream of all mankind -- come true.

I hope you will make the most of it.

We know that ~~Civilization~~ ^{#####} for the first time in human history mankind has it within his power to bring the benefits of Civilization to all of Mankind - to build a better world or to destroy the one we have.



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